

WHY DO UNIVERSITY STUDENTS PERPETRATE INTERNET PLAGIARISM? A MULTIPLE LINEAR REGRESSION ANALYSIS

1Norlinda Rozar, 2Mohamad Hazeem Sidik, 2Muhammad Ashlyzan Razik, 3Nur Aqilah Sidik, 4Muhammad Farhan Zolkepli

1 Faculty of Maritime Studies, Universiti Malaysia Terengganu, 21030 Kuala Nerus

2Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan, Pengkalan Chepa, 16100 Kota Bharu, Kelantan

3Azman Hashim International Business School, Universiti Teknologi Malaysia, Jalan Universiti, 80990 Johor Bahru, Johor

4Faculty of Civil Engineering Technology, Universiti Malaysia Pahang, Lebuhraya Tun Razak, 26300, Kuantan, Pahang
Corresponding author: hazeem.a18e031f@siswa.umk.edu.my

ABSTRACT

In the new era of fourth industrial revolution (IR 4.0), technology has undergone a lot of advancement and this includes the internet. The internet has become a tool and catalyser in prompting students to cheat and do plagiarism. Academic integrity is fundamental in strengthening the education system. Therefore, the main purpose of this study is to thoroughly investigate the level of internet plagiarism and its determinants among undergraduate students in Higher Education Institution. A total of 375 sample size was gathered using multi-tier sampling which is through cluster and simple random sampling technique. In Spearman correlation analysis, there was positive nexus between each determinants of internet plagiarism on the level of internet plagiarism.

To add, the main findings found that the main determinants of the internet plagiarism were family, task commitment or time factors pressures ($\beta = 0.226$, t -value = 3.574) and lack of understanding of institutional rules regarding the consequences of plagiarism ($\beta = 0.281$, t -value = 4.435). In suggestion, institution should encourage students to use the internet in a way that promotes academic honesty and ensure that lectures are vigilant in their approach to identify and punish the plagiariser.

Key words: Internet Plagiarism, Students, Higher Education Institution

1.0 INTRODUCTION

Technologies have advancing especially in the era of the Fourth Industrial Revolution (IR 4.0) and this has changed the way people live, work and act. The metamorphism affects the way people use the internet as they have the ability to transfer data over a network without requiring human to human interaction (Penprase, 2018). The internet can be defined as a global network connecting millions of computers where people can exchange any data, news and opinions (Madakam et al., 2015). From educational perspective, the advancement of technology and internet has widened the opportunities of learning and gaining knowledge. Students can gain easy access to relevant information they need as everything can be obtained by the end of fingertip. However, having advanced technology does not mean the users will use it wisely and in ethical behaviour. Students are constantly searching for fast and easy solutions for their assignment (Jereb et al., 2018). The internet has exacerbated and led to a new form of plagiarism among the students known as internet plagiarism (Sprajc et al. 2017). Although there is no proper definition of it, most of the meanings recognize that plagiarism is predicated on the incorrect usage of the words and ideas of others (Selemani et al., 2018). internet plagiarism is the next level of plagiarism trend that easily happen due to the internet because students can easily gain access to any educational articles and do plagiarism (Scanlon & Neumann, 2002). Academic integrity is critical in strengthening the education system and national

society (Mustapha et al., 2017). However, issues that involve academic dishonesty are becoming pandemic and damaging the integrity of the higher education system (Awasthi, 2019; Jereb et al., 2018). Plagiarism has always been a problem to educational institutions but the internet may aggravate and catalyse the uneased problem of student plagiarism (Scanlon & Neumann, 2002). internet is making it easier for students to plagiarize as they can simply copy and paste any phrases and text without giving acknowledgement to the original author. Although the students' academic honesty has attracted many researchers to do study on it, the impact of the possibility of internet access on student plagiarism is still insufficient. Therefore, the objectives of this study are: (1) to determine the level of internet plagiarism among students; (2) to determine the main determinants of internet plagiarism.

2.0 LITERATURE REVIEW

2.1 Lack of Awareness

In the academic world, plagiarism cannot be done conveniently without the internet. But, the students cannot be entirely blamed because they are less conscious of the immorality of plagiarism (Ukpebor & Ogbebor, 2013; Zafarghandi et al., 2012; Batane, 2010; Mahmood et al., 2011). Smith et al. (2007) and Dee & Jacob (2010) found that numerous students have poor or no awareness at all regarding plagiarism. Also, most of students cannot determine or give a proper meaning to the term 'plagiarism' (Ukpebor & Ogbebor, 2013; Ramzan & et. al., 2012). Ramzan et al.

Why Do University Students Perpetrate Internet Plagiarism? A Multiple Linear Regression Analysis

(2012) concluded that student awareness of academic integrity in the university and the degree of acceptance of plagiarism plays an important role in determining their attitude towards plagiarism. If students are unaware of plagiarism and its punishments, they may not see it as a concern. Kutluay (2005) discovered that misinterpretation of ideas also led to students misunderstanding of plagiarism concept. It means the students will think their perceptions are correct, even if they are wrong (Mahmood et al., 2010). Meanwhile, the creation of the internet has deluding students on the concept of internet plagiarism (Cheak & et. al., 2013). Additionally, there are numerous supports of previous studies on the positive linkage of lack of awareness on internet plagiarism (Starovoytova, 2017; Ryan et al, 2012; Zafarghandi et al., 2012; Mahmood et al., 2011; Mahmood et al., 2010; Scouller et al., 2008). Therefore, poor level of awareness and understanding of plagiarism amongst students clearly influences students' involvement in internet plagiarism. Therefore, the hypothesis is proposed:

H1: Lack of Awareness has significant relationship with internet Plagiarism

2.2 NEGATIVE PERSONAL ATTITUDES

Students often have different attitudes towards academic authorities. It illustrates with the negative approaches to work, including lack of focus and laziness; these are associated with plagiarism, as they give students the easiest way to carry out their tasks (Smith et al., 2007). Plagiarism demonstrates a positive or negative attitude and the desire to make more effort because fraud is regarded as a choice (Mavrinac & et. al., 2010). Yet, many students do not even feel guilty of plagiarism because they don't think it is a problem (Gokmenoglu, 2017; Jereb et al., 2018). Howard (2002) stated that some students have decided to cheat because they have some negative attitudes towards assignments and tasks that they think do not have any meaning. In another study by Raffetto (1985), it was suggested that lack of commitment to their studies also influence student attitudes toward plagiarism. To add, student also resorts to plagiarism due to poor time management (Selemani et al., 2018). In addition, there are tonnes of previous studies that found negative personal attitude are positively affecting internet plagiarism (Selemani et al., 2018; Yu et al., 2018; Jereb et al., 2018; Gokmenoglu, 2017; Idiegbeyan-Ose et al. 2016; Batane, 2010). Therefore, the hypothesis is proposed:

H2: Negative personal attitude has significant relationship with internet Plagiarism

2.3 AVAILABILITY OF INTERNET RESOURCES

Internet plagiarism raises important questions about academic integrity as students often turn to online resources for information. Nowadays, students are heavily exposed to computers and the internet (Cheak & et. al., 2013; Scanlon & Neumann, 2002). Undeniably, a computer is a must in every student's life.

Thurmond (2010) and Smith et al. (2007) agreed that majority of student use internet for research work related to their assignment or homework such as downloading notes, searching for information, sending email and others. Also, there is an increased of online term paper in websites which have contributed to the plagiarism due to the development of technology (Auer & Krupar, 2001). Their existence is solely for the purpose of providing students with quick-fix homework and term-paper solutions (Ukpebor & Ogbebor, 2013). Thus, this is consistent to the finding of previous studies which mentioned that the ease of downloading any papers from the internet has simplified the plagiarism process, and promoted its growth (Awasthi, 2019; Polona, 2017; Scanlon and Neumann, 2002). Therefore, the hypothesis is proposed:

H3: availability of internet resources has significant relationship with internet plagiarism

2.4 LACK OF COMPETENCY

Students who are lacking of writing skill, idea and research skill will face many challenges while doing their homework and assignment (Cheak & et. al., 2013). Some students are lacking of confidence of providing good essay. When students are lacking of confidence in completing their assignment, it may cause them to plagiarize (Selemani et al., 2018; Louw, 2017; Smith et al., 2007). These weaknesses can encourage students to copy from other sources. For instance, they will copy paper they get from the internet, their peer assignments or previous thesis without acknowledging the author. This is in line with previous study by Zobel & Hamilton (2002) whom agreed that weaker students will feel more stressed to convey and convince readers of their actual written messages. Consequently, some students will think that it is better to copy someone else work as they may not be able to interpret information better than the author. There are multitudinous prior studies that found positive relationship between lack of competency on internet plagiarism (Selemani et al., 2018; Harji et al., 2017; Idiegbeyan-Ose et al. 2016; Batane, 2010; Zobel & Hamilton, 2002). Therefore, the hypothesis is proposed:

H4: Lack of Competency has significant relationship with internet Plagiarism

2.5 PRESSURE

Task, grade, time and family pressures are all acknowledged as potential contributors to plagiarism. Previous study by Abdaoui (2018) suggested that some teachers indirectly encourage students to do academic dishonesty by giving students difficult tasks. Students are exposed to stress due to the large number of modules and tasks in each module. Hence, asserted heavy workload would eventually lead to plagiarism. Obviously, there are many calls on students' time. It also includes peer pressure for active social life, commitment to college activities, family responsibilities and stress to complete various work tasks within a short period of time (Selemani et al., 2018; Park, 2003). Besides, students plagiarise to get a better grade and to save time. According to Straw (2002), some students cheat for the sake of getting good grades which

Why Do University Students Perpetrate Internet Plagiarism? A Multiple Linear Regression Analysis

Whiteman and Gordon (2001) viewed that the “A” is the price of cheating (Park, 2003). Students sometimes decide to cheat because they feel that they cannot achieve good performance in a short time (Ma et al., 2008). This is because they want to get good grade, but cannot afford it when there is time pressure or near deadline (Harji et al., 2017). Students also feel under pressure from seeking the approval of their parents and family (Raffetto, 1985). This factor pushes them to plagiarize to show their competency to them. Therefore, the hypothesis is proposed:

H5: Lack of Competency has significant relationship with internet Plagiarism

2.6 INSTITUTIONAL FEATURES

Institutional features also contribute to plagiarism among students in University. Majority of students were uncertain about the existence of strict punishments for acts of plagiarism in their university (Scanlon & Neumann, 2002). Some even think there is no such punishments were in place at all. A study by Ramzan et. al. (2012) concluded that most students did not believe that the existing plagiarism policy was effective in detecting plagiarism and punishing plagiarists. There is even a claim by students that everybody's doing it shows that the existing plagiarism policy is not effective at all (Sisti, 2007). Hence, students' perceptions of the severity of punishment for plagiarism greatly influence their decision to cheat. Therefore, the hypothesis is proposed:

H6: Lack of Competency has significant relationship with internet Plagiarism

Moreover, the **Figure 1** illustrated the conceptual framework for this study. The figure is to study the relationship between each variables of the conceptual framework. From the literature review, several hypotheses are developed according to the relationship between lack of awareness, negative personal attitudes, availability of internet, lack of competency, pressure and lack of understanding of institutional rules on the internet plagiarism.

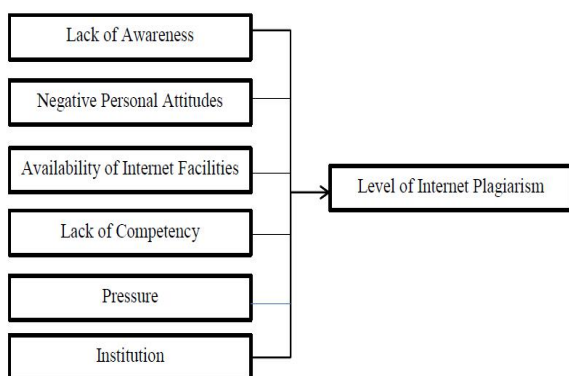


Figure 1: Proposed Conceptual Framework

3.0 METHODOLOGY

3.1 Sampling and Data Collection Procedure

This study is a cross-sectional study and used quantitative or numerical approach to measure the level of internet plagiarism and the research design used is survey method by obtaining primary data. This study is designed to find out the structural relationship between the determinants of internet plagiarism and its impact on the level of internet plagiarism in a public university in Malaysia. From the collected data, respondent's answers are based on their deductive reasoning on how they view their internet plagiarising activities. The population and unit of analysis in the study comprised of the individual undergraduate students in Universiti Teknologi Malaysia, Johor Bahru (UTM). The questionnaire is used as the main instrument as it can study a large sample sizes at a reasonable cost. As the study aims to determine the factors of internet plagiarism among business students, the aspects studied are relevant to internet plagiarism which is level of internet plagiarism and determinants of internet plagiarism.

The population of this study is 13278 students. According to Krejcie & Morgan (1970), the amount of respondent will be at least 375 for adequate sample size. In this study, probability sampling would be more appropriate so that every respondent in the population has an equal chance of being included in the sample. Under probability sampling technique, simple random sampling technique is chosen to be applied in this study. Purpose of using this technique is to ensure each member of the larger population has an equal probability of selection and result to accuracy of representation. First, the student was clustered based on their respective faculties as in **Table 1** to obtain adequate and accurate number of respondents per faculties then a total of 700 of self-administered questionnaires were distributed using simple random sampling technique. The response rate was 0.53 per cent with exactly 375 valid questionnaires were received by end of data collection's period.

Table 1: Number of Student per Faculties

Faculty	Number of Students	Number of student in faculty/ Total student in University x 700
Faculty of Engineering	7035	370
Faculty of Social Sciences and Humanities	1587	84
Faculty of Built Environment and Surveying	1800	95
Faculty of Science	1694	89

Why Do University Students Perpetrate Internet Plagiarism? A Multiple Linear Regression Analysis

Azman Hashim International Business School	1162	62
TOTAL	13278	700

3.2 Measures

The first part of the study consisted of general information and the demographic profile of the respondents. Next, the second part of this questionnaire in **Table 2** consists of eight items in order to answer the level of plagiarism in this study which were adopted and adapted from Selemani et al. (2018), Sheard et al. (2003) and Marshall & Gary (2005). For this part, the questionnaire with a five-point Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very Frequently) was disseminated to collect the data.

Table 2: Level of Plagiarism

No	Instrument
1	I copied statements from websites without citing the proper references and acknowledging the original author/writer.
2	I copied statements from electronic journals without citing the references or acknowledging the original author/writer.
3	I copied sources of reference without ("") but cites proper references or acknowledging the original author/writer.
4	I combined various statements taken from websites in an assignment without citing proper references or acknowledging original author/writer.
5	I changed original statement taken from websites and presenting it as own assignment.
6	I used the work of other authors/writers from the internet and claiming it as own assignment without acknowledging the original author/writer.
7	I used research findings (for example statistics, diagrams, tables etc.) From electronic journals in assignment without citing proper references or acknowledging original author/writer
8	I copied my friend's assignment using internet and submitting it as own assignment without their knowledge.

The next part of the questionnaire consists of six variables in order to answer the determinants of plagiarism in this study. This part of questionnaire encompassed of 28 items to measure the dimension of lack of awareness and understanding (4 items), negative personal attitudes (9 items), internet facilities (3 items), lack of competency (4 items), pressure (4 items), institution (4 items). For this part of question, the questionnaire consists of 5-point Likert Scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree) was used to collect the data. The following **Table 3** depicts the determinants of internet plagiarism questions and their sources.

Table 3: The instrument of Determinants of Internet Plagiarism

Determinants	Questions	Sources
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Lack of Awareness and Understanding	1. I do not understand what constitutes plagiarism. 2. I do not see plagiarism as a problem. 3. I do not understand the subject matter. 4. I do not know how to properly acknowledge the author through citation	Selemani et al. (2018), Caruana et al. (2000), Mounya (2018), Smith et al. (2007), Park (2003), Cheak et al. (2013), Introna & et. al. (2007), Yeo (2007), Kutluay (2005), Henderson (2011), Ukpabor & Ogbabor (2013), Batane 2010, Scanlon & Neumann (2002)
Negative Personal Attitudes	1. I do not have the desire to work or learn. 2. I do not see the need for knowledge in the future. 3. I want to avoid hard work. 4. I am not interested in the topic. 5. I am lazy and used to delaying my work. 6. I feel it is not important to acknowledge the original writer 7. I feel it is easier to plagiarise because the types of academic assessment given by the lecturers are similar. 8. I am not afraid of being caught by the lecturer. 9. I think that the lecturer could not identify it if I plagiarise	Selemani et al. (2018), Caruana et al. (2000), Mounya (2018), Batane 2010, Smith et al. (2007), Park (2003), Ramzan & et. al. (2011), Howard (2002), Miller (2017), Scanlon & Neumann (2002), Ukpabor & Ogbabor (2013), NM Rozar et al.(2019)

Table 3: Continued

Why Do University Students Perpetrate Internet Plagiarism? A Multiple Linear Regression Analysis

Determinants	Questions	Sources
Internet Facilities	1. I think that cutting and pasting from the internet and word processing is much easier and faster. 2. I found it is easy to download articles from web sites. 3. I found that there is too much information available in electronic format especially from web site	Caruana et al. (2000), Mounya et al. (2018), Smith et al. (2007), Scanlon & Neumann (2002), Cheak & et. al. (2013), Thurmond (2010), Koovakkai & Muhammed (2010), Ukpebor & Ogbebor (2013),
Lack of Competency	1. I do not have the confidence to prepare a good assignment. 2. I find it difficult to construct sentences in English. 3. I have poor research skills. 4. I have difficulty in understanding articles in English	Selemani et al. (2018), Caruana et al. (2000), Mounya et al. (2018), Smith et al. (2007), Park (2003), Cheak & et. al. (2013), Batane 2010, Scanlon & Neumann (2002)
Pressure	1. I have limited time to finish my work. 2. I feel pressure to complete many assignments during a given time period. 3. I have too many subjects in one particular semester. 4. My family has high expectations of me to obtain good grades	Caruana et al. (2000), Mounya et al. (2018), Smith et al. (2007), Sisti (2007), Park (2003), Scanlon & Neumann (2002),
Institution	1. I never attended any formal course conducted by university or lecturer on plagiarism. 2. I do not know the legal implications of plagiarism 3. I am not aware of	Caruana et al. (2000), Mounya et al. (2018), Smith et al. (2007), Sisti (2007), Park (2003), Scanlon & Neumann (2002), Ukpebor & Ogbebor (2013)

institutional rules and regulations
4. I found the lecturer reluctant to take action against students who commit plagiarism.

3.3

3.3 Correlation

In order to test the hypotheses, the significance of any association between the determinants of internet plagiarism and the level of internet plagiarism is. In this study, Spearman's correlation analysis is used. It is a nonparametric measure of rank correlation. Their numerical value is the indicator of the strength and direction of the relationship between the variables..

3.4 Multiple Linear Regression

In the above context, there is one dependent variable (level of internet plagiarism) and multiple independent variables (lack of awareness, personal attitudes, availability of internet facility, lack of competency, pressure and institution). Regression equation use in the study is:

$$\text{Internet Plagiarism} = a + b_1\text{LA} + b_2\text{PA} + b_3\text{AIF} + b_4\text{LC} + b_5\text{P} + b_6\text{I}$$

Where,

LA = Lack of Awareness
 PA = Personal Attitudes
 AIF = Availability of Internet Facilities
 LC = Lack of Competency
 P = Pressure
 I = Institution

3.5 Demographic Profile

Table 4 shows the demographic profile of the respondents understudied. The survey respondents were strongly dominated by female students comprising of 54.7% (205 students) with only 45.3% (170 students) male students. In addition, majority of the respondents (39.5%; 148 students) were from 4th year students followed by 21.3% (80 respondents) who were from 1st year. Then, 20.3% (76 students) of the respondents were from 2nd year students. Lastly, there were only 18.9% (71 students) from 3rd year students. Next, majority of the respondents (40.3%; 151 students) were in 22 to 23 age range followed by 26.7% (100 students) who were in 17 to 19 age range. Then, 25.1% (94 students) of the respondents were in 20 to 21 age range. Both less than 17 and 24 to 25 age range have the same percentage of respondents which is 3.2% (12 students). On the other hand, majority of the respondents (29.3%; 110 students) were from the Faculty of Engineering followed by 23.2% (87 students) who were from Azman Hashim International Business School. Then, there were 17.1% (64 students) of the respondents who were from Faculty of Science. This

Why Do University Students Perpetrate Internet Plagiarism? A Multiple Linear Regression Analysis

was followed by Faculty of Built Environment and Surveying with 15.5% (58 students). Lastly, there are only 14.9% (56 students) who were from the Faculty of Social Sciences and Humanities.

Table 4: Demographic Profile

Measure	Item	frequency	Percent
gender	Male	170	45.3
	Female	205	54.7
	Total	375	100
Year	1 st	80	21.3
	2 nd	76	20.3
	3 rd	71	18.9
	4 th	148	39.5
	Total	375	100
age	<17	12	3.2
	17-19	100	26.7
	20-21	94	25.1
	22-23	151	40.3
	24-25	12	3.2
	25>	6	1.6
	Total	375	100
Faculty	Faculty of Engineering	110	29.3
	Faculty of Social Sciences and Humanities	56	14.9
	Faculty of Built Environment and Surveying	58	15.5
	Faculty of Science	64	17.1
	Azman Hashim International Business School	87	23.2
	Total	375	100

4.0 Result

4.1 Level of Plagiarism

The mean values of the respective indicators were between 2.10 to 2.82. From the **Table 5**, the indicator with the highest mean score (2.82) was "copying sources of reference without (") but cites proper references or acknowledging the original author/writer". The second highest mean score were "copying statements from electronic journals without citing the references or acknowledging the original author/writer" and "combining various statements taken from websites in an assignment without citing proper references or acknowledging original author/writer" with the same mean value (2.74). The lowest score (2.10) indicator was "copying friends" assignment using internet and submitting it as own assignment without their knowledge". The average mean score is 2.60 therefore indicates that the level of internet plagiarism among undergraduate students in UTM is at the moderate level.

Table 5: Level of Plagiarism

Statement	Mean	Std. Deviation
Copying statements from website without citing the proper references and	2.68	1.109

acknowledging the original author/writer.		
Copying statements from electronic journals without citing the references or acknowledging the original author/writer.	2.74	1.048
Copying sources of reference without (") but cites proper references or acknowledging the original author/writer.	2.82	0.902
Combining various statements taken from websites in an assignment without citing proper references or acknowledging original author/writer.	2.74	1.001
Changing original statement taken from websites and presenting it as own assignment.	2.67	1.061
Using the work of other authors/writers from the internet and claiming it as own assignment without acknowledging the original author/writer.	2.57	1.023
Using research findings (for example statistics, diagrams, tables, etc.) from electronic journals in assignment without citing proper references or acknowledging original author/writer.	2.46	0.985
Copying friends" assignment using internet and submitting it as own assignment without their knowledge.	2.10	0.976
Average Score	2.60	1.013

4.2 Correlational Analysis

In this analysis, the relationship between level of internet plagiarism and the determinants of internet plagiarism will be examined. In order to obtain the data, spearman correlation coefficient analysis was carried to examine the strength and direction between the relationships. Based on the **Table 6**, the relationship between each independent variables and dependent variable were explained. The relationship with the highest coefficient (0.428) was lack of understanding of institutional rules regarding the consequences of plagiarism is positively associated with internet plagiarism. The second highest was lack of awareness and understanding of plagiarism concepts contributes to increased internet plagiarism activity with coefficient of 0.420. This was followed by the third highest coefficient (0.399) which was students who are highly pressured by family, task commitment or time factors are more likely to do internet plagiarism activities. Lastly, the lowest coefficient (0.386) was negative personal attitudes are positively associated with internet plagiarism activities. It was also showed that each of the independent variables are positively related to the dependent variable. Therefore, all the hypotheses were supported.

Table 6: Correlational Analysis

Why Do University Students Perpetrate Internet Plagiarism? A Multiple Linear Regression Analysis

Hypo	Relationships
H1	Lack of awareness and understanding of plagiarism contributes to increased internet plagiarism activity.
H2	Negative personal attitudes are positively associated with plagiarism activities.
H3	The availability of internet facilities increases the level of plagiarism activity.
H4	Low levels of competence are associated with internet plagiarism activity.
H5	Students who are highly pressured by family, task and time factors are more likely to do internet plagiarism.
H6	Lack of understanding of institutional rule consequences of plagiarism is positively associated with internet plagiarism.

Note: **. Correlation is significant at the 0.01 level (2-tailed).

4.3 Multiple Linear Regression

In this section, the determinants that have the highest impact on the level of internet plagiarism will be determined. Multiple linear regression analysis was carried out to analyse the data. The result of the analysis is depicted in **table 7**. The table represents the path coefficient (β) and their significance level. Only two relationships between the construct were found to be significant. It can also be seen that only two determinants are the best predictors for the increase in the level of internet plagiarism.

It was indicated that only family, task commitment or time factors pressures and lack of understanding of institutional rules regarding the consequences of plagiarism are significant predictors. Based on **table 7**, it was also posited that family, task commitment or time factors pressures contributes to the increase of internet plagiarism activity. From the result, it was revealed that there is a significant impact with standardized regression weight 0.226, t-value = 3.574 at 0.01 significant level two-tailed test. Lastly, it was posited that lack of understanding of institutional rules regarding the consequences of plagiarism is positively associated with internet plagiarism. From the result, it was revealed that there is a significant impact with standardized regression weight 0.281, t-value = 4.435 at 0.01 significant level two-tailed test.

Table 7: Multiple Linear Regression Analysis

Determinants	Beta (β)	t-value
1. Family, task commitment or time factors pressures.	0.226	3.574
2. Lack of understanding of institutional rules regarding the consequences of plagiarism.	0.281	4.435
F. Statistic	51.608	
Significant	0.000	

**p < 0.01, 2-tailed (t > 2.57)

Based on the analysis of the findings in **table 5**, the result indicates that the level of internet plagiarism among undergraduate students is at the moderate level with the mean score of 2.60. This demonstrates that majority of the students rarely or only sometimes engaged with the acts of internet plagiarism. This should be a great concern to the institute as it suggests that there are many students that go online to cut and paste text to be used in their assignment. According to Scanlon and Neumann (2002), the amount of online plagiarism reported is a matter of concern, although the current study does not point to an epidemic of internet plagiarism. Therefore, UTM should be alerted about the level of internet plagiarism among the students in order to ensure that the most appropriate action can be taken to reduce the percentage of students' engagement with internet plagiarism.

Based on **table 7**, the results show that the determinants with the highest impact on the level of internet plagiarism in UTM are family, task commitment or time factors pressures and lack of understanding of institutional rules regarding the consequences of plagiarism. The studies of family, task commitment or time factors pressures and its effect on internet plagiarism is no stranger to researchers throughout the world regardless of location, types of industry and time. It was found that most of literatures support this finding (Smith et al., 2007; Harris, 2011; Sisti, 2007; Ramzan et al., 2012). In the study, it was stated that students are highly pressured by family, task commitment or time factor. It proves that pressure to complete many assignments during a given time period, with limited time in which to finish the work may lead students to plagiarism. Pressure to succeed can lead students to engage with internet plagiarism. Sometimes, the pressure of balancing students' tasks, for instance after-class activities and sports is just too much for them to handle. Hence, educational institutions should realize that students might resorted to do internet plagiarism to meet the expectations being put on them.

Next, lack of understanding of institutional rules regarding the consequences of plagiarism is also highly affected the level of internet plagiarism among the students. Previous study by Dawson and Overfield (2006) suggested that students were aware that plagiarism is bad. However, they were not clear of the legal implications of internet plagiarism. This is because they are unaware of institutional rules and regulations involving internet plagiarism. Therefore, students required helps from lecturer to observe the rules to avoid plagiarism and be consistently reminded of awareness about plagiarism. This is particularly important in order to enforce the university resolve to control this academic issue.

In conclusion, it is no longer much of an insight to state that computers and the internet are changing the manner of students when doing assignments. How students use the internet is becoming more important as educators should encourage students to use the internet in a way that promotes honesty. This is vital for their own academic career development to ensure students could develop morality, devotion, perseverance and self-reliance. Apparently, lecturers that highly concern about this issue could enhance students' motivation and independence.

5.0 Discussion and Conclusion

Why Do University Students Perpetrate Internet Plagiarism? A Multiple Linear Regression Analysis

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Why Do University Students Perpetrate Internet Plagiarism? A Multiple Linear Regression Analysis

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