

# Language Teaching Research Quarterly

2025, Vol. 47, 20–39



## Factors Influencing Bangladeshi English Teachers' Perceptions of Academic Policy, Academic Culture and Knowledge Related to Plagiarism in Higher Education

Md. Mahadhi Hasan<sup>1\*</sup>, Anika Sikder<sup>2</sup>, Rashed Mahmud<sup>3</sup>

<sup>1</sup>Assistant Professor, Department of English and Humanities, University of Liberal Arts Bangladesh

<sup>2</sup>Lecturer, Department of English, Uttara University, Dhaka, Bangladesh

<sup>3</sup>Master's in Composition & Rhetoric, Eastern Illinois University, USA

Received 04 November 2024

Accepted 18 February 2025

### Abstract

Some serious instances of plagiarism have been discussed in Bangladesh's institutions, where students, researchers, and even faculty members were given severe penalties. This study explores the factors influencing teachers of English at the tertiary level in Bangladesh regarding plagiarism, including emerging concerns around AI-based plagiarism. A mixed-method research design has been used to answer two research questions: (1) What are the perceptions of English teachers about plagiarism at the tertiary level? and (2) What are the factors that influence these perceptions? Data were collected through a survey questionnaire administered to 128 English teachers from 25 public and private universities in Bangladesh, followed by in-depth interviews with 10 teachers involved in research supervision. Factor analysis revealed institutional negligence, lack of writing courses, absence of plagiarism policies, and infrequent use of plagiarism detection software as major drivers of plagiarism. The thematic analysis identified concerns relating to the misuse of AI tools that escalate plagiarism and make its detection difficult. Respondents expressed the need for guidelines with respect to the ethical application of AI in academic writing. Recommendations include making writing courses mandatory, including plagiarism policies in course outline, and implementing AI-specific plagiarism detection tools to strengthen the academic integrity of higher education.

**Keywords:** *Plagiarism, Teacher's Perceptions, Academic Writing, AI, Academic Policy, Bangladesh*

### How to cite this article (APA 7<sup>th</sup> Edition):

Hasan, M. M., Sikder, A., & Mahmud, R. (2025). Factors influencing Bangladeshi English teachers' perceptions of academic policy, academic culture and knowledge related to plagiarism in higher education. *Language Teaching Research Quarterly*, 47, 20-39. <https://doi.org/10.32038/ltrq.2025.47.02>

\* Corresponding author.

E-mail address: mahadhi4bd@gmail.com

<https://doi.org/10.32038/ltrq.2025.47.02>

## **Introduction**

Plagiarism can be defined as taking the authority of others' work or ideas without proper reference, persists remains a significant challenge in education, and demonstrates serious barriers to academia. Though plagiarism is manifested as academic dishonesty, it is still amplified especially by the students of higher education. Elshafei and Jahangir (2020) have come to view various factors that influence plagiarism and the educators of English as a Foreign Language (EFL) have fathomed the use of the internet as the major reason behind this phenomenon. As a developing country, Bangladesh is facing challenges to accomplish quality education reasoning students do not have a clear conception of plagiarism (Ahmed et al., 2024). To find the underlying cause of this issue, the expertism and ideas of educators are inevitable. However, the English instructors at the tertiary-level often fail to demonstrate the aspect of plagiarism, even if they know that students repeatedly commit plagiarism.

In particular, Romanowski (2021) looked on the tendency to commit plagiarism in academic journey is higher among the students of the first year. Patak et al. (2021) underscore the lack of practicing writing skills in academia and technological advancement are unavoidable reasons that influence plagiarism. Similarly, some crucial factors that influence students to commit plagiarism are poor time management skills, easy access to the internet, and most importantly students' idleness (Patak et al., 2021; Eshet, 2025). In addition, plagiarism is mostly seen as a punishable act in universities rather than reforming this attempt of the students because there is no compulsory use of the plagiarism checking software that provided by the universities. In addition, considering the impact of the cultural dominance of the second language learners as well as their ignorant attitude towards academic integrity increases the adversity more.

To rectify plagiarism from academia, universities, educators, and policymakers need to collaborate and adopt a versatile approach. Surprisingly, plagiarism has subdued its diversity in Business Management, Psychology, and English turning into a global concern that goes beyond geographical boundaries. The practice of plagiarism is shockingly high in the context of higher education that also indicates inadequate university policies. Hence, to reduce the practice of plagiarism and increase academic integrity, it is important to incorporate impactful techniques by following educators' perceptions. Bowen and Nanni (2021) also added the influence of cultural norms, emphasizing memorization or compliance over critical thinking or intellectual independence.

The practice of plagiarism spread because of insufficient access to resources and opportunities for quality education and the poor implementation of academic policies in the context of Bangladesh. Additionally, to take plagiarism lightly, an ignorant attitude toward reporting and a lack of adequate corrective actions to address plagiarism shows how the policies are not exercised in the institutions (Wang & Li, 2024). As a result, students take plagiarism as a part of academic learning rather than intellectual and academic dishonesty. Similarly, Patak et al. (2021) highlighted it has become a challenge to take under control this phenomenon on account of the massive growth of online resources. Institutions did not make attempts coherently even after frequent efforts to address plagiarism, leading to uneven application of academic integrity guidelines, as accentuated by Lasker and Macer (2021).

Plagiarism creates a barricade over the quality of education of institutions as well as their academic credibility that hampers the learning process of skill development and intellectual

growth of the students. Farhana and Mannan (2018) bring attention to the scholarly damage to the integrity and quality of academic research caused by plagiarism. Additionally, it cultivates an environment of skepticism among educators and students within the academic realm becoming barriers to the cultivation of originality, critical thinking, and independent learning practices.

On the other hand, the practices of plagiarism can be minimized by improving and modifying to focus on the ethical use of information, proper citation practices, and academic integrity, providing professional opportunities and training to the teachers, and policies, procedures, resources provided by the institution is also needed. Similarly, policymakers can develop specific strategies to enhance academic integrity and excellence if they monitor the reasons that occur plagiarism and the insights of teachers on this aspect. Although plagiarism is now increasingly seen as a critical issue at the tertiary level, studies say there remains a significant gap in the research on how English teachers in Bangladesh view this phenomenon (Sayeda, 2024). Most of the research offers little insight into how educators perceive and experience plagiarism in their professional role while they mainly highlight the reasons that lead to plagiarism.

The purpose of this study is to fill this gap by focusing on English teachers' perspectives on plagiarism in higher education in Bangladesh. It also aims to uncover the reasons behind plagiarism and identify potential solutions to prevent it by delving into the teachers' viewpoint. The study furthermore expands the existing literature to the field of academic ethics and provide awareness for those who make policies, teach, and conduct research to deal with plagiarism in higher education.

### *Theory of Planned Behavior*

The Theory of Planned Behavior (Ajzen, 1991) provides a strong framework for understanding English teachers' behaviors about plagiarism. TPB assumes that behavior is guided by attitudes, subjective norms, and perceived behavioral control. In this study, teachers' perceptions of plagiarism are formed by attitudes toward academic dishonesty, institutional norms relating to plagiarism policies, and the availability of tools such as plagiarism detection software. Moreover, the misuse of AI tools brings new challenges, therefore impacting the perceived control of teachers over plagiarism detection. This theory helps to explain how these factors are collectively shaping the efforts of teachers in maintaining academic integrity within Bangladeshi higher education.

## **Literature Review**

### *Definition and Forms of Plagiarism*

In the 17th century, the playwright Ben Jonson popularized the term 'plagiarism' to refer to literary theft. It originated from the Latin term "plagiarius" and was introduced in 80AD by the Roman poet Martial (Ali et al., 2012; Yavich & Davidovitch, 2024). In 1755, Samuel Johnson included plagiarism in his dictionary and defined it officially. Whilst the Statute of Anne, also known as the Copyright Act, reflected rising concern in the Enlightenment era (Yavich & Davidovitch, 2024). Furthermore, Yavich and Davidovitch (2024) stated that plagiarism remained a debated issue as norms regarding it evolved, especially after the digital advancements of the mid-70s reshaped how it was practiced. Copying and pasting content has

become more convenient that lead to several forms of plagiarism (Wang, & Li, 2024; Bowen & Nanni, 2021). Previous research and modern frameworks classify multiple forms of plagiarism, such as paraphrasing, direct, complete, source-based, inaccurate authorship, self/auto, accidental, and mosaic/patchwork plagiarism (Sulaiman & Sulastri, 2018).

#### *Academic Writing and Plagiarism*

Academic writing is important for all the students at university level. Students need to be motivated to improve their academic writing skills. Therefore, teachers, also equip themselves with proper training to train their students at the universities (Aktar et al., 2022; Hasan, 2014). As noted by Wei et al (2024) and Hasan et al. (2024), academic writing is essential in English language departments, representing both mental and cognitive processes. English major students need to develop pedagogical skills by writing academic papers and mastering genre conventions, as noted by Hu and Lei (2016). Yet, EFL students often struggle to come up with ideas and express their own thoughts (Lasker and Macer, 2021) even though borrowing ideas is a common practice in academia (Hu & Lei, 2016). These challenges, along with limited research experience and writing skills result in students' worries about grammar mistakes and prevent them from feeling confident in their writing. As a result, they frequently commit plagiarism and turn to directly copying and pasting ideas. Lasker and Macer (2021) highlight that students may think citing sources shows honesty, but this does not automatically demonstrate academic integrity. Consequently, plagiarism suggests a lack of understanding of proper citation practices and the importance of avoiding academic dishonesty (Hu & Lei, 2016).

#### *Teachers' Perceptions of Plagiarism*

According to Sun and Hu (2020), EFL teachers' linguistic expertise instills in them a strong commitment to academic honesty, so it is important to understand their viewpoint regarding plagiarism. Although teachers are dedicated to academic integrity, they often struggle with frequent cases of plagiarism, and their frustration grows due to factors such as age and the evolving language norms they encountered in their own education (Sun & Hu, 2020). Fajt and Schiller (2025) highlighted that many teachers still hold onto traditional views of plagiarism, believing that large amounts of borrowed text are considered academic dishonesty, even when proper citations are provided. While misconceptions about plagiarism, such as ghostwriting and improper paraphrasing, are common among educators, some can detect direct copying, but subtler forms like self-plagiarism frequently go undetected (Khathayut & Walker-Gleaves, 2021; Shahid, 2024).

However, Ahmed et al. (2024) and Hutson (2024) suggests the need for additional professional training to address significant gaps in educators' knowledge about plagiarism and research misconduct, as teachers must have a deep understanding of its complexities and a strong commitment to academic integrity to tackle plagiarism among students (Sowell, 2018). Although some educators associate plagiarism with dishonesty or ambition (Fajt & Schiller, 2025), Mireku et al. (2024) suggests that there are more complex reasons behind it. Additionally, plagiarism practices by students, from simple paraphrasing to fabricating sources, complicate the task of educators in maintaining academic standards (Amelia, 2020).

Still, educators must set the standard for ethical behavior and instill a culture of academic integrity (Mireku et al., 2024).

### *Factors Influencing Teachers' Perception of Plagiarism in Higher Education*

Reducing plagiarism requires understanding its many contributing factors. Students' knowledge has not improved due to insufficient policy enforcement (Javaid et al., 2021), and Romanowski (2021) emphasizes that limited knowledge provided in education further weakens students' grasp of plagiarism. Similarly, insufficient educational support from teachers intensifies students' ignorance about plagiarism (Patak et al., 2021). Additionally, Hu and Lei (2016) indicate that ESL/EFL students often find it challenging to meet academic writing expectations due to their limited writing experience. Meanwhile, technology could be effectively utilized to enhance English proficiency, although such initiatives are not widely implemented (Bowen & Nanni, 2021), resulting in some students resorting to plagiarism to meet academic needs (Hafsa, 2021). Furthermore, Muluk et al. (2021) identify minimal research skills, poor time management, and insufficient resources as significant factors influencing students to plagiarize, while delays in completing tasks and irresponsibility in reviewing and revising work also play major roles in academic misconduct (Hafsa, 2021).

Cultural norms often influence how students view plagiarism; for instance, Hutson (2024) mentions that when cultural values prioritize results over genuine learning, academic dishonesty is more likely to occur. Similarly, students from various backgrounds perceive textual borrowing differently, reflecting their prior education (Sowell, 2018). Bowen and Nanni (2021) argues that redoing plagiarized work, a common practice in certain Asian academic cultures, reinforces misconduct. In addition, Fatima et al. (2020) highlights continued practice of plagiarism for the absence of plagiarism detection tools in many institutions. Notably, the lack of penalties for plagiarism encourages this behavior among students, and the issue is further complicated by instructors who view it as less serious compared to other forms of dishonesty (Sowell, 2018; Wang & Li, 2024). Solihin and Yusuf (2024) also note students' struggle with finding credible sources and paraphrasing properly in post-COVID online learning. Addressing these bindings is essential for improving student habits (Patak et al., 2021).

### **The Study**

Plagiarism is particularly an issue in the fields of academic writing and education, even with formal definitions and classifications (Wei et al., 2024; & Sulaiman & Sulastri, 2018). Inexperience and lack of confidence in writing often lead students to plagiarism as they navigate the complexities of academic discourse (Lasker and Macer, 2021; & Hu & Lei, 2016). Furthermore, Educators' understanding of plagiarism is shaped by a variety of cultural, educational, and subject-specific factors, which highlights the necessity for a detailed comprehension and effective measures for intervention (Hu & Sun, 2016; Fajt & Schiller, 2025; & Sowell, 2018). Yet, deficiencies in educators' knowledge and strategies to tackle plagiarism remain, suggesting more research and professional training initiatives (Amelia, 2020; Ahmed et al., 2024; & Hutson, 2024). Influences such as technology, cultural norms, and institutional policies shape students' propensity to engage in plagiarism, which emphasizes the need for localized research, particularly in Bangladesh (Uddin et al., 2024; Khan et al., 2024; Islam et

al., 2024; Javaid et al., 2021; Bowen & Nanni, 2021; & Romanowski, 2021). It is critical to explore the different factors that influence how plagiarism is viewed and practiced in higher education, particularly in Bangladesh. This investigation is key to developing effective strategies to address academic misconduct and maintain integrity in scholarly work.

## **Method**

A mixed-method design was used in this study, where quantitative data provides statistical analysis, and qualitative data helps explore individual participants' viewpoints (Cuba & Cocking, 1997). The integration of both methods ensures the study's reliability and scientific validity (Creswell & Clark, 2017). Quantitative data was collected first using a survey questionnaire, supplemented by qualitative data gathered through interviews (Hair et al., 2016; & Dwi et al., 2020; & Uddin et al., 2020).

### *Sample and Sampling Technique*

Based on the research goals, this research focuses on English teachers in private and public universities in Bangladesh, more specifically their capability in grading student assignments and plagiarism sensitivity. To realize a representative sample while keeping feasibility in view, a sample frame of 191 participants was first identified. From that population, 128 participants were then randomly selected using simple random sampling (SRS), with a 5% margin of error in view of the difficulty of including the whole population.

To enhance diversity and generalizability, the study sample included tutors from 25 universities, including public and private universities located in different geographical locations. The selection was aimed at capturing differences in institutional policies, pedagogy, and practices on academic honesty regarding plagiarism detection and testing.

Alongside the quantitative survey, a qualitative element was integrated to offer more profound insights into educators' perceptions and difficulties. To achieve this, ten teachers were self-selected for semi-structured interviews, which facilitated the collection of rich, contextual narratives that augmented the survey findings. This mixed-methods strategy provided a thorough understanding of the research issue, balancing statistical reliability with intricate qualitative viewpoints. The demographic profile of the respondents is mentioned in Table 1. Pseudonyms have been used instead of real names.

Table 1 shows the descriptive statistics of the major variables of the participants in the survey questionnaire. It shows the mean score of the participants' age is 36.16 and their experience is 9. Male participants account for 62.50% of the total, with females accounting for 37.50%. The data reveals that 59.38% of the participants do not have a doctorate degree, while 28.13% are currently enrolled in a Ph.D. The mean score of the publication is 5.94. Furthermore, 50% are lecturers, 37.50% are assistant professors, and 12.50% are associate professors. Most of the participants (65.63%) graduated from a public university, while 34.38% graduated from a private university. The mean score for training or attending a workshop is 10.19.

### *Designing Instruments*

Drawing on the methodologies outlined by Hair et al. (2016) and Frazer and Lawley (2000), the survey questionnaire was developed to ensure clarity, accuracy, and engagement. It

employed multi-item measures from prior research to effectively capture various constructs and was further refined through feedback from experts. The layout, featuring close-ended questions and avoiding leading ones, was user-friendly and designed to encourage participation while reducing bias. Containing two parts, the questionnaire focused on demographics in Section-A and 43 factors in Section-B that influence teachers' perceptions of plagiarism. Simultaneously, an interview protocol on plagiarism perceptions was validated through argumentative and cumulative techniques. The interviews, which lasted around 30 minutes and featured 12 questions, were recorded for reliability.

**Table 1**  
*Descriptive Statistics of the Demographic Profile*

Descriptive Statistics of Key Variables				
Variables	Category	Number	Percentage	Mean (SD)
Age	-	-	-	36.16 (6.63)
Experience	-	-	-	9 (5.13)
Gender	Male	80	62.50	-
	Female	48	37.50	-
Ph.D. holder	Yes	52	40.63	-
	No	76	59.38	-
Currently Ph.D. enrollment	Yes	36	28.13	-
	No	92	71.88	-
Publication	-	-	-	5.94 (3.15)
Designation	Lecturer	64	50.00	-
	Assistant Professor	48	37.50	-
	Associate Professor	16	12.50	-
Graduated from	Public University	84	65.63	-
	Private University	44	34.38	-
Training/Workshop attended	-	-	-	10.19 (5.26)

### *Data Analysis*

The statistical analysis includes a multiple regression model (MRM), validity tests, reliability, and factor analysis. The MRM uses ordinary least squares (OLS) to detect factors influencing teachers' perceptions of plagiarism. Validity analysis ensures measurement accuracy using factor analysis (Li & Sireci, 2013). Factor analysis reduces and interprets data by analyzing variable interactions (Supranto, 2004), while Cronbach's Alpha evaluates reliability for scale consistency. The study utilizes perception scores based on Likert scale responses as dependent variables, with gender, age, education, and experience as explanatory variables and the data is processed and transformed with STATA for analysis. Similarly, thematic analysis was applied to interpret data from in-depth interviews (Creswell & Clark, 2017, Uddin et al., 2020), involving careful review of transcripts, identification of significant concepts, and systematic coding of relevant topics under defined themes. This method enhanced the comprehension of qualitative data in the context of the overall study, ensuring the validity of the analysis through

rigorous code examination and ongoing comparisons with original transcripts. The study followed principles of integrity, honesty, and participant rights, and received institutional review board (IRB) approval along with conflict-of-interest disclosures, ensuring its reliability and credibility.

## Results and Discussion

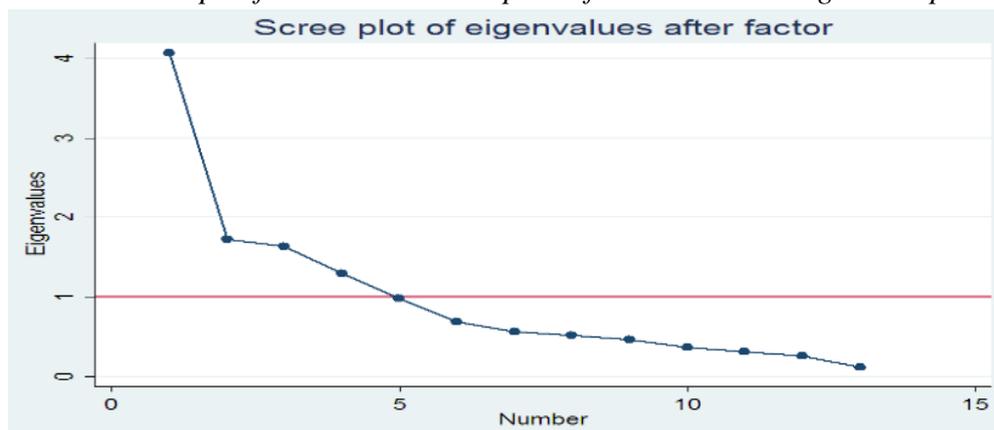
In the survey, teachers responded to each question about their demographic profiles and the factors influencing their perceptions of plagiarism. The interviews provided insights into their understanding, perceptions, experiences, and the challenges they face with plagiarism in Bangladesh's evolving academic system. These interviews are labeled with pseudonyms.

### Findings from Survey

In this section, the validity and reliability of the survey questionnaire were tested. The reliability and validity approximate (Cronbach's coefficient alpha and Scree plot of eigenvalues after factor) are according to the teachers' response from the "Knowledge Perception" regarding factors that influence teachers' perception of plagiarism.

**Figure 1**

*Scree Plot Graph of the Teachers' Response from the Knowledge Perception*



To analyze the factors in this Scree Plot, we used 13 components. Testing the graph reveals that the ideal factor number for the scale is 1-4. It showed that up to the 3rd component, the difference is showing that the line is gradually getting flat.

**Table 2**

*The Reliability Estimates of Teachers' Response from The Knowledge Perception (Cronbach's Coefficient Alpha)*

Factors (Knowledge Perception)	Number of Items	Item Number	Reliability
F1	5	5, 6,10,11,12	0.81
F2	4	2,3,9,13	0.67
F3	2	4,7	0.52
F4	2	1,8	0.31

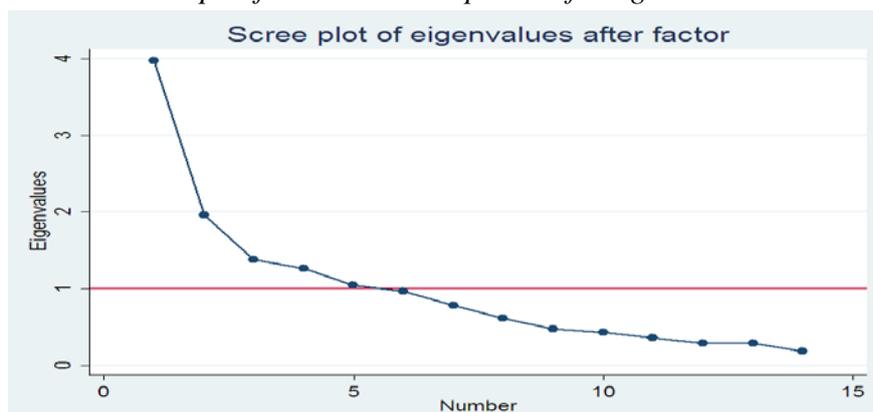
For Table 2, Chi-Square test ( $\chi^2$ ) = 650.70; d.f. (degrees of freedom) = 78; P-value = 0.000; KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) = 0.62

The tested factors included knowledge and perception of plagiarism (F1, F2, F3, and F4). The reliability estimates for the factors were calculated as shown in Table 1: for F1, Cronbach’s coefficient alpha values ranged from 0.81 to 0.81, for F2 = 0.67, for F3 = 0.52, and for F4 = 0.31. Although the reliability estimates for F4 were lower than the others, about 0.31, it was taken as acceptable for further examination of the data.

The reliability and validity are approximated (Cronbach’s coefficient alpha and Scree plot of eigenvalues after factor) according to the teachers’ responses to the “cultural perception” regarding factors that influence teachers’ perceptions of plagiarism.

**Figure 2**

*Scree Plot Graph of Cultural Perceptions of Plagiarism*



We analyzed the factors in this Scree Plot using 13 components. When the graph is tested, it is found that the ideal factor number for the scale is from 1 to 5, but the researchers took the ideal factor number for the scale from 1-4. It showed that up to the 4th component, the difference is showing that the line is gradually getting flat.

**Table 3**

*The Reliability Estimates of Cultural Perceptions of Plagiarism (Cronbach’s Coefficient Alpha)*

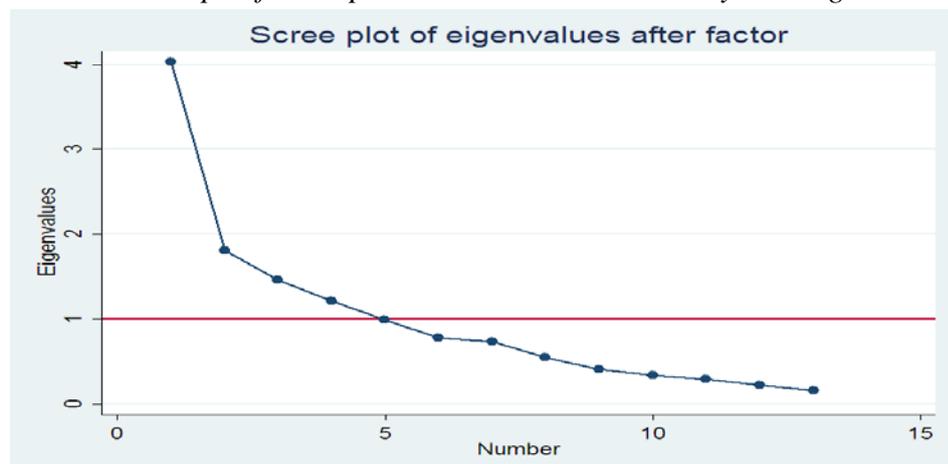
Factors (Cultural Perception)	Number of Items	Item Number	Reliability
F1	5	1,2,10,11,15	0.75
F2	2	5,13	0.65
F3	3	3,4,9	0.59
F4	3	7,8,14	0.59

For Table 3, the Chi-Square test( $\chi^2$ ) = 598.58; d.f. (degrees of freedom) = 91; P-value = 0.000; KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) = 0.649

The tested factors included cultural perceptions of plagiarism (F1, F2, F3, and F4). The reliability estimates for the factors were calculated as shown in Table 2: Cronbach’s coefficient alpha values ranged from 0.75 to 0.75 for F1; 0.65 for F2; 0.59 for F3; and 0.59 for F4. The reliability and validity approximate (Cronbach’s coefficient alpha and Scree plot of eigenvalues after factor) are according to the teachers’ responses from the “Perception about Academic Policy” regarding factors that influence teachers’ perceptions of plagiarism.

**Figure 3**

*Scree Plot Graph of Perceptions about Academic Policy on Plagiarism*



In this Scree Plot, 13 components were used to analyze the factors. Testing the graph reveals that the ideal factor number for the scale is 1-4. It showed that up to the 3rd component. The difference shows that the line is gradually getting flat.

**Table 4**

*Reliability Estimates of Perceptions about Academic Policy on Plagiarism (Cronbach's Coefficient Alpha)*

Factors (Perception about Academic Policy)	Number of Items	Item Number	Reliability
F1	3	2,3,5	0.62
F2	3	6,10,11	0.71
F3	4	4,7,9,12	0.67
F4	3	1,8,13	0.43

For Table 4, the Chi-Square test ( $\chi^2$ ) = 629.81; d.f. (degrees of freedom) = 78; P-value = 0.000; KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) = 0.678

The tested factors included perceptions about academic policy on plagiarism as F1, F2, F3, and F4. The reliability estimates for the factors were calculated as shown in Table 4: for F1- Cronbach's coefficient, alpha values ranged was 62, for F2- 0.71, for F2-0.67, and for F4-0.43. Although the reliability estimates for F4 were lower than the others, about 0.4, they were taken as acceptable for further examination of the data.

Using the scale and considering the analysis presented, it was seen that the items were scattered over the appropriate factors. Even though the scale KMO value shows high sampling adequacy is evidenced by  $KMO > 0.7$ , Cronbach's alpha reliability coefficients were associated to the factors, the Scree plot of eigenvalues indicates that all factors and the scale are at a high level of reliability. As a result of the validity and reliability analysis, it is said that the scale, has the following factors: teachers' responses from knowledge perception, cultural perception, and perception about academic policy regarding factors that influence teachers' perception of plagiarism, which are found to be structurally valid and reliable tools.

*Descriptive Statistics of the Major Variables**Determinants influencing the perceptions of plagiarism in higher education*

Table 5 reveals the result found from the OLS estimation of the regression model for identifying teachers' responses on the "Knowledge Perception" regarding factors that influence teachers' perception of plagiarism. Table 5 reveals that variables such as age, publication, experience, and attending workshops or training have a significant impact on the teachers' perception of knowledge regarding plagiarism. The coefficient of the variable age is positive, which denotes that participants who are older have a better perception of knowledge regarding plagiarism. The result shows that there is a link between their age and the training or workshop, which influences their knowledge score more. Training and workshops on related phenomena helped them keep pace with their teaching service at the present time.

**Table 5***Results of the "Knowledge Perception" Regarding Factors That Influence Teachers' Perceptions of Plagiarism*

Knowledge Perception-Kscore Variable	Coefficient	Robust Std. Err	t-ratio	p> t
Sex	1.27	1.09	1.17	0.244
Age	0.78***	0.12	6.37	0.000
Ph.D.	0.28	0.21	1.33	0.186
Ph.D. Enrollment	-0.32	0.64	-0.50	0.618
Publication	-0.61***	0.13	-4.57	0.000
Designation	-0.91	0.78	-1.18	0.242
Experience	-1.03***	0.23	-4.52	0.000
University	0.14	0.17	0.86	0.391
Location	0.05	0.07	0.73	0.468
Train/workshop	0.39***	0.12	3.31	0.001
Time on research	0.06	0.09	0.65	0.517
Constant	30.79	3.72	8.28	0.000

N=128 and  $R^2 = 0.42$ ; Note: \*\*\* and \*\*significant at 1% and 5% levels of significance

On the other hand, the coefficients of variables, publication and experience, are negative, which denotes that teaching experience and publication are not interrelated and do not influence knowledge score, which matches the result of the study of Hu and Sun (2016), where they showed that teaching experience has no influence on knowledge score. They (2016) also added that there was no significant interaction between educational attainment and teaching experience. A teacher can have many years of experience, but they will still fall behind if they do not try to upgrade their prior knowledge. Likewise, a teacher can issue numerous publications, but that does not prove that they have proper knowledge of plagiarism or that their works are plagiarism-free. On the other hand, the coefficients of variables, publication and experience, are negative, which denotes that teaching experience and publication are not interrelated and do not influence knowledge score, which matches the result of the study of Hu and Sun (2016), where they showed that teaching experience has no influence on knowledge score. They (2016) also added that there was no significant interaction between educational attainment and teaching experience. A teacher can have many years of experience, but they will still fall behind if they do not try to upgrade their prior knowledge. Likewise, a teacher can

issue numerous publications, but that does not prove that they have proper knowledge of plagiarism or that their works are plagiarism-free.

**Table 6**

*Results of the “Cultural Perception” Regarding Factors that Influence Teachers’ Perception of Plagiarism*

Cultural Perception- Cscore Variable	Coefficient	Robust Std. Err	t-ratio	p> t
Sex	3.32***	1.20	2.77	0.007
Age	0.79***	0.15	5.31	0.000
Ph.D.	0.10	0.21	0.46	0.648
Ph.D. enrollment	0.17	0.73	0.23	0.820
Publication	-0.70***	0.13	-5.31	0.000
Designation	0.22	0.84	0.26	0.795
Experience	-0.97***	0.25	-3.97	0.000
University	0.11	0.19	0.57	0.572
Location	0.16**	0.08	2.04	0.043
Train/workshop	0.11	0.15	0.76	0.449
Time on research	0.35***	0.11	3.03	0.003
Constant	31.90	4.44	7.18	0.000

N=128 and  $R^2 = 0.43$ ; Note: \*\*\* and \*\*significant at 1% and 5% levels of significance

Table 6 reveals the result found from the OLS estimation of the regression model for identifying teachers’ responses on the “Cultural Perception” regarding factors that influence teachers’ perception of plagiarism. Table 6 shows that variables such as gender, age, publication, experience, location, and time on research have a significant impact on the teachers’ cultural perception regarding plagiarism. The coefficient of the variable gender is positive, which means “male” participants have stronger cultural perceptions than “female” participants. So, gender has been found to have some influence on cultural perception regarding plagiarism (Sun & Hu, 2020; Kampa et al., 2025; Kalicharan & Butler, 2025). Likewise, according to the previous findings of the knowledge score, age has a positive significance on cultural perception, which denotes that participants who are older have a better cultural perception regarding plagiarism. The result of the OLS estimation shows that participants’ area of study has a positive impact on their cultural perception. Teachers who completed their graduation from urban areas were able to differentiate between cultural dominance and could give a clear cultural perception compared to the teachers who graduated from semi-urban or suburban areas. This finding shows the opposite of Romanowski (2021) and Bowen and Nanni (2021), who stated that students are influenced by their culture and commit plagiarism, whereas from the findings of this study, we can see that teachers can be influenced by cultural trends. The coefficient of the variable ‘time on research’ is also positive. Evidence shows that participants’ age and their spending time on research are interrelated, which has an impact on cultural perception. Participants who had spent more time on research than others as they got older had an in-depth cultural perception of this issue compared to others.

Contrariwise, the findings of the study indicate that teaching experience and publication do not influence the cultural score. Dozens of publications and experience in teaching do not prove that the participants have a clear perception of the cultural issue regarding plagiarism. If the teachers did not investigate cultural perception for the time being, they would not have the

current perception, which has been established later. So, teachers' experience and publication have no influence on cultural perception.

**Table 7**

*Results of the "Perception about Academic Policy" Regarding Factors that Influence Teachers' Perception of Plagiarism*

Perception about Academic Policy-APscore Variable	Coefficient	Robust Std. Err	t-ratio	p> t
Sex	2.83**	1.13	2.50	0.014
Age	0.68***	0.13	5.29	0.000
Ph.D.	0.15	0.24	0.64	0.525
Ph.D. enrollment	1.03	0.84	1.23	0.221
Publication	-0.77***	0.14	-5.42	0.000
Designation	0.02	0.92	0.02	0.984
Experience	-1.12***	0.21	-5.42	0.000
University	-0.04	0.19	-0.23	0.820
Location	0.07	0.09	0.78	0.434
Train/workshop	0.15	0.14	1.09	0.278
Time on research	0.22**	0.10	2.28	0.024
Constant	34.61	4.40	7.87	0.000

N=128 and  $R^2 = 0.38$ ; Note: \*\*\* and \*\*significant at 1% and 5% levels of significance

Table 7 reveals the result found from the OLS estimation of the regression model for identifying teachers' responses on the "Perception about Academic Policy" regarding factors that influence teachers' perception of plagiarism. Table 7 represents the variables such as gender, age, publication, experience, and giving time to research that have a significant impact on the teachers' perceptions of academic policy regarding plagiarism. The findings of the study indicate that "male" participants have a stronger perception of academic policy than "female" participants. Similarly, age is positive and has an influence on the ap-score which denotes that the participants who are older compared to young and newly enrolled teachers are not unambiguous about the policies of academia as well as have a clear idea about the policies of academia. Besides, they can explicate them with clarity. In the same way, spending time on research bounds them to maintain a minimum standard of academic policy in their research as well as be aware of the academic policy regarding plagiarism. As a result, the participants who spent more time on research than others have a better perception of the academic policy compared to others. But a reason for not knowing about academic policy can be that teachers were never informed about any such rules by the institutions or that there is no policy for plagiarism (Khathayut and Walker-Gleaves, 2021). Another study by Dwi et al. (2020) showed the opposite result: teachers think students have less knowledge about academic policy. Again, the findings show that teaching experience and publication do not influence the perception of academic policy. Publications can be plagiarized or be on the same issue more than once. One can publish numerous research papers for promotion, which may not be examined to see if they are plagiarized or not. Moreover, having experience in teaching for a long time may make them follow a certain rule without invading the new policies. So, the evidence shows that publication and experience have no influence on the perception of academic policy.

*Findings from Teachers' Interview*

*Teachers' perceptions regarding plagiarism*

The data from interviews shows that, indeed, teachers' understanding of plagiarism is rather complex and corresponds to previous research. In general, teachers defined plagiarism as "*copying someone else's work without referencing it*" (Abrar) and mentioned the obvious forms—direct copying, paraphrasing, and even self-plagiarism. This resonates with findings from Ali et al. (2012), who noted that there is a large-scale confusion regarding the various types of plagiarism. Various respondents mentioned students' knowledge gaps. Meera said, "*Students somehow believe that changing a few words makes it original,*" which resonates with Fatima et al. (2020) finding that most students do not have a clear understanding of plagiarism. Faculty underscored the need for formal training, with Nihan advocating for "*structured workshops*" to demystify academic integrity. This is in line with Hasan et al. (2024) and Amelia's (2020) recommendation that comprehensive education is an essential way to handle plagiarism in academic writing. Results from this study provide additional evidence that students and faculty regularly underestimate the rate of paraphrasing plagiarism.

The data shows that academic culture at Bangladeshi universities often encourages leniency toward plagiarism. Teachers pointed out that students perceive plagiarism as a "*shortcut to meet deadlines*" (Bijoy), which resonates with the findings of Bowen and Nanni (2021) regarding cultural norms that influence plagiarism in Thailand. Tahmid pointed out that "many teachers overlook minor plagiarism," which reinforces Khathayut and Walker-Gleaves' (2021) observation that faculty members sometimes tolerate small infractions in order to cope with their workload. Rafij underscored, "*Students grow up within a system that fosters rote learning,*" paralleling the work of Chien (2014) regarding the cultural roots of plagiarism within education systems. However, Omer was convinced stricter enforcement could change the cultural attitudes exhibited by the students. "*The consistent penalties could change behavior over time.*" This belief that cultural change is possible in an academic environment to minimize plagiarism relies on Dwi et al. (2020). Quantitative findings here similarly indicate that cultural tolerance plays a very important role in students' plagiarism behaviors.

Participants were uncertain about whether institutional policies against plagiarism worked. The policies exist, but implementation is spotty. "*Policies are there, but enforcement depends on individual teachers,*" says Ganesh, a point made again by Solihin and Yusuf (2024). According to Arju, "*Students are not always aware of the rules,*" an argument that pops up in Elkhatat et al. (2021) as something that puts a big damper on policy effectiveness due to unclear communication of said policies. Preety noted, "*Penalties vary widely depending on the instructor,*" which is consistent with Javaid et al.'s (2021) conclusion about inconsistent policy application. The majority of participants urged for frequent updating of policies related to plagiarism and regulation of mandatory sessions of plagiarism awareness. Nihan emphasized, "*Without consistent enforcement, policies lose their deterrent effect.*" These considerations are consistent with Creswell and Clark's (2017) suggestion that implementation of any policy should be guided by clear guidelines and frequent training. Quantitative data in this study support the qualitative findings of low levels of policy awareness among students and faculty.

The advent of AI software like ChatGPT has caused controversy over academic integrity, particularly plagiarism identification and the utilization of moral AI. The majority of educators fear that students will employ AI to avoid traditional learning efforts, such as Meera stated, in

accordance with Hafsa's (2021) international research on AI plagiarism concerns. However, one major challenge is that current detection tools are unable to spot content generated with artificial intelligence, as reflected by participant Abrar and echoed by Bowen and Nanni (2021). This gap provides leeway for students to post AI-supported assignments with little or no scrutiny, highlighting loopholes in institutional protection.

Secondly, policy development is an ongoing issue. While participant Omer emphasized the need for clearly defined ethical norms, Patak et al. (2021) argue that there is a need for special academic policies for AI to maintain integrity. Without such policies, institutions face uncertainty in enforcement, leading to uneven practices. Despite these challenges, participant Bijoy noted that AI is not problematic per se, but its misuse needs regulation. The study findings (Akhter et al., 2024) affirm the imperative of institutional readiness against AI-based malpractice. Academia needs to incorporate AI literacy courses, enhanced detection mechanisms, and clearly established ethical standards in the future to render AI a learning tool and not a tool for deception.

### *Limitations*

This research has limitations that might restrain generalizability. The sample is confined to private and public universities in Bangladesh, thus excluding national universities and institutions in other locations. Regionally, such sampling might not fully represent the diverse academic contexts within Bangladesh. Moreover, the in-depth interviews were conducted with only ten respondents—a small sample compared to the general academic population. Although the quantitative survey reached 128 respondents, it only explored teachers' perceptions, and students' perceptions of plagiarism remain unexplored. Another limitation arises from excluding an analysis of the effectiveness of plagiarism-detection software—a very critical component in fighting academic dishonesty. Furthermore, the study had very tight deadlines, which might have limited the depth in data collection and analysis. Future research should utilize extended timelines, larger and more diverse samples, and include teacher and student perspectives to better understand plagiarism in an inclusive manner.

### *Implications*

The findings have strong implications for policy and practice in higher education institutions. While educators basically understood plagiarism, gaps in training, policy enforcement, and cultural awareness still exist—a sentiment echoed by other researchers' findings (Ali et al., 2012; Bowen & Nanni, 2021, Anis & Hasan, 2025). Institutional constraints, such as inconsistent policy implementation and inadequate resources, weaken efforts to uphold academic integrity (Fatima et al., 2020). This academic culture of memorization, deeply entrenched in public universities, further worsens the issue by closing off avenues for original production by students (Chien, 2014). The demoralizing factor for students stems from faculty practices of claiming authorship without intellectual contribution. One of the recent challenges is the growth of AI-based plagiarism, where traditional plagiarism detection tools cannot identify work stolen from AI (Hafsa, 2021). These implications underline the need for systemic changes in academic policies and institutional practices. The findings also connect with the Theory of Planned Behavior (Ajzen, 1991) that behavior in committing plagiarism can be changed systematically and improving the academic culture.

### *Recommendations*

This paper further proffers the following solutions to plagiarisms: firstly, there should be regular workshops and trainings for faculty in order to improve their awareness on plagiarism, detection systems, and issues of academic integrity. Secondly, there is a need to develop and integrate courses that will enhance students' critical thinking and writing. Thirdly, institutions should establish and enforce clear plagiarism policies, which are included in all course outlines. Advanced plagiarism detection tools, such as Turnitin, should be used to aid students in avoiding unintentional plagiarism. Encouraging a strong moral integrity sense among students will help in fostering a culture of honesty in the academic setting. Additionally, revising authorship policies in order to prevent faculty from claiming undue credit will enhance students' motivation to address their academic work more authentically. Lastly, more research should then enable diversification in university contexts and student views to perceive plagiarism comprehensively. Due to the advent of Open AI, more studies need to be conducted on plagiarism related to DeepSeek, ChatGPT, Quillbot, and Grammarly.

### **Conclusion**

This paper points to the critical need for a multi-faceted approach toward fighting plagiarism at the level of higher education. While educators show a basic understanding of plagiarism, critical gaps in training, policy enforcement, and cultural awareness impede consistent adherence to academic integrity. Systemic reforms in those areas include better faculty training, more comprehensive writing courses, and very clear policies on plagiarism. The findings also give emphasis to the requirement of adopting the latest tools for detecting AI-based plagiarism and fostering a culture of integrity and accountability. Moreover, re-examining authorship practices can ensure authenticity in academic engagement. Only such an environment supports academic excellence, and misconduct is minimized. By following these tips, institutions are able to create an environment where there will be a culture of continuing learning and integrity.

### **ORCID**

 <https://orcid.org/0000-0003-3921-9889>

 <https://orcid.org/0009-0005-1993-3331>

 <https://orcid.org/0000-0003-2586-2224>

### **Acknowledgements**

We acknowledge all the respondents and participants of this study.

### **Funding**

It is a self-funded project.

### **Ethics Declarations**

This study followed ethical guidelines, ensuring honesty, consent, and respect for all involved.

### **Competing Interests**

No, there are no conflicting interests.

### **Rights and Permissions**

### **Open Access**

This article is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which grants permission to use, share, adapt, distribute and reproduce in any medium or format provided that proper credit is given to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if any changes were made.

## References

- Ahmed, S. Z., Roknuzzaman, M., & Islam, M. S. U. (2024). Knowledge, attitude and practice of university teachers regarding plagiarism in Bangladesh. *Journal of Academic Ethics*, 22(2), 231–250. <https://doi.org/10.1007/s10805-023-09483-7>
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Akhter, N., Suriea, U., & Soha, S. A. (2024). Understanding the AI integrity in academic excellence: Bangladesh perspective. *Bangladesh Journal of Bioethics*, 15(2), 34–36. <https://doi.org/10.62865/bjbio.v15i2.101>
- Aktar, T., Maniruzzaman, M., Khan, H. R., & Hasan, M. (2022). Teachers' narratives from initial virtual classrooms and professional development during the Covid-19 pandemic in developing Bangladesh. *Turkish Online Journal of Distance Education*, 23(3), 230–245. <https://doi.org/10.17718/tojde.1137293>
- Ali, W. Z. W., Ismail, H., & Cheat, T. (2012). Plagiarism: To what extent is it understood? *Procedia - Social and Behavioral Sciences*, 59, 604–611. <https://doi.org/10.1016/j.sbspro.2012.09.320>
- Amelia, C. B. (2020). *EFL teachers' and students' plagiarism management strategies in English writing* [Doctoral dissertation, UIN Sunan Ampel Surabaya]. UINSA Digital Library. <https://digilib.uinsa.ac.id/45455/>
- Anis, M. I., & Hasan, M. M. (2025). From Reflection to Practice: A Qualitative Study of Teaching Practicum Experiences. *EDUCASIA: Jurnal Pendidikan, Pengajaran, dan Pembelajaran*, 10(1), 13-26. <https://doi.org/10.21462/educasia.v10i1.295>
- Bowen, N. E. J. A., & Nanni, A. (2021). Piracy, playing the system, or poor policies? Perspectives on plagiarism in Thailand. *Journal of English for Academic Purposes*, 51, 100992. <https://doi.org/10.1016/j.jeap.2021.100992>
- Chien, S. C. (2014). Cultural constructions of plagiarism in student writing: Teachers' perceptions and responses. *Research in the Teaching of English*, 49(2), 120–140. <https://doi.org/10.58680/rte201426160>
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage Publications.
- Cuba, L. J., & Cocking, J. (1997). *How to write about the social sciences*. Longman.
- Dwi, I. G. N. A. R., Santosa, M. H., & Paramartha, A. A. G. Y. (2020). A study of Indonesian lecturers' perception on student plagiarism. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 1(2), 81–94. <https://doi.org/10.21460/saga.2020.12.53>
- Elkhatat, A. M., Elsaid, K., & Almeer, S. (2021). Some students plagiarism tricks, and tips for effective check. *International Journal for Educational Integrity*, 17(1), 1–12. <https://doi.org/10.1007/s40979-021-00082-w>
- Elshafei, H. A., & Jahangir, T. M. (2020). Factors affecting plagiarism among students at Jazan University. *Bulletin of the National Research Centre*, 44(1), 1–5. <https://doi.org/10.1186/s42269-020-00313-z>
- Eshet, Y. (2025). Examining the dynamics of plagiarism: a comparative analysis before, during, and after the COVID-19 pandemic. *International Journal for Educational Integrity*, 21(1), 3. <https://doi.org/10.1007/s40979-024-00178-z>
- Fajt, B., & Schiller, E. (2025). Hungarian university students' perceptions of plagiarism. *International Journal for Educational Integrity*, 21(1), 5. <https://doi.org/10.1007/s40979-024-00169-0>
- Farhana, D. K. M., & Mannan, D. K. A. (2018). *Twenty-first century challenges and adaptation for higher educational institutes: A web content analysis of public-private universities in Bangladesh* [Working paper]. SSRN. <https://dx.doi.org/10.2139/ssrn.3403533>
- Fatima, A., Sunguh, K. K., Abbas, A., Mannan, A., & Hosseini, S. (2020). Impact of pressure, self-efficacy, and self-competency on students' plagiarism in higher education. *Accountability in Research*, 27(1), 32–48. <https://doi.org/10.1080/08989621.2019.1699070>
- Frazer, L., & Lawley, M. (2000). *Questionnaire design & administration: A practical guide*. Wiley.
- Hafsa, N. E. (2021). Plagiarism: A global phenomenon. *Journal of Education and Practice*, 12(3), 53–59. <https://doi.org/10.7176/JEP/12-3-08>
- Hair, J. F., Jr., Sarstedt, M., Matthews, L. M., & Ringle, C. M. (2016). Identifying and treating unobserved heterogeneity with FIMIX-PLS: Part I—method. *European Business Review*, 28(1), 63–76. <https://doi.org/10.1108/EBR-09-2015-0094>

- Hasan, M. M. (2014). *Motivational strategies for teaching English language skills: A study of tertiary level teachers* [Master's dissertation, BRAC University]. BRAC University Institutional Repository. <https://dspace.bracu.ac.bd/xmlui/handle/10361/4643>
- Hasan, M. M., Yesmin, M. M., & Hossain, M. K. (2024). Effects of English Medium Instruction (EMI) on students' academic and speaking performance: comparison between English major and non-English departments. *Ilha do Desterro*, Vol. 77, 1-22. <https://doi.org/10.5007/2175-8026.2024.e100248>
- Hasan, M. M., Khanom, S., Rumman, A. M., & Fatema, K. (2024). Blended supervision of thesis: Lessons and future directions from COVID-19 and post-pandemic situation. *Crossings: A Journal of English Studies*, 15(1), 196–214. <https://doi.org/10.59817/cjes.v15i1.572>
- Hu, G., & Lei, J. (2016). Plagiarism in English academic writing: A comparison of Chinese university teachers' and students' understandings and stances. *System*, 56, 107–118. <https://doi.org/10.1016/j.system.2015.12.003>
- Hu, G., & Sun, X. (2016). Chinese university EFL teachers' knowledge of and stance on plagiarism. *Comunicar*, 24(2), 29–37. <https://doi.org/10.3916/C48-2016-03>
- Hutson, J. (2024). Rethinking plagiarism in the era of generative AI. *Journal of Intelligent Communication*, 3(2), 20–31. <https://doi.org/10.54963/jic.v4i1.220>
- Islam, M., Hasan, M. M., & Mahmud, R. (2024). EFL teachers' perceptions of AI's impact on academic integrity and pedagogy in Bangladeshi universities. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 8(2), 564–579. <https://doi.org/10.30743/ll.v8i2.10082>
- Javaid, S. T., Sultan, S., & Ehrich, J. F. (2021). Contrasting first and final year undergraduate students' plagiarism perceptions to investigate anti-plagiarism measures. *Journal of Applied Research in Higher Education*, 13(2), 561–576. <https://doi.org/10.1108/JARHE-04-2020-0080>
- Kalicharan, L. D., & Butler, C. (2025). Tertiary education students' perceptions of plagiarism in academic writing. *Journal of Applied Research in Higher Education*, 17(1), 510-525. <https://doi.org/10.1108/JARHE-01-2024-0015>
- Kampa, R. K., Padhan, D. K., Karna, N., & Gouda, J. (2025). Identifying the factors influencing plagiarism in higher education: An evidence-based review of the literature. *Accountability in Research*, 32(2), 83-98. <https://doi.org/10.1080/08989621.2024.2311212>
- Khan, A. L., Hasan, M. M., Islam, M. N., & Uddin, M. S. (2024). Artificial Intelligence tools in developing English writing skills: Bangladeshi university EFL students' perceptions. *English Education: Jurnal Tadris Bahasa Inggris*, 17(2), 345–371. <https://doi.org/10.24042/ee-jtbi.v17i2.24369>
- Khathayut, P., & Walker-Gleaves, C. (2021). Academic faculty conceptualisation and understanding of plagiarism—a Thai university exploratory study. *Journal of Further and Higher Education*, 45(4), 558–572. <https://doi.org/10.1080/0309877X.2020.1795093>
- Lasker, S. P., & Macer, D. (2021). Effect of intervention on knowledge and attitude towards plagiarism among post-graduate students in Bangladesh—A pilot study. *Malim: Jurnal Pengajian Umum Asia Tenggara*, 22, 118–125. <https://doi.org/10.17576/malim-2021-2201-09>
- Li, X., & Sireci, S. G. (2013). A new method for analyzing content validity data using multidimensional scaling. *Educational and Psychological Measurement*, 73(3), 365–385. <https://doi.org/10.1177/0013164412473825>
- Mireku, D. O., Dzamesi, P. D., & Bervell, B. (2024). Plagiarism in higher education (PLAGiHE) within Sub-Saharan Africa: A systematic review of a decade (2012–2022) literature. *Research Ethics*, 20(2), 156–186. <https://doi.org/10.1177/17470161231189646>
- Muluk, S., Habiburrahim, H., & Safrul, M. S. (2021). EFL students' perception on plagiarism in higher education: Triggering factors and avoiding strategies. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran*, 22(1), 20–36. <https://doi.org/10.22373/jid.v22i1.8944>
- Patak, A. A., Wirawan, H., Abduh, A., Hidayat, R., Iskandar, I., & Dirawan, G. D. (2021). Teaching English as a foreign language in Indonesia: University lecturers' views on plagiarism. *Journal of Academic Ethics*, 19(4), 571–587. <https://doi.org/10.1007/s10805-020-09385-y>
- Romanowski, M. H. (2021). Preservice teachers' perception of plagiarism: A case from a college of education. *Journal of Academic Ethics*, 20(1), 1–21. <https://doi.org/10.1007/s10805-021-09395-4>
- Sayeda, S. K. (2024). Plagiarism in academic and professional settings: Dimensions, consequences, and preventive measures. *Bangladesh Journal of Bioethics*, 15(1), 22–25. <https://doi.org/10.62865/bjbio.v15i1.109>
- Shahid, S. M. A., Ali, M. N., Sarkar, M. H., & Rahman, M. H. (2024). Ensuring authenticity in scientific communication: Approaches to detect and deter plagiarism. *TAJ: Journal of Teachers Association*, 37(1), 1–3. <https://doi.org/10.70818/taj.v37i1.0157>
- Solihin, I., & Yusuf, F. N. (2024). Online language test and assessment: Indonesian elementary school teachers' perception. *Jurnal Penelitian Pendidikan*, 24(3), 308–324. <https://doi.org/10.17509/jpp.v24i3.77768>
- Sowell, J. (2018). Beyond the plagiarism checker: Helping nonnative English speakers (NNESs) avoid plagiarism. *English Teaching Forum*, 56(2), 2–15. Retrieved November 2024 from <https://eric.ed.gov/?id=EJ1181092>

Sulaiman, R., & Sulastri. (2018). Types and factors causing plagiarism in papers of English education students. *Inspiring: English Education Journal*, 1(1), 95–104. <https://doi.org/10.35905/inspiring.v1i1.836>

Supranto, J. (2004). *Multivariate analysis of meaning and interpretation*. PT Rineka Cipta.

Sun, X., & Hu, G. (2020). What do academics know and do about plagiarism? An interview study with Chinese university teachers of English. *Ethics & Behavior*, 30(6), 459–479. <https://doi.org/10.1080/10508422.2019.1633922>

Uddin, M. K., Uzir, M. U. H., Hasan, M. M., Hassan, M. S., & Sahabuddin, M. (2020). A scientific novel way of article and thesis writing: Findings from a survey on keyword, sequence, and importance (KSI) technique. *Universal Journal of Educational Research*, 8(12A), 7894–7904. <https://doi.org/10.13189/ujer.2020.082578>

Uddin, M. S., Islam, M. N., Nirjon, M. I. H., Hilaly, M. R., Mazed, M. F. H., & Hasan, M. M. (2024). University EFL teachers’ perceptions about the effectiveness of AI-enhanced e-assessments in Bangladesh: A phenomenological study. *Bulletin of Advanced English Studies*, 9(2), 71–82. <https://doi.org/10.31559/BAES2024.9.2.4>

Wang, N., & Li, M. (2024). Teachers’ perceptions of the risks and benefits of AI in higher education: A case study of ERNIE Bot. *Innovations in Education and Teaching International*. Advance online publication. <https://doi.org/10.1080/14703297.2024.2432429>

Wei, Y., Sulaiman, N. A., & Ismail, H. H. (2024). Academic English writing challenges in a blended EFL and ESL learning environment: Insights from Chinese international high school students. *International Journal of Learning, Teaching and Educational Research*, 23(2), 275–293. <https://doi.org/10.26803/ijlter.23.2.13>

Yavich, R., & Davidovitch, N. (2024). Plagiarism among higher education students. *Education Sciences*, 14(8), 908. <https://doi.org/10.3390/educsci14080908>

## Appendices

### Appendix-A

#### Survey Questionnaire

Demographic Profile:

Sex: Male/Female

Age:

Level of Education:

Years of Schooling:

Highest Degree:

Number of Publications:

Designation: Lecturer/Asst. Prof./Assoc Prof./Professor

Type of Graduated University: Public/Private

Location of Working University: Urban/Semi-urban

Number of Research Workshop/Training Attended:

Total Hours for Research Per Week:

SI	Items	SA	A	N	D	SD
<b>Teachers’ Perceptions about Plagiarism</b>						
<b>Knowledge Perception</b>						
1	Paraphrasing without citing the author is not plagiarism.					
2	Lack of knowledge and reading limited books influence plagiarism.					
3	Lack of research skill influences plagiarism					
4	Lack of English writing skill influences plagiarism.					
5	Not knowing much about referencing and citation influences plagiarism.					
6	Lack of knowledge about research ethics influences plagiarism.					
7	Difficulty in paraphrasing and summarizing influences plagiarism.					
8	Lack of computer literacy influences plagiarism practice.					
9	Lack of understanding the long-term consequences influences plagiarism.					
10	Lack of confidence in research works influence plagiarism.					
11	Not knowing self-plagiarism as plagiarism influences plagiarism.					
12	Lack of skills for quantitative research influences plagiarism.					
13	Lack of skills for qualitative research influences plagiarism.					
14	Ease of accessing online sources influences plagiarism.					

15 Research skill/experience of the colleagues' influence plagiarism.

#### **Cultural Perception**

- 1 Not taking plagiarism seriously influences plagiarism.
- 2 The existing academic culture influences plagiarism.
- 3 Fear of failure in academia also influences plagiarism.
- 4 Seeing peers not getting punishment for plagiarism influences plagiarism.
- 5 Lack of interest to publish online influences plagiarism.
- 6 High interest to get promotion easily influences plagiarism.
- 7 Copy and paste habit influences plagiarism.
- 8 Not having any interest to do the task properly influences plagiarism.
- 9 The burden of producing plagiarism free writing influences plagiarism.
- 10 Lack interest in academic career influences plagiarism.
- 12 Procrastination or poor time management influences plagiarism.
- 13 Getting entry as an author of an article on friends/colleagues' request influences plagiarism.

#### **Perception about Academic Policy**

- 1 Lack of time to accomplish the research project influences plagiarism.
  - 2 Absence of plagiarism policy influences plagiarism.
  - 3 Lack of ample resources influences plagiarism.
  - 4 Absence of research methodology course influences plagiarism.
  - 5 Lack of supervision by an expert, influences plagiarism.
  - 6 Lack of motivation to reduce plagiarism influences plagiarism.
  - 7 Absence of plagiarism checker (e.g., Turnitin) in the institution influences plagiarism.
  - 8 Option for the submission of printed thesis/article influences plagiarism.
  - 9 Lack of competition for quality research influences plagiarism.
  - 10 Lack of enough fund for research influences plagiarism.
  - 11 Opportunity to publish in the predatory journals which do not check plagiarism influences plagiarism.
  - 12 Lack of consciousness in maintaining /preserving privacy of the data influences plagiarism.
  - 13 The belief that the researcher will not get caught influences plagiarism.
  - 14 Not preserving the sources properly for the reading materials/articles influence plagiarism.
  - 15 Lack of institutional level training/workshop on plagiarism influences plagiarism.
  - 16 Institutional promotion policy (e.g., point for each publication) influences plagiarism.
- 

## **Appendix-B**

### *In-Depth Interview Protocol*

Demographic Profile of the Participants:

Gender:

Age:

Type of University:

Experience of Teaching:

1. How would you define plagiarism, and what are the most frequent types among students?
2. What do students and faculty members know about plagiarism?
3. In Bangladesh, how does academic culture shape attitudes toward plagiarism?
4. Is there a cultural acceptance of plagiarism in higher education? Why or why not?
5. What is your understanding of your institution's plagiarism policy?
6. How frequently are plagiarism policies enforced, and what issues do they raise?
7. How might AI tools like ChatGPT affect academic integrity and plagiarism?
8. What are the potential interventions against AI-based plagiarism?