



Analysis through workshop: Awareness of plagiarism among the faculty of medical sciences.

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INTRODUCTION

Plagiarism is one of the key features of any structured scientific writing. Similarity in systemic writing accepts as misconduct and all reliable journals even editors can discourage the copy-and-paste culture of current author's. Now days the research is an important part of under and post graduate students of medical sciences. All author's should know that how they become an effective writer, which essential components of scientific writing should be applied to make your manuscript free of similarity or can improve the indexation of plagiarism.¹ Anti-plagiarism software can make the life easy for all author's by assessing the uncover elements that can take the author's towards the unethical condition. Plagiarism can define in Latin as "kidnapping". Plagiarized material becomes prestige for an

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ABSTRACT.... Objective: To evaluate the knowledge of faculty members regarding plagiarism through workshop analysis. **Study Design:** Cross Sectional Analytical study. **Setting:** Al-Tibri Medical College and Hospital. **Period:** January 2020, to May, 2020. **Material & Method:** Data was collected after taken an ethical approval. The workshop was conducted for the faculty development program regarding plagiarism. The self-designed questionnaire was administered before and after conduction of workshop with verbal consent of the faculty members. The participants were included all faculty members of medical sciences, total 50 numbers of participants were included on the basis of convenient sampling. Pre and post workshop analysis was done through SPSS version 21 and data was represented in the form of frequency and percentage and the response of the participants were evaluated as pre and post workshop by applied Chi-square test and level of significant was taken $p = < 0.05$. **Results:** 56% of male and 44% female were the participants in the workshop. 28% of the total participants were taken similar content workshop before. There were significant difference among all components of workshop after comparison of pre and post analysis, we observed $p = < 0.001$ in 99% of the response. **Conclusion:** The results of the present study showed that workshop can change the level of knowledge and attitude of the participants significantly. In this study the facilitator effectively enhance the awareness and importance of plagiarism for scientific writers and how to take precautions before become a part of scientific misconduct.

Key words: Medical Sciences, Plagiarism, Scientific Writing, Workshop.

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authors and upgrading of their impact factor. The originality of an article can be proven with their plagiarism indexation.² The ethical consideration at their higher risk due to excessive advancement in internet facilities and excessive availability of literature make an easy to copy. The higher education improve the knowledge and awareness of plagiarism by making the anti-plagiarism policies that can be taken under consideration by all authorized journal and should be followed by all authors. With the passage of time, the health professionals have to upgrade their knowledge and should follow the principles in their systemic writing.³ Over the past few years, the researchers make a comfortable zone for writers and arranging different platforms that can enrich the basics skills for writers so, they can avoid the plagiarism. Multiple workshops can

help the health professionals to overcome their weaknesses, upgrade their knowledge, enhance their written expression and aware about ethical consideration that should be considered while going through an appropriate research process.⁴⁻⁵ A complex system revolving around the scientific writers and unfortunately many of them are completely unaware the consequences of misconduct. Stakeholders should take an initiative and make an easy path for the authors to make their publications plagiarism free. Authorized educational management has to prepare the guidelines and properly follow their distribution and compliance.⁶ Academic scrutiny must be carried out by the authority and make sure that everyone should follow the guidelines, otherwise a proper action must be taken against those violate the ethical consideration regarding publication. Anti-plagiarism policies must be followed both in undergraduate or postgraduate studies, even not only in writing thesis, proposals, manuscript also including assignments.⁷ The purpose of this study was to highlight the darker area of research among the faculty members and plan the research based activities according to the requirement and through the pre and post analysis of workshop, we can easily identify the strength and weaknesses of our faculty regarding plagiarism.

MATERIAL & METHODS

A cross sectional analytical study was conducted at Al-Tibri Medical College and Hospital, Isra University Karachi Campus. Total 50 numbers of participants were included in the study on the basis of convenient sampling technique. After taken an ethical approval, the data was collected through workshop that was conducted on January 2020. The hand-on workshop was based on plagiarism and all faculty members and postgraduate candidates of both genders from the basic and clinical sciences were included from the same institute. Faculty members from other institute and allied medical sciences were excluded. In initial phase of workshop the pre-designed questionnaire was filled by all faculty members, while in last phase the same questionnaire was filled by the same faculty members. We got two data one from pre-workshop and another was

from post-workshop. The study was conducted between the time periods of January 2020 to May 2020. The data was analyzed through SPSS version 21.0. The chi-square test was applied and the level of significance was taken p value <0.05. The data was represented in the form of frequency and percentage and compare clinical and basic medical sciences.

RESULTS

Figure-1: Shows Percentage of Gender based distribution among the faculty members.

Figure-2: Shows the Percentage of faculty members according to their designation.

Out of 50 numbers of participants 14(28%) of the faculty members was taken a relative workshop before, while 36(72%) were not taken such kind of workshop.

Table-I: Shows response of the participants in the form of frequency and percentage with the p= value, that shows the comparison of pre and post workshop between the faculty of basic medical sciences and clinical sciences.

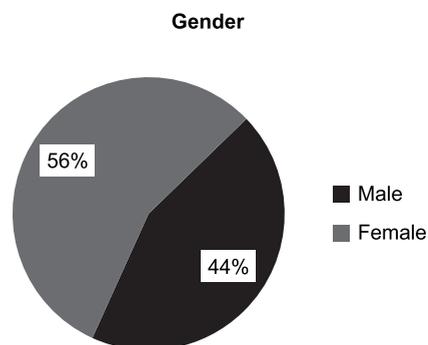


Figure-1. Shows the percentage of gender based distribution among the faculty.

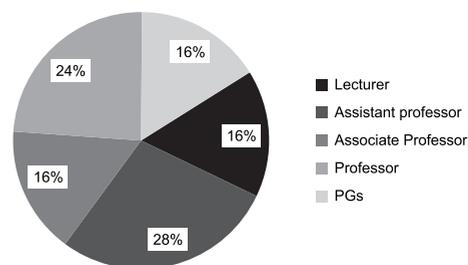


Figure-2. Shows the percentage of participants according to their designation.

	(Awareness of faculty regarding plagiarism)	Pre-Workshop Analysis		Post-Workshop Analysis		P-value
		Yes	No	Yes	No	
1	Do you know about plagiarism?	32(64%)	18(36%)	50(100%)	0(0%)	<0.001
2	Do you know that all published work is copyrighted?	28(56%)	22(44%)	48(96%)	2(4%)	<0.001
3	Do you know about the citation for every fact you used?	26(52%)	24(48%)	35(70%)	15(30%)	0.050
4	Do you know about turnitin software used to check the plagiarism?	25(50%)	25(50%)	49(98%)	1(2%)	<0.001
5	Do you agree that plagiarism policy can affect the research publication?	26(52%)	24(48%)	49(98%)	1(2%)	<0.001
6	Do you know the consequences for a first offence of plagiarism could be?	14(28%)	36(72%)	50(100%)	0(0%)	<0.001
7	Do you know the required percentage similarity of plagiarism for an article /thesis submission?	23(46%)	27(54%)	49(98%)	1(2%)	<0.001
8	Do you know the different sources used for plagiarism check?	21(42%)	29(58%)	47(94%)	3(6%)	<0.001
9	Do you aware about the good plagiarism checking tool for manuscript which really works?	8(16%)	42(84%)	48(96%)	2(4%)	<0.001
10	Do you aware about plagiarism policy of your institute?	14(28%)	36(72%)	49(98%)	1(2%)	<0.001
11	Do you know that a governing body controlling the plagiarism or copying of topics/thesis articles?	16(32%)	34(68%)	48(96%)	2(4%)	<0.001
12	Do know how to avoid the plagiarism while writing of manuscript?	18(36%)	32(64%)	46(92%)	4(8%)	<0.001
13	Do you ever have practicing to avoid the plagiarism during writing of manuscript/thesis?	26(52%)	24(48%)	50(100%)	0(0%)	<0.001
14	Do you know about the different sources used for paraphrasing?	19(38%)	31(62%)	48(96%)	2(4%)	<0.001

Table-I. Shows the pre and post workshop analysis of the faculty members.
Chi-square test applied Level of significance $p = < 0.05$

DISCUSSION

As the plagiarism is a basic feature of research, without taken the plagiarism the publication will not be reliable. One of the studies in 2019 was conducted among the students of physical therapy, to evaluate the attitude of students regarding plagiarism. The results showed positive attitude of students towards the plagiarism and even they agreed for given short punishment to those who are involved in plagiarized work, now similar in the study the most of the faculty members were aware about the importance of plagiarism. While most of the faculty members were unaware from the consequences of plagiarized research work and even were not taken such kind of workshop.⁸ In accordance with study result, that was conducted in 2011 and similarly the pre and post workshop analysis was done to evaluate the basic knowledge and components of scientific

writing. Most of the participants were aware about the writing skills and 55% of the participants were immune with the significance of plagiarism in scientist writing according to pre workshop analysis and became 100% in post analysis. In this study 64% of the faculty members know about the plagiarism pre-workshop, while more than 50% of the members know the copyrighted work and the resources used for the checking of similarity index of the article. Post work the rage of the similar members increasing form 50% to 100% in respect to their knowledge regarding such subject.⁹ In another cohort based study that was done by the department of pharmacology, included undergraduate and postgraduate students with total 990 numbers of participants. The data was gathered from the initial year to the final year and compare the level of understanding of plagiarism, policies of plagiarism implemented

by the institute over their assignments and later on their research projects. Basically highlighted the involvement of plagiarism academically and its adaptation by the students. Similarly in the present study the 28% of the participants were aware about the plagiarism policies, while rest of the faculty were unaware, on another hand 32% know the governing body of plagiarism in pre-workshop analysis. Now in post workshop analysis the 98% know the policies and 96% of the participants were aware regarding the governing body of plagiarized research work. Through the conduction of workshop that was an excellent way to aware the faculty about the copyrighted work and how to avoid the copy paste culture at our setup. The significant <0.001 difference were found between the pre and post analysis.¹⁰ In accordance with the study that was conducted at 2014 on multidisciplinary students by the librarian management authority and the objective of the study to enhance the sense of ethics while writing their assignments or other related work. The analyzed the students at their initial phase of the study and then post analysis after completing their task systematically. They divide the students into parts one get the instructions form the librarian facilitators, while another who did not involve in these instructions. There was significant difference found among the students, which were evaluated through multiple pre-test and post-test results. Similarly we found a highly significant difference in pre and post analysis. So the continuous training of the faculty or either students can improve their knowledge and get better involvement in performing the academic task.¹¹ One of the studies that were conducted at Pakistan included the students of medical sciences and objective was to assess the pre and post workshop analysis of students regarding the scientific misconduct during the scientific writing. Pre and post analysis the workshop showed significant difference and enhance the attitude of the students towards the scientific misconduct by voiding plagiarized work. In this study we found he similar significant difference among the faculty member's attitude and knowledge related to the importance of plagiarism after pre and post workshop analysis.¹²⁻¹³ The study was done at one of the University of Egypt, the data was collected

by the faculty members of nursing and pre and post workshop analysis was done to compare the basic knowledge regarding plagiarism. 55% of the participants were aware about the plagiarism, 58.8% of them were refusing plagiarism and 51% given incorrect answers in pretest analysis while according to post analysis there was significant difference in pre and posttest analysis. The similar results were found in this study, the highly significant difference were found ($p = <0.001$) in all pre and post component of workshop, so the hands on workshop can contribution in faculty development program.¹⁴⁻¹⁵ One of the study results highlight the 20% awareness of participant involved in research writing, the most common factor is the lack of time and the generalized acceptance of copy paste culture.¹⁶⁻¹⁷ Another study results evidence the lacking of awareness about using software for plagiarism, and participants were not understand the basic dynamics that how to plagiarized the research work. The basic lacking was on the undergraduate level, and missing of plagiarized regulation that should be taught during undergraduate studies.¹⁸⁻¹⁹ In accordance with the study results of survey based on postgraduate students regarding plagiarism awareness and implementation, out of 290 participants 28.19% knew how to do citation and writing references, while the most amazing fact that they don't aware about the punishment policy of plagiarism. Similarly in our study most of the candidate was unaware about the using software, tools and due to lack of time they were habitual for the copy paste method.²⁰

LIMITATION OF THE STUDY

Rater biased, and large sample size was required to evaluate the awareness and attitude of the faculty or students towards use of plagiarism policies during research writing.

CONCLUSION

The results of the present study showed the lack of knowledge about the plagiarism policies and tools among the faculty and postgraduate students, which were involved in writing dissertation and unaware about to take precautions before becomes a part of scientific misconduct.

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5	Erum Saboohi	Manuscript writing.	
6	Saleem Raza Khuhawar	Data analysis.	