

FURTHER INVESTIGATING UNIVERSITY STUDENTS' BEHAVIOURAL INTENTION TOWARDS PLAGIARISM: THE INFLUENCES OF AWARENESS

NGHIÊN CỨU VỀ Ý ĐỊNH HÀNH VI ĐẠO VĂN CỦA SINH VIÊN ĐẠI HỌC:
VAI TRÒ CỦA YẾU TỐ NHẬN THỨC

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ABSTRACT

This research paper examines the determinants of plagiarism intentions among university students through the lens of the extended Theory of Planned Behaviour. The study conducted an online survey using convenience sampling with participants from Vietnamese and foreign universities, yielding 406 responses between April 11 and mid-May 2022. The results underscore the pivotal role of plagiarism awareness in shaping students' intentions, with enhanced awareness correlating with a reduced propensity to engage in plagiarism. Attitudes towards plagiarism and subjective norms were found to be significant predictors of students' plagiarism intentions, while perceived behavioural control was not a significant predictor. The study also identified the students' ability to differentiate between various cases of plagiarism. The paper concludes with a discussion of potential strategies for mitigating plagiarism within Vietnamese universities.

Keywords: Awareness of plagiarism; theory of planned behaviour; higher education; attitude; subjective norms.

TÓM TẮT

Nghiên cứu xem xét các yếu tố ảnh hưởng ý định hành vi đạo văn của sinh viên đại học thông qua lăng kính của Lý thuyết Hành vi Hoạch định mở rộng. Nghiên cứu đã tiến hành khảo sát trực tuyến với phương pháp lấy mẫu thuận tiện đối với các sinh viên từ các trường đại học Việt Nam và quốc tế, thu được 406 phản hồi trong khoảng thời gian từ ngày 11 tháng 4 đến giữa tháng 5 năm 2022. Kết quả nhấn mạnh vai trò quan trọng của nhận thức về hành vi đạo văn trong việc hình thành ý định của sinh viên. Theo đó, nhận thức của sinh viên về hành vi đạo văn tăng lên đồng nghĩa với việc giảm ý định thực hiện hành vi đạo văn. Thái độ đối với hành vi đạo văn và các chuẩn chủ quan được xác định là những yếu tố dự đoán quan trọng đối với ý định đạo văn, trong khi nhận thức về kiểm soát hành vi lại không có tác động đáng kể. Dựa trên các kết quả, nghiên cứu đã đề xuất một số giải pháp nhằm giảm thiểu hành vi đạo văn trong các trường đại học Việt Nam.

Từ khóa: Nhận thức về hành vi đạo văn; lý thuyết hành vi hoạch định; giáo dục đại học; thái độ; chuẩn chủ quan

1. Introduction

Academic dishonesty has always piqued the interest of the media, academics, administrators, and students (Gullifer and Tyson, 2010). Plagiarism, a form of academic dishonesty, has also gotten a lot of attention, especially in higher education. Such a phenomenon has been existing in the academic environment for years and is

getting more common, but controlling it remains a difficult problem for universities. There is a growing body of evidence that plagiarism can lead to many serious

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consequences for students, faculty and the University's reputation (Salleh et al., 2013; Kurambayev, 2020; Jones et al., 2005). Such occurrences are regarded as erasing the value of hard work, eroding the moral worth of honesty, and devaluing the role of evaluation items in our educational institutions (Petress, 2003). What is still mentioned is that the idea of how to control this problem thoroughly is still a yet-answered question.

Numerous definitions can be used to explain what plagiarism is. Random House Webster's Unabridged Dictionary (2001) defines plagiarism as the unauthorised use or close replication of another author's words and thoughts and the portrayal of them as one's original work. Scholars also have their ideas to explain the concept of plagiarism. Fialkoff's (1993) conceptualization is more specific comparing the above dictionary definition, describing plagiarism as misuse of another author's papers, including limited appropriation, without acknowledgement, of another's distinctive and significant research findings, theories, hypotheses, or interpretations. However, such definitions are only applicable to the concept of intentional plagiarism. Prior studies have proved that unintentional plagiarism by students occurs frequently, which is due to a lack of understanding of how to correctly cite sources as well as how to properly utilize secondary sources (Lauren and Margaret, 2005). It is anyway prohibited to use or appropriate another's work without indicating the source, whether purposefully or inadvertently (East, 2010), to give the appearance that the work is the student's own. That is the reason for this study to adhere to the Anadolu University's plagiarism definition in Anadolu University's Science Ethics Guide (Bilim Etiği Kılavuzu aka. BEK), which includes both intentional and unintentional plagiarized work.

Plagiarism is defined as any effort or carelessness that deteriorates the replicability, validity, or reliability of a study within the context of academic dishonesty (BEK, 2003).

Many scholars are interested in determining the origins of student plagiarism so that an effective approach to preventing this problem can be devised. Personal variables such as gender, age, academic accomplishment, parents' education, and engagement in extracurricular activities have been recognized as having a major influence on academic dishonesty, according to Teodorescu and Andrei (2009). The results of grade point studies, on the other hand, vary. While McCabe and Drinan (1999) theorized that students with good marks may feel compelled to cheat to keep their scores, Lambert et al. (2003) linked poor grade point averages to the likelihood of cheating. In a more recent study, Akbulut et al. (2008) discovered and listed many reasons for students to commit plagiarism action. First, students may fail in citation because they are unable to distinguish between common knowledge and material that requires reference. They may believe that the primary aim of writing is to use multiple sources, quotes, and citations and that their unique thoughts are secondary. They may be unclear about the idea of paraphrasing and how to avoid it. They may plagiarize due to time constraints. They may plagiarize when their teachers encourage them to come up with new and creative ideas since their previous idea is considered invalid. Finally, they may not critically evaluate all information, particularly from web-based sources, leading them to believe that all information is equal, accurate, and, more importantly, free and always available. Moreover, in the light of a moving world, the use of information technology tools and the Internet has been

believed to make academic cheating easier in a variety of ways. Students can now use the Internet to search for and purchase entire papers from “paper banks” or “paper mills” (Jones et al., 2005). Then, they can then use word processing applications to clip and paste content from these electronic sites into their papers. They can even participate in Internet discussion groups, seek help from more experienced students, and use such comments in their work without citing the source (Akbulut et al., 2008).

Nevertheless, a significant factor that directly influences students' propensity to engage in plagiarism, yet remains underexplored by numerous scholars, is the level of students' awareness of plagiarism. Previous research has identified various determinants that may influence a student's inclination to commit plagiarism, such as academic pressure, insufficient confidence in writing skills, inadequate time management, and misconceptions about the definition of plagiarism. It is important to note that each of these elements is inextricably linked to the student's level of awareness regarding plagiarism (Dawson and Overfield, 2006; Jereb et al., 2018). For instance, academic pressure can lead to plagiarism if the student is not aware of the ethical and academic consequences. Similarly, a student may not realize that paraphrasing without proper citation is considered plagiarism if they lack awareness of citation norms and academic integrity standards. Time management issues may lead students to plagiarize, but this too could be mitigated by a deeper understanding of the gravity of plagiarism and the importance of starting work early enough to avoid the temptation.

In other words, the confirmation that whether or not a student is aware of plagiarism has been previously used as the first step to classify the determinants of

committing such academic crime. Despite these considerations, the field still lacks a thorough investigation into the effects of plagiarism awareness. Previous research has left the influence of students' awareness of plagiarism ambiguous, rendering the topic even more compelling for detailed exploration. As a result, the purpose of this study is to look at the function of awareness in determining plagiarism intentions among university students, to assist educational institutions in preventing plagiarism, promoting academic integrity, and monitoring such occurrences.

Several objectives of the study will be identified. Initially, this study aims to assess the determinants influencing students' intention to plagiarize, with a particular emphasis on the role of students' awareness of plagiarism. Subsequently, it will extrapolate the significance of educational initiatives on plagiarism, which are anticipated to substantially influence this awareness. Furthermore, the study will examine the variance in intentions to plagiarize across demographically distinct groups, including gender, employment status, and educational context, such as distinguishing between students enrolled in Vietnamese universities and those pursuing studies at foreign institutions.

2. Literature review

Icek Ajzen introduced the Theory of Planned Behavior (TPB), also known as the Social Cognition Model (SCM), in 1985. According to the TPB, a person's attitude, subjective norms, and behavioural control, all have significant but differentially weighted influence on their intention toward an action (Miller, 2002). Behavioural intention is understood as the subjective probability of an individual performing a given behaviour (Ajzen, 1985). Since

plagiarism is a conscious choice for most students, understanding the intentions behind this choice is critical. Intentions can be influenced by attitude, subjective norms, and perceived behavioural control (Ayob et al., 2017; Hye Kyung and Edson C., 2021; Kamalul Ariffin et al., 2019; Liao et al., 2007; Salleh et al., 2013; Shalender and Sharma, 2021; etc.), making TPB an excellent framework for studying the potential for plagiarism.

Firstly, attitude is characterised as the extent to which an individual holds a favourable or unfavourable evaluation of the behaviour in question (Ajzen, 1985). In the context of plagiarism, attitude toward plagiarism would encompass students' views on the acceptability and justifiability of plagiarism. By understanding these attitudes, researchers can ascertain why students might view plagiarism as a favourable or unfavourable action. Many prior researchers have found that attitudes have a significant impact on the intention to practise plagiarism behaviour. According to a meta-analysis study, students who have a positive attitude about plagiarism are more likely to commit plagiarising actions (Whitley, 1998). Positive attitudes considerably predicted a high rate of plagiarism intention, while negative attitudes predicted the opposite trend, in which plagiarism intention was seen to be at a low rate (Camara et al., 2017). In other words, if a student believes that the outcomes of plagiarism (such as saving time, avoiding difficult work, or achieving a better grade) are positive and they value these outcomes, this positive attitude may increase their intention to plagiarise. This is because they perceive the behaviour as beneficial or without significant moral or practical detriment. Conversely, if a student has a strongly negative attitude towards plagiarism, recognizing the ethical

implications and potential consequences, their intention to plagiarise is likely to be low. Hence, it could conceivably be hypothesised that:

H1: Attitude toward plagiarism has a positive impact on a student's intention to plagiarise.

Secondly, the subjective norm is defined as the individual's perception of the societal expectation to engage in or refrain from the specified behaviour. (Ajzen, 1985). University students operate within a social milieu that includes peers, instructors, and institutional policies, all of which contribute to the norms that can influence their decision to plagiarise or to abstain from it. Peer-related characteristics have been confirmed to have a significant impact on ethical behaviour, according to prior research (Farooq and Sultana, 2022). Cheating conduct, including plagiarism, may be encouraged as a convenient way, or it may be discouraged as an inappropriate standard by their peers. Likewise, depending on one's parents or teacher, who may show their opinions or practise anti-plagiarism behaviour, that student may reconsider committing the action of plagiarising (Uzun and Kilis, 2020). It can be seen that students are likely to be influenced by their important one in either circumstance. Based on previous studies, the following hypothesis is proposed:

H2: Subjective norms have a negative impact on a student's intention to plagiarise.

Next, perceived behavioural control refers to the individual's belief in the ease or difficulty of executing a behaviour. The higher the perceived behavioural control, the stronger the individual believes his/her capacity to act is, and the more facilities the individual has to perform such action (Ajzen, 1985). In the case of student plagiarism, the question will now be whether the student has

enough devices such as a computer, software, internet connection and tools that support plagiarism (Farooq and Sultana, 2022). As a result, if an individual perceives more control over plagiarism behaviour, it can be assumed that he or she is more likely to engage in it. Hypothesis H3 is built based on this literature.

H3: Perceived behavioural control has a positive impact on a student's intention to plagiarise.

Despite the improvements highlighted, it is proposed that TPB only accounts for the factors of behaviour when motivation and opportunity to conduct an action are both high (Conner and Armitage, 1998). More research is required to demonstrate any possible expansion. In this study, the variable 'awareness of plagiarism' will be also analysed and tested. The awareness of plagiarism refers to the extent to which individuals, particularly within academic contexts, recognize and understand what constitutes plagiarism. Awareness is not merely about recognizing the act of plagiarism but also about understanding the norms and rules that define it within a particular context. In the case of university students, this would include knowledge of institutional policies, citation requirements, and the proper use of source material in academic work (Ramzan et al., 2012). Developing this awareness is critical as it forms the basis for making informed decisions about how to conduct research ethically and responsibly. Accordingly, having a deeper understanding of plagiarism would somehow help students to avoid committing such behaviour. Moreover, it is an essential component of educational strategies aimed at preventing plagiarism by equipping students with the necessary skills and knowledge to navigate academic writing effectively. As a result, the following connections are hypothesised in this study:

H4: Awareness of plagiarism has a negative impact on a student's intention to plagiarism.

Furthermore, prior research on a variety of topics has also shown that awareness affects attitude and perceived behavioural control, which in turn affect behavioural intention (Chinomona and Maziriri, 2017; Kamalul Ariffin et al., 2019; Padmavathy, 2020; WU et al., 2020; etc.). More specifically, if students can recognize plagiarism as a problem that must be prevented, they will simultaneously form attitudes against plagiarism. On the other hand, if students do not fully understand what plagiarism is or its harmful effects, they may consider copying someone else's material without providing the source as a convenient tactic for their learning. Therefore, this research put forward the subsequent hypothesis:

H5: Awareness of plagiarism has a negative impact on attitude toward plagiarism.

Next, attitude toward plagiarism has been recognized as a reliable mediator between awareness of plagiarism and students' intention to plagiarise. For example, profound comprehension, which can be linked to a high level of awareness, has an impact on one's attitude, which in turn has an impact on one's behaviour intention. Educating students thoroughly about plagiarism and its consequences, as well as how to avoid it, is a critical duty for any school that hopes to change students' thoughts and perspectives on the phenomenon (Jones et al., 2005; Lauren and Margaret, 2005; Sibomana et al., 2018; etc.). The following is a hypothesis about the mediating role of attitude-linking awareness and behavioural intention in this context:

H6: Attitude toward plagiarism is a significant mediator between awareness of plagiarism and students' intention to plagiarise.

Demographic-related factors are also mentioned in this study, plagiarism discrepancies between men and women have been demonstrated in numerous situations. Men may have a higher proclivity for academic dishonesty than women, according to Teodorescu and Andre (2009). Males are thought to have better employment options than females, which has a different impact on students' interest and motivation to study while in university. Because female students have fewer job possibilities than male students, they must work harder. This motivates them to study more and cheat less during tests (Dodeen, 2012). For that reason, the following hypotheses are proposed:

H7 (a,b,c,d): Gender moderates the effect of the following antecedents on students' intention to plagiarise: attitude toward plagiarism, subjective norms, perceived behavioural control and awareness of plagiarism.

The relationship between employment status and factors influencing the intention to plagiarise among students is complex. Employment status can be conceptualised as a moderating variable that influences the strength or direction of the relationship between antecedents—such as attitude toward plagiarism, subjective norms, perceived behavioural control, and awareness of plagiarism—and the intention to plagiarise. Lambert et al. (2003) posit that students with poor time management are more likely to have heightened intentions to plagiarise. This assertion could be linked to the pressures faced by students who are also employed, particularly in balancing work commitments with academic responsibilities.

Such students may perceive plagiarism as a way to manage their limited time more effectively, thus aligning with the Theory of Planned Behavior (TPB) by Ajzen (1991), which posits that intention is driven by attitude, subjective norms, and perceived behavioural control. On the other hand, Soomro et al. (2018) suggest that employment status does not have a significant relationship with perceived behavioural control in the context of entrepreneurial intentions among students from Pakistan and Thailand. While this finding does not directly concern plagiarism, it offers an important consideration: the effect of employment status on behavioural intentions might vary based on cultural context and the specific behaviour in question. In sum, while employment status may moderate the relationship between antecedents of plagiarism intentions as proposed by Lambert et al., the findings of Soomro et al. (2018) underscore the need to consider the nuances of this relationship, including potential cultural differences and the specific nature of the behaviour being examined. This suggests that a one-size-fits-all approach to understanding the role of employment status in academic dishonesty may not be appropriate. From there, the hypothesis related to the employment status of students was constructed as follows:

H8 (a,b,c,d): Employment status moderates the effect of the following antecedents on students' intention to plagiarise: attitude toward plagiarism, subjective norms, perceived behavioural control and awareness of plagiarism.

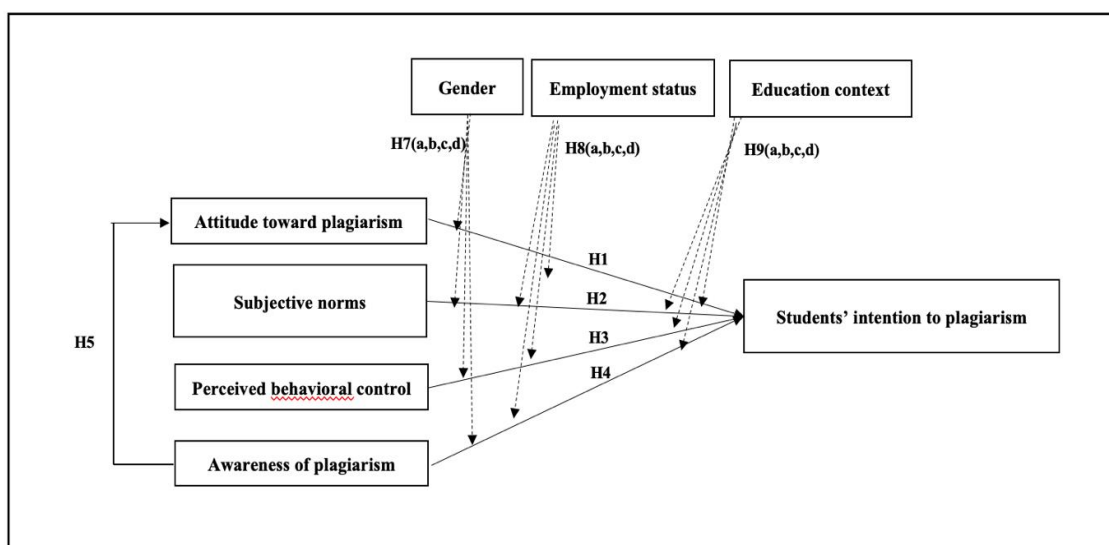
Finally, the concern of plagiarism prevention between Vietnamese education programs and international educational programs is believed to be different. Unlike students enrolled in most Vietnamese

education programs, students enrolled in international education programs are often taught issues related to plagiarism from a very early age. Those programs not only provide workshops to educate students on the importance of citation and/or the repercussions of plagiarism since the first year, but the lecturers are also quite tough with plagiarism in all group/individual tasks. This leads to the question of whether students attending Vietnamese education programs will have a lower understanding of

plagiarism or even more plagiarism intentions than their counterparts in international education programs. The following hypothesis is built on this reasoning.

H9: There are differences in attitude, subjective norms, perceived behavioural control, awareness and intention to plagiarise between students attending Vietnamese and foreign universities.

Based on the preceding literature, the following model are formulated:



3. Research methodology

3.1. Measurement instruments

All multi-item measures in this study were based on previous research, with some adjustments at different levels to optimise their applicability to the object and scope of the study.

To assess student awareness of plagiarism, an altered measurement of Joy et al. (2011) and Zhang et al. (2015), which was previously used to explore IT students' perceptions of source-code plagiarism. The survey questions have been adjusted to make them more applicable to the study of plagiarism in general. The number of

questions was also shortened to make it more compatible with the measurements of other variables. The measurements of the level of awareness included five case scenarios of plagiarism, each of them describing a type of academic plagiarism that is very popular nowadays, including (1) Self-plagiarism, (2) Using ideas from books and other sources, (3) Copying from other students, (4) Inappropriate collaboration, (5) Translation of works into another language. In each case, the test respondent was asked to assess if the behaviour described was plagiarism (see Table 1). For data analysis purposes, each option was coded to a specific point according to Rennis Likert (1932). The

correct response (“Definitely yes” or “Definitely no” depending on the scenario) was classified as 5 points, whereas the opposite answer was coded as 1.

To assess attitude toward plagiarism, four items linked to the general favorableness or unfavorableness of the actions are used. Subjects are asked to answer a question on their attitude about the behaviour, as indicated by Fishbein and Ajzen (1975). The subjects in this study are given the statement, “I think copying others’ works and using them in my assignments without acknowledgement is ___,” and semantic differential questions are provided to assess attitudes regarding plagiarism. In this study, attitude is measured using four pairs of differentials: good/bad, harmful/beneficial, foolish/wise, and favourable/unfavourable (Bodur et al., 2000; Chang, 1998; Flannery and May 2000; Madden et al., 1992; Trafimow, 1996) which are ATT1, ATT2, ATT3, ATT4 (See Table 1). A five-point scale is used for measuring four bipolar semantic differences pairs. Each item is graded from [1] to [5] depending. High scores imply that people have more favourable attitudes and are more likely to plagiarise.

Subjective norms have been examined by asking individuals whether “significant others” (parents, teachers, and peers, for example) approve or disapprove of the behaviour in issue, in this case, plagiarism. In

total, adapted from Ajzen (1991), three assessment items (SN1, SN2, SN3) are used to score subjective norms on a five-point Likert scale (strongly agree [1]/strongly disagree [5]). A high score suggests that there are more subjective norms against plagiarism.

Next, according to Ajzen (2002), perceived behavioural control (PBC) is a measure of the level of easiness or difficulty of participants to accomplish the activity in issue. Ajzen also indicated that both self-efficacy and control measures should be used. The five measures (PBC1, PBC2, PBC3, PBC4, PBC5) utilised in this study are based on earlier research on PBC and cover both the self-efficacy and control components (see Table 1). To score perceived behavioural control, five items on a five-point Likert scale were used (strongly agree [1]/strongly disagree [5]). High scores imply a greater ease with which plagiarism can be committed.

And finally, according to Madden et al. (1992), all instrument measures of the intention of plagiarism (INT1, INT2, INT3) were utilised to assess students' intentions to copy from other sources and not properly cite these sources in an assignment (see Table 1). Intention is measured using three items, each of which is rated on a five-point Likert scale (definitely will [1]/not [5]). High scores indicate a higher potential of plagiarising in the near future.

Table 1. *Measurement scales for constructs in the model*

Constructs/Dimension	Item code	Source
<i>Awareness of plagiarism</i>		Adapted from Joy et al. (2011) and Zhang et al. (2015)
Student uses works from his own previous work and has not acknowledged the references.	AWN1	
Use works from others (could be books or any other sources) and did not provide acknowledgement or provide incorrect citation.	AWN2	
Student copy contents from another student without citation	AWN3	
Students collaborate on an assignment which requires that they	AWN4	

work alone or in their own groups, exchange parts and submit similar solutions.

Converting works to another language without providing acknowledgement. **AWN5**

Attitude toward plagiarism:

“I think copying others' works and using them in my own assignments without acknowledgement is ___.”

Favorable/ Unfavorable **ATT1**

Harmful/ Beneficial **ATT2**

Foolish/ Wise **ATT3**

Good/ Bad **ATT4**

Adapted from Bodur et al., 2000; Chang, 1998; Fishbein and Ajzen, 1975; Flannery and May, 2000; Madden et al., 1992; Trafimow, 1996.

Subjective norms

Most people who are important to me think I should NOT copy from other sources without appropriately citing the sources in assignments. **SN1**

When considering copying from other sources and not appropriately citing sources in assignments, I wish to do what people who are important to me want me to do. **SN2**

If I copy from other sources and not appropriately cite these sources in an assignment, then most people who are important to me would disapprove. **SN3**

Perceived behavioural control

If I wanted to, I could easily copy from other sources and not appropriately cite sources in assignments. **PBC1**

I believe that I have the ability to copy from other sources and not appropriately cite sources in assignments. **PBC2**

I have the resources necessary to copy from other sources and not appropriately cite sources in assignments. **PBC3**

I have opportunities to copy from other sources and not appropriately cite sources in assignments if I wanted. **PBC4**

For me to copy from other sources and not appropriately cite these sources in an assignment would be very easy to do. **PBC5**

Student's intention to plagiarism

I intend to copy from other sources and not appropriately cite these sources in an assignment in the near future. **INT1**

I will try to copy from other sources and not appropriately cite these sources in an assignment in the near future. **INT2**

I will make an effort to copy from other sources and not appropriately cite these sources in an assignment in the near future. **INT3**

Adapted from Ajzen (1991)

Adapted from Ajzen (2002)

Adapted from Madden et al. (1992)

Note: Bold items were reverse-coded for the analysis

The survey's questions are written in both English and Vietnamese, making it easier for both groups of participants to comprehend and respond appropriately. A structured questionnaire is divided into three sections: (1) Introduction - A brief overview of the study's goal and object is offered; (2) Questionnaire - There are a total of 23 questions, 20 regarding the measuring scales of awareness of plagiarism, attitude toward plagiarism, subjective norms, perceived behavioural control, students' intention toward/on plagiarism and three about the responders' general information and demographics; (3) Showing gratitude to participants.

3.2. Data collection

Data were gathered through a self-administered survey using convenience sampling among students in Vietnamese educational settings and those participating in international education programs. This web-based questionnaire, crafted via Google Docs, was distributed across multiple online platforms to maximise accessibility and enhance the data-gathering process. The duration of data collection spanned from April 11, 2022, to the middle of May 2022. For students enrolled in Vietnamese education programs, the survey was sent to Facebook groups for students in major cities such as Hanoi, Da Nang, and Ho Chi Minh City, and support groups that specialised for students sharing their experience in writing dissertations for seniors. Simultaneously, to ensure the questionnaire reached a global audience, the authors' foreign acquaintances contributed to the distribution effort. Twitter likewise offers support to students enrolled in international education programs across the world. Through the retweet feature and the use of hashtags, this survey reached a significant number of participants via

Twitter. Educational Discord channels are also a useful platform that was utilised in this research. Participants on Discord channels were also encouraged to forward the survey form to their university servers. The survey received 406 replies, which was more than enough to meet the required sample size. The final number of samples used is 406 after a filtration stage and there were no mistake answers were recognized.

3.3. Data analysis

Structural equation modelling was used with the two-step process (Anderson and Gerbing, 1988). The measurement model was tested first, followed by the structural model. Both the measurement and structural models were tested using partial least squares – structural equation modelling (PLS-SEM) with the help of R (RStudio) software (version 3.6.2) and SmartPLS 3.0. Multi-group analysis was also added to evaluate the effects of demographic factors.

4. Results

4.1. Demographic information

According to statistical results, there are 239 female and 139 male respondents, and 28 respondents are from the remaining gender-undefined group. It can be seen that the number of female students, accounting for 58,9 per cent, differs from that of their male counterparts which is 34,2 per cent of the total. The participants belonging to the remaining gender group accounted for only about 6,9 per cent with 28 responses. However, this is still not enough basis to conclude that the group of other gender students (including transgender, gender neutral, non-binary, agender, etc.) has little concern for such a topic. The number of students who self-identify as belonging to another gender group accounts for a very small number in society, and at the same

time as space and time constraints may prohibit a large number of students of any gender from doing the survey, or some people may even refuse to complete it. Therefore, when only two primary groups by gender are compared in this study, it can be noted that female students show greater interest compared to male students in the topic of plagiarism.

In terms of employment, 219 students work part-time, while the other 185 participants do not have any part-time jobs during the survey period. It can be seen that there is not too much difference between the two groups in this criterion, which accounts for 53,9% and 45,6% respectively.

For the criteria of the educational system, 206 out of 406 participants were from Vietnamese universities, while the rest of Table 2. *Descriptive results by demographic factors*

200 came from foreign universities. As aforementioned literature, researchers and educators in Vietnam have compared and proven that the level of education about plagiarism in Vietnam is still quite low, while the education and propaganda about plagiarism in more developed-education countries have become a common norm for their academic environment. However, the survey results obtained here show that students' interest in this topic in both groups of research subjects is almost equal. This suggests that plagiarism is no longer a strange problem among today's students. However, due to differences in educational environments, the two target groups in this study may have varying levels of comprehension of this topic. and study such an issue.

Group	Option	Frequency (N=406)	%
Gender	Male	139	34,20
	Female	239	58,90
	Other	28	6,90
Employment status	Employed	219	53,90
	Unemployed	185	45,60
	Unknown	2	0,50
Educational systems	Vietnamese	206	50,70
	Foreign	200	49,30

4.2. Measurement model evaluation

To evaluate the measurement model, the PLS-SEM was applied in the current study. First, evaluating measurement models entails assessing measure reliability on both an indicator and construct level.

Indicator reliability, which indicates the amount of variance explained by each indicator's construct, is examined during this stage employing the indices of the outer loadings value. As shown in Table 3, sixteen out of twenty components have outer loadings indexes more than the ideal value of 0,7, while four remaining components have

values close to 0,7, indicating that the components' reliability is still in question (Hulland, 1999).

The internal reliability of the measurement models is evaluated using Cronbach's alpha and Composite reliability (CR) values. Normally, if Cronbach's alpha and CR cut-off values of 0,7 and 0,6 respectively, indicate strong internal reliability of measuring scales in this investigation, according to Henseler et al. (2009). It can be seen in the table that all five constructs met the requirement. All these indices have ensured that the reliability of the

measurement model in this study is relatively strong.

Next, the outer loadings and the average variance extracted (AVE) are two metrics used to determine convergent validity (Hair, 2014). Some of the components' outer loading fell below the minimum of 0,7 (Hulland, 1999), but none of them fell below the value of 0,4. Plus, the AVE values of all five constructs are bigger than 0,5, indicating that the convergent validity of the construct in this study is considered as high.

Finally, the discriminant validity of each concept was assessed by comparing its square root of AVE to its correlation values with other components, using Fornell and Larcker's (1981) criteria, data shown in Table 4. The discriminant validity of the measurement model was confirmed in this investigation, proving that the theoretical model of this research could be usable to adequately analyse the observed data.

Table 3. *Evaluation of measurement model*

Constructs/Component	Outer Loadings	Cronbach alpha	CR	AVE	
Awareness of plagiarism	AWN1	0,717	0,874	0,906	0,661
	AWN2	0,845			
	AWN3	0,896			
	AWN4	0,817			
	AWN5	0,778			
Attitude toward plagiarism	ATT1	0,605	0,735	0,838	0,573
	ATT2	0,891			
	ATT3	0,586			
	ATT4	0,889			
Subjective Norms	SN1	0,826	0,752	0,853	0,660
	SN2	0,823			
	SN3	0,787			
Perceived Behavioral Control	PBC1	0,780	0,869	0,858	0,551
	PBC2	0,688			
	PBC3	0,717			
	PBC4	0,606			
	PBC5	0,889			
Intention	INT1	0,809	0,703	0,835	0,627
	INT2	0,766			
	INT3	0,800			

Note: CR = Composite reliability, AVE = Average variance extracted

Table 4. *Correlations among latent constructs (FL Criterion)*

	AWN	ATT	SN	PBC	INT
AWN	0,813
ATT	-0,191	0,757	.	.	.
SN	0,279	-0,212	0,812	.	.
PBC	0,246	0,004	0,177	0,740	.
INT	-0,178	0,430	-0,194	0,103	0,792

4.3. Structural model evaluation

4.3.1. Direct effects evaluation

The significance of path coefficient (β) values was used to evaluate the direct effects. Such values were determined using the Bootstrap approach with 406 cases and 5000 resamples. In this model, four out of five

hypotheses (H1, H2, H4, H5) about direct effect were supported at a significant level of 5% since the confidence interval does not

include the value of zero (Hair et al., 2021), according to the results displayed in Table 5.

Table 5. *Direct effects evaluation result*

Direct paths	Path coefficient	t-value	p-value	97,5% confidence intervals	
				Lower	Upper
(H1) ATT → INT	0,385	9,060	0,043	0,303	0,467
(H2) SN → INT	-0,108	-2,228	0,048	-0,203	-0,012
(H3) PBC → INT	0,148	1,518	0,097	-0,123	0,238
(H4) AWN → INT	-0,185	-3,583	0,052	-0,266	-0,064
(H5) AWN → ATT	-0,191	-3,668	0,052	-0,298	-0,092

While subjective norms and awareness of plagiarism have a negative impact on students' intention to commit plagiarism (H2 and H4), attitude toward plagiarism has a positive effect on students' intention to commit plagiarism. Results also showed that awareness of plagiarism had a negative

impact on attitude toward plagiarism (H5). However, hypothesis H3 was rejected since the value zero fell into the 95% confidence interval, indicating that perceived behavioural control was not direct predictor of student's intention to plagiarism.

4.3.2. *Indirect effects evaluation*

Table 6. *Indirect effects evaluation result*

Indirect paths	Path coefficient	t-value	p-value	97,5% confidence intervals	
				Lower	Upper
AWN → ATT → INT	-0,074	-3,387	0,022	-0,121	-0,034

4.4. *Multi-group analysis*

A multi-group analysis was performed to see if there were any demographic variations between student groups. Each demographic attribute was divided into two major items to make the data set more suitable for calculations:

- Gender groups included male and female, the other gender group was omitted.
- The employment status group included employed and unemployed.
- The educational context included Vietnamese students and foreign students.

The results of this study's multi-group analysis are provided in Table 7. That if the p-value is less than 0.05, the divergences between demographic groups are confirmed. According to the table, there are no differences among the group of two components gender and educational context, while only a small portion of the employment status component represents a difference in the link of perceived behavioural control to intention to commit plagiarism. Therefore, it can be concluded that the hypotheses H7, H8, and H9 were rejected.

Table 7. Multi-group analysis result

Group	Paths	p-value
Gender	AWN → ATT	0.764
	AWN → INT	0.423
	ATT → INT	0.183
	SN → INT	0.272
	PBC → INT	0.890
Employment Status	AWN → ATT	0.726
	AWN → INT	0.572
	ATT → INT	0.118
	SN → INT	0.206
	PBC → INT	0.014
Education System	AWN → ATT	0.400
	AWN → INT	0.454
	ATT → INT	0.265
	SN → INT	0.120
	PBC → INT	0.663

5. Discussion and theoretical implications

The present study elucidates the nuanced effects of the Theory of Planned Behavior (TPB) factors on plagiarism intentions among students. Foremost, this research substantiates the proposition that individuals' attitudes toward plagiarism are a substantial predictor of their intentions to plagiarise, thereby reinforcing H1. This confirmation is congruent with the broader tenets of Ajzen's (1985) Theory of Planned Behavior and particularly resonates with the findings of seminal research by Camara et al. (2017) and Whitley (1998). Such positive correlations suggest that students with favourable attitudes towards plagiarism are more inclined to contemplate this act. Despite a general aversion to plagiarism among participants, a minority remains susceptible to its allure, principally due to its perceived convenience. However, the broader recognition of its potential to undermine critical thinking, academic equity, and the quality of scholarly work signals a heightened awareness of the detrimental

effects of plagiarism on both individual and educational standards.

In addition to attitudes, subjective norms have been determined to be a substantial precursor to intentions to commit plagiarism, demonstrating an inverse relationship (H2). This finding provides further validation of Ajzen's (1985) Theory of Planned Behavior and is in alignment with the research conducted by Farooq and Sultana (2022) and Uzun and Kilis (2020). The role of influential figures in the ethical decision-making processes concerning plagiarism is significant: the more pronounced the objection to plagiarism in a student's immediate social environment, the less likely the student is to consider such conduct. This underscores the influential role of the social context, encompassing peers, educators, and family, in shaping student behaviour regarding plagiarism.

Conversely, perceived behavioural control did not emerge as a significant predictor of plagiarism intention among the subjects of this study (H3), diverging from extant literature that posits a correlation between perceived behavioural control and behavioural intention (Ajzen, 1985; Farooq and Sultana, 2022). Despite students' self-assessed capability to commit plagiarism, given the accessibility of digital tools and information, this did not translate into an increased intention to plagiarise, highlighting a multifaceted interplay of factors at work.

Moreover, this study advances the understanding of plagiarism by confirming the pivotal influence of plagiarism awareness on shaping attitudes, thereby substantiating Hypothesis H5. While previous studies have delineated a multitude of factors contributing to a student's propensity to plagiarise—including academic pressure, self-doubt in writing capabilities, poor time management,

and misconceptions regarding the nature of plagiarism (Dawson and Overfield, 2006; Jereb et al., 2018)—the specific impact of plagiarism awareness has remained largely unexplored. The relationship between awareness and behavioural intention has been previously examined within other domains, such as marketing (Chinomona and Maziriri, 2017; Kamalul Ariffin et al., 2019; Padmavathy, 2020), yet its pertinence to plagiarism has not been established. This research therefore emphasises the integral role that a comprehensive understanding of plagiarism plays in cultivating a stance against academic dishonesty. It further illuminates the students' capacity to discern between different manifestations of academic dishonesty, such as self-plagiarism and improper collaboration, showcasing an advanced understanding of plagiarism and a heightened awareness that acts as a safeguard against inadvertent plagiarism.

The analysis revealed that demographic factors, such as gender, employment status, and the nature of the educational environment, did not exert a discernible influence on the intention to commit plagiarism (H7, H8, H9). This finding is congruent with the research of Soomro et al. (2018) but diverges from the findings of Lambert et al. (2003) and Dodeen (2012). Such a pattern suggests a potential homogeneity in the comprehension and attitudes towards plagiarism across varied student demographics. A plausible explanation for this uniformity could be the efficacy of educational institutions' policies and their universal plagiarism awareness campaigns, as suggested by Sutherland-Smith (2018). Consequently, these measures may have led to a consistent level of awareness about the ramifications and ethical considerations of plagiarism among the student population.

Synthesising the discussion and theoretical implications, this study substantiates the TPB by underscoring the direct influence of attitudes and subjective norms on the intent to plagiarise. The introduction of 'plagiarism awareness' as a variable within the TPB framework represents a novel theoretical contribution, extending the model to encompass a more comprehensive spectrum of cognitive determinants that influence academic integrity. This augmentation of the TPB with plagiarism awareness as a pivotal construct contributes to a more intricate understanding of the factors that modulate plagiarism intention, potentially guiding the development of more effective educational strategies and interventions to combat plagiarism.

6. Practical contributions

6.1. Implications for universities and teachers

The predictive power of attitude in determining plagiarism was proven. From that, one can discuss that an effective way to reduce plagiarism among university students is to focus on changing attitudes rather than personality characteristics (Bolin, 2004). Various educational strategies, which are the mission of universities, may be used to change attitudes and such campaigns to do this should be well thought out. Propaganda campaigns concerning the negative consequences of plagiarism would also have a practical impact on students' views about the phenomenon. That is why extracurricular sessions for students, particularly freshmen, should be offered more frequently to explore this phenomenon and its repercussions. Moreover, academic integrity should be emphasised as an inherent aspect of all teaching and learning activities to help

students become much more attentive when dealing with their tasks.

The awareness variable has also been found to play a role in the establishment of plagiarising intentions. As a result, increasing students' knowledge of plagiarism is an extremely crucial duty. University teaching staff should play a key role in guiding students so that they may better understand how to locate documents and cite them correctly and efficiently. Teachers should show responsibility in checking and taking students to do proper citations in their assignments (both personal and group one), presentations and dissertations. Furthermore, the earlier educators intervene in students' plagiarism commitment, the fewer instances of such activity are seen not only in the academic setting but also later in students' future career paths. All students, from freshman to senior year, should be able to attend workshops on citation and plagiarism, which will assist in developing good and proper habits from the very first moment they enter the university environment. Documentation on citation guidelines as well as material on the concept of plagiarism should always be available in university online libraries. Many colleges across the world have used propaganda posters and signs on plagiarism prevention in schools and library facilities, which has been seen as a very effective tactic.

6.2. Implications for students

Preventing academic plagiarism is not just the responsibility of professors or schools. Each student must also take responsibility for this occurrence in order to benefit themselves, their peers, their school, and society as a whole. Students should actively and enthusiastically participate in extracurricular activities on plagiarism or any workshops on instructing citation and data

selection. At the same time, students should conduct independent research and have a thorough understanding of the issue. With the finding about the impact of subjective norms, the surrounding environment including people was demonstrated to have an impact on the formation of plagiarism intentions of students. As a result, if the academic environment has more students who are educated and motivated to avoid plagiarism, students with limited comprehension will be affected in some way. In this approach, the occurrence of plagiarism in the academic setting will be gradually reduced.

7. Research limitations and recommendation

The present study still has some limitations that need to be overcome in future studies. Firstly, the acquired data are not well-representative of students from both national and international groups due to the convenience sampling approach. This study may be more appreciated when used to compare two groups of students from two distinct countries, rather than when one research group concentrates on Vietnam and the other is made up of people from all over the world. Secondly, most of the measures earned neutral scores rather than being skewed to one side, which illustrates the restricted accessibility of target groups with conflicting behavioural intents, limiting the study's application to unintentional plagiarism. Furthermore, due to the survey's short duration, respondents may be rushed in their responses or give careless responses to the questionnaire. To solve this limitation, the survey size and time of collecting data should be increased to ensure a more diverse and high-quality data set.

Next, since the study population includes both Vietnamese and foreign students, the

survey was built bilingually, which affected the reading and careful evaluation of the participants as each category was commented to be quite lengthy. As a result, the questionnaire must be constructed more clearly and succinctly. At the same time, survey tools that are more participant-friendly should be investigated and implemented. Finally, for better

predictability power of the model in future investigations, other variables related to the TPB of earlier researchers such as Moral obligation and Past behaviour are recommended to be added and evaluated. Their relationship to not only intention but also variable awareness should also be considered.

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