

The Attitude of Faculty Members in the College of Basic Education in the State of Kuwait Towards Plagiarism

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Abstract

This study aims to measure the attitude of teaching staff at the Faculty of Basic Education in Kuwait on how to deal with "Plagiarism". This is done by identifying the most important ways in which teaching staff cope with plagiarism, the obstacles faced along this process, and the differences in the responses of the study sample that can be attributed to the variables (sex, teaching experience and job title). To achieve these objectives, a descriptive analytical approach was used, with a questionnaire as the study tool, sampling (130) teaching staff of the Faculty of Basic Education .

This study reached numerous conclusions, the most important being the study sample's level of awareness on the

issue of plagiarism and the various ways of dealing with it, which averaged at (4.23) for all related items. The most important of these according to the sample were the awareness of students to the importance of intellectual property and the constant reminders of the penalties of plagiarism. Further, the study showed that teaching staff face several obstacles in dealing with plagiarism, averaging out at (4.35) for all related items. The study sample found that inadequate scientific writing, referencing and quotation skills among students were some of the main obstacles, in addition to the leniency afforded to those who are caught plagiarising, and the narrow focus of regulations, where only traditional cheating (cheating in exams) is covered .

The study produced several recommendations, the most important of which were holding workshops for students during their foundation aimed at familiarizing them with the concept of plagiarism and its negative effects, in addition to amending the college's cheating regulations to further support teaching staff in dealing with plagiarism.

Key Words: Attitude, Plagiarism, Scientific honesty.

اتجاهات أعضاء هيئة التدريس في كلية التربية الأساسية في الكويت لمواجهة الانتحال العلمي "Plagiarism" لدى الطلبة

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الملخص

هدفت الدراسة إلى قياس اتجاهات أعضاء هيئة التدريس في كلية التربية الأساسية في الكويت لمواجهة الانتحال العلمي "Plagiarism"، من خلال التعرف على أهم الطرق التي يتبعها أعضاء هيئة التدريس لمواجهة الانتحال والمعوقات التي تثبط أدوارهم في مواجهته، والكشف عن الفروق في استجابات عينة الدراسة وفقاً لمتغيرات الجنس وعدد سنوات الخبرة التدريسية والمسمى الوظيفي. ولتحقيق أهداف الدراسة تم استخدام المنهج الوصفي التحليلي، بتطبيق أداة الدراسة وهي استبانة على عينة قوامها (١٣٠) عضو هيئة تدريس بكلية التربية الأساسية. وقد توصلت الدراسة إلى عدد من النتائج وأهمها، وعي عينة الدراسة بوجود ظاهرة الانتحال، واتباعهم لطرق متنوعة لمواجهته وبمتوسط بلغ (٤.٢٣) لجميع البنود الواردة في الاستبانة، ومن أبرز البنود من وجهة نظر العينة: توعية الطلبة بأهمية الملكية الفكرية، وتذكيرهم بالعقوبات المترتبة على الانتحال.

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وقد أظهرت الدراسة وجود معوقات تثبط من دور أعضاء هيئة التدريس في مواجهة الانتحال، ولوحظ موافقة العينة بمتوسط (٤.٣٥) على جميع بنود المعوقات الواردة في الاستبانة. ومن أهم هذه المعوقات ضعف مهارة الكتابة العلمية وتوثيق المراجع والاقتراب لدى الطلبة. والتساهل مع الطلبة الذين يمارسون الانتحال وتركيز لائحة الغش على حالات الغش التقليدية في الاختبارات.

وخرجت الدراسة بعدد من التوصيات من أهمها: عقد ورش لتعريف الطلبة بمفهوم الانتحال وآثاره السلبية في السنة التمهيدية للطلبة في كلية التربية الأساسية. دعم دور أعضاء هيئة التدريس في مواجهة الانتحال العلمي من خلال تفعيل اللوائح القانونية، وذلك بتعديل لائحة الغش في الكلية وإضافة بند للانتحال وأساليبه والعقوبات المترتبة عليه.

الكلمات الرئيسية: اتجاهات ، الانتحال العلمي ، الأمانة العلمية.

Introduction:

Plagiarism is a critical issue in higher education because of its impact on the academic level of universities and on the educational level of students. Prestigious universities seek to scrutinize assignments submitted by students, and to prepare their students at the beginning of their preparatory university studies by introducing them to the concept of plagiarism, its dimensions and negative effects, including the possibility of expulsion from university if caught (NU, 2020). Electronic means of plagiarism detection are used by universities to aid faculty members in examining the originality of work submitted by students, further cracking down on this issue.

Although there are many reasons for a student to resort to plagiarism, the ultimate goal of most plagiarizing students is to

obtain high grades and pass academic courses, whether or not they realize that plagiarism is morally and scientifically bankrupt. An important responsibility falls on faculty members to educate students on the concept of plagiarism and its consequences, provide appropriate feedback, detect and hold plagiarizing students accountable, and encourage students to think scientifically and submit original works.

After the Covid-19 pandemic, the need for e-learning increased, and students used search engines and e-books to carry out their assignments, allowing the possibility for students to copy and paste online sources and submit them as their original work. In response, the responsibility on faculty members is increased in comparison to in-person examinations, by way of the necessity of checking assignments submitted by students, especially essay reports and research, to verify the originality of the submitted work, and the conformity of students to the methods of scientific research (Abu Labhan, 2021).

Educational institutions, including colleges, have a duty to produce teachers and educators of future generations and to prepare them intellectually and morally. They must instil the principles and rules of scientific research into those under them and teach them to avoid plagiarism in all its forms.

It is also necessary for colleges of education to address the issue of plagiarism and its consequences on the college's website, clarifying its concept, methods, and the penalties resulting from it. As a result of rapid technological developments, the need for college administrations and scientific departments to support activities that discuss the issue of plagiarism with students has increased. Awareness of this issue is supposed to begin in the years of secondary school. Some foreign private schools have begun tackling this issue as early as middle school by having their students upload work

through electronic programs to detect plagiarism from online sources and fellow students (ABS, 2020).

Based on the teachings of Islam, honesty and sincerity are essential elements in the work we produce (Shukri & Owoyemi, 2012). Based on these values, it is integral to reveal and rectify the obstacles that inhibit the role of faculty members in confronting plagiarism. Just as the Western global academic community seeks quality and development, exposes deception and falsification, and strives for authenticity in scientific research, our universities and colleges need to follow suit. This can be done in a way in line with our values by emphasizing our Islamic culture, which rejects deception and encourages the mastery of work. Therefore, the role of faculty members, which is emphasized by all previous studies related to academic, cognitive, and digital plagiarism, must be understood when educating students about plagiarism, its consequences and providing feedback for formative assessments. (Al-Moussawi and Al-Qallaf, 2018; Bouresli, 2015).

Study questions:

Plagiarism has negative dimensions, both scientifically and ethically. Plagiarizing students use phrases from references and attribute them to themselves. This disrupts the faculties way of thinking, creativity, and production. It is also considered scientific theft and a violation of the simplest ethical principles. Many studies have indicated the importance of the role of faculty members in universities in confronting plagiarism, including introducing students to the concept of plagiarism and its consequences, simplifying the academic curriculum for students, encouraging discussions and dialogue, giving them confidence, and training them in scientific research skills (Erguvan, 2021; Al-Mousawi and Al-Qallaf, 2018).

Based on the above, the following main question was formulated:

What are the attitudes of faculty members at the College of Basic Education in the State of Kuwait on confronting plagiarism?

From the main question, the following sub-questions are branched:

- 1- What is the reality of how faculty members at the College of Basic Education in the State of Kuwait practice their role in confronting academic plagiarism among their students, from the point of view of the faculty members themselves?
- 2- Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the averages of the study sample's responses in the College of Basic Education that may be attributed to the variables (gender, job title, teaching experience)?

Study objectives:

The study attempts to achieve the following objectives:

- 1- Disclosing the methods followed by faculty members to confront plagiarism in the College of Basic Education in the State of Kuwait from the point of view of the faculty members.
- 2- Exposing the obstacles that inhibit the role of faculty members in confronting plagiarism from the point of view of the faculty members.
- 3- Determining whether there are statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the study samples responses that can be attributed to the variables of gender, the number of years of teaching experience and job title.

The importance of the study:

The importance of the study is highlighted in the following aspects:

- 1- The importance of the study stems from the importance of the issue of plagiarism, as it is considered a fundamental factor affecting the quality of university education.
- 2- After the Covid-19 pandemic, the need for e-learning has increased, a by-product of which is electronic plagiarism, representing a major portion of the issue (AlYacoub, et al., 2009).
- 3- The lack of previous studies exploring the viewpoints of faculty members at the College of Basic Education in Kuwait regarding their roles in confronting plagiarism and the most prominent obstacles that obstruct it.
- 4- The importance of the role played by faculty members in the College of Basic Education in confronting plagiarism among its students, some of which will become teachers in the future, burdening them with the responsibility of educating later generations scientifically and morally.
- 5- The results of the study and its recommendations can encourage those working in the educational field and decision makers in the College of Basic Education to confront plagiarism. It will provide them with the best possible solutions to tackle this issue, as the study works to uncover the obstacles facing faculty members, thus giving decision makers a clear set of factors to address.

Study limitations:

The current study is limited by the following:

- 1-Subject limitations: The study is focused on identifying the attitudes of faculty members at the College of Basic Education in Kuwait on confronting plagiarism from two main aspects: the methods followed by faculty members to confront plagiarism

among students, and the obstacles that inhibit their role in confronting it.

2-Human limitations: The current study was limited to faculty members in the College of Basic Education.

3- Location limitations: The current study was applied in the State of Kuwait at the College of Basic Education, which falls under the Public Authority for Applied Education and Training.

4-Time limitations: The study was implemented in the second semester of the academic year 2019/2020.

Study Terms:

Attitude: the meaning of “Attitude” in “Almuhit an Arabic dictionary” is “a mental preparation to deal with an experience or a situation, usually accompanied by a special response, inclination, tendency” (Al-Maani, 2020). Attitude also means “a mental position with regard to a fact or state” (Merriam, 2024), and means “the way a person views something or tends to behave towards it, often in an evaluative way” (Collins, 2024). In addition, an individual’s psychological attitude is defined as: “the sum of the individual’s tendencies, feelings, and convictions toward a particular stimulus, or it is a relatively stable emotional readiness that determines the individual’s behaviour and feelings toward the stimulus.” (Muhammad, 2022). In sum, “Attitude” is the reaction to a stimulus, which may be positive, negative, or neutral. Attitudes are not absolute, that is, they are not fixed, they are relative depending on the situation and the point of view of individuals (Taha, 2010).

Plagiarism:

The linguistic meaning of the noun plagiarism in the ‘Alwasit Arabic Dictionary’ is derived from the verb (*Aintahal*) (*انتحل*) plagiarize, which means “to claim something for

themselves while it belongs to others..” In the Arabic language, another word is added to the verb to create the noun *alaintihal*) (الانتحال) which translates to the word “Plagiarism”. ‘Alwasit Arabic Dictionary’ defines the word “scientific” (العلمي) as the “knowledge that comprehends a whole topic and its complexities”. This meaning is comprehensive with what was stated in ‘Lisan al-Arab’, another Arabic dictionary.

In English language, the word (Plagiarism) as defined by the Oxford dictionary means “the practice of copying another person’s ideas, words or work and pretending that they are your own” (OUP, 2021). Further, plagiarize means “to steal and pass off (the ideas or words of another) as one's own”, while also meaning to “use (another's production) without crediting the source” (Merriam, 2024). Bos indicated that Plagiarism is understood as “literary theft, namely the act of appropriating the work (or ideas) of others and passing it off as your own” (2020, p75). Through the Association of American Historians' interpretation of plagiarism, Park summarized it as “the theft of words or ideas, beyond what would normally be regarded as general knowledge” (Park, 2003, p. 472).

In conclusion, Plagiarism (الانتحال العلمي) is defined in this study as: “The student’s lack of scientific thinking when completing an assignment, leading them take information directly from electronic search engines and attributing it to themselves, without the correct citations or referencing used, and/or assigning others to complete their work.”

Previous studies

A number of previous studies related to the topic of the study were reviewed. The following is a presentation of those studies in chronological order from the most recent to the oldest. Studies that focus on the viewpoints of faculty members are listed first, then those discussing the viewpoints of students. The

studies were split into two sections, inside and outside of the State of Kuwait.

First: Studies applied in the State of Kuwait:

- 1- Erguvan's study (2021) aimed to identify faculty members' viewpoints on the high rate of contract cheating during the Covid-19 pandemic. The study surveyed the views of (20) faculty members in the English language departments at four private universities in the State of Kuwait. The results were analyzed using the qualitative analysis program (MAXQDA). The results showed that all faculty members agreed that the phenomenon of plagiarism is increasing, especially with the shift to distance learning during the Covid-19 pandemic. Participants in the interviews indicated that they could identify plagiarized work by how efficient and error-free it is, and the discrepancy between the level of the work and the student. Also, discussing with students in lectures, even if done remotely, reveals the students' true level of English. The most important motives behind plagiarism from the point of view of the study sample are to obtain high grades easily, students resorting to others to perform their duties due to their negligence in performing them, and the availability of commercial offices that facilitate the plagiarism process without supervision. The participants suggested some strategies to combat plagiarism: changing the type of assignments for each class, identifying the level of students through discussion in lectures, using electronic programs to detect plagiarism, reducing workload on students, and providing feedback to students during their work on their assignment up until the final submission.
- 2- Al-Mousawi and Al-Qallaf's study (2018) aimed to identify the extent of awareness and attitudes of male and female

students in the College of Basic Education in the State of Kuwait on the concept of plagiarism and the ethics of scientific research. The study relied on the descriptive analytical approach, and the study sample included (352) male and female students in the College of Basic Education. The researchers applied a questionnaire consisting of (65) items, divided into six topics: the concept of plagiarism, forms of plagiarism, number of times plagiarism occurs, reasons for plagiarism, consequences of plagiarism, and how to avoid plagiarism. The study found that students' awareness and perception of the issue was not affected by the number of years spent in college. The study showed that (65.5%) of the sample believe it is necessary for the college to take measures to hold plagiarising students accountable. Students tend to choose mitigating measures, which entails attracting attention to the issue. The study outlined the most important reasons leading to plagiarism according to the sample, which are: the large workload burdening them, the lack of clear instructions on how to avoid plagiarism, paraphrasing and quoting require a lot of effort, and copying is a normal thing they use to do in school. The study showed that (88.9%) of the study sample indicated their desire to obtain more support and feedback to avoid plagiarism. Though it should be mentioned that a majority of the sample does not prefer the use plagiarism detection programs.

- 3- The study of Kawyani and Bouhamama (2015) aimed to identify the degree to which students at the College of Education at Kuwait University practice educational values. The study used the descriptive analytical method, with the researchers designing a questionnaire consisting of five values axes: religious values, social values, economic values, aesthetic values, and political values. The questionnaire was applied to a random sample of (200) male and female students at the College of Education, Kuwait University. The

religious values axis included (8) items, including: The phrase “I strive for scientific honesty when doing research” which was rated highly, and the phrase “I avoid cheating in everything” which was rated weak. The researchers explained that some students resort to cheating because they believe that it is a means to achieve lofty goals, including success and helping their colleagues. The study revealed that there is no relationship between years of study and the educational values of students.

- 4- Bouresli’s study (2015) aimed to identify the degree of academic credibility among university students in the State of Kuwait. The study used the survey method and applied a questionnaire to (140) randomly selected male and female students from three universities: Kuwait University, the American University of Kuwait, and the American University of the Middle East. The study showed that students in their third and fourth years of university are less committed to scientific credibility when compared to students in their first and second years. The study found that there were no differences between the participants’ responses due to the gender variable, though it was noted that Kuwait University students were more committed to the scientific academy when compared to students at private universities (the two other universities). The study showed that the most common method of plagiarism is to seek help from others to carry out projects and research.
- 5- Al-Yacoub et al.'s study (2009) aimed to identify the extent electronic plagiarism in Kuwait University colleges while measuring the impact of certain variables (gender, specialization, academic year). The researchers applied a questionnaire consisting of (27) items divided into four axes: the extent of the phenomenon of plagiarism, its causes,

methods of plagiarism, and solutions. The study sample included (540) male and female students from several colleges at Kuwait University, including the College of Education, Law, and Medicine. The results of the study showed that there is a phenomenon of electronic plagiarism among students in all specializations. The study showed the presence of differences due to the specialization variable, while no differences attributed to the gender or years of study variables were found. Students from the College of Education identified academic pressure as a leading factor pushing students to plagiarism, whilst direct quoting without correct referencing is one of the most common methods of plagiarism among students.

Secondly: Studies that were applied outside the State of Kuwait:

- 1- Al-Sulaiman's study (2020) aimed to identify the attitudes of students at King Saud University towards plagiarism and their relationship to the variables of academic year, specialization, and gender. The study was applied to a random sample of (480) male and female students registered in general Islamic culture courses. The study revealed that there are statistically significant differences in the variable of years of study, where students in their last years of university are more inclined to accept the practice of plagiarism than their peers who are new to the university. The researcher emphasised the necessity of the roles of faculty members in auditing students' work, obliging students to sign pledges and using electronic programs to detect plagiarism.
- 2- Ibrahim et al.'s (2020) study, titled Cognitive Plagiarism and its Impact on Research Production in Light of Total Quality Management, "aimed to examine the relationship between the will of plagiarism and plagiarism behavior and its role on overall quality in Malaysian educational institutions." The researchers identified the following

indicators leading to plagiarism: weak research skills, lack of deterrent punishment, cultural differences, certainty of impunity, peer behavior, and feedback. The study followed the descriptive approach, where the researchers conducted the field study on selected Malaysian universities and applied a questionnaire to a stratified random sample of (768) male and female students. The study revealed that increased feedback to students decreased the rate of plagiarism. The study also found that the most important indicators leading plagiarism are impunity, peer behavior, and poor research skills of students. The study concluded that higher achieving students are less likely to practice plagiarism in Malaysian universities, and that intentional or unintentional plagiarism affects the overall quality of university education. The study recommended amending university regulations related to plagiarism and the development of systems and procedures similar to those followed by advanced international educational institutions.

- 3- Al-Asraj's study (2020) aimed to identify the extent of awareness of faculty members at Menoufia University on plagiarism, and the methods that must be followed to avoid plagiarism. The researcher applied a questionnaire to a sample of (100) researchers (students and faculty members), while also examining their intellectual production at the Menoufia University library using IThenticate. Al-Asraj made sure to be present while the researchers completed the questionnaire to clarify any questions they might have. The results of the study found that (98%) of the sample responded that they knew the difference between quoting and plagiarism, and statistically significant differences were found where teachers, assistant teachers, assistant professors, and professors were more aware of the difference than graduate students. Additionally, (76%) of the sample

- reported that they are fully aware of the citation rate allowed for acceptable research. The study recommended that the university's digital library should provide full awareness to researchers on the issue and to combat plagiarism.
- 4- Rocher's study (2020) aimed to find the relationship between students' attitudes toward plagiarism and its relationship to active learning strategies and academic self-efficacy. The researcher applied two questionnaires: the first contains (35) items and six axes to measure self-efficacy, active learning strategies, values towards learning, performance and achievement goals, and the educational environment. The second questionnaire contains (29) items to measure attitudes towards plagiarism. The two questionnaires were applied to (140) male and (107) female students who received lectures on plagiarism while they at the undergraduate level in the Department of Psychology at Goldsmiths University in London. The results of the study showed that developing learning strategies and educational values leads to a decrease in plagiarism. The researcher stressed the importance of faculty members applying learning strategies to increase students' effective participation in courses and encouraging students to think critically as a positive factor to avoid plagiarism.
- 5- The study by Al-Desouki and Hamed (2019) aimed to identify the challenges facing the use of plagiarism detection systems in educational research from the point of view of faculty members at the Faculty of Education at Damietta University. The study used the descriptive approach, where a questionnaire was applied to (56) members out of (80). The results showed that according to faculty members, one of the challenges of using modern systems to detect plagiarism in educational research is the lack of a comprehensive electronic library of research, and the inability of electronic systems to detect intellectual plagiarism. The study found

certain mechanisms through which the phenomenon of plagiarism can be reduced, including developing an electronic program to detect plagiarism for research published in the Arabic language, holding seminars and workshops for researchers at the college to spread awareness of intellectual property and authors' rights, and training researchers on correct referencing and citing.

- 6- Ahmed's study (2018) aimed to survey the viewpoints of students on academic honesty at one of the Gulf's private universities. The researcher applied a questionnaire to (111) second-, third- and fourth-year students who had received an advanced course in academic writing. The results concluded that there was a statistical significance in Academic misconduct, were 65% of the student sample indicated that they cheated using technology, especially by copying information or solutions to assignments available on the Internet. When answering open-ended questions on how to prevent cheating, the suggestions of the sample focused on: (58%) intensifying monitoring and imposing penalties on violators of academic honesty, (32%) support and understanding from professors in this regard, and (10%) changing examination methods. One of the most important findings of this study is the lack of sufficient awareness and care on the issue of plagiarism, especially among students belonging to some cultures in the Middle East, which may consider it acceptable, unlike Western academic circles.
- 7- A study by Abu Al-Enein et al. (2017) aimed to identify the effectiveness of the iThenticate in preventing plagiarism and improving the quality of scientific research outputs among graduate students at Benha University. The study concluded that (89%) of graduate students prefer to examine their own scientific research using plagiarism detection services before sending it to scientific journals. (86.7%) of graduate students

believe that these programs are an effective tool in detecting plagiarism and determining the degree of similarity with other intellectual works.

- 8- The study by Al-Obaikan and Al-Sumairi (2016) aimed to identify the attitudes of female graduate students towards digital academic honesty and digital plagiarism in the College of Education at King Saud University in the city of Riyadh. The study adopted a qualitative approach, where individual and group interviews were conducted with (44) female students out of (275) female students in the Department of Postgraduate Studies for the year (1433/1434 AH). The study indicated that there was a deficiency in the students' definition of the concept of scientific integrity, as their definition focused on the attribution of work and ideas to their owners (intellectual property), without addressing other dimensions, including: accuracy in research data and information, honesty of research tools, and data confidentiality. The study showed the most important factors leading to digital plagiarism from the point of view of the students are the weak role of faculty members in combating the issue and the weak skills of students in documenting electronic information and academic writing. The two researchers recommended the need to urge faculty members to educate female students on adhering to the ethics of digital research, the need to develop programs for digital plagiarism in Arabic texts, and to adjust academic programs so they include the ethics of scientific research.
- 9- The Idiegbeyan-ose et al. (2016) study aimed to measure the degree awareness and understanding of plagiarism among postgraduate students at selected universities in Arjun State and others in Nigeria. A survey method was used, and a random stratified sample was taken to select (338) respondents from Federal, public and private universities. The results revealed that training received by graduate

students had a positive impact on their level of awareness of plagiarism. Further, it was concluded that a lack of familiarity with scientific writing skills leads to plagiarism, which is a more prevalent issue in public university students compared to those in private institutions.

- 10- Al-Jundi's study (2014) aimed to monitor the most prominent plagiarism detection programs. The researcher conducted an experimental study to detect the rate of plagiarism among (18) students applying for admission to the pre-master's program at Menoufia University. This was done by measuring the rate of plagiarism in the students' answers to open test questions. The researcher used Plagiarism.net to detect the rates of plagiarism. The study showed that non-free programs are more efficient and effective in detecting plagiarism, though they do not replace the importance of the human element in detecting plagiarism through student discussion of the submitted work. After students are accepted into the master's program and registered in a research methods course, the researcher found that the rate of plagiarism gradually decreased and disappeared completely among students who received regular scientific lectures on the foundations and ethics of scientific research. This affect was also achieved through imposing control and accountability on work submitted by students.

Commentary on previous studies:

The following is a summary of the results of previous studies alongside the reasoning behind the focus of the current study:

- All previous studies applied in the State of Kuwait indicated, with statistically significant results, the presence of plagiarism, and a lack of awareness of students on the phenomenon, even as they progress in the

university. They also showed indicators of deficiencies in the role of faculty members, pointing to a problem that requires further research, study and treatment. The importance of active roles played by colleges and faculty members to confront plagiarism has been stressed repeatedly. It appears that the current study, to the researchers' knowledge, is one of the first and few studies exploring the viewpoints of faculty members in confronting plagiarism in the College of Basic Education in Kuwait, unlike others which are focused on surveying the viewpoints of students and faculty members in other colleges.

- Most of the previous studies used the descriptive approach for its suitability and ease of use when applied to a large study sample. However, some studies applied the qualitative approach, in which the study population was limited, for example, graduate students in a college, as shown in Al-Obaikan and Al-Simairi (2016) and Al-Jundi (2014).
- All previous studies applied questionnaires except for Arjovan (2021) and Al-Obaikan and Al-Sumairi (2016), which applied interviews with the two study samples, which were, respectively, faculty members and female graduate students. In addition, Al-Jundi's (2014) study relied on the experimental approach, where students' work files were examined before and after they studied a research methods course. The widespread use of questionnaires is attributed to the ease of applying them to the largest possible number of participants. Further, questionnaires enable the collection of confidential and therefore objective data. Given the sensitivity of the topic and its connection to educational values, this is a vital feature of this method.

- The current study benefited from reviewing previous studies in preparing the theoretical framework, choosing the research method, the study sample, designing the study tool (the questionnaire), formulating its paragraphs, and interpreting its results.

Theoretical framework:

First: Concept of plagiarism

Many researchers in Arabic studies have agreed to use the term “*Alaintihal*” (الانتحال) to refer to the concept of plagiarism (Ibrahim et al., 2020; Ismail A., 2010; Al-Dahshan, 2018; Al-Mousawi and Al-Qallaf, 2018; Abakush, 2016). Some used the combined terms “الانتحال المعرفي” “cognitive plagiarism” (Ibrahim, et al., 2020), “الانتحال الأدبي” “literary plagiarism” (Alhadlqe, et al., 2020), “الانتحال العلمي” “scientific plagiarism” (Abu El-Enein et al. , 2017; Zeina, 2020), and “الانتحال العلمي الرقمي” digital scientific plagiarism. (Al-Obaikan and Al-Sumairi, 2016).

On the other hand, terms that carry the meaning of anti-plagiarism were also used, such as scientific credibility (Ismail A., 2010), academic credibility (Borsli, 2015), academic honesty (Qabalan and Qaraeen, 2009), and digital scientific honesty (Al-Obaikan and Al-Sumairi, 2016).

Many studies have linked plagiarism to the ethics of scientific research, and many have commented on the close relationship between scientific plagiarism and the rapid growth in digital knowledge (Borsli, 2015; Al-Moussawi and Al-Qallaf, 2018; Abu Labhan, 2021). The concept of scientific theft was linked to it too (Al-Dahshan, 2018).

This study focuses on the role of faculty members in confronting the problem of plagiarist students taking topics, paragraphs, or sentences without attributing them to their

original source, or assigning others to do their research. If the concept of plagiarism was to be translated to Arabic, two words are needed, the first of which is plagiarism, while the second defines the field in which the plagiarism occurred, directing the reader towards a proper understanding of the meaning and location of the plagiarism. Adding the word “scientific” in the Arabic language creates the closest term to the type of plagiarism discussed in this study. This is because the “plagiarism” explored in the current study is located within scientific and academic circles; the term “scientific plagiarism” has been used in many studies (Jaafar, 2021, p. 286; Ibrahim, et al., 2020, p. 98; Al-Mousawi & Al-Qallaf, 2018, p. 91).

Second: Forms of plagiarism

There are many methods of plagiarism, and its levels vary, but in the end, all forms of it are considered illegal acts that are rejected by academic circles. Plagiarism can be divided into three main sections: comprehensive, partial, and self-plagiarism.

- 1- Comprehensive or total plagiarism is copying an entire topic or piece of work from a source, a colleague, or by seeking help from commercial offices to do assignments and research. This plagiarism may be practiced by secondary and university students due to its ease and speed of completing assignments. It can be detected by using electronic auditing programs that collect all students’ work in one repository and compares them, as well as monitoring similarities with search engine sources. An example of such program is Turnitin, which requires educational institution to subscribe to it in order to be able to use it to audit student work.
- 2- Partial plagiarism means copying or paraphrasing parts of an original article, paragraphs or phrasing without citing the original source. This type of plagiarism can be

detected through several methods, the most prominent of which are: the reader (faculty member) noticing the discrepancies and differences in the writer's (student) style, the student's discussion of the submitted topic, in addition to using electronic programs that monitor quotation rates in texts.

- 3- Self-plagiarism is when a student submits their previous work, research, or assignments which they previously used to obtain a degree or appreciation, submitting it again as new.

In addition, there are other forms of plagiarism that are more complex, one of which is called "intelligent plagiarism." This term encompasses word manipulation, translation, and plagiarism where the ideas of the original writer are used without referencing. This kind plagiarism is difficult to detect with electronic programs. (Khaled & Al-Tamimi, 2021, p. 2772).

Third: The university student and plagiarism

Some university students resort to plagiarism when carrying out their assignments, such as projects, reports, or research. Wicker summarized the patterns of plagiarism with the following points (Wicker, 2007, p. 377):

- *hands in work that belongs to somebody else.*
- *copies words or ideas without recognising the source.*
- *uses direct quotes without identifying them.*
- *identifies sources of information wrongly.*
- *copies text so closely that it is still identifiable as coming from another source.*

If we consider the extent of a university student's awareness of the concept of plagiarism while carrying out their duties, two forms of plagiarism can be pointed out: intentional plagiarism and unintentional plagiarism. In intentional plagiarism, the student, in full awareness, resorts to deception and theft in copying sentences, parts, or all of the work required of them. This is done without considering the principles of sound scientific writing or the documentation of references. In intentional plagiarism, there is intention and planning behind the act, and it is considered a crime in scientific and academic circles, resulting in severe penalties that can reach the point of expulsion from the university (Wicker, 2007). One form of intentional plagiarism is when students resort to commercial offices that provide the service of preparing and completing assignments in exchange for sums of money.

As for unintentional plagiarism, it occurs as a result of the student's lack of awareness of the concept of plagiarism and its consequences, alongside a lack of scientific research skills. This may be a result of a student not receiving sufficient guidance or their negligence and lack of care for accuracy in their work. Looking at the above, it can be said that spreading a culture of leniency and a lack of scrutiny on submitted work creates a fertile environment for the spread of plagiarism, both intentional and unintentional.

The role of colleges and faculty members is evident. Providing full awareness to students on plagiarism, its consequences, and its educational and ethical implications, are all essential to preserving the quality of educational institutions.

Fourth: Levels of confronting plagiarism:

Confronting plagiarism in higher education institutions requires faculty members and university administrators to play an active role in combating the issue.

A-The role of the Deanship of Education Colleges in confronting plagiarism:

The College of Basic Education is a public institution in the State of Kuwait with a considerably high student density. The number of students enrolled in the College of Basic Education totals (22,293) male and female students (Paaet, 2022). The college accepts high school graduates with grade percentages starting at approximately 80%. It is expected of high school graduates to be familiar with the concept of plagiarism and to have had training in writing reports and document referencing.

This expected level of awareness is seen in some students graduating from foreign private secondary schools in the State of Kuwait due to submitting their assignments into Turnitin during their school years (ABS, 2020). Turnitin relies on comparing students work and monitoring similarities between them, in addition to comparing them with websites (Atiyeh et al., 2017). Using this or similar programs is not the norm in Kuwaiti secondary schools. Instead, traditional methods of submitting assignments are used, with no scrutiny of the submitted work, which is submitted by students that are relatively unaware and have not been introduced to the concept of plagiarism (Al-Zoubi, 2014).

Plagiarism is a problem that universities suffer from, with studies showing that the phenomenon is widespread among higher education students. For this reason, prestigious foreign universities impose mandatory research curricula courses, along with the condition that students must pass a preparatory course in their introductory year.

On the other hand, some universities enact regulations concerning the process of evaluating student works, which include the following: the student's signature on a pledge of their full commitment to academic honesty, subjecting their

work to electronic auditing devices, discussing submitted work with the student, and finally the presence of a section published on the college's website to clarify plagiarism, its methods, the penalties imposed on students if plagiarism is discovered, and the implementation of penalties, which may lead to expulsion from the universities (NU, 2020).

In the academic advising guide published on the Public Authority for Applied Education and Training's website, the following penalties are listed:

Cases of cheating in exams (Paaet, 2022, p. 34):

- *The student is considered to have failed the course in which he cheated.*
- *Depriving the student of registering and studying in the following two semesters.*
- *Repeating cheating again results in final dismissal from the college and all of the authority's colleges.*

It is clear from the previous guide that the penalties are strict, though no text regarding plagiarism exists. Meanwhile, the Kuwait University student guide includes plagiarism, where the following is stated (KU, 2020, p. 18):

Regarding research, reports, and academic assignments, when the course instructor doubts the authenticity of the documents or information provided by the student. He must submit the matter to the dean of the college offering the course in an official letter explaining the reasons for his doubt with the documents.

In addition to the regulations published by colleges, universities use electronic detection programs to combat plagiarism, including: iThenticate, Turnitin, Dupli Checker, Plagiarism Checker, and Plagiarisma.net. These programs are designed to scan files in English, which they are effective at, (Abakush, 2016) while also detecting plagiarism in Arabic text,

though much less efficiently. Adel & Wang (2019) compared the capabilities of the three programs (PlagScan, iThenticate, CheckForPlagiarism.net) in detecting plagiarism in university dissertations in Arabic. The study revealed that the efficiency of iThenticate reached (73%) when compared to other programs. The study recommended that plagiarism checking programs need further development, especially for Arabic texts (Adel & Wang, 2019).

In a study conducted by Foltýnek et al. (2020) over the span of two years, the effectiveness of (15) electronic plagiarism detection programs were measured. The study found that plagiarism checking programs are effective in measuring the degree of similarity, but unreliable in detecting plagiarism in translated or edited texts. In this case, the human element is necessary to detect plagiarism.

Confronting plagiarism requires recruiting human and material resources to universities, including adopting an electronic plagiarism detection program to aid the college administration in auditing student work, making students feel that monitoring and accountability is present. It must be stressed that electronic programs do not replace the teacher's role in evaluating a student's true level through discussion, dialogue, and continuous formative evaluations (Erguvan, 2021).

Colleges of education should hold activities and workshops for faculty members and students to familiarize them with the recent developments related to plagiarism and how to confront them.

For example, we found that foreign universities today are suffering from a new dilemma, which is represented by students

using a group of programs that rely on the use of artificial intelligence to generate sound texts very quickly, such as (ChatGPT) (Abu Asr, 2023). Confronting these new programs requires continuous awareness, with faculty members playing their role in promoting a culture of credibility, scientific honesty, and encouraging students to think critically.

B-The role of faculty members in confronting academic plagiarism:

Colleges are responsible for the creation of future teachers and educators. This necessitates faculty members to intensify their efforts in confronting plagiarism through the following main roles: promoting scientific thinking, evaluating student work, and supporting educational values.

Promoting scientific thinking:

According to Bloom's developed cognitive classification, the lowest level of knowledge is memorization. However, it is required to reach the highest level of understanding. Understanding is required for application, followed by analysis, evaluation, and finally synthesis (Bloom, 1956). Of course, students will not reach the higher levels unless they comprehend the prescribed scientific material. Therefore, faculty members have an effective role in simplifying and clarifying the scientific material assigned to students to enable them to carry out more complex activities.

A great teacher considers the individual differences in students, encourages them to think about the prescribed scientific material, and gives them the confidence to use their ideas and points of view in discussions, dialogues and writing without resorting to plagiarism.

Evaluating student work:

Evaluating student work is a major focus of a faculty member's role. Giving feedback when appropriate can be an effective tool in educating students. If plagiarism is discovered, it can be addressed using feedback during the formative assessment and rectified before the final submission. When assigning students assignments and work, the focus should be on quality, not quantity. Some studies indicate that a larger number of assignments, the more complex they are, and pressure are all factors that push students towards plagiarism (Al-Dahshan, b2018).

Faculty members can use lectures as a way to identify students' levels, provide adequate guidance on how to prepare for work, and to provide timely feedback before the final submission of assignments and research (Erguvan, 2021).

A higher quality of education requires faculty members to audit students' work and compare its level to that of the student during lectures. This can be coupled with the use electronic auditing programs to detect plagiarism (Al-Dahshan, 2018). Students should be held accountable. As Al-Yaqoub et al. (2009, p547) indicated, plagiarism is a crime that deserves punishment for two main reasons: denying the work of the original writer and depriving them of the recognition for their effort, and the plagiarist obtaining a promotion or grades without right.

Promoting the values of scientific honesty:

The role of a faculty member is not limited to the intellectual development of students, but rather includes

emotional, spiritual and moral development. To enhance scientific integrity, we must promote the cultural components that we possess and cherish in our religion of Islam and morals. Seeking and citing meanings and interpretations from the Holy Qur'an and the Noble Prophet's Sunnah is an effective means of enhancing scientific honesty and rejecting fraud and deception.

Al-Fadhlah (2021) pointed out the role of faculty members in promoting the value of integrity, which is compatible with enhancing academic honesty and rejecting plagiarism in the following ways:

- *Encourages students to be honest*
- *Reinforces in students the principle of observing God in secret and in public.*
- *Develops students' respect for the property of others.*
- *Encourages students to excel through honest methods.*

Obstacles that inhibit the role of faculty members in confronting plagiarism:

The role of faculty members in clarifying the concept of plagiarism and its consequences, spreading a culture of scientific research among students, and providing feedback to them has a significant impact in preventing plagiarism. Though these might seem straight forward in their application, obstacles emerge that may discourage the efforts of faculty members. The source of these obstacles may be found in the academic curricula, the students themselves, or the college administration.

The College of basic education curricula in the State of Kuwait includes a specialized, vocational, and cultural curricula

that prepares students, some of whom will become future teachers, in carrying out their educational role to the fullest. Students at the College of Basic Education in the State of Kuwait study two compulsory courses, a research methods and a research seminar course. Among the goals of these courses, also outlined in the prescribed reading materials, is the exposure of students to the concept of plagiarism and training their scientific research skills (Al-Kandari and Malak, 2015; Younis et al., 2017).

These concepts and their applications should not be limited to specific courses, but rather present in the entire educational environment of the college, where a culture that enhances academic integrity through its regulations should be present. This is seen in renowned universities that adopt and adhere to an ethical charter for research, which is a basic pillar of postgraduate studies, and also applied to undergraduate students (Al-Mousawi and Al-Qallaf, 2018).

The existence of an academic culture and regulations aimed at enhancing academic honesty supports students in coping with academic pressures, further combating plagiarism. An important element of building this sort of culture is the responsibility of faculty members in training and guiding students. An obstacle commonly faced when carrying out this responsibility concerns student density. A large number of students may negatively affect a faculty member's efficiency in training and guiding them, accurately evaluating their work and thus combating plagiarism.

Field study:

Study methodology:

The study relied on the descriptive analytical approach, with the aim of identifying the methods followed by faculty members at the College of Basic Education in the State of Kuwait in confronting plagiarism and the obstacles that inhibit them from doing so. The nature and objectives of the current study requires an opinion poll from the largest number of participants from the study population. The descriptive analytical approach, using the study tool (questionnaire), provides a quantitative description of the phenomenon, through which data can be collected with complete objectivity, transparency, and confidentiality for the participants.

Study population

The study population is comprised of faculty members at the College of Basic Education in the State of Kuwait. During the second semester 2018/2019, their number reached (643) members, with a male and female ratio of 394: 249 (Central Administration of Statistics, 2020).

Study sample:

The questionnaires were sent electronically to all faculty members at the College of Basic Education. A feature available to faculty members was used, which enables researchers to send an email to all members automatically. An electronic form from Google was used to prepare the questionnaire, which was transcribed electronically using Excel. (130) responses were obtained, meaning the study sample represents (20.2%) of the study population. The table below shows the distribution of the sample according to the study variables.

Table (1) Frequencies and percentages of distribution of sample members according to study variables.

Research variables		T	%
Sex	Male	59	45.4
	Female	71	54.6
Job title	Assistant Professor	72	55.4
	Associate Professor	31	23.8
	Professor	27	20.8
Teaching experience	Less than 5 years	32	24.6
	From 5 - 10 years	34	26.2
	More than 10 years	64	49.2

Table (1) shows the demographic characteristics of the study sample. The percentage of females was (54.6%), while the percentage of males was (45.4%) of the total participating sample. As for the job title variable, the percentages were (55.4%) assistant professors, (23.8%) associate professors, and (20.8%) professors. The study sample was also diverse in the variable of number of years of teaching experience, where those with teaching experience of less than five years made up (24.6%) of the sample, while those with teaching experience from 5 to 10 years were (26.2%), and finally those with more than 10 years of teaching experience were (49.2%).

Study tool:

Based on previous studies and theoretical literature related to the subject of plagiarism, the study tool (questionnaire) was prepared and developed to measure the attitudes of faculty members at the College of Basic Education

in Kuwait on the subject of confronting plagiarism. The questionnaire consisted of two main parts: the first part included basic data questions for the members of the study sample (faculty members), while the second part included questionnaire paragraphs to measure the attitudes of teaching members towards confronting plagiarism. The second part consists of these two sections:

1- The methods followed by faculty members to confront plagiarism, which includes (17) paragraphs.

2- Obstacles that inhibit the role of faculty members in confronting plagiarism, which includes (20) paragraphs.

Each item in the questionnaire was given a graded relative weight according to the five-point Likert scale as follows: strongly agree (5 degrees), agree (4 degrees), neutral (3 degrees), disagree (2 degrees), and strongly disagree (1 degree).

The validity of the questionnaire

The validity of the questionnaire is verified using:

A. Apparent honesty (the honesty of the arbitrators):

To verify the apparent validity of the study tool, the questionnaire was presented to three specialized arbitrators from the teaching staff at the College of Basic Education. This was done to ensure the compatibility of the questionnaire and its paragraphs with the topic of the study, the suitability of the paragraphs for each field, and to review each paragraph in terms of linguistic integrity, content, and clarity. Based on the comments given by the arbitrators, the necessary amendments were made for paragraphs with an approval rating lower than (70%), while those higher were retained in their original form. The wording of six paragraphs was modified, and two paragraphs were added to the field of obstacles that inhibit the role of the faculty member in confronting plagiarism, which are:

1- Plagiarism checking programs are financially expensive (example: iThenticate).

2- The presence of commercial offices for writing projects and research for students.

B. Internal consistency validity:

Tables (2) and (3) show the correlation coefficients between the items and the total scores of their axis, along with the items' correlation coefficient with the total degree of the questionnaire. There is a positive correlation at the significant level of ($\alpha \geq 0.05$) between the study sample's responses to most of the questionnaire items, their related axes, and the total degree of the questionnaire. This shows the validity and reliability of the questionnaire items, thereby achieving its goal of providing sound data for the subsequent analysis.

Table (2)The correlation coefficients of each Clause with the total degree of its axis, and its correlation with the total degree of the questionnaire.

		The coefficient of correlation of the Clause with the total degree of its axis	The coefficient of correlation of the Clause with the total degree of the questionnaire as a whole
A1	Explaining the concept of plagiarism to students.	.698**	.620**
A2	Introducing students to the types of plagiarism.	.753**	.610**
A3	Guiding students on how to avoid academic plagiarism.	.706**	.558**
A4	Simplifying the scientific	.357**	.373**

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	material of the courses.		
A5	Reducing the number of assignments (research/reports/slides/e tc.) assigned to students (reducing workload).	.316*	.284*
A 6	Focusing on quality when evaluating work, not its size (number of pages, for example).	.433**	.488**
A 7	Developing students' critical thinking skills to express their ideas.	.587**	.579**
A 8	Training students in scientific writing.	.605**	.545**
A 9	Giving students direct feedback (as much as possible) on their work.	.489**	.514**
A 10	Educating students about the importance of intellectual property in preserving the rights of others.	.782**	.694**
A 11	Citing Quranic verses and hadiths that call for honesty and the mastery of work.	.624**	.549**
A 12	Giving traditional (written) tests a large relative weight when evaluating students.	.488**	.331**
A 13	Reducing the types of examinations that provide easier opportunities for	.514**	.433**

	plagiarism (assignments, research etc).		
A 14	Reminding students of the penalties resulting from plagiarism.	.711**	.568**
A 15	Students sign a commitment to academic integrity form when submitting assignments (research/reports/work papers/slides/etc.).	.431**	.375**
A 16	Using electronic plagiarism checking programs when evaluating students' work.	.711**	.606**
A 17	Training students to conduct research projects through academic courses.	.441**	.444**

Table (3)The correlation coefficients between each Clause with the total degree of its axis, and its correlation with the total degree of the questionnaire.

		The coefficient of correlation of the Clause with the total degree of its axis	The coefficient of correlation of the Clause with the total degree of the questionnaire as a whole
B18	High student density in courses.	.469**	.449**
B19	Compression of the curriculum in courses, putting students under pressure.	.311*	.354**

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B20	The course objectives do not include the concept of plagiarism and its consequences.	.511**	.453**
B21	Students do not receive adequate training in scientific writing in their previous educational stage (secondary school).	.664**	.606**
B22	Students' lack of awareness of the negative effects of plagiarism.	.504**	.443**
B23	Weak scientific writing skills among students.	.491**	.383**
B24	Weak students' skills in citing correctly.	.571**	.527**
B25	Weak students' skills in documenting references.	.584**	.547**
B26	Weak moral conscience among students.	.481**	.485**
B27	Being lenient with students who practice plagiarism encourages other students practice it.	.504**	.443**
B28	The presence of commercial offices for writing projects and research for students.	.649**	.576**
B29	Plagiarism helps students obtain grades in an easy way.	.459**	.485**
B30	Not addressing the issue of plagiarism and its consequences on the	.540**	.437**

	college's website.		
B31	Lack of clarity in the list of penalties for plagiarism.	.686**	.631**
B32	The cheating regulations focus on traditional cases of cheating in tests and neglect plagiarism.	.758**	.674**
B33	There is no program accredited by the college to measure plagiarism in works submitted in the Arabic language.	.570**	.518**
B34	Plagiarism checking programs are financially expensive (example: iThenticate).	.590**	.511**
B35	Low efficiency of plagiarism checking programs for work written in Arabic.	.556**	.473**
B36	Plagiarism checking programs are designed to measure plagiarism in the English language.	.433**	.373**
B37	Lack of student activities that enhance scientific credibility in the college.	.576**	.466**
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

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Tool reliability

Table (4) shows that the values of the Cronbach's alpha reliability coefficient reached (0.85) for the first axis, (0.81) for the second axis, and for the questionnaire as a whole (0.89). These are high reliability values, thus guaranteeing the reliability in the questionnaire's items and axes, making its results acceptable for the purposes of the current study.

Table (4) stability coefficients for questionnaire axes and resolution as a whole.

Axis no		Clauses No.	Cronbach's alpha value
A	-Methods followed by faculty members to confront plagiarism.	17	0.85
B	Obstacles that inhibit the role of faculty members in confronting plagiarism.	20	0.81
The questionnaire as a whole.		37	0.89

Study variables:

The study included the following variables:

First: Independent variables:

- Gender, which has two categories: male and female.
- Job title, which has three categories: Assistant Professor, Associate Professor and Professor.
- Teaching experience, which has three categories: less than five years, 5-10 years and more than 10 years.

Second: The dependent variable:

Attitudes of faculty members at the College of Basic Education in Kuwait on confronting plagiarism.

Statistical methods used in the study:

- Frequencies and percentages for analyzing data and information according to the basic study variables.

- Cronbach's alpha coefficient to measure the reliability of the tool.
- Pearson correlation coefficient to measure the internal consistency of the tool's validity.
- T test coefficient to measure the differences between the means in the study hypotheses.
- One-way analysis of variance for the differences between the means according to the variables, and the results of the LSD post-test to determine the source of the variance.

Clause No.	Clause	Strongly Disagree		Disagree		neutral		Agree		Strongly Agree		Average	standard deviation	Arrange Clauses by average
		T	%	T	%	T	%	T	%	T	%			
A1	Explaining the concept of plagiarism to students.	0	0	1	0.8	5	3.8	42	32.3	82	63.1	4.58	0.608	5
A2	Introducing students to the types of plagiarism.	0	0	0	0	8	6.2	45	34.6	77	59.2	4.53	0.612	6
A3	Guiding students on how to avoid academic plagiarism.	0	0	0	0	3	2.3	48	36.9	79	60.8	4.58	0.540	4
A4	Simplifying the scientific material of the courses.	6	4.6	6	4.6	17	13.1	50	38.5	51	39.2	4.03	1.063	13
A5	Reducing the number of assignments (research/reports/slides/et c.) assigned to the student (reducing workload).	4	3.1	31	23.8	26	20.0	42	32.3	27	20.8	3.44	1.155	17
A 6	Focusing on quality when evaluating work, not its size (number of pages, for example).	0	0	1	0.8	5	3.8	52	40.0	72	55.4	4.50	0.613	8
A 7	Developing students' critical thinking skills to express their ideas.	0	0	1	0.8	10	7.7	48	36.9	71	54.6	4.45	0.672	9
A 8	Training students in scientific writing.	1	0.8	0	0	3	2.3	43	33.1	83	63.8	4.59	0.619	3
A9	Giving students direct feedback (as much as possible) on their work.	0	0	0	0	7	5.4	64	49.2	59	45.4	4.40	0.592	10
A 10	Educating students about the importance of intellectual property in preserving the rights of others.	0	0	1	0.8	1	0.8	42	32.3	86	66.2	4.64	0.543	1
A 11	Citing Quranic verses and hadiths that call for honesty and the mastery of work.	0	0	1	0.8	10	7.7	41	31.5	78	60.0	4.51	0.673	7

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A 12	Giving traditional (written) tests a large relative weight when evaluating students.	6	4.6	23	17.7	24	18.5	61	46.9	16	12.3	3.45	1.064	16
A 13	Reducing the types of examinations that provide easier opportunities for plagiarism (assignments, research etc).	6	4.6	18	13.8	22	16.9	58	44.6	26	20.0	3.62	1.095	14
A 14	Reminding students of the penalties resulting from plagiarism.	0	0	0	0	7	5.4	37	28.5	86	66.2	4.61	0.591	2
A 15	Students sign a commitment to academic integrity form when submitting assignments (research/reports/work papers/slides/etc.).	8	6.2	15	11.5	26	20.0	51	39.2	30	23.1	3.62	1.144	15
A 16	-Using electronic plagiarism checking programs when evaluating students' work.	0	0	11	8.5	22	16.9	46	35.4	51	39.2	4.05	0.951	12
A 17	-Training students to conduct research projects through academic courses.	0	0	2	1.5	10	7.7	56	43.1	62	47.7	4.37	0.695	11

Study results and discussion:

First: Answering the first question:

What is the reality of how faculty members at the College of Basic Education in the State of Kuwait practice their role in confronting plagiarism among their students, from the point of view of the faculty members themselves?

Table (5) shows the responses of the study sample to the first axis in the questionnaire: "Methods followed by faculty members to confront plagiarism." The results of the data analysis showed that the study sample tends to agree with all (17) items of the first axis. The arithmetic mean of the sample members' responses ranged from (٤.٦٤-٣.٤٤).

Table (5): Frequencies, percentages, means, and standard deviations for the items of the first axis

The following list shows the items that recorded the highest approval response, from highest to lowest, with an average ranging between (4.64-4.37):

1. Educating students about the importance of intellectual property in preserving the rights of others.

2. Reminding students of the penalties resulting from plagiarism.
3. Training students in scientific writing.
4. Guiding students on how to avoid plagiarism.
5. Explaining the concept of plagiarism to students.
6. Introducing students to the types of plagiarism.
7. Citing Quranic verses and hadiths that call for honesty and the mastery of work.
8. Focusing on quality when evaluating work, not its size (number of pages, for example).
9. Developing students' critical thinking skills to express their ideas.
10. Giving students direct feedback (as much as possible) on their work.
11. Training students to conduct research projects through academic courses.

The above suggests the presence of a consensus among the sample on the need to follow the methods mentioned in Table (5), alongside an awareness of the importance of confronting plagiarism among students. It should be noted that the results of the current study are consistent with Arjovan's (2021), where it was indicated that the sample's faculty members were aware of the increasing phenomenon of plagiarism, and their role in confronting it, especially that of educating students on the importance of intellectual property and reminding them of the penalties resulting from plagiarism. This study also concurs with the results of Arjovan (2021), Al-Moussawi and Al-Qallaf (2018), and Ibrahim et al. (2020) on the importance of feedback given from faculty member to students on their formative work to prevent plagiarism in the final submission.

As for items that achieved a lower rank of agreement, they are listed below from most to least agreeable:

1. Use electronic plagiarism checking programs when evaluating students' work.
2. Simplifying the scientific material of courses.
3. Reducing the types of examinations that provide easier opportunities for plagiarism (assignments, research etc).
4. Students sign a commitment to academic integrity form when submitting assignments (research/reports/work papers/slides/etc.).
5. Giving traditional (written) tests a large relative weight when evaluating students.
6. Reducing the number of assignment(research/reports/slides/etc.) assigned to the student (reducing workload).

The results of the study showed that the item (reducing the number of assignments (research/reports/slides/etc.) assigned to the student (reducing workload)) came in last place in terms of importance, as (35) members did not agree with the item. In addition, (24) faculty members did not agree with the item (reducing the types of examinations that provide easier opportunities for plagiarism (assignments, research etc)). These results are inconsistent with the studies of Al-Moussawi and Al-Qallaf (2018), and Al-Yaqoub et al. (2009). The samples of their respective studies, who were students in the College of Basic Education, indicated that the large number of duties and pressures they experienced pushes them to plagiarism. This indicates that academic pressure and the desire to complete assignments in times of high workload can lead to the practice of plagiarism. This of course, is not a justification for students to plagiarise, though it does suggest that researchers and faculty members should focus more on quality, not quantity, when designing assignments for undergraduate students. Further, it should be noted that the inconsistency in the results may be

attributed to the differences in the study populations (faculty members on one hand, students on the other).

The second axis: Obstacles that inhibit the role of faculty members in confronting plagiarism. Table (6) shows that the arithmetic means of the sample sample's responses are generally high, ranging between (3.66-4.68).

Table (6) Frequencies, percentages, means, and standard deviations for the items of the second axis: "Obstacles that inhibit the role faculty members in confronting plagiarism."

Clause No.	Clause	Strongly Disagree		Disagree		neutral		Agree		Strongly Agree		Average	standard deviation	Arrange Clauses by average
		T	%	T	%	T	%	T	%	T	%			
B18	High student density in courses.	1	0.8	3	2.3	6	4.6	4	32.3	78	60.0	4.48	0.760	9
B19	Compression of the curriculum in courses, putting students under pressure.	1	0.8	10	7.7	2	15.4	4	36.2	52	40.0	4.07	0.966	16
B20	The course objectives do not include the concept of plagiarism and its consequences.	1	0.8	8	6.2	2	16.2	5	41.5	46	35.4	4.05	0.914	18
B21	Students do not receive adequate training in scientific writing in their previous educational stage (secondary school).	0	0	1	0.8	4	3.1	3	26.9	90	69.2	4.65	0.582	2
B22	-Students' lack of awareness of the negative effects of plagiarism.	0	0	2	1.5	3	2.3	4	36.9	77	59.2	4.54	0.624	8
B23	Weak scientific writing skills among students.	0	0	0	0	2	1.5	3	29.2	90	69.2	4.68	0.501	1
B24	Weak students' skills in citing correctly.	0	0	1	0.8	1	0.8	4	36.9	80	61.5	4.59	0.553	5
B25	Weak students' skills in documenting references.	0	0	1	0.8	3	2.3	4	31.5	85	65.4	4.62	0.576	3
B26	Weak moral conscience among students.	0	0	3	2.3	2	19.2	4	37.7	53	40.8	4.17	0.818	15
B27	Being lenient with students who practice plagiarism encourages other students practice it.	0	0	3	2.3	4	3.1	4	30.8	83	63.8	4.56	0.671	6
B28	The presence of commercial offices for writing projects and research for students.	0	0	2	1.5	4	3.1	3	28.5	87	66.9	4.61	0.629	4

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B29	Plagiarism helps students obtain grades in an easy way.	1	0.8	3	2.3	1 1	8.5	5 0	38.5	65	50.0	4.35	0.794	12
B30	Not addressing the issue of plagiarism and its consequences on the college's website.	1	0.8	5	3.8	2 1	16.2	4 0	30.8	63	48.5	4.22	0.909	14
B31	Lack of clarity in the list of penalties for plagiarism.	1	0.8	0	0	7	5.4	5 7	43.8	65	50.0	4.42	0.669	11
B32	The cheating regulations focus on traditional cases of cheating in tests and neglect plagiarism.	0	0	0	0	4	3.1	5 0	38.5	76	58.5	4.55	0.558	7
B33	There is no program accredited by the college to measure plagiarism in works submitted in the Arabic language.	0	0	4	3.1	1 0	7.7	4 0	30.8	76	58.5	4.45	0.768	10
B34	Plagiarism checking programs are financially expensive (example: iThenticate).	1	0.8	10	7.7	4 9	37.7	4 2	32.3	28	21.5	3.66	0.928	20
B35	-Low efficiency of plagiarism checking programs for work written in Arabic.	0	0	4	3.1	3 9	30.0	3 8	29.2	49	37.7	4.02	0.898	19
B36	Plagiarism checking programs are designed to measure plagiarism in the English language.	0	0	5	3.8	2 0	15.4	6 8	52.3	37	28.5	4.05	0.771	17
B37	Lack of student activities that enhance scientific credibility in the college.	1	0.8	2	1.5	1 0	7.7	5 7	43.8	60	46.2	4.33	0.751	13

The items listed below are in order of highest to lowest approval from the study sample:

- 1- Weak scientific writing skills among students.
- 2- Students did not receive sufficient training in scientific writing in the previous educational stage (secondary school).
- 3- Weak students' skills in documenting references.
- 4- The presence of commercial offices for writing projects and research for students.
- 5- Weak students' skills in citing correctly.
- 6- Being lenient with students who practice plagiarism encourages others to practice it.
- 7- The cheating regulations focus on traditional cases of cheating in tests and neglect plagiarism.
- 8- Students' lack of awareness of the negative effects of plagiarism.
- 9- High student density in courses.

- 10- There is no program accredited by the college to measure plagiarism in works submitted in the Arabic language.
- 11- Lack of clarity in the list of penalties for plagiarism.
- 12- Plagiarism helps students obtain grades in an easy way.
- 13- Lack of student activities that enhance scientific credibility in the college.
- 14- Not addressing the issue of plagiarism and its consequences on the college's website.
- 15- Weak moral conscience among students.
- 16- Compression of the curriculum in courses, putting students under pressure.
- 17- Plagiarism checking programs are designed to measure plagiarism in the English language.
- 18- The course objectives do not include the concept of plagiarism and its consequences.
- 19- Low efficiency of plagiarism checking programs for work written in Arabic.
- 20- Plagiarism checking programs are financially expensive (example: iThenticate).

These obstacles are among the reasons why students fall into plagiarism. They lead faculty members to a constant state of confrontation with the issue, requiring them to exert much more effort and time to confront it. According to the sample, among the most important and damaging obstacles are students not receiving adequate training in scientific research and writing skills, and the availability of commercial offices for writing research and projects. This result coincides with the studies of Orjovan (2021), Bouresli (2015), and Al-Yaqoub et al. (2009), demonstrating the importance of developing scientific research and writing skills among students.

On the other hand, Rosher's study (2020), which was applied at Goldsmiths University in London, indicated that

encouraging students to think critically decreases plagiarism. According to the study, creating appropriate opportunities for adequate training in scientific research skills is needed to prevent plagiarism.

The results of the current study indicate that leniency towards students and the lack of deterrent penalties are among the most critical obstacles that discourage the role of the study sample in confronting plagiarism. The theoretical framework of the current study also showed that the narrow focus of cheating regulations in the College of Basic Education on the aspect of cheating in tests is adequate, though deficient on the issue of confronting plagiarism. This result is consistent with the study of Al-Mousa and Al-Qallaf (2018), which was applied in the College of Basic Education, and the study of Ahmed (2018), which was applied in the Gulf, where participating students from both studies suggested punishing plagiarists and applying penalties for those violating academic integrity are key in confronting this issue. Al-Jundi's (2014) study showed similar results, where plagiarism decreased among students in the presence of accountability and deterrent penalties for the act.

Meanwhile, Table (6) show's that the study sample's response to the items "Plagiarism checking programs are financially expensive (example/iThenticate)" and " Low efficiency of plagiarism checking programs for work written in Arabic" came in with a scores of (49) and (39) respectively. These scores are a result of "neutral" being the most popular response for these items compared to others. A study conducted by Ismail suggests that the interpretation of the midpoint (neutral) in the Likert scale may have more than one meaning for participants. Among the (58) participants who hold master's and doctorate degrees, he found that (15) interpreted neutral as "I cannot choose," (14) as "I don't know," and (10) as "I neither agree nor disagree with the statement" (٢٠١٩:٦٢٤).

The above can be explained by the lack of a culture of using electronic programs to check plagiarism in students' work. The use of such programs is uncommon, predominantly because they are not officially approved by the college, leading a large portion of the study sample to respond neutrally. This result is in line with El Gendy's (2014) study, which outlined that there is no accredited program by Menoufia University to measure plagiarism. The opposite can be found in Orjovan's (2021) study, where faculty members in English departments at four private universities in Kuwait made use of electronic programs to measure plagiarism. Meanwhile, studies by Al-Obeikan and Al-Sumairi (2016), and Al-Desouki and Hamed (2019) indicated that plagiarism checking programs for Arabic texts suffer from deficiencies, especially free ones, as Al-Jundi (2014) pointed out. This suggests that the lack of use of these programs can be partly attributed to their weakness in checking Arabic texts.

Table (7) displays the overall means and standard deviations for the two axes. It shows high arithmetic means for all questionnaire items for the first and second axes, ranging between (4.23 - 4.35), with an overall average of (4.30), demonstrating the reliability of the questionnaire axes and items. The first axis concerns the practices and methods followed by faculty members at the College of Basic Education in the State of Kuwait in controlling and confronting plagiarism, while the second concerns the obstacles that inhibit that role.

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Table (7) Overall averages and standard deviations

Axis no		Average	standard deviation
A	-Methods followed by a faculty member to confront plagiarism.	4.23	0.399
B	Obstacles that inhibit the role of the faculty member in confronting plagiarism.	4.35	0.412
The questionnaire as a whole		4.30	0.343

Secondly – The relationship between the results and the second study question, which states:

- 1- Are there statistically significant differences at the level of significance ($\alpha \geq 0.05$) between the averages of the study sample's responses in the College of Basic Education in the State of Kuwait that may be attributed to the variables (gender, job title, teaching experience)?

First: The gender variable:

Table (8) shows the results of the t-test for the differences between the means of the two axes of the study according to the gender variable.

Table (8): Results of T-test for the differences between the mean according to the gender variable

		N	average	standard deviation	T value	degrees of freedom	Significance
First axis	Male	59	4.24	0.408	0.188	128	0.85
	Female	71	4.23	0.394			
Second axis	Male	59	4.38	0.382	0.733	128	0.46
	Female	71	4.33	0.436			
Total marks	Male	59	4.32	0.341	0.577	128	0.57
	Female	71	4.28	0.346			

It is clear from Table (8) that there are no statistically significant differences at the levels of significance ($\alpha \geq 0.05$). The average estimates of the study sample were consistent for both genders. This shows that the roles of faculty members in confronting plagiarism among their students are all the same regardless of this variable.

Second: The job title variable

Table (9): Results of one-way analysis of variance for differences between means according to the job title variable

Axis	Job title	N	M	SD		SS	df	MS	F	Sig.
First axis	Assistant Professor	٧٢	٤.١٥	٠.٤٠٠	between groups	١.٣١٧	٢	٠.٦٥٩	٤.٣٦٢	٠.٠١
	Associate Professor	٣١	٤.٣٠	٠.٣٥٦	Within groups	١٩.١٧٧	١٢٧	٠.١٥١		
	professor	٢٧	٤.٣٩	٠.٣٩١	Total	٢٠.٤٩٤	١٢٩			
	Total	١٣٠	٤.٢٣	٠.٣٩٩						
Second axis	Assistant Professor	٧٢	٤.٣٣	٠.٤٢٦	between groups	٠.١٠٧	٢	٠.٠٥٣	٠.٣١٠	٠.٧٣
	Associate Professor	٣١	٤.٤٠	٠.٤١٧	Within groups	٢١.٧٩٧	١٢٧	٠.١٧٢		
	professor	٢٧	٤.٣٧	٠.٣٧٧	Total	٢١.٩٠٤	١٢٩			
	Total	١٣٠	٤.٣٥	٠.٤١٢						
Total mark	Assistant Professor	٧٢	٤.٢٤	٠.٣٤٥	between groups	٠.٤٦٥	٢	٠.٢٣٣	٢.٠١٠	٠.١٤
	Associate Professor	٣١	٤.٣٥	٠.٣٢٠	Within groups	١٤.٧٠٤	١٢٧	٠.١١٦		
	professor	٢٧	٤.٣٨	٠.٣٥٠	Total	١٥.١٦٩	١٢٩			
	Total	١٣٠	٤.٣٠	٠.٣٤٣						

Table (10): Least significant difference LSD test result to determine the differences between groups.

Axis	I	J	Mean differences(I-J)	Sig.
A	professor	Assistant Professor	*٢٣٩٣٨.	٠.٠٠٧

.*The mean difference is significant at the 0.05 level.

It is clear from Table (10) that there is a statistically significant difference at the significance level ($\alpha \geq 0.05$) in the study sample's estimates of the first axis (Methods followed by a faculty member to confront plagiarism) attributed to the job title variable. For the degree of assistant professor, associate professor, and professor, the level of significance is at (0.01). On the other hand, there is no statistically significant difference in the estimates of the study sample for the second axis (obstacles that inhibit the role of the faculty member in confronting plagiarism) when it came to the job title variable.

This indicates that all of the sample, regardless of their job titles or academic degrees, are playing their role in confronting plagiarism, without differing on the obstacles that inhibit their role in doing so, to a simple varying degrees, while carrying out their teaching duties.

The variance relating to the first axis shows that Professors are more agreeable than their peers. The job title of professor is considered the highest level in the career ladder for faculty members. Given their seniority, it could be argued that professors generally have a fuller awareness of the issue of plagiarism and a greater interest in treating it. This result is consistent with Al-Asraj's (2020) study, which showed statistically significant differences in the of job grade variable, where the higher grade (professors) portion of the study sample were more agreeable compared to lower grades.

Third: The teaching experience variable

The results of the one-way analysis of variance for the differences between the means according to the teaching experience variable show that there are no statistically significant differences in the study sample's responses for both axes.

This indicates that the study sample is aware of the phenomenon of plagiarism and face its obstacles while carrying out their job

duties to the same degree, regardless of the difference in years of teaching experience.

Recommendations

Based on the results of the current study, the researchers recommend:

- Supporting the role of faculty members in confronting plagiarism by putting in place regulations that directly address issue.
- Providing faculty members support for the use of electronic plagiarism checker programs.
- It is necessary to amend the college's cheating regulations and add a clause about the concept of plagiarism, its methods, and the penalties resulting from it. This should be published in a clear and easily accessible manner on the college's website.
- Facilitating access to plagiarism checker programs through the college's library, whether for students or faculty members.
- Spreading a culture of scientific honesty by supporting educational activities that enhance moral values among students. This can take shape by holding seminars and workshops during the introductory year that introduce students to the concept of plagiarism and its negative effects.
- Developing and studying the effects of the research methods course in supporting the colleges effort to combat plagiarism. Experimental studies should be carried out to measure the impact of this course on spreading awareness against plagiarism and developing scientific research skills.
- Conducting field studies to reveal the role of secondary schools in confronting plagiarism and spreading the culture of scientific honesty.

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