

Investigating the Causes of Academic Plagiarism and Ways to Prevent It Case Study: (Faryab University)

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ABSTRACT

Academic Plagiarism is one of the serious issues in both fields of "education" and "research." Formal education worldwide, at all levels, and researchers across various scientific disciplines are the two main groups most affected by plagiarism. In the research domain, those who publish the results of others' thoughts and efforts under their own name not only place their own reputation at serious risk but also harm the social standing of researchers. Through such behavior, they tarnish the societal respect of scholars and intellectuals within the community. The present study examines the reasons for committing different types of academic plagiarism and suggests preventive measures from the perspective of the editorial boards of scientific journals, professors, and students from various disciplines at Faryab University. A total of 44 members of the academic staff, including the editorial boards of social and natural science journals, department heads, and faculty deans, as well as 70 top students of this university, participated in the study. The participants responded to two descriptive questions and a questionnaire, either online or in print. The results of this study indicated that the main reasons for the prevalence of plagiarism at Faryab University included the lack of proper training in research methods and standards, the widespread culture of laziness and cheating among both academic staff and students, insufficient awareness of the types of plagiarism and its consequences, and the pressure on professors and students to submit articles and assignments beyond their capabilities in order to achieve academic promotion, obtain scientific rankings, or graduate. Strict law enforcement and serious punishment of offenders, along with proper education and awareness-raising, were among the most important solutions proposed by the participants to combat plagiarism.

Keywords- plagiarism, writer of the compilation, idea, rewriting and quotation.

I. INTRODUCTION

In the distant past, when the recording and preservation of scientific and research achievements were less common and more difficult, and researchers did not have easy access to scientific resources, most experiences and ideas were transmitted orally. Written works and scientific contributions were often considered the result of the individual efforts of the authors, and there was no mention of citations or references to scientific sources. With the development of techniques and facilities for recording, preserving, and publishing books, scholars and researchers, in order to honor the scientific efforts of their

predecessors and to maintain integrity in the transmission of intellectual achievements, began to reference past works whenever they benefited from them in their own writings. Attributing the scientific work of others to oneself and using others' writings in research without citing the source and the name of the original authors has always been considered unethical and a form of Plagiarism. The term "plagiarism" refers to this same research misconduct.

Today, with the widespread availability of tools for disseminating ideas and knowledge, and the diverse applications of scientific research, integrity in the use of others' scientific works has become even more important.

The scope of the discussion on plagiarism has expanded, and teaching proper methods for using scientific resources to students and researchers to avoid plagiarism has become essential. Plagiarism now has a clearer definition than in the past, and there are tools available for detecting and identifying instances of it. Educational institutions and scientific centers have implemented thoughtful and effective programs to combat it. However, we continue to witness the violation of the principles and rules of authors' rights, where students and academic staff members of higher education institutions publish works as their own by using others' writings without citing the original sources, including fake references, or publishing translations of others' works as their own.

Therefore, to combat this phenomenon, more research is needed to identify the causes of plagiarism and its negative consequences for researchers, society, and academic institutions. This study was conducted with the aim of identifying the causes and factors contributing to plagiarism and finding ways to prevent it at Faryab University.

II. DEFINITION OF ACADEMIC PLAGIARISM

The term *plagiarism* is derived from the Latin word *plundering*, meaning looting and stealing. Its equivalent in Dari includes terms like *intihal*, *speech Plagiarism*, and *academic Plagiarism*, which refer to the direct or indirect use of others' writings in books and articles without proper citation or with incorrect and incomplete references. Various interpretations of this term exist. For example, when we say "academic Plagiarism," it seems as if Plagiarism only occurs in scientific discussions. Similarly, when we say "literary Plagiarism," it might appear that Plagiarism only happens in the realm of literature and poetry. However, it should be noted that *intihal* is a precise and comprehensive term that accurately reflects the nature of this unethical practice. *Intihal* means claiming something that does not belong to us. Using a source without proper attribution, even if there is no intent to deceive, is considered plagiarism and *intihal* (Islami, 2014, p. 435). In any case, there are multiple definitions of plagiarism, but here we will suffice with two definitions:

Plagiarism is the act of taking and using another's ideas, thoughts, words, or innovations as one's own, or using someone else's intellectual products without citing the source, or presenting a new and original idea or product when that idea originates from an existing source (Shakeri, 2019, p. 657). Plagiarism refers to the unauthorized use of another's work, whether it be an idea or expressions, in such a way that the audience believes they are encountering an original work created by the user (Bathaie, 2011, p. 8).

Considering the above definitions, we can say that plagiarism refers to the use of works, writings, images, tables, and figures that are the product of

someone else's ideas without citing the source and attributing them to oneself.

III. HISTORICAL BACKGROUND OF ACADEMIC PLAGIARISM

The Plagiarism of others' scientific works and writings is not a new phenomenon and dates back hundreds of years. Among European scholars, in the early 17th century, *Ben Jonson* was the first to use the term "academic Plagiarism" (Bahadari, Izadi, & Hoseinpoufard, 2012, p. 13). Among Islamic and regional researchers, writers, and poets, on one hand, figures like *Jalal al-Din Suyuti*, *Abu al-Qasim Hujviri*, *Saad al-Din al-Taftazani*, and *Sayyid Ali Khan Madani Shirazi* lamented the plundering of their works in their books and sought refuge in God from such acts (Islami, 2014, p. 433). On the other hand, great scholars and writers like *Avicenna (Ibn Sina)* and *Mulla Sadra* have been accused of plagiarism.

In the regional and Islamic tradition, there are essentially two perspectives regarding the history of academic plagiarism. On one side are those who deny the occurrence of plagiarism and consider the act of quoting others without citing sources in the past as legitimate. These defenders of figures like Avicenna and Mulla Sadra believe that "the concept of individuals' private ownership over their words and writings, as viewed in modern times, did not exist back then, and earlier scholars generally deemed quoting from others' works without mentioning the source to be permissible" (Sobot, 2013, p. 231). On the other side, there are those who argue that even in the distant past, quoting others' writings without citation was not allowed. They emphasize the importance of this issue by pointing to the religious scholars' recommendations about maintaining integrity when quoting others. This group believes that "in the Islamic tradition, observing authors' rights and making proper references to them were essential for showing gratitude in the field of knowledge and fostering academic blessings" (Islami, 2014, p. 432).

The issue of academic plagiarism was so significant in the past that some prominent writers addressed it extensively in their books and explored its various aspects. In any case, today, there is no doubt about the reprehensibility and unethical nature of plagiarism. All researchers and writers, to preserve their reputation and avoid accusations of academic Plagiarism, are compelled to accurately cite even the smallest use of others' works and ideas in their writings (Shakeri, 2019, p. 656).

IV. TYPES OF PLAGIARISM

Plagiarism comes in various forms, and below are some of the most significant types (according to the categorization of the fields of research ethics and scientometrics):

1- Using the Idea of Another Work in Your Own Without Citing the Original Source: When a writer presents a solution or a creative idea in their article, this idea and solution will be attributed to them. In many cases, novice writers struggle to differentiate between widely available general information and the original ideas of the author in the primary source. In this type of plagiarism, another author presents the same idea in their article using their own language, and readers who lack prior study in this area are likely to assume that the second author is the originator of the theory (Shakeri, 2019, p. 660).

2- Paraphrasing or Rewording: This is the most common type of plagiarism, which involves using someone else's writing with a few minor sentence changes and presenting it under a new author's name (Research Ethics Policy, 2020, p. 2). In this method, the researcher reads another work and then attempts to rephrase the same content using their own words. The main issue with this method is that the researcher fails to properly cite the original work. For example, the original work states: "According to the principle of copyright without formalities, creators of literary and artistic works should not be required to comply with the registration of works or any other formalities as a prerequisite for protection. Therefore, anyone who complies or does not comply with formalities should fully enjoy the right to prevent others from using their works, unless such use is justified under a legal exception." However, in the second work, it is stated: "Creators of literary and artistic works should not be required to comply with the registration of works or any other formalities. Therefore, anyone, regardless of compliance with formalities, should enjoy strong protection, unless a legal exception applies" (Mansourian, 2010, p. 8).

3- Use of images, tables/diagrams or data of another work: In this way, ideas or phrases of another work are not used, but the researcher uses images or photos or diagrams or statistical data of another work in his work, without referring to the source Please refer to the original . It is worth mentioning that each of the mentioned pictures or tables is a literary and artistic work that can be challenged by others. In addition, the use of these works in another work to prove a subject different from the original purpose of the first work can damage the reputation of the latter. In this regard, it is possible to refer to the cases where the perpetrator was faced with a point deduction in the annual promotion due to the use of other scientific findings (Shakri, 2018, p. 661).

4- Publishing the translation of another work as its original work: Translation means interpreting from one language to another language or narrating material from one language to another language, and a translator is someone who translates a material from one language to another language. The duty of the translator is to faithfully transfer the author's content into another language, if he does not mention the author's name in the translation and publishes it under his own name, it is considered

plagiarism (Nazir, 2013, p. 206). In general, consent is necessary for the translation of another work. Therefore, in this case, scientific plagiarism is interpreted as a violation of the right of the researcher. But he is not satisfied with this and in the next step he publishes this translation as his original work in the form of an article or thesis. This can also be a type of reproduction of another work that is covered by the system of literary and artistic property rights, because the work is reproduced, but in a different language (Mohamedzadeh and adqani, 2016: 38).

5- Using the same words of another effect: This method is the highest level of scientific plagiarism, which can lead to the violation of many copyrights. The first lost right is the right of reproduction, but in addition, if the work is presented through paper or electronic publication, the right of public presentation and performance is also violated. This use without reference to the author's name also violates the moral right to the name (Shakri, 2018, p. 662).

6- Self-plagiarism: Self-teaching or self-plagiarism may be considered the most shocking method of scientific plagiarism, because the researcher here is not stealing from someone else. In the mentioned method, the author re-publishes all or significant parts of his previously published work without notice and proper reference to it. In self-education, the main point is that we are not faced with the concept of an effect belonging to another, but what is unacceptable from the point of view of the university is that the audience is deceived regarding the authenticity of the effect. They imagine that they are dealing with another creative work of the same author, but in reality it is not so. Although the last method is one of the types of scientific Plagiarism, it is not considered a violation of intellectual property rights (<https://tarjom.com/blog/2020/06/29/3206/>).

V. RESEARCH DONE IN RELATION TO FACTORS OF ACADEMIC PLAGIARISM

It can be seen from the researcher's study that there are many articles and writings related to plagiarism and the reasons for committing it. Scanlon and Neumann in their article entitled (Scientific plagiarism on the Internet) to influential factors such as ignorance, personal attitudes, availability of Internet resources, lack of ability and authority necessary to do scientific work, the factor of pressure and lack of laws of institutions and organizations have mentioned that in this case, other authors also have writings, which will be explained below.

Lack of awareness: Since students may not be able to fully identify the cases of academic plagiarism or its fines and punishments, they do not consider it as a problem. A number of authors have reported factors such as the lack of knowledge about how to insert quotes and referencing

as influencing factors on the prevalence of academic plagiarism.

Personal attitudes: positive or negative attitudes towards academic plagiarism are important in the attempt and tendency to the occurrence of academic plagiarism and its expansion, because cheating can be considered as a suitable substitute for doing hard work. Two factors of social pressure and deliberate signs of resistance can be considered in the scientific type of plagiarism (Zamani, Azimi and Nasimi, 1392, 94).

Availability of Internet resources: increasing the possibility of downloading and widespread access to Internet facilities has made access to information easy and has simplified the process of copying and pasting resources for scientific plagiarism. A number of authors have suggested that the development of information technologies, including websites, has played a role in the development of scientific plagiarism (Solimanipour and Heidari, 2014, p. 14).

Lack of ability and competence to do scientific work: Not having enough skills to do scientific research is one of the influential factors that leads some students and academic staff members to commit plagiarism. Also, the lack of confidence in completing assignments may lead to academic Plagiarism (Hosseinpour, Baqeri Nevisi and Afzali Shahri, 2016, p. 576). Pressure factor: Pressures caused by things like getting more grades, lack of time and heavy tasks and high volume of assignments are all known as potential factors in creating academic plagiarism. The pressure factor can be one of the most important factors affecting academic plagiarism (Zamani, Azimi, and Nasimi, 1392, 94).

Lack of laws and proofs for the offenders: The intensity of fraud and academic plagiarism is increasing in universities and they should take the issue of academic plagiarism seriously, although in the past this issue was not considered a priority. Factors related to the institution can affect this topic in various ways, such as laws related to punishment, punishment or expulsion of academic thieves from the university. Also, in their study, once the most important reason for academic plagiarism was not having enough information about the concept of academic plagiarism and not having the necessary skills in the field of writing articles and research (Zamani, Azimi and Nasimi, 1392, 95). In his book, Zakir Salehi discusses the place of ethics and moral norms in the field of science, focusing on the category of "scientific fraud", which has been the subject of debate and controversy in recent years in academic and university circles This is different The phenomenon has been explored (Salehi, 2009, p. 243). Mohammad Javadi also in the book Ethics of Research; He has explored the foundations and issues of various debates, including ethical theories and ethical debates in the field of science, using multiple articles (Javadi, 1391, p. 135). In the end, it can be said that scientists and authors consider scientific plagiarism to have many causes and factors, including lack of knowledge about the cases and examples of scientific plagiarism, lack of resources in

scientific research, lack of necessary punitive regulations for scientific plagiarism. Adequate skills of scientific research, prevalence of laziness and cheating in writing articles or scientific works.

VI. RESEARCH RESULTS AND FINDINGS

The questionnaire, which was arranged to collect field information, includes questions from two parts (information related to the respondent and questions related to the research subject), and now the characteristics of the respondents are stated, the results of the questions in the sections on the reasons for plagiarism and methods Its prevention is explained.

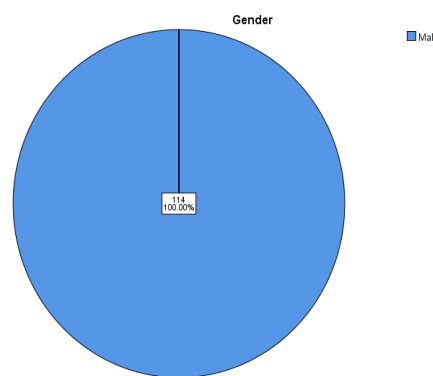


Figure (1) Gender of respondents

According to the information in the above chart, a total of 114 members of the academic staff and students from Faryab University participated in this research. Due to the absence of female students and professors, all respondents were male.

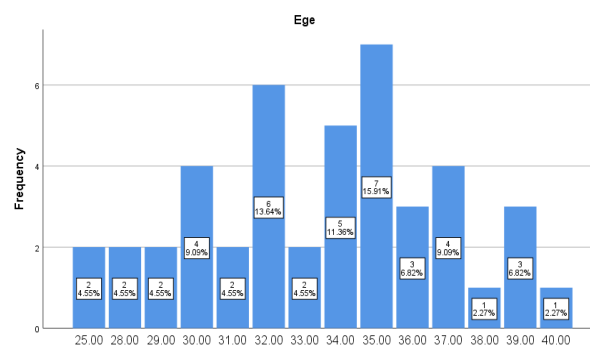


Figure (2) age of respondents of academic staff members

As can be seen in the above figure, a total of 44 members of the academic staff at Faryab University completed the questionnaire for this research, all of whom were between the ages of 25 and 40. Therefore, it can be said that young academic staff members have participated in this research and shared their opinions.

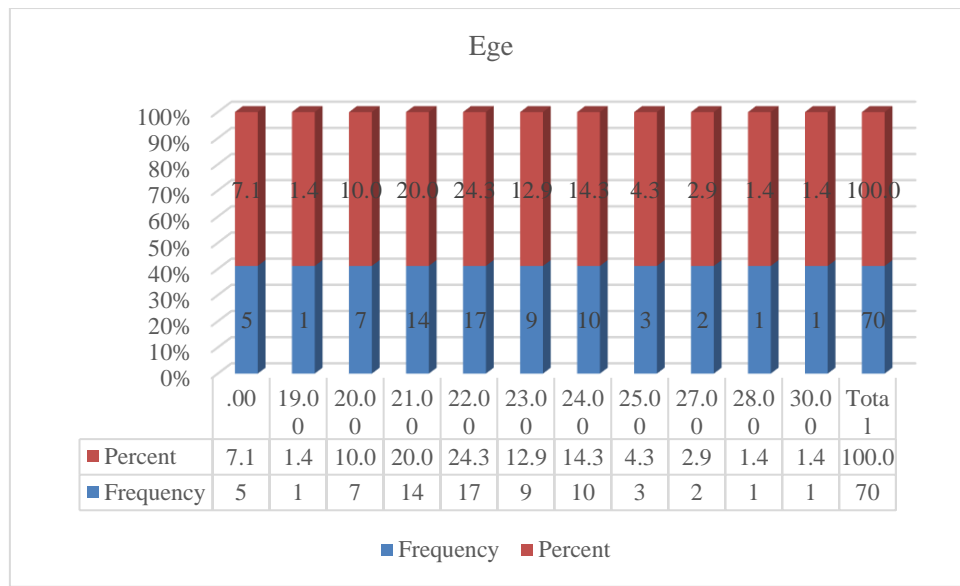


Figure (3) age of student respondents

Based on the above diagram, among the 70 student respondents, the majority were between the ages of 20 and 25. It is worth noting that the questionnaire was distributed to students who had the highest percentages in previous semesters.

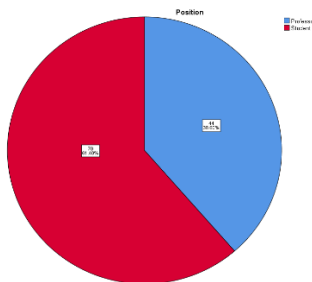


Figure (4) position of respondents

According to the above figure, a total of 114 members of the academic staff and students participated in this research by responding to the questionnaire. Among them, 70 were students and 44 were members of the academic staff. The members of the academic staff held various positions, including 1 dean, 2 members of the editorial board, 11 department heads, and 30 professors. Reasons for the prevalence and commission of academic plagiarism in Faryab University

Table number (1) below shows the causes of the prevalence and commission of academic plagiarism among professors and students of Faryab University, which was collected through a questionnaire and closed questions. These factors are briefly stated one by one.

Answers for Academic Plagiarism from the Perspective of the Academic Staff of Faryab University

Number	Question	Number of Participants	Percentage of Positive Answers	Percentage of Negative Answers	Percentage without Answers
1	How much can the limited time for writing an article or work contribute to academic Plagiarism?	114	69.95%	24.85%	5.2%
2	How much can researchers' lack of awareness about academic Plagiarism be a reason for it?	114	79.1%	15.9%	5%
3	To what extent can strict regulations for accepting articles or scientific works contribute to academic Plagiarism?	114	53.05%	34.9%	12.05%
4	How much does the lack of resources impact academic Plagiarism?	114	80.3%	16.85%	2.85%
5	To what extent can the absence of necessary punitive regulations for academic thieves contribute to the increase in academic Plagiarism?	114	80.45%	11.95%	15.2%

6	How much can a lack of interest in research topics contribute to academic Plagiarism?	114	66.1%	25.45%	8.45%
7	To what extent can insufficient research skills contribute to increased academic Plagiarism at Faryab University?	114	85.3%	7.35%	7.35%
8	How much does a researcher’s lack of proficiency in foreign languages impact academic Plagiarism?	114	68.35%	24.8%	6.85%
9	To what extent does faculty reliance on student collaboration contribute to academic Plagiarism in the research of the academic staff at this university?	114	46.55%	27.3%	26.15%
10	How much does the prevalence of a culture of laziness and cheating in writing articles or scientific works impact the increase in academic Plagiarism?	114	86.65%	8.15%	5.2%

Time Constraints for Writing Academic Papers or Research Works

Another reason contributing to academic plagiarism at Faryab University is reported to be the limited time available for writing research papers or scholarly works. In a survey question addressing this issue, 69.95% of respondents confirmed this factor by selecting "high" or "very high" as a response, whereas 24.85% of respondents disagreed. Additionally, 5.2% of respondents indicated their lack of awareness by selecting "I don't know."

From the above explanations, it is evident that time constraints for writing research papers or scholarly works have been a reason for the prevalence of academic plagiarism. As is commonly known, faculty members are required to publish research, translations, and authored works to be promoted to higher academic ranks. In addition to these obligations, they must also produce research-based academic articles. However, the time allocated for completing such works is often limited, leading to instances of academic plagiarism. Similarly, students, who are tasked with preparing seminars for each subject and writing a thesis at the end of their studies, face both a lack of awareness about plagiarism and insufficient time to conduct proper research. As a result, students are often unable to prepare research-based seminars for each subject or write a thesis on a topic that is assigned in the final semester.

Lack of Awareness About Plagiarism

A significant majority of respondents (79.1%) identified a lack of sufficient awareness about plagiarism, its types, and the consequences of committing it as another major reason for academic plagiarism at Faryab University. Other studies also highlight that there is a very superficial understanding of plagiarism, particularly among students. The country’s educational system should address this issue by organizing training sessions and workshops to educate educators on the concept of plagiarism, its various forms, and the consequences of committing it. This will enable experienced and knowledgeable faculty members to transfer these

concepts to their students and instill in them the necessary awareness to avoid engaging in plagiarism (Hosseinpour, Bagheri Nevisi, Afzali Shahri, 2017, p. 573).

Lack of Research Resources

The results of this study indicate that one of the reasons for academic plagiarism at Faryab University is the lack of scientific and research resources. A question included in the research questionnaire revealed that 80.3% of participants confirmed this issue by selecting "high" or "very high." The scarcity of research resources at Faryab University has led faculty members and students to frequently copy and use materials from internet sites and articles written by others for their research topics.

Absence of Adequate Penalties for Plagiarists

According to the findings of this study, one of the major factors contributing to the prevalence and increase of academic plagiarism at Faryab University is the lack of adequate punitive regulations for those who commit plagiarism. A question addressing this issue in the questionnaire showed that 80.45% of respondents confirmed this by selecting "high" or "very high," while 11.95% selected "low" or "very low," indicating a disagreement. Additionally, 15.2% of respondents had no opinion on this matter.

Lack of Interest in Research Topics

Based on the results of this study, 66.1% of respondents identified "lack of interest in the research topic" as one of the reasons for academic plagiarism, selecting "high" or "very high." Meanwhile, 25.45% of respondents did not consider a lack of interest in the research topic to be a reason for plagiarism. Furthermore, 8.45% of participants had no opinion on this issue.

Lack of Sufficient Skills for Conducting Scientific Research

The lack of sufficient skills for conducting scientific research is one of the reasons that drives many faculty members and students toward committing academic plagiarism. Having adequate skills and knowledge of various research methods is essential for carrying out scientific investigations. The absence of such

skills can be a contributing factor in committing plagiarism. This issue was confirmed by 85.3% of respondents in this study's questionnaire, with the majority indicating "high" or "very high" as their response, suggesting that a lack of sufficient research skills at Faryab University is one of the reasons for academic plagiarism.

Lack of Proficiency in Foreign Languages

One of the significant factors contributing to the spread and increase of academic plagiarism at Faryab University is the lack of proficiency in foreign languages among researchers. As is well known, most useful resources for scientific research are available in international languages, particularly English. However, many faculty members and students at this university lack full proficiency in English, preventing them from utilizing these resources. As a result, they tend to rely on materials written in Persian or Pashto, either from within the country or from other Persian-speaking nations, many of which are repetitive. The use of these repetitive or similar sources can itself constitute plagiarism. In the questionnaire, 68.35% of faculty and students confirmed this issue.

Reliance of Professors on Students' Cooperation

According to the findings of this study, another reason for the prevalence of academic plagiarism in the academic environment of Faryab University, as identified by 46.55% of respondents, is the faculty's dependence on students for their research activities. Unfortunately, the pressure on faculty members to publish articles and research works has led some of them to exploit students to further their own goals, either by having students conduct their research or by using students' theses as their

own research output for promotion purposes. This practice is a clear violation of ethical research principles and is one of the most blatant forms of academic plagiarism. On the other hand, the pressure exerted by faculty members on students to produce desirable research outputs pushes students toward committing plagiarism. Hosseinpour also identified this issue in his study as a key factor in the spread of academic plagiarism in Iran (Hosseinpour, Bagheri Nevisi, Afzali Shahri, 2017, p.574)

The prevalence of a culture of laziness and cheating

The prevalence of a culture of laziness and cheating among members of the academic staff (Lecturers), particularly students, is one of the most significant causes of the spread and commission of academic dishonesty at Faryab University. This claim is confirmed by 86.65% of respondents in the questionnaires, who selected the options "to a large extent" and "to a very large extent." Furthermore, Rasoul Mohammad Hosseinpour and two professors from Qom University, in their research article, identify the prevalence of a culture of laziness and cheating among Iranians as one of the major factors contributing to academic dishonesty in Iranian society (Hosseinpour, Bagheri Nevisi, Afzali Shari, 2017, p. 572).

Ways to Prevent Academic Plagiarism

As mentioned above, the questionnaire for this research included questions related to the reasons for the prevalence of academic Plagiarism and ways to prevent it. The results concerning the reasons for academic Plagiarism have been detailed above; now, the questions related to the ways to prevent academic Plagiarism are described as follows.

Table of Questionnaire Results on Ways to Prevent Academic plagiarism

Number	Question	Number of Participants	Percentage of Positive Answers	Percentage of Negative Answers	Percentage without Answers
1	To what extent can strict laws and serious penalties for academic plagiarism contribute to its reduction?	114	88.45%	7.55%	4%
2	How much can comprehensive education and information about the consequences of academic Plagiarism help prevent it?	114	82.6%	9.8%	7.6%
3	To what extent does the lack of pressure on professors and students to publish articles and seminars prevent academic Plagiarism?	114	52.25%	27.8%	19.95%
4	How much does a firm and serious fight against thesis and article selling prevent academic Plagiarism?	114	76.4%	17.15%	6.45%
5	To what extent do training programs on standard research and resource identification help reduce academic Plagiarism?	114	86.5%	7.35%	6.15%
6	How much can creating research opportunities for professors and students contribute to reducing academic Plagiarism?	114	89.65%	6.8%	3.55%

The table above shows that "enforcing strict laws and serious penalties for those committing academic dishonesty," "comprehensive education and awareness about the consequences of academic dishonesty," "not forcing professors and students to publish articles," "decisive and serious action against thesis and article selling," "organizing educational programs on standard research and sourcing," and "creating research opportunities for professors and students" are among the most important proposed strategies for both groups (members of the academic staff and students of Faryab University) to combat academic dishonesty, each of which will now be explained.

Enforcement of Strict Laws and Serious Punishment for Plagiarists

The enforcement of strict laws and serious punishment for offenders is considered one of the key and essential strategies for combating academic plagiarism, according to the participants in this Research. The results of the research show that 88.45% of faculty members and students at Faryab University responded positively to the question of whether enacting strict laws and seriously punishing those who commit plagiarism could help reduce academic plagiarism. They identified the enforcement of strict regulations as one of the main preventive measures against plagiarism. The findings also indicate that the lack of law enforcement and leniency toward offenders have played a significant role in the spread and increase of academic plagiarism.

It is important to note that the mere enactment of strict laws cannot, by itself, prevent the spread of plagiarism. There must also be a renewed commitment from the administrators of higher education institutions to address and punish academic offenders effectively.

It is evident that suitable regulations can only block the path of academic violators if those laws are properly implemented and offenders are punished proportionately to their academic misconduct, regardless of their position. Furthermore, there should be no loopholes that allow individuals to bypass the established laws (Hosseinpour et al., 2017, p. 601).

Comprehensive Education and Awareness About Plagiarism and Its Consequences

Participants in this study also considered comprehensive and accurate education and awareness about plagiarism and its consequences to be an appropriate strategy for addressing this academic misconduct. To eliminate this problem, it is essential to provide precise education and raise awareness about plagiarism among students, starting from their initial entry into academic institutions. This should be done through the guidance of faculty members. This issue was posed in a question in the questionnaire, and 82.6% of faculty members and students at Faryab University confirmed its importance by selecting "high" or "very high" as their response.

The Lack of Obligation for Faculty and Students to Publish Articles

Today, many faculty members are required to conduct research and publish a certain number of scientific articles within a limited time frame in order to receive promotion or even formal employment at higher education institutions. This pressure to publish, imposed on academic staff, not only fails to advance the noble goals of research, but it can also lead to increased instances of fraud and misconduct. Excessive stress and pressure negatively affect the performance and productivity of faculty members, both in academic settings and in their personal lives. Although a portion of respondents (27.8%) among the faculty and students at Faryab University disagreed with this view, and 19.95% expressed uncertainty by selecting "I don't know," the majority of participants (52.25%) agreed with this issue by selecting "high" or "very high." Additionally, some faculty members and students, in response to open-ended questions, suggested that removing the obligation to publish articles for both faculty and students could be an effective measure to prevent academic plagiarism.

Decisive and Serious Action Against the Sale of Theses and Articles

As observed, some students, due to their inability to write a thesis or simply out of laziness, purchase their theses from print shops without making any effort. These theses often have repetitive titles, and their content is frequently copied from books or internet sources, which can be considered one of the contributing factors to the rise of academic plagiarism at Faryab University. Consequently, according to the results of the study, 76.4% of faculty members and students believe that strict enforcement and taking serious action against both sellers and buyers of theses and articles is one of the most effective ways to combat academic plagiarism.

Organizing Educational Programs on Standard Research and Source Referencing

As experience has shown, organizing awareness and training programs in various areas to enhance the knowledge and capacity of faculty members and students at higher education institutions plays a crucial role. Therefore, conducting educational programs on standard scientific research methods and proper source referencing can be instrumental in reducing academic plagiarism. The fieldwork section of this study also reveals that 86.5% of the faculty members and students at Faryab University, who participated in the questionnaires, consider the organization of educational programs on standard research and referencing as an effective strategy for preventing academic plagiarism.

Providing Research Opportunities

As discussed in the section on the causes of plagiarism, one of the reasons for academic plagiarism at Faryab University is the lack of physical research resources, the absence of an electronic library, and the inability of faculty members and students to access reputable scientific websites. Providing opportunities and

resources for conducting research has been suggested as the primary strategy for reducing academic plagiarism at Faryab University. The findings of this study show that 89.65% of the faculty members and students who responded to the questionnaires consider the creation of research opportunities as one of the most important measures for preventing academic plagiarism.

Results of the Open-Ended Question

In this section, an open-ended question was posed, and the participants suggested the following measures to prevent academic plagiarism:

1. Non-publication of substandard articles.
2. Serious confrontation with academic plagiarism.
3. Providing rewards for authors of outstanding academic articles.
4. Strict oversight by authorities in the publication of articles and review of the research work of academic staff and students.
5. Organizing educational programs on proper source citation.
6. Initiating academic research in a timely manner.
7. Adhering to the principle of responsibility and promoting a culture of ethical research practices.
8. Using artificial intelligence tools like AI Dedicator.
9. Encouraging innovation and original research.
10. Taking serious action against offenders and enforcing penalties on them.

VII. CONCLUSION

This study examines the perspectives of academic staff and students from various disciplines at Faryab University regarding the reasons for academic plagiarism and ways to prevent it. As discussed in the content of this article, plagiarism is considered one of the major obstacles to the progress and development of science in the present era. Combating this growing phenomenon in educational institutions is deemed essential and necessary. In order to effectively fight academic plagiarism, it is vital to consider the perspectives of all stakeholders in the academic community regarding the causes of plagiarism and measures to prevent it. The results and findings of this study indicate that, from the viewpoint of both participant groups, nearly all forms of plagiarism are relatively prevalent at Faryab University. Overall, academic staff and students expressed greater sensitivity towards committing all forms of plagiarism, and they regarded such acts as serious and significant violations. This result suggests that increasing awareness of the consequences of plagiarism can lead to heightened sensitivity towards committing such offenses, thereby reducing the occurrence of academic plagiarism.

From the participants' perspective, factors such as the lack of proper education and appropriate cultural practices in higher education institutions, the prevalence of a culture of laziness and cheating among academic staff and students, insufficient awareness of plagiarism, its

types, and the consequences of committing it, as well as the pressure on professors and students to produce research work and assignments beyond their capabilities for the sake of promotion, achieving academic rank, or obtaining a university degree, were identified as the main reasons for the prevalence and spread of plagiarism at Faryab University.

The imposition of strict regulations and serious punishment for offenders, complete and accurate education and awareness about plagiarism and its consequences, not forcing professors and students to produce academic work, and teaching concepts and skills necessary for conducting academic research through experienced and well-trained professors were among the most significant solutions proposed by the participants in this study to combat academic plagiarism. It appears that fighting this harmful phenomenon requires a serious national commitment. The leaders of educational institutions must plan systematically, with long-term strategies, to prevent the tarnishing of our country's academic reputation.

In interpreting the findings of this study, it should be noted that the current research is limited to the perspectives of professors and students at Faryab University, and further studies need to be conducted in both public and private educational institutions across the country. This study attempted to gather the opinions of academic staff through electronic questionnaires and students' views through physical questionnaires to identify the main reasons for plagiarism at Faryab University and assess ways to prevent it.

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