IN WHAT WAYS DO EDUCATORS RESPOND TO PLAGIARISM AMONG STUDENTS?

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ABSTRACT

Plagiarism is prevalent, and it's no surprise that students engage in intellectual dishonesty. While suspension may be the corresponding punishment for misconduct in some student codes, teachers often show tolerance by considering various approaches before taking further action. Therefore, this study aimed to identify teachers' strategies for addressing student plagiarism. We employed a quasi-experimental design, specifically a posttest-only nonequivalent group design. The study's treatment group consisted of three students who plagiarized their work in one of their subjects. In the intervention phase, we conducted a discourse session and created a yes-no diagram to assess the students. Later, we held a student consultation, allowing them to redo their activity and write a reflection paper after indicating their willingness. We checked the resubmitted outputs and monitored and observed all students in their subsequent activities throughout the semester to identify any signs of plagiarism. The study found that the intervention, which allowed students to resubmit their work after discussing plagiarism issues with them, proved beneficial. Despite time constraints and a potential lack of expertise in certain areas, students demonstrated accountability by avoiding plagiarism in their resubmitted work, as reflected in their feedback. Additionally, post-intervention monitoring showed a decrease in instances of plagiarism. Therefore, we concluded that while punitive measures like suspension exist, it's crucial to consider the circumstances and offer opportunities for redemption before imposing severe consequences.

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1. INTRODUCTION

As the number of students continues to rise, there is widespread recognition that higher education has enormous potential for social impact (Yeung & Keup, 2009; Altbach et al., 2019). This trend is particularly evident in the Philippines, as shown by the enrollment statistics for higher education in 2023. There were a total of 4,783,160 college students 2,456,628 from private institutions, 468,393 from local universities and

colleges (LUCs), 2,102 from other government schools (OGS), and 1,856,037 from state universities and colleges (SUCs) (Commission on Higher Education, 2023).

The schools set rules and regulations that govern every student's admission to any higher education institution (HEI). Each student is responsible for being appropriate, morally upright, well-disciplined, civic-minded, and vocationally efficient. Consequently, students acknowledge their responsibilities toward the administration, faculty members, fellow students, and the community. In return, the university assures students of respect and protection of their rights and privileges (Benguet State University, 2017; 2019). While the diversity in the number and age of students attending colleges and universities across the country positions higher education uniquely to impart moral standards and ethical decision-making (Yeung & Keup, 2009), one effective way to strengthen this is through the Student Code of Conduct, which is one of the most important legal documents a student has with the institution because it outlines the school's policies and procedures (Jacob et al., 2022).

However, according to Cowan & Munro (2021), despite the emphasis on the importance of adhering to school, state, and federal laws, colleges and universities still experience a wide range of petty crimes committed on their campuses. The author further noted that the crimes and code violations committed by university students may correlate with their respect for or acknowledgment of the Student Code of Conduct. If students are unaware of the content of the conduct code, they may not realize they are engaging in illegal behaviors. A student's behavior and understanding of the expectations outlined in a college or university's code of conduct can have an impact on the imposition of a penalty. However, it is important to emphasize that ignorance of these codes could lead to consequences that may jeopardize the overall student population, putting them at risk of potential penalties (Cowan & Munro, 2021).

Moreover, technological advancements have impacted students' behaviors by reinforcing desires for instant gratification and blurring the lines between proprietary and public information (Yeung & Keup, 2009). One ongoing issue is intellectual dishonesty, particularly plagiarism. Plagiarism occurs when someone fails to properly use or credit another's work (Bonate, 2024; Enghagen, 2011). Enghagen (2011) asserted that properly citing an author's or creator's copyright-protected and public-domain works does not constitute plagiarism. However, detecting plagiarism and other forms of intellectual dishonesty is challenging and requires professionally trained teams and sophisticated technology (Nikolić et al., 2013).

In the United States, plagiarism violates professional protocols, while copyright infringement constitutes a legal offense (Enghagen, 2011). Gillespie (2003) noted that several cases of academic dishonesty have reached the legal system, setting precedents for how the judicial system addresses such issues. For example, in the case of Napolitano v. Princeton University Trustees (Gillespie, 2003), the plaintiff took legal action against Princeton University to obtain her Bachelor of Arts degree, which the university had withheld for one year due to academic fraud, specifically plagiarism in a term paper. Despite her argument that she did not intend to deceive and had a strong academic record, the court sided with the university. This ruling underscored Princeton's authority

in disciplinary matters and the need for judicial restraint in private institutions. Despite acknowledging the severity of the penalty, the court upheld the university's right to withhold the degree, refusing to intervene unless it presented evidence of negligent faith or a breach of contract, which was not the case. Despite the plaintiff's request for leniency, the court ruled in favor of the university, dismissing the complaint through summary judgment.

Conversely, in Dennis Allen Faulkner v. The University of Tennessee (Gillespie, 2003), the plaintiff appealed against the University of Tennessee (UT) following the revocation of his doctoral degree, leading to a legal dispute over jurisdiction. Faulkner pursued his degree through UT's Space Institute in Huntsville, Alabama, under a sponsorship agreement with the Federal Government. UT initiated procedures to withdraw Faulkner's degree, citing his dissertation's alleged lack of original work. Although UT offered a hearing, Faulkner declined and filed a lawsuit seeking damages and relief in Alabama. UT sought to dismiss the case, arguing a lack of jurisdiction, but Faulkner opposed this claim, asserting that UT's substantial presence in Alabama warranted jurisdiction. The court ultimately ruled in favor of Faulkner, confirming that jurisdiction existed in Alabama. This ruling marked a significant legal triumph for Faulkner in his dispute over his doctoral degree with UT.

Recently, a pressing issue arose concerning Claudine Gay, the former president of Harvard University, regarding allegations of plagiarism. Since the end of 2023, when Gay faced accusations of plagiarizing parts of her 1998 doctoral dissertation, plagiarism has been a prominent topic in the news, according to Bonate (2024). An investigation into Gay's dissertation revealed problems with how she cited her materials and references in both her dissertation and subsequent publications. In particular, there were instances where Gay's material appeared to be lifted without proper attribution, and she cited material almost verbatim from a reference, providing the source only at the end of the paragraph (Bonate, 2024).

While Nikolić et al. (2013) emphasized that society must respond resolutely, including through legal regulation, to sanction these offenses, it appears that the penalties in the Philippines remain lenient for those who commit such acts. Reyes & Ariate (2019) support this assertion by stating that, from a legal perspective, plagiarism is not a crime in any jurisdiction. However, plagiarized content may be subject to copyright.

A relevant case, although not directly related to academics, is Cajucom (2010), as reflected in the Supreme Court's en banc resolution of A.M. No. 10-7-17-SC. In this case, the Court addressed allegations of plagiarism, twisting cited material, and a charge against Associate Justice Mariano C. Del Castillo. This followed undisclosed petitions by Isabelita C. Vinuya and several others concerning Justice Del Castillo's decision in Vinuya v. Romulo. The Court ultimately dismissed the charges, reiterating its opposition to plagiarism while distinguishing between academic and judicial jurisdiction. It clarified that judges are not required to produce original studies for all authorities, but they should use legal authorities to guide disputed matters. Consequently, the Court deemed Del Castillo's decision novel, even though he

unintentionally failed to provide proper attribution. The Court ruled against accusing different legal authorities of plagiarism, as this approach is not customary in handling cases. This shows that fair and correct case resolution is more important than coming up with new ways to write court documents. The Court denied the petitioners' appeal for reconsideration, with different judges joining concurring and dissenting opinions.

In the academic realm, there have been cases of plagiarism, demonstrating that it is a prevalent issue in which both professionals and students can engage. Reyes & Ariate (2019) examined plagiarism cases involving faculty members or students at the University of the Philippines, detailing how UP and other institutions handled these incidents. These individuals faced outcomes such as exoneration, termination, or resignation, impacting their subsequent academic or professional careers. Regrettably, the institutions intended to contain these cases, but publication requirements or media leaks made some of them public. It was alarming to discover that some individuals persisted in their academic or professional endeavors even after UP disconnected them for plagiarism. Furthermore, while the university is progressing toward a more corrective and ethically sound approach to plagiarism policies, there is a noted lack of clear guidelines, resulting in varied responses to plagiarism cases, ranging from severe penalties to no punishment (Strittmatter & Bratton, 2016; Reyes & Ariate, 2019; Fenton & Gralla, 2020).

In 2022, Ranara reported on the case of Jayvee Ayen, a Magna Cumlaude graduate who was found to have plagiarized his speech, becoming the subject of online criticism after social media users noticed similarities between his introduction and the 2019 valedictory address of Mariyela Mari Hugo, a Far Eastern University graduate. To address the situation, Camarines Sur Polytechnic Colleges issued an official statement apologizing for the "unintentionally" plagiarized valedictory address of its students. As a solution, the school emphasized its commitment to protecting students despite their mistakes.

Recently, a public post from the Department of English Language and Literature at the University of Southern Mindanao (2024) highlighted an apology statement from former faculty member Riceli Mendoza. She published a thesis under her name that belonged to her advisor, Jemima Atok, causing emotional distress not only to the graduate student but also to her family. This academic misconduct, which can be classified as plagiarism or intellectual theft, was later resolved after the department announced that both the complainant and respondent had reached a mutually acceptable settlement (Department of English Language and Literature, University of Southern Mindanao, 2024).

Moreover, Bonate (2024) emphasized that some schools have adopted zero-tolerance policies, which can lead to expulsion due to plagiarism concerns. This is consistent with student codes of conduct, as some universities outline students' rights, rules, and responsibilities (Jacob et al., 2022), along with specified punishments or sanctions. In the Philippines, some universities impose suspensions for various forms of intellectual dishonesty, including plagiarism. For instance, public universities may impose a minimum suspension of two months to one semester for the first offense, suspension of

one semester and one day to one year for the second offense, and expulsion for the third offense (Benguet State University, 2017; 2019). The University of the Philippines Diliman (2012) limits penalties to two offenses: a minimum of one semester's suspension for the first offense and potential expulsion for the second.

On the other hand, some private universities take a different approach. They may require participation in educational or counseling programs, learning sessions, community outreach, administrative service, and restitution for lost or damaged property (Far Eastern University, 2024). Before imposing suspension, forfeiture of privileges, expulsion, or dismissal, they may also issue warnings and invalidate grades (Saint Louis University, 2015).

These approaches align with Bonate's (2024) assertion that academic institutions may impose harsh penalties, including expulsion, in response to academic misconduct. This reflects that intellectual dishonesty in the professional world can have more severe consequences, affecting one's reputation, employment, social standing, and credibility. Effective school management can prevent such misconduct from escalating into legal issues, as demonstrated by the aforementioned cases. Therefore, academic institutions must properly manage and treat these acts.

However, Bonner (2017) notes that many universities employ a strike or referral-based system to evaluate students' understanding of the code, with some campuses imposing fines on those who actively violate it. Reyes & Ariate (2019) suggest that, in addition to punishing students, it is essential to publicize clear plagiarism guidelines, document submission histories, create a list of offenders and penalties, and establish oversight mechanisms to ensure compliance with corrective measures. While some students may view replicating someone else's work as merely procedural, albeit inauthentic, this does not absolve them of moral responsibility (Yeung & Keup, 2009). Smith (2011) emphasizes that while rules and regulations bind all stakeholders within the school, it is crucial to recognize that student codes aim to prevent harm, foster an atmosphere of free discussion, and nurture a sense of community. Ultimately, teachers play a vital role in addressing misconduct among students.

As a result, this study examines plagiarism cases and their responses, recognizing the difficult decision between suspending students and giving them another chance, as outlined in the student code.

Research Questions:

1. Is there a difference in the respondent's outputs between their plagiarized work and their resubmitted work?

2. How does the respondents' sentiment appear in their reflection papers?

3. How have the respondents performed throughout the semester following the intervention?

2. METHOD

This study used a quasi-experimental research design, specifically a posttest-only nonequivalent group design. Unlike typical experimental designs, which use random

assignment to control experimental groups, Cuttler et al. (2020) explain that this design does the opposite, as it involves no random assignment. Instead, certain characteristics guide the selection of participants. In this study, the nonequivalent control group consisted only of students who plagiarized, forming the treatment group as they received the intervention. We exclusively used the post-test for assessment, particularly after the intervention. Cuttler et al. (2020) suggest that the absence of a pretest helps prevent biases by preventing participants' awareness of the test from influencing their responses.

The researchers did not anticipate plagiarism in this context, but it naturally emerged, necessitating an intervention to address the issue. The researchers observed that in one subject they taught, they instructed students to submit their own communication diagram, incorporating all the concepts outlined in the components of the communication process (Figure 1).

Figure 1. The task that was given to the students

Students were instructed to submit their work on long bond paper, so the outputs were collected. However, we noticed a striking similarity between two submissions from different students. Upon verification, we confirmed that the students had copied the work from the internet by scanning the papers using Google's Search by Image feature. Colleagues assisted in scanning each paper individually, resulting in an output that matched the content from the internet (Figure 2).
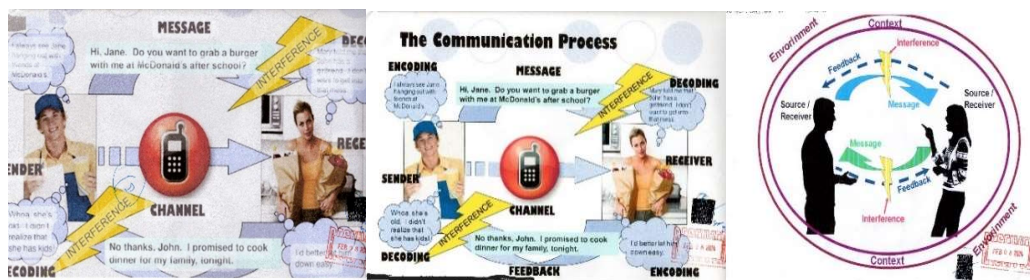

Figure 2. Identified plagiarized output of Students A, B, and C

The first two identical outputs were traced to four sources: a YouTube video (The Service of Psychologist, 2021), a blog (The Wright Initiative, 2017), a SlideShare presentation (Asheila Wall, 2022), and a SlidePlayer slide deck (Vass, 2019). We found the other output on Quizlet (Marriza Foth, 2019). These sources served as the basis for identifying those who underwent the intervention. We attribute the first image to Student A, the second to Student B, and the third to Student C based on the figures presented from left to right. We employed this method to protect the students' identities.

Teachers' discourse and student consultation were the two methods used during the study's intervention phase. We applied both methods after grappling with the dilemma of whether students should fail, receive zero points, or receive another chance to redo their work with consequences. This issue was particularly relevant given that their student conduct code specified that a first violation would result in suspension for a minimum of two months to one semester.

For teachers' discourse, conversations with colleagues highlighted the importance of giving students a chance to redeem themselves and the ineffectiveness of anger in solving the problem. They also emphasized assigning half of the total score for resubmissions, ensuring that students remember the consequences of their actions. Additionally, they proposed assigning a reflection paper to deter repeated offenses. The figure illustrates the creation of the yes-no diagram through inputs and revisions, ultimately leading to a consensus.
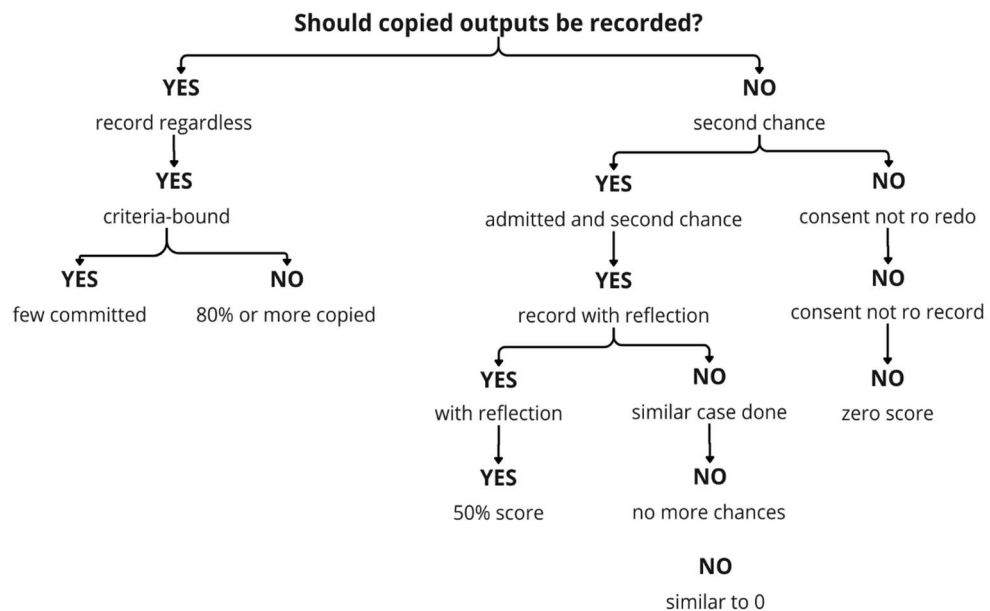
Figure 3. Yes-no diagram created by the researchers

The figure illustrates the need to document student outputs if the proposal calls for it. If the answer is 'yes,' you can record the output regardless; however, it must adhere to specific criteria, and only if a small number of students have committed plagiarism. Recording the entire output is unnecessary if nearly 80% of the class commits the violation, as it is already a challenge for the teacher to create a new activity. We shouldn't record plagiarized outputs because we'll give those students another chance. If they are willing, we will allow them to redo their work. We'll also assign them an extra task: writing a reflection paper. The teacher will record their resubmitted outputs and reflection papers, awarding them a maximum score of 50% for that specific activity. If they resubmit and the output remains plagiarized, the teacher will not grant them any additional chances and will assign a score of zero. When the teacher asks students if they want to redo their activity despite plagiarizing, they will receive a zero score, and they must agree not to do so. When determining whether they wish to redo their activity, it is appropriate for them to complete a paper that requires their signature. We have

created a simple form for them to fill out, which includes necessary information such as their name, program and year, section, subject, activity, the status of the paper, and a checklist indicating the reasons for filling out the form.

The output revision confirmation checklist, the second part of the form, asks them if they wish to redo their output. A positive response will be followed by instructions, while a negative response will be asked about not recording it. A note clarifies that answering no will result in a score of 0 points.

I called the three students outside the room before our in-person class. I returned their papers and explained that their actions constituted plagiarism. We did not consult in class because sharing it with classmates would be unethical. Caldarella et al. (2021) stated that while teacher reprimands may suppress misbehavior momentarily, they do not effectively decrease students' disruptive behavior or increase their engagement over time. This aligns with the studies of Lane et al. (2022) which found that teachers who reprimand their students can inadvertently lead them to engage in verbal or physical aggression and escape-motivated behaviors. Professionals, however, believe they can scold them in an appropriate setting. Professionals, however, believe they can scold them in an appropriate setting. It was best not to correct them inside the classroom because their classmates might bully them afterward or in similar ways.

Additionally, I gave them the form and explained the content they needed to fill out. After class, they returned the forms to me. After assessing their desire to repeat the activity, I granted them a two-day deadline to submit their work and reflections.

The students' revised works, including their reflection papers, underwent a simple sentiment analysis. According to Li & Hovy (2015), sentiment analysis is an application of natural language processing that focuses on identifying expressions reflecting authors' opinion-based attitudes, such as good or bad, like or dislike, toward entities like products, topics, or issues, as well as their facets, such as price or quality. In this study, we assigned scores after reviewing the output. Students received half or 50% of the total score (i.e., 15/30) if they did not plagiarize and met the activity's objectives; otherwise, they received a score of 0 if they continued to plagiarize.

We followed the steps outlined by Aqlan et al. (2019) for the reflection papers, which included data collection, text preparation, sentiment detection, sentiment classification, and output presentation. Three reflection papers were collected. We examined the papers during text preparation to ensure they contained no offensive or inappropriate language. Subsequently, sentiment detection involved examining the content and retaining sentences containing self-expressions such as beliefs, opinions, and reflections. The study presented the sentiment classification analysis, which involved coding sentiments based on commonalities and integrating it with other data.

We employed a time series analysis for observation and monitoring, tracking the frequency of plagiarism incidents over the semester and identifying any trends. As Welicer & Fava (2003) described, this analysis involved statistical methods applied to data from repeated observations of a single unit at regular intervals. We specifically assessed 12 activities for the students, six from the midterm and six from the finals. We categorized them into three areas: plagiarized, original, and unsubmitted, even though

some scores were perfect, and others were low. We then plotted and presented these categories in a line graph to show the trends in student submission status throughout the semester.

Considering ethical considerations, the study anonymized the identities of the plagiarized students using code names. We referred to colleagues who participated in the intervention phase as Teacher A and Teacher B, respectively.
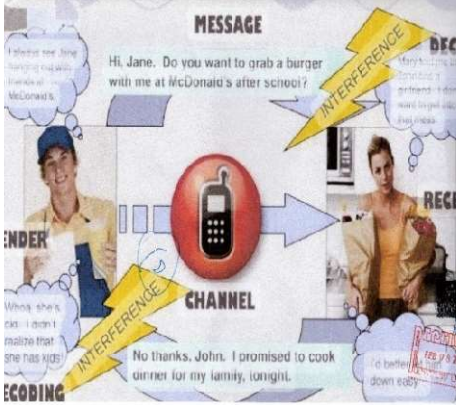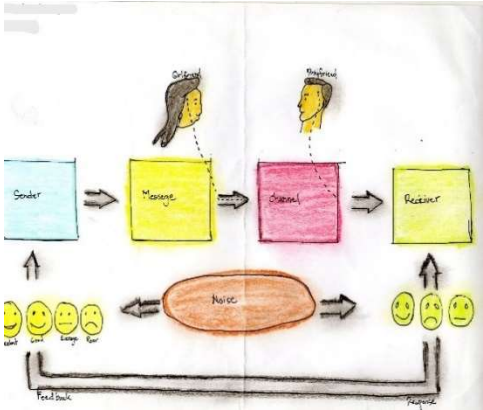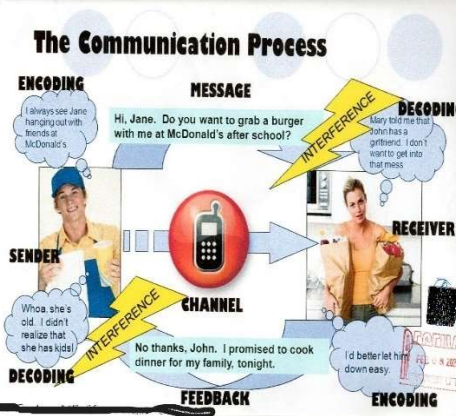
3. RESULTS AND DISCUSSION

Results

Difference in the outputs of the respondents between their plagiarized and resubmitted work

The comparison of the activities of the three respondents reveals differences in their outputs. They were not good at producing these outputs because they thought they could do better. The following is a comparison of the respondents' outputs in Table 1.

Table 1. Comparison of the respondents' outputs

Plagiarized Outputs	Resubmitted Outputs
Student A	

Student B

Student C
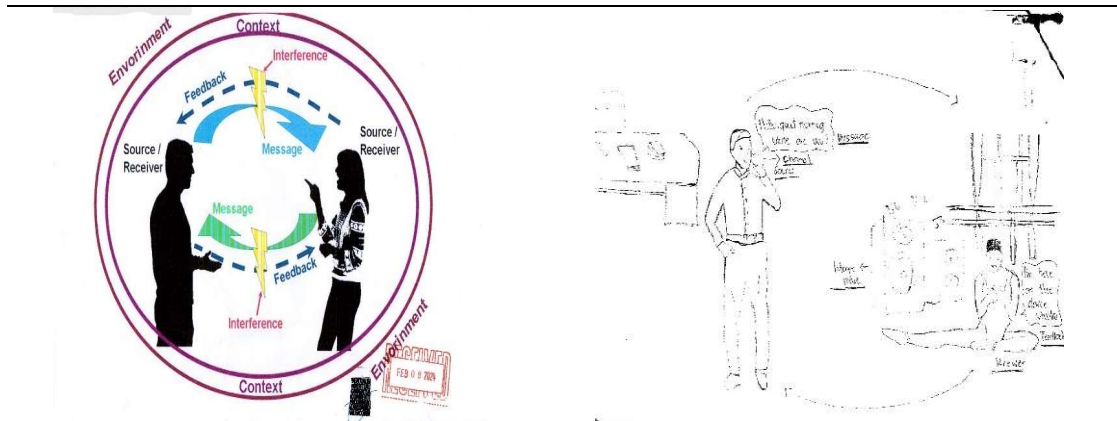
In particular, Student A's communication diagram uses colors to depict a conversation between two lovers, illustrating a flowchart that connects key concepts: sender, message, channel, and receiver. A circle labeled 'noise' shows how this noise affects feedback to both the sender and receiver, ranging from excellent to poor. Student B's communication scenario involves a sender and receiver, likely friends, with one at the library. They discuss attending a concert at 8 o'clock, with the sender asking if the receiver can join. The feedback indicates that the receiver might be able to attend, but only if they finish their work first. The interference highlighted in this scenario is their concern about whether the other can attend the concert or complete their work. Finally, student C's diagram also depicts a typical conversation between a sender and receiver, in which the sender inquires about the receiver's whereabouts. However, it shows that the receiver is at a dance studio with loud music. This creates confusion, as the sender is calling, yet it appears the receiver is texting.

Sentiments of The Respondents Reflect in their Reflection Paper

The students' reflection papers demonstrate their ability to express their emotions. The reflection papers reveal the students' reasons for committing plagiarism, their feelings of guilt and shame, the consequences of their actions, and their expressions of apology and gratitude for the opportunity to correct their mistakes.

Specifically, the statements from the students reflect how they acknowledge their behavior. They were also able to give reasons why they committed plagiarism. For instance, Student A and Student B said it would be easier to copy online due to time constraints.

"*When my instructor returned my paper with a notice of copied material from the internet, I felt guilty and ashamed because I just copied it to make my project easier without thinking of my own ideas.*" (Student A)

"*I took this action because I didn't notice the time or due date for the activity and had no time to complete it.*" (Student B)

Moreover, they openly admit that copying and pasting from the internet without original thought leads to guilt and shame. The consequence of receiving a lower score further reinforces the accountability for their actions.

This was evident in the reflection paper of Student A, stating, "*I consider myself to have cheated because I did not come up with my ideas for the communication diagram*

project." "Instead of achieving a high score, I only received half of my potential score due to my actions." They received half the original score for their actions, regardless of the resubmitted work.

In terms of integrity and ownership, Student C, for example, stated, "*Copying and pasting a photo from the internet compromises my integrity as a student.*" In other words, they know plagiarizing an output can compromise a student's integrity. Additionally, the same student said, "*Reflecting on this action makes me realize the importance of taking ownership of my learning and producing work that is a true reflection of my understanding and effort.*" This implies that it is better to submit an output that originates from one's ideas and effort rather than taking someone else's work.

Among all the components of the reflection paper, the students' apology and gratitude to their teacher for providing them with another opportunity to rectify their actions were particularly noteworthy, as they demonstrated a commitment to learning from the experience and avoiding similar behavior in the future. I consider these sentiments to be crucial in guaranteeing that they won't commit similar acts in the future. For instance, "*I promise that I will not do that again." "I apologize for violating such rules, but a big thanks for your kindness,*" said Student A (Student B), and "*Thank you for giving me a chance to redo my activity... I will never repeat this kind of act.*" (Student C).

Performances of the respondents within the semester of schooling after they were given the intervention

Figure 4 below depicts the trends in student activity submissions throughout the semester. It displays the 12 activities assigned to students, categorized as MA1 to MA6 representing midterm activities (six in total), and FA1 to FA6 representing final activities (also six in total).
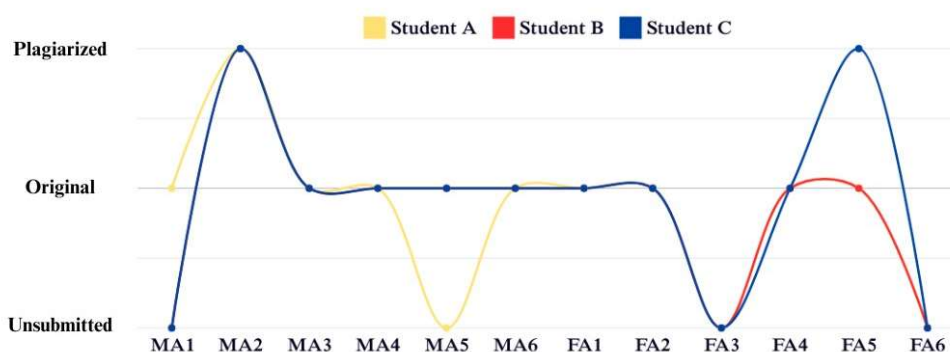
Figure 4. Trends on the submission of activities of the students within the semester

Furthermore, only Student A was able to submit it for Midterm Activity 1 (MA1). Given that this was the first-ever midterm activity, it makes sense. In MA2, the second activity, all three students committed plagiarism. After the intervention allowed them to redo their activity, midterm activities were plagiarism-free. However, there was a time when Student B did not submit her MA5.

In the finals, we identified the first two activities (FA1 and FA2) as original outputs, but we could not submit any for FA3. For FA4, all of them submitted their work without any signs of plagiarism. However, when the class received the fifth activity (FA5), Student A and Student B submitted original work, while Student C did not. The particular activity given to them was to reflect on how well they understand quantitative research. As instructed, they were to watch a recorded webinar on quantitative research; after watching, they were instructed to make a reflection and submit it to the assignment bin provided for them. Student C copied a paragraph about quantitative research from an internet source. It was obvious that this was not a reflection at all. We copied and pasted the outputs into Google to verify their authenticity, and our search revealed a match with a university source. Time constraints limited the consultation process, as it was only after the final examination that we checked the outputs and discovered the act. Moreover, the decision to not pursue the matter further was based on the interpretation that it was 'passed' after computing Student C's grade. Lastly, none of them were able to submit the assigned FA6. We can assume that they missed the deadline.

Discussion

Engaging students in dialogue and allowing them to redo their work proved effective. Although their resubmitted outputs were notable for their message clarity, their quality surprisingly resembled that of basic education students rather than college-level respondents. We can speculate that the two-day timeframe may have led to rushed work. Alternatively, these tasks may not align with the students' strengths, suggesting they excel in different areas. Howard Gardner's theory of multiple intelligences, specifically concerning visual-spatial intelligence, suggests that certain individuals struggle to replicate visual experiences through artistic expression or communication diagrams. Nonetheless, each student scored 15 out of 30 for meeting the requirements and avoiding plagiarism, emphasizing the importance of submitting acceptable work rather than resorting to dishonest practices.

The students' reflections contained typical elements where they rationalized their actions by citing convenience ("easier to copy from the internet") and time constraints ("didn't notice the due date"). They expressed regret and shame upon realizing the consequences of their actions, accepted responsibility for their plagiarism, and acknowledged the resulting lower scores. This recognition indicated an understanding of the compromise to their integrity. The intervention also heightened their awareness of the importance of producing original work that reflects their understanding and effort. Notably, they expressed gratitude for the opportunity to improve, demonstrating a desire to learn from the experience and enhance their future conduct.

Following the intervention, monitoring and observing the activities of the three students in MA2 revealed a significant period during which they did not commit plagiarism; instead, they produced original work. Instances of non-submission were noted, likely due to late submissions, indicating a realization that not submitting work was preferable to rushing or engaging in plagiarism. However, it is essential to understand that plagiarism can occur anytime, regardless of a student's background.

Hafsa (2021); Comas-Forgas & Sureda-Negre (2010) suggested that factors like procrastination, time management failure, and a lack of perceived accountability contribute to student plagiarism. The students' reflections revealed procrastination and time management concerns, but they contested the assertion of no institutional punishment. For humanitarian reasons, we gave the students a chance, even though the first offense could result in immediate suspension for intellectual dishonesty. However, repeated instances of plagiarism would inevitably lead to suspension (Merkel, 2021; Putra et al., 2023).

Additionally, Bonate (2024) noted that the definitions of plagiarism are often vague, complicating the proof in all but the most extreme cases. Therefore, reporting students for plagiarism based on a single instance could have severe consequences. Teachers must consider the potential impact of their actions on students' academic and personal development (Perkins et al., 2020; Tindall et al., 2021; Prashar et al., 2024). While students are at fault, educators should carefully weigh the outcomes of their responses, especially given that interventions like dialogue and consultation can promote accountability and personal growth.

4. CONCLUSION

Allowing students to resubmit their work after discussing plagiarism with them proved beneficial. Although the resubmitted outputs did not meet college-level expectations, they provided insights into the students' capabilities and limitations. Despite time constraints and a potential lack of expertise in certain areas, students demonstrated accountability by avoiding plagiarism in their resubmitted work, as reflected in their statements. Post-intervention monitoring revealed a decrease in instances of plagiarism, although occasional late submissions did occur. Furthermore, the study concludes that, despite the existence of punitive measures like suspension, it's crucial to take individual circumstances into account and offer opportunities for redemption before imposing severe consequences. This study emphasizes the crucial role of teachers in guiding students toward academic integrity. By offering support and second chances, educators can help students learn from their mistakes and develop into responsible individuals.

We recommend essential initiatives such as workshops on time management, proper citation techniques, and the importance of originality in academic work to address this issue. Institutions should invest in providing teachers with plagiarism detection tools to check student submissions. While some teachers may access or subscribe to such tools independently, providing them for free would be beneficial. Additionally, since encountering acts of plagiarism among students is not uncommon, teachers must continue to encourage students to reflect on their academic practices and the ethical implications of their actions. Patience is essential, as addressing plagiarism is just one aspect of fulfilling the commitment to guide students toward success while upholding the values of integrity.

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