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A COMPARATIVE STUDY OF PLAGIARISM DETECTION PRACTICES AMONG LIBRARY AND INFORMATION SCIENCE PROFESSIONALS AND NON-LIBRARY AND INFORMATION SCIENCE PROFESSIONALS: IMPLICATIONS FOR ACADEMIC INTEGRITY

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ABSTRACT

Higher Education Institutions (HEIs) focus on ethical research practices among academic professionals, including students and research scholars. Despite the burgeoning availability and utilisation of plagiarism detection software (PDS) in higher education institutions in India, there is a dearth of empirical evidence on how plagiarism-detection practices vary between LIS professionals and non-LIS professionals. The problem this study seeks to address, therefore, is the inadequate understanding of the similarities and differences in plagiarism-detection practices between LIS and non-LIS professionals in India, and the implications of these practices for academic integrity. The study examines how Library and Information Science (LIS) professionals and non-Library and Information Science (non-LIS) professionals in India, utilise and perceive plagiarism detection technologies. The goals were to examine the frequency and prevalence of using plagiarism detection software use, investigate the factors that influence their adoption, evaluate its perceived correctness, dependability, and efficacy, and compare the views of LIS and non-LIS professionals on the software. A structured questionnaire was used to collect data, using a mixed-methods approach. The findings show that there is no discernible difference in the attitudes or usage habits of LIS professionals and non-LIS professionals regarding their awareness of plagiarism detection software. Also, plagiarism detection software is gaining trust in upholding academic integrity. Reinforcement of academic ethics awareness programmes, frequent training on the use of these tools effectively, and ensuring that academicians have access to reliable plagiarism detection software.

Keywords: Academic integrity, Plagiarism, Higher education, Library and information science, Anti-plagiarism software, Plagiarism detection software

Introduction

Academic integrity is built on trust, fairness, respect, and responsibility among academic communities in every research endeavour. Academic integrity and the implementation of plagiarism detection software are closely linked. According to the University Grants Commission (UGC), “Academic Integrity” is the intellectual honesty in proposing, performing and reporting any activity, which leads to the creation of intellectual property", and “Plagiarism” means the practice of taking someone else’s work or idea and passing it as one’s own” (UGC, 2018). According to Merriam-Webster (2023), "Plagiarism means to steal and pass off (the ideas or words of another) as one's own, or to use (another's production) without crediting the source.” In academia, using others' words, ideas, or any information without properly citing the source is plagiarism (Scribbr, 2019). According to University of Oxford (2025), “Plagiarism can also include re-using your own work without citation. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence”.

This poses a threat to academic integrity. The UGC has issued regulations against plagiarism and promotes academic integrity. To avoid plagiarism, citing references correctly is both important and required to deploy academic skills and make academic work more efficient. According to Streefkerk (2024), verbatim plagiarism is "copying text from a source and pasting it directly into your own document without giving proper credit." Global plagiarism means passing off an entire text by someone else as your own work". Paraphrasing, plagiarism, and patchwork plagiarism or mosaic plagiarism mean writing by taking information from various sources to write a paper or report or any academic writing without giving proper credit. Using one's own work is also a type of plagiarism, known as self-plagiarism. Accidental plagiarism occurs due to a lack of awareness about proper citation or occurs unintentionally.

The UGC adopted the Regulations for the Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions in 2018. These policies' primary goals are to protect academic integrity and combat plagiarism in educational settings. The UGC introduced these regulations for all academics, including faculty members, research scholars, and students involved in research activities and academic writing. Plagiarism undermines academic integrity. The UGC has provided four levels of plagiarism. The use of plagiarism software helps researchers avoid plagiarism in academic writing. To enable students to enjoy their research writing without fear of unintentional plagiarism, awareness of academic integrity and the use of plagiarism software should also be encouraged among higher education institutions.

Libraries play an important role in these activities. As digital content becomes more widely available and information can be easily copied and reused, publishers and educational institutions are finding it more difficult to maintain originality in scholarly works. The ethical research practices of academic professionals, including students and research scholars, are a focus of Higher Education Institutions (HEIs). HEIs are focusing on ethical research practices among academic professionals, including students and research scholars. Training for academic writing and the use of anti-plagiarism software are now being practiced more and more in academia to avoid plagiarism.

Statement of the Problem

Despite the burgeoning availability and utilisation of plagiarism detection software (PDS) in higher education institutions in India, there is a dearth of empirical evidence on how plagiarism-detection practices vary between LIS professionals and non-LIS professionals. It is not yet known how frequently these two groups use PDS, what factors influence their adoption of such tools, how they perceive the effectiveness, accuracy, and reliability of PDS, and, finally, to what extent they believe the tools promote academic integrity. This lack of comparative understanding further creates a gap for institutions to develop effective policies, training, and support systems for strengthening academic honesty. The problem this study seeks to address, therefore, is the inadequate understanding of the similarities and differences in plagiarism-detection practices between LIS and non-LIS professionals in India, and the implications of these practices for academic integrity.

Objectives of the Study

The study's objectives are to:

i. investigate the prevalence and frequency of use of plagiarism detection software among LIS professionals and non-LIS professionals in India;
ii. examine the key factors influencing the use of plagiarism detection software across different academic disciplines;
iii. evaluate the perceived effectiveness, accuracy, and reliability of plagiarism detection software as experienced by LIS professionals and non-LIS professionals in India; and
iv. assess the opinions of LIS professionals and non-LIS Professionals regarding the contribution of plagiarism detection software to academic integrity.

Scope and Significance of the Study

Except for more general research ethics or academic misconduct topics, this study focuses on plagiarism detection practices and their effects on academic integrity. While excluding students and non-academic staff, it focuses on academic professionals in India's higher education system, distinguishing between those in the field of LIS and those from other fields. The frequency of use of PDS, the factors influencing its adoption, its perceived efficacy, and expert opinions on PDS's contribution to academic integrity are important variables. The research is restricted to India. To achieve national coverage, the survey was disseminated nationwide. Academicians employed at higher education institutions in 17 Indian states responded. Following data cleansing, 127 legitimate answers from academicians in India were kept and examined for this study. As a result, the conclusions are unique to the Indian higher education setting and might not apply directly to other nations.

Review of Related Literature

According to Adamu and Muhammad Dan-Iya (2020) "Anti-plagiarism software is software that searches the web for duplicate textual content. It may be a stand-alone programme installed on the user's computer or a function of a website (p.10)." Adamu and Muhammad Dan-Iya (2020) found that the respondents were not aware of plagiarism detection software and had learned about it through their theses and dissertations, particularly from Quetext and Turnitin.

Over 1,086 higher education institutions in India have been provided with plagiarism detection software under the ShodhShuddhi programme, with 894 institutions actively using the software, involving approximately 130,000 faculty members and research scholars. Between September 2019 and December 2022, approximately 2.77 million documents were checked across 889 universities and institutions participating in the Shodhsuddhi project. INFLIBNET Centre initially provided anti-plagiarism programmes (iThenticate and Turnitin) to over 100 universities and institutes in 2014-2015 (Singh & Singh, 2024). The programme expanded significantly, with Ouriginal (formerly URKUND) plagiarism detection software being made available to all universities in India that are participants of INFLIBNET (Hada, 2023).

A study of 200 NIRF-ranked engineering institutions found that 81.82% of librarians and information scientists believe awareness about plagiarism is quite important, and 89.92% confirmed their institutions have plagiarism policies. Higher education-level library staff members are more actively involved in controlling plagiarism in university libraries. They regularly run awareness campaigns and information literacy programmes to teach people how to avoid plagiarism and how to use anti-plagiarism tools (Awasthi *et al*., 2024). Library professionals with advanced education levels are more actively involved in managing plagiarism within university libraries, frequently conducting information literacy programmes and awareness sessions to educate individuals on plagiarism prevention and the use of anti-plagiarism tools (Awasthi *et al*., 2024). Librarians and information scientists make users aware of plagiarism through library portals, websites, and social media services, with 68.18% of respondents believing that orientation programmes and training are significant methods for raising awareness about plagiarism regulations (Jilani & Ahmad, 2021).

Sivasubramaniam (2024) reviews the educational systems of India, Pakistan, and Sri Lanka. There are no proper initiatives to teach referencing styles, scientific writing, academic writing, and how to avoid plagiarism. A. and N. (2022) examined colleges affiliated with Tamil Nadu State Universities to understand the problems they face when subscribing to plagiarism-detection software. It surveyed college administrators, principals, and librarians. The findings showed that 70.9% of colleges did not subscribe to such software, mainly due to high costs and the belief that it was unnecessary. The study concludes that plagiarism-detection software is essential, especially under UGC guidelines, and recommends that UGC either fund subscriptions or provide free access to affiliated colleges (A. & N., 2022).

Rather than documenting an empirical study, Harris (2020) provides a practical guide consisting of different ways academic plagiarism can be managed and/or mitigated. The guide details some of the common reasons why students may commit plagiarism, such as having an unclear understanding of the definition of plagiarism (intertextuality such as the cutting and pasting of online materials or self-plagiarism such as rehashing one's old writ texts without a citation), thinking that the free internet means that they can use its content without an attribution, and the last-minute pressure of poor time management as an excuse to commit plagiarism.

Harris (2020) does not state statistical outcomes but rather provides a thesis statement of possible responses with a focus on awareness, prevention, and detection. The awareness components state that teaching academic honesty and integrity, along with the tenets of scientific authorship and proper inter-textual referencing, should be included. The prevention components involve restructuring the tasks of assignments into incremental stages, along with lesson support and the provision of academic writing tools to support students and help them avoid plagiarism adequately. The detection components involve the use of either intertextuality detection or plagiarism detection mechanisms to elucidate unnoticed borrowing. Harris (2020) firmly states that, for effective control of plagiarism, along with technological means and strong punitive measures, it is important to have a positive, systematic educational focus to help students understand and practice the concept of academic integrity.

Building on similar concerns but in a much more specific context, Onifade and Alex-Nmecha (2023) propose an expansive set of strategies to address the endemic of plagiarism in Nigerian higher education amid information overload. They recommend the institutionalisation of plagiarism-detection policies at all levels of higher education, including compulsory use of such software, and the LIS specialists' active role in their provision, access, and support. They also call for strengthening LIS education by introducing academic writing into all LIS and research methodology courses, developing postgraduate programmes in Intellectual Property Rights (to enhance knowledge of Copyright and Plagiarism), and introducing LIS postgraduate programmes. The authors suggest engaging LIS personnel more to foster ethical and high-quality practices by alleviating the publish-or-perish pressures that discourage quality scholarly outputs, originality, and the provision of research funding or grants. They also emphasised the need to alleviate publication pressures and reform LIS to foster ethical practices and improve quality by engaging more LIS personnel in information literacy instruction. They also introduced the need to provide adequate information on the LIS.

Following Harris (2020) and Onifade and Alex-Nmecha (2023), Mulenga and Shilongo (2024) also describe plagiarism as a complex problem that cannot be solved solely through technology. Nevertheless, their contribution to the discourse was in the following essential respects. First, they catalogue existing and emerging technologies for the prevention and detection of plagiarism using AI tools (Turnitin, Grammarly, PlagScan, JPlag), mechanisms for document verification using blockchain, and digital forensics to analyse authorship. Second, they highlight citation management software (Zotero, Mendeley, and EndNote) and big data, which are instrumental in addressing both proactive and unintentional plagiarism and in identifying academic misconduct at the institutional level. Third, they discuss innovative pedagogical solutions, such as gamified learning (Kahoot! and educational escape games), collaborative platforms, Google Workspace, and Microsoft 365, which can enhance engagement and transparency in the education on academic integrity.

Malik, Mahroof, and Ashraf (2021) examine, for the first time, the extent of plagiarism in online education at Pakistan's first fully online university, students' levels of knowledge, causative factors, and potential solutions. Using a qualitative approach, open-ended email responses were collected from 267 students in the disciplines of management, computer science, and education, and processed using NVivo 11. They described being aware of plagiarism and, perhaps, demonstrated the broadest and least conceptually clear understanding, with most identifying it as simply a "copy-paste" act. The research as a whole constructs a more thorough analysis of our study's attributes, which are summarized in five sections:

(1) unawareness and the level of understanding; (2) academic and management gaps (unqualified or untrained faculty; weak academic environment, no or lenient disciplinary measures); (3) academic hardships; (4) other personal and emotional factors (low self-esteem, lack of interest, becoming disengaged; laziness, heavy reliance on the Internet); and (5) the phenomenon of plagiarism as a "trend" in education.'

Research by Alua, Asiedu, and Bumbie-Chi (2022) aimed to analyse students' comprehension of plagiarism and the impact of Turnitin anti-plagiarism software on their academic writing, while centring the role of the library in teaching academic integrity. Using a survey design, questionnaires were sent to 175 students sampled through stratified and simple random sampling. The results demonstrated that the university activities, seminars in particular, positively shaped students' perceptions of what constitutes plagiarism and increased their awareness of the behaviours that are considered plagiarism. The study, however, indicated lack of awareness of the university's subscription to Turnitin, insufficient knowledge and education in utilizing the software and an inability to interpret the originality reports. Published works of numerous students highlighted their lack of knowledge on the university's policy on plagiarism. Based on that, the authors suggested that the library should focus on the training for the use and interpretation of similarity reports while ensuring that the institutional plagiarism policies are made visible so that Turnitin could be used to its full potential and to foster the writing skills needed for academic integrity (Alua *et al*., 2022).

An examination of the various empirical definitions, detection, and prevention strategies relating to plagiarism, and the most recent studies, is not the focus of Drisko (2022); rather, it is an exploration of the conceptual and review-based studies. In Drisko (2022), the need for continuous dedication to the various forms of educational, learning, and professional practice is underscored, coupled with the need for academic and scholarly institutions to implement frameworks and policies that specifically address different forms of plagiarism with commensurate responses. In the review article, the author argues that plagiarism is an educational and ethical problem and that, rather than technologically oriented or overly punitive solutions, it requires interdisciplinary pedagogical responses.

Arabyat *et al*. (2022) studied faculty members' perceptions and attitudes towards anti-plagiarism detection tools (APTs) in Jordanian higher education, using the Theory of Planned Behaviour. Employing an online survey of 173 science faculty across Jordanian universities, the study measured attitudes, perceived social norms, perceived behavioural control, previous APT use, and intentions for future use. The results indicated that majority of the respondents had used APT previously, and the most frequently used tools were Turnitin, iThenticate, and PlagScan, primarily to check their own papers before journal submission and to evaluate theses and dissertations. Arabyat *et al*. (2022) therefore recommend the broader promotion of APT use among all faculty and students, the provision of workshops and free access, more straightforward institutional guidelines for interpreting similarity reports, and the integration of APTs into broader academic integrity education.

Librarians have an ethical responsibility to facilitate information literacy programmes, educate students on ethical research issues, and combat plagiarism while raising awareness about it (Gupta, 2017). By providing clear guidelines, offering equitable resolutions, and actively engaging with students and faculty, higher education institutions can foster academic integrity and prevent plagiarism (Parnther, 2020).

Furthermore, Mani *et al*. (2025) conducted a questionnaire-based survey of 175 active Indian researchers in data science and discussed research misconduct, fake authorship, paper mills, and plagiarism as significant factors. They found gaps in awareness. They argue that academic libraries should be in a leading role in strengthening research integrity by facilitating training, awareness programmes, and support services, and by building trust within the research community. Earp (2024) outlines a service initiated by the library to assist students in enhancing their academic writing and reducing the chances of unintentional plagiarism through text-matching support. Earp (2024) states that students, faculty, and administrators all reacted positively to this service and it is viewed as a possible model for other academic libraries that wish to combine text-matching tools with instructional support to advance academic integrity.

The latest research by Forbes (2025) explores the factors that influence faculty's reporting of cases of academic dishonesty. The study is a cross-sectional survey of 351 faculty members. The theoretical bases are the Social Cognitive Theory and the modified Fraud Triangle model, which permit analysing the connection between different motivational determinants and the probability of reporting. The study concludes that although most faculty members tend to report on average, their tendency to do so is strongly increased when there are clear procedures, well-defined confrontation policies, and tangible institutional support. Also, the threat of students being held accountable and receiving constructive interventions serves as a salient motivating force. Well-defined procedures and policies, allocated administrative time, and institutional support are well-established predictors in ordinal logistic regression analyses; faculty, especially in early-career stages, are more sensitive to policy clarity, while more experienced faculty are more sensitive to remuneration and benefits frameworks. The research findings conclude that open procedural mechanisms and strong institutional reinforcements are urgent to support the effectiveness of the academic integrity reporting.

Hypothesis

According to the study's objectives, the following null hypothesis was developed to guide the examination of how LIS professionals and non-LIS academics differ in their opinions about plagiarism-detection software.

HO_1: There is no significant difference between LIS professionals and non-LIS academics in their beliefs about the role of plagiarism detection software in promoting academic integrity.

Methodology

To reach academicians across a variety of disciplines and Indian institutions, the sample frame was built from university and college directories, professional networks, library associations, and relevant academic social media groups. For online distribution, a structured survey consisting of closed-ended questions was created and hosted on Google Forms. To boost participation, the survey link was shared via *Facebook, WhatsApp*, and email, and three to four follow-u reminders were sent. After data cleaning, 127 valid responses were retained and used for analysis (response distribution: Group A-LIS academicians, n = 67; Group B-non-LIS academicians, n = 60).

Although the purposive sampling strategy limits statistical generalisability, the sample provides valuable comparative insights into plagiarism-detection practices among Indian academicians who are LIS and those who are not. Given their roles as academic professionals (to ensure that both LIS specialists and non-LIS academics were considered for the present study) and their accessibility via the selected communication channels, respondents were purposively selected and invited. The goal of this strategy was to ensure that the two comparison groups were adequately represented in line with the study's objectives. Participation in the study was voluntary. Python was used for inferential analysis and hypothesis testing, and Microsoft Excel for descriptive statistics (frequencies, percentages,). To enhance interpretation, the mixed-methods design also enabled the incorporation of open-ended questions and qualitative remarks gathered.

Data Analysis

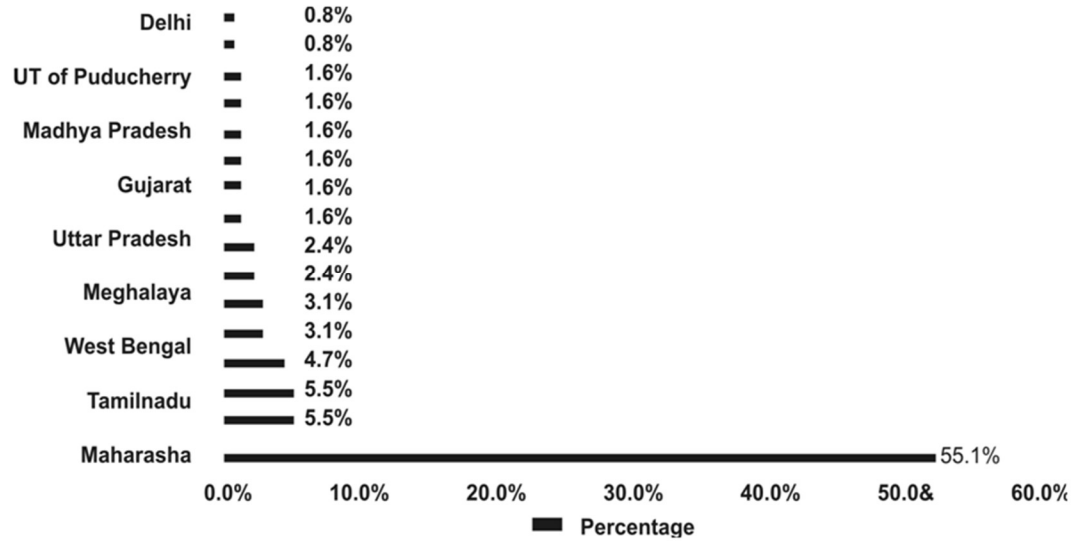

Fig. 1: Response Rate

The researcher reached participants across India. Respondents from 17 different states and union territories participated in the survey. The highest response rate was noted from Maharashtra (55.1%), followed by Odisha (7.1%), Tamil Nadu (5.5%), Telangana (5.5%), and West Bengal (4.7%), which also contributed significantly. The survey received a balanced response from both LIS (52.76%) and non-LIS professionals (47.27%). In the context of academic integrity, this equitable distribution enables meaningful comparisons of plagiarism-detection procedures and attitudes between LIS and non-LIS professionals. This nearly equal participation indicates a strong interest within the library profession and other fields, ensuring diverse viewpoints and comprehensive insights. More males (56.70%) than females (43.30%) answered the survey, which shows that both men and women actively participated in the survey.

A balanced representation of gender and profession guarantees a range of insights that are open to everyone.

Using Plagiarism Software in Academic Work among the Respondents

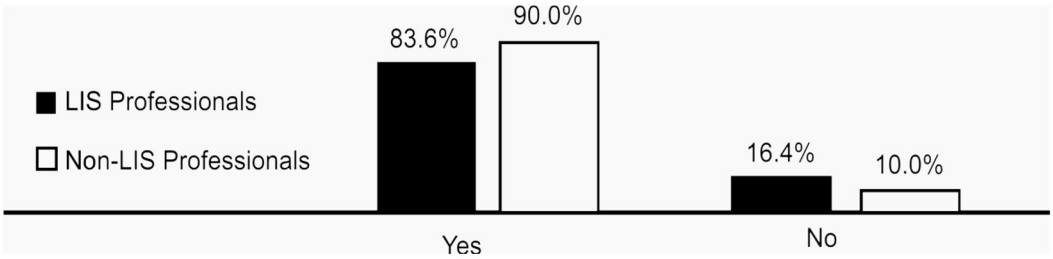

Fig. 2: Plagiarism Software usage in Academic Work

The majority of the respondents reported being already using anti-plagiarism software for academic work. About 83.6% of LIS professionals and 90% of non-LIS professionals agreed. Academicians are very aware of academic integrity tools and utilise them, with non-LIS academicians being slightly more involved.

Frequency of Plagiarism Software Usage among the Respondents

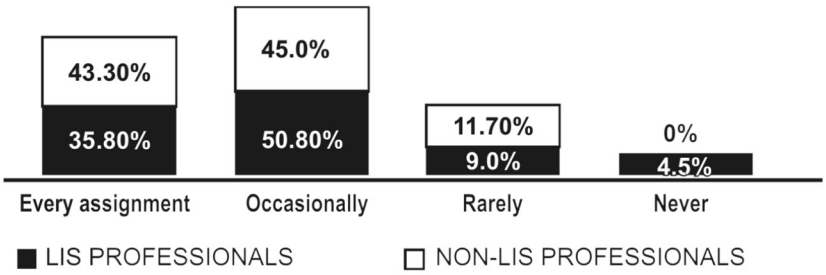

Fig. 3: Frequency of Usage of Plagiarism Software

The survey showed that most respondents use plagiarism software regularly. Among LIS professionals, 35.8% use it for every assignment and 50.8% use it occasionally, while only 13.5% use it rarely or never. Non-LIS professionals show even stronger usage, with 43.3% using it for every assignment and 45% occasionally, leaving just 11.7% using it rarely and almost none reporting “Never.”

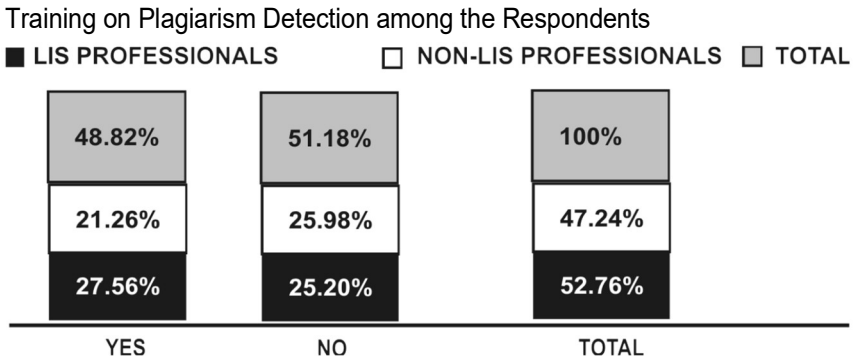

Fig. 4: Training on Plagiarism Detection

The survey revealed that 48.82% of respondents have received formal training in plagiarism detection or academic integrity, while 51.18% have not, indicating that such programmes have reached nearly half of the participants. LIS professionals show slightly higher exposure of training (27.56%) compared to non-LIS professionals (21.26%), indicating greater awareness within the library domain. At the same time, significant participation from non-LIS professionals reflected a growing interest in academic integrity beyond LIS circles.

Purpose to Use Plagiarism Detection Software among the Respondents

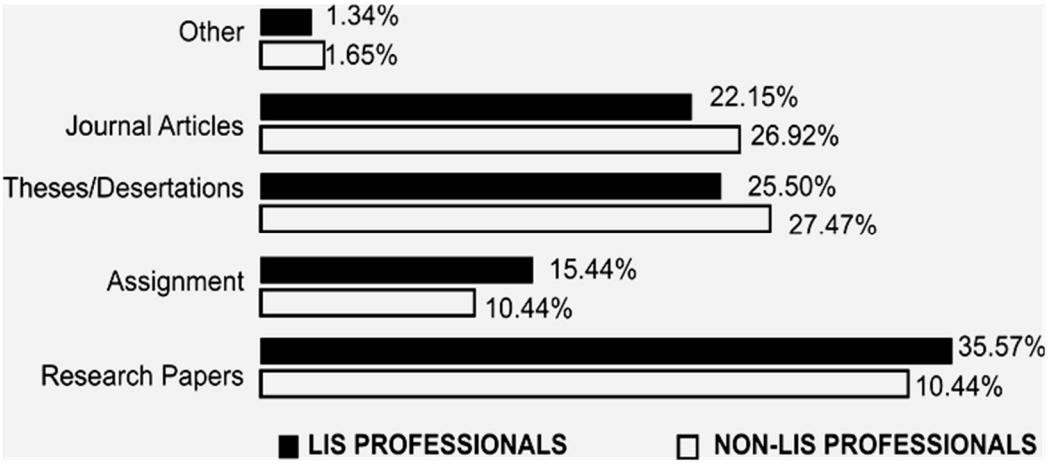

Fig. 5: Purposes of Use of Plagiarism Detection Software

The survey highlighted that plagiarism detection software is used for multiple academic purposes in general. Research papers rank highest among both LIS (33.52%) and non-LIS professionals (35.57%), followed by theses/dissertations and journal articles. Assignments are checked more often by non-LIS professionals (15.44%) than by LIS professionals (10.44%), showing strong engagement from both groups across different academic outputs.

Key Factors Influencing Choice of Plagiarism Detection Software among the Respondents

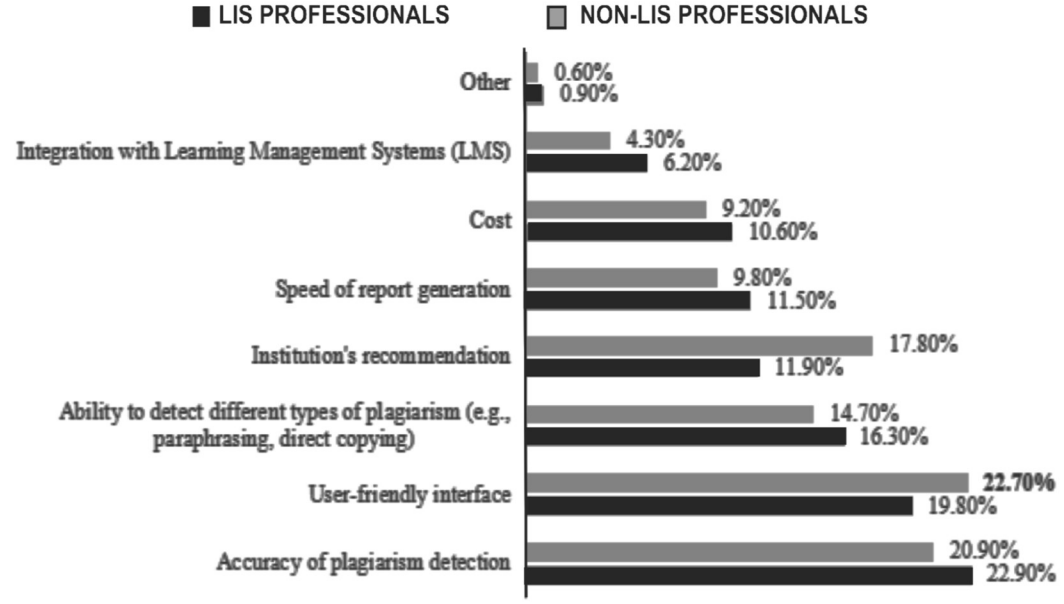

Fig. 6: Factors Influencing Choice of Plagiarism Detection Software

The findings indicated that accuracy of plagiarism detection is the most critical factor influencing software selection among both LIS (22.9%) and non-LIS (20.9%) professionals. User-friendly interface is highly valued by non-LIS professionals (22.7%), and slightly more than by LIS professionals (19.8%). The ability to detect varied types of plagiarism also ranks prominently (16.3% LIS vs. 14.7% non-LIS). Institutional recommendations carry greater weight among non-LIS professionals (17.8%), while factors such as cost, speed of report generation, and LMS integration are secondary. Overall, both groups explicitly emphasize on quality and usability over price.

Satisfied with the plagiarism detection software

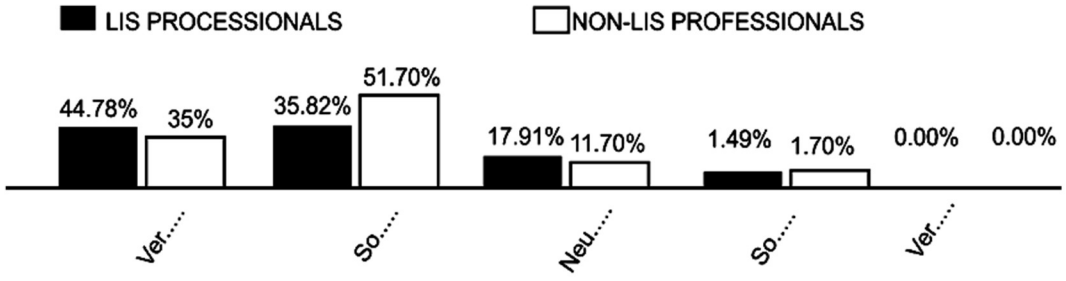

Fig. 7: Satisfaction with Plagiarism Detection Software

The survey shows an overall high level of satisfaction with plagiarism detection software among both LIS and non-LIS professionals. LIS professionals report higher "Very satisfied" levels (44.78%), while non-LIS professionals show greater "Somewhat satisfied" levels (51.7%), showing great approval but varying intensity of satisfaction. Responses as neutral and dissatisfied are minimal, with no respondents reporting being very dissatisfied.

Stages of Academic Process using Plagiarism Detection Software among the Respondents

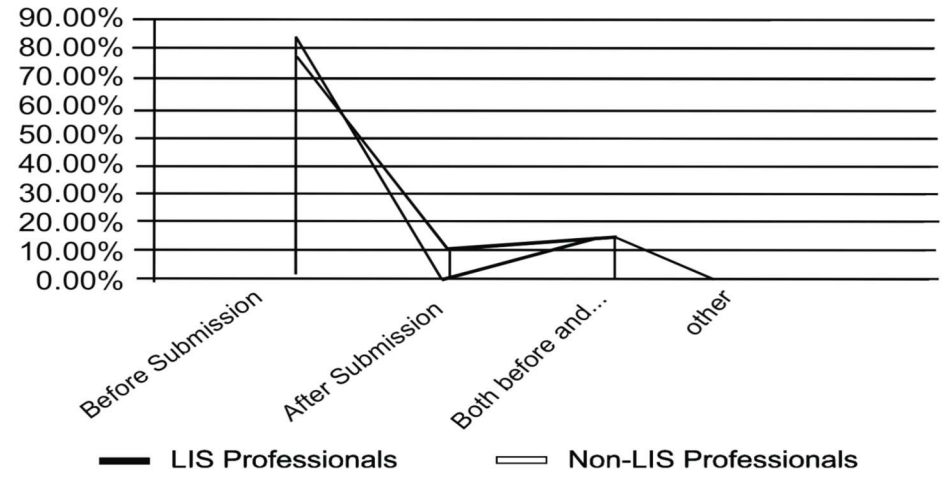

Fig. 8: Stage-wise Use of Plagiarism Detection Software

The majority of the respondents used plagiarism detection software before submission- 83.58% of LIS professionals and 76.67% of non-LIS professionals follow this practice. A smaller group check use both before and after submission (13–14%); very few rely only on post-submission checks or other methods, reflecting a proactive approach towards academic integrity in both groups.

Effectiveness of Plagiarism Detection Software in Identifying Instances of Plagiarism among the Respondents

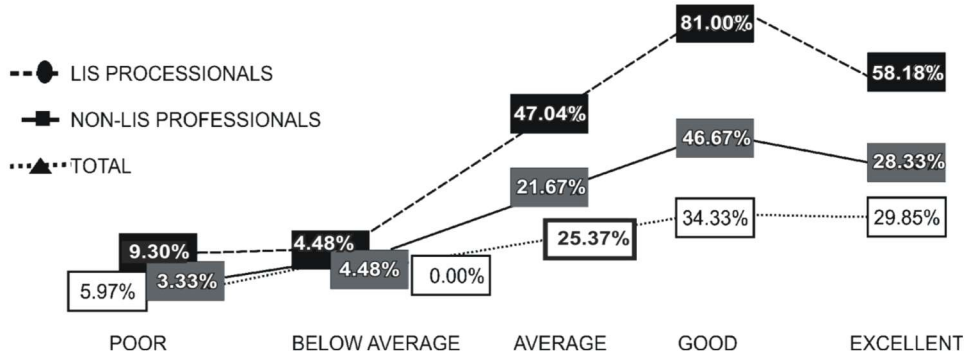

Fig. 9: Effectiveness of Plagiarism Detection Software

Figure 9 affirmed that most respondents rated plagiarism detection software as good or excellent, with 64.18% (34.33% -good and 29.85% -excellent) of LIS professionals and 75% (46.67% -good and 28.33% -excellent) of non-LIS professionals giving these top ratings. Only a small fraction rated it as poor or below average (about 10% or less in both groups), indicating widespread confidence in the software's effectiveness in identifying plagiarism. The average ratings of 25.37% (LIS professionals) versus 21.67% (non-LIS professionals) indicate that around one-fourth of respondents in both groups feel that plagiarism detection software performs only at an average level in identifying plagiarism; this quarter of respondents signals clear scope for enhancement in performance and reliability of plagiarism detection tools.

Reliability of Plagiarism Detection Software Results among the Respondents

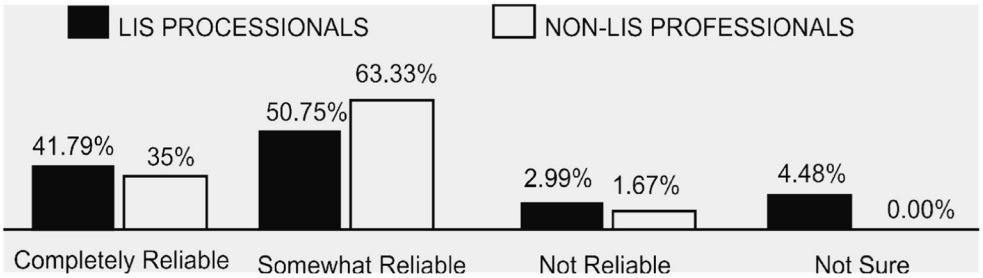

Fig. 10: Effectiveness of Plagiarism Detection Software

LIS professionals showed higher trust in complete reliability (41.79% vs. 35%), while non-LIS professionals lean more towards moderate trust (63.33% somewhat reliable). Less than 3% of the respondents in both groups find the software unreliable.

Beliefs about Plagiarism Detection Software

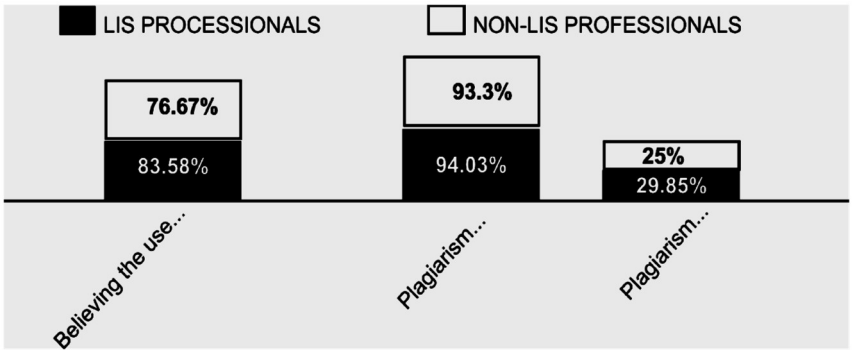

Fig. 11: Beliefs about Plagiarism Detection Software distribution among the Respondents

The majority of the respondents from both groups have belief in plagiarism detection software and they believe that it should be mandatory for all academic submissions. They also believe that plagiarism detection software improvements have scope in future.

Hypothesis Testing Results

HO_1: There is no significant difference between LIS and non-LIS professionals regarding their belief that plagiarism detection software promotes academic integrity.

Table 2. Group wise Distribution of the Respondents

Chi-square	Odds Ratio	95% CI (Lower, Upper)	df	p-value	N
1.412	1.667	(0.715, 3.888)	1	0.235	127

The Chi-Square Test indicate statistically significant difference between LIS and non-LIS professionals ($p \geq 0.05$). The odds ratio is not significantly different from 1, suggesting similar beliefs in both groups. HO_1 cannot be rejected, which implies that there is no significant difference between LIS and non-LIS professionals regarding their belief that plagiarism detection software promotes academic integrity. This hypothesis is accepted.

Discussion of the Findings

Summary of plagiarism detection software utilisation in Justice LIS (83.6%) and Non LIS (90%) is very prevalent (and slightly) less than in Justice Non LIS. While there are somewhat fewer Justice LIS (43.3%) than Justice non-LIS (35.8%) regarding usage for all assignments, there are levels of most frequent use and occasional for both groups. This is similar to Arabyat *et al.* (2022), who found that most Jordanian faculty had utilised anti-plagiarism software, and to Alua *et al*. (2022), who found that frequent Turnitin use was reported in those institutions that provided access and some degree of education. On the contrary, the Tamil Nadu study highlighted minimal institutional subscription due to costs and a perceived lack of need; hence, in our Indian sample of active academics, PDS is likely more integrated into daily routines, although it is not entirely so.

Of the participants in the study, less than half received formal training in utilising and interpreting PDS reports. This outcome is supported by the findings of Alua *et al*. (2022) and Arabyat *et al*. (2022), who indicate the need for workshops and training, and by Earp (20,24), who demonstrates the usefulness of library feedback services. PDS in this study appears to be used primarily for checking authors' own papers and students' theses at the final draft or pre-submission stage, instead of during the early drafting stage. This pattern is similar to Arabyat *et al*. (2022) and Alua *et al*. (2022) and differs from Earp (2024), who endorsed draft-level, formative use. The evidence points to the fact that PDS is widely used yet, to a large extent, still considered a late-stage quality-control mechanism rather than a support tool for learning throughout the drafting process.

Subscription type, as well as accuracy, user-friendliness, and cost, shaped each respondent's decision on which software to use, consistent with Arabyat *et al*. (2022), the study conducted in Tamil Nadu, as well as with Mulenga and Shilongo (2024), who considered precision, false favourable rates, and coverage to be the most critical factors. Respondents reported high levels of satisfaction, with slightly more LIS professionals (44.78%) indicating they were "very satisfied" than non-LIS professionals (35%),

consistent with Arabyat *et al*. (2022) and Alua *et al*. (2022). This was reported despite some inadequate interpretation of the reports received, an unclear understanding of the acceptable level of similarity, and so on. This shows that satisfaction is influenced not only by the software and tools available, but also by the institution itself.

Most respondents thought plagiarism-detection software should be mandatory and considered it a facilitator of fairness, accountability, and ethical writing. This is supported by Arabyat *et al*. (2022), Alua *et al*. (2022), Harris (2020), Drisko (2022), and Onifade and Alex-Nmecha (2023). At the same time, warnings in the literature about over-reliance on similarity scores (Drisko, 2022; Mulenga & Shilongo, 2024) are relevant to our respondents' concerns. The study indicates that plagiarism detection software is used and trusted by both LIS and non-LIS professionals. However, it depends on training, policies, and integration into academic integrity and information literacy initiatives.

Conclusion

Plagiarism has emerged as a serious concern within the Indian academic landscape, affecting the credibility of research and scholarly output. Both groups under the study, belonging to academia, believe in academic integrity. Training can be taken for more clarity about the use of plagiarism detection software. These tools are reliable, accurate, and used for research work efficiently. Awareness enhancement is required. Both groups can spread it among academicians. Library and Information Science professionals have knowledge of these tools. They can guide their user groups efficiently. Libraries can play an important role in research and academic settings for enhancing awareness and use of plagiarism detection tools.

Recommendations

1. It is reasonable for organisations and publishers to define and explain the different varieties of plagiarism and for every student and author to read and acknowledge their comprehension of those policies.
2. Instead of solely concentrating on punitive measures, institutions of higher learning should offer all students consistent education on plagiarism, correct citation practices, and the promotion of academic honesty.
3. Concerning plagiarism, the institution should, depending on the student's level and purpose, take fair and just actions with educational consequences aimed at the student and the organisation and their fields, which should be used alongside punitive measures.

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