Combating plagiarism as an approach to enhancing the quality of scientific research

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Abstract:

Combating the phenomenon of plagiarism contributes to ensuring the integrity of research and protecting it from manipulation, thereby enhancing the credibility of academic research. However, achieving this requires the adoption of effective legal and ethical mechanisms aimed at preventing such practices and reducing their spread. Academic institutions should also develop educational and training strategies for researchers on the importance of academic integrity, as well as developing technological tools for detecting plagiarism.

Keywords: *Plagiarism; Quality of Scientific Research; Researchers; University Institutions.*

Introduction:

Scientific research in the present era is considered the main factor behind civilizational advancement and progress in various fields. The level of a state's development is measured by the extent of its scientific and technological advancement, as scientific research constitutes a vital indicator of its success in different aspects of life. Therefore, many countries have attached great importance to scientific research, allocating a significant portion of their resources to scientific institutions and research centers in order to direct their activities toward improving scientific research methods and providing a suitable environment for researchers that enables them to receive training and acquire knowledge that contributes to enriching the scientific assets of universities.

However, the quality of scientific research cannot be ensured unless research ethics are respected, foremost among which is academic integrity, which is of great importance in guaranteeing the integrity of research. Researchers are therefore required to document the ideas and opinions they have derived from previous studies and

attribute them to their original authors, while ensuring that they avoid plagiarism and other forms of academic misconduct, which have become increasingly widespread among researchers in university circles.

The phenomenon of plagiarism has come to seriously threaten the credibility of scientific research in Algerian universities, as it has contributed to weakening the overall level of scientific research and to the decline in their ranking, due to the absence of the basic standards that promote their development. Hence, there is an urgent need to adopt legal measures and effective mechanisms to combat this phenomenon, which raises the following research problem:

If credibility and academic integrity are among the most important ethical duties of a researcher, to what extent have the mechanisms established within the Algerian legislative system contributed to limiting the spread of plagiarism and achieving high-quality scientific research?

To answer this research problem, we adopted the descriptive analytical approach by describing the different aspects of the subject and analyzing the legal texts related to it. The study was also divided into two sections. In the first section, we addressed the concept of plagiarism as an ethical offense that threatens the quality of scientific research. In the second section, we examined the role of legal mechanisms for combating plagiarism in enhancing the quality of scientific research.

THE FIRST TOPIC:

PLAGIARISM AS AN OFFENSE THREATENING THE QUALITY OF SCIENTIFIC RESEARCH

Plagiarism is considered one of the most serious offenses threatening the integrity and quality of scientific research. It constitutes a blatant violation of intellectual property rights, which significantly affects the credibility of researchers and academic institutions. With technological advancement and the spread of information on the Internet, plagiarism has become more diverse and complex, as it has become easy to copy texts and ideas without proper documentation, thereby threatening the integrity of scientific research. Therefore, it is necessary to address the concept of plagiarism comprehensively by defining it, identifying its forms and factors (First Subsection), and then examining its clear impact on the quality of scientific research (Second Subsection).

First requirement: Defining the Concept of Plagiarism

The concept of plagiarism is one of the fundamental elements that must be deeply understood within the framework of academic research. Awareness of this concept is an essential step in ensuring the integrity of scientific research. To fully understand this term, a comprehensive study is required, beginning with the definition

of plagiarism (First Branch), then addressing its various forms (Second Branch), and finally examining its diverse causes (Third Branch).

First section: Definition of Plagiarism

From a linguistic perspective, the Latin term plagiat refers to the meaning of abduction or imitation. From a terminological perspective, it represents a violation of intellectual and moral property rights, such as literary rights, whereby a person claims that his or her intellectual production is a personal work, while in reality it is the work of others (Kouhil, 2020, p. 215).

It can be said that plagiarism, in its simplest meaning, is a form of unlawful transfer of content in scientific publications, academic research, university dissertations, or theses. It also means re-presenting the ideas or terminology of others without referring to their original source, through various methods such as copying and pasting (Nesrine, 2020, p. 205). Plagiarism is also known by several other terms, such as scientific theft, academic fraud, and literary plagiarism of the ideas and works of others.

From a legal perspective, Ministerial Decision No. 1082 on the rules relating to the prevention and combating of plagiarism(Ministerial Decision No. 1082 , 2020) provided a specific definition of plagiarism in Article 3 thereof, in a manner consistent with scientific and academic research in Algerian universities, as follows: Any act committed by a student, a research professor, a hospital-university professor, a permanent researcher, or any person who participates in a proven act of falsifying results or committing fraud in the required scientific works or in any other scientific or pedagogical publications.

The aforementioned article presents a definition of plagiarism through the forms that fall within the scope of its concept, including the falsification of results, fraud in scientific works, or other scientific or pedagogical publications. It also identifies the persons who may commit these acts, namely the student, the research professor, the hospital-university professor, the permanent researcher, and any person who participates in a proven scientific act.

It is clear that this article did not limit the definition of plagiarism to its traditional meaning, represented by imitation through reproduction and quotation without referring to the source. Rather, it extended the concept to include other behaviors, such as fraud in scientific works, which means presenting imitated or non-original works as valid scientific works. The article also addressed the falsification of results, which involves manipulating or altering the results of research or scientific experiments with the aim of presenting unreal or misleading results. This constitutes a particularly serious form of academic misconduct.

One example of this is that in 1998, the British physician Andrew Wakefield published an article in the medical journal The Lancet, in which he claimed that the triple vaccine for children causes autism, in addition to a disorder of the digestive system. The article caused great controversy in medical circles and led parents to

refrain from vaccinating their children, resulting in outbreaks of childhood diseases, particularly measles. After the results were reviewed, it became clear that the study was inaccurate, and the article was withdrawn from the journal; however, the damage had already occurred (Chadli & Azzouzi, p. 383).

It can be said that the Algerian legislator succeeded in defining plagiarism comprehensively, as it took into account its various aspects. It identified the unethical acts that must be avoided in scientific research and academic education, with the aim of protecting intellectual property rights and ensuring the credibility of academic works, thereby contributing to the promotion of academic integrity and the preservation of honesty in this field.

Second section: Forms of Plagiarism

Plagiarism can take multiple forms, each of which constitutes a violation of intellectual property rights and academic integrity. The most prominent of these forms are as follows:

First: Plagiarism Through Copying and Pasting

Plagiarism through copying and pasting is a type of academic plagiarism in which a person copies part of a text, ideas, or research findings from another source, whether a book, a scientific article, or a previous study, and then inserts them into his or her own work without properly referring to the original source, such as by citing the source in a footnote or using quotation marks or quotation methods appropriately in accordance with academic standards (Adjoud, 2017, p. 568).

The most common form of plagiarism through copying and pasting is that which occurs via the Internet, since information is available in massive quantities and the copy-and-paste feature facilitates the rapid transfer of content. In addition, the researcher may find it difficult to trace the sources of the information copied from the Internet(kemmoun & kerour, 2020, p. 433), which increases the likelihood of falling into this practice.

Second: Plagiarism Through the Replacement of Words and Ideas

Plagiarism through the replacement of words and ideas is another type of academic plagiarism in which a person transfers an idea or text from another source and then changes some words or partially reformulates the sentences without adding any new value or analysis. In this case, the modified text is presented as an original work or as the researcher's own idea, even though it is taken from another source. It is important here to distinguish between specific ideas and concepts that must be attributed to their original source and established facts or common knowledge that the researcher does not need to attribute to any source(Sayeh, 2017, pp. 243-244).

Although this method may be less obvious than copying and pasting, it still constitutes plagiarism if the original source is not properly cited. For example, a person may change some words or rearrange sentences, but the basic and essential idea

remains the same. Even if the wording is changed, the idea itself is considered to belong to another work and, therefore, the original source must be properly documented.

Third: Plagiarism of Style

Plagiarism of style means imitating the writing style or the method of presenting ideas followed by another person without referring to the original source. This involves following the same method of writing used in the original article or research, sentence by sentence and paragraph by paragraph. In this case, the ideas or information are not copied directly, but the writing style is imitated, such as by using the same linguistic structures, narrative style, or method of organizing ideas.

Although the written text does not match the original text in terms of content or sentence order, this practice is considered plagiarism even if the ideas are innovative or new. This is because it involves imitating the writing style and the way in which the original author presented his or her ideas. Accordingly, plagiarism here includes the logical thinking followed by the original author in organizing the research plan or structuring the academic work. In other words, it is the theft of the architecture of the work, which includes the manner in which the author formulated and arranged the ideas, and this must be attributed to the original author (El Omari & Menad, 2023, p. 351).

Fourth: Plagiarism Through the Use of Metaphor

Plagiarism through the use of metaphor refers to borrowing metaphors found in the research or works of others without referring to their original source or attributing them to their authors. This is not limited to literary texts only, but also includes ideas and analyses presented by other authors in various fields.

It is clear that metaphor is a rhetorical device used to clarify an idea or provide a simplified explanation of a specific element or part of a text in a way that enables the reader to understand the subject better than through direct description or traditional expression. Therefore, metaphor is considered one of the important means relied upon by an author to convey his or her idea in a creative and clear manner (Adjoud, 2017, p. 569).

However, when a metaphor from another work is used without referring to or documenting the source, this constitutes plagiarism, because the thought on which the writer relied in formulating the metaphor is not his or her personal work, but rather has been borrowed from others. Therefore, all borrowed metaphors and ideas must be properly documented in order to ensure academic integrity and respect for intellectual property rights.

The aforementioned Ministerial Decision No. 1082 enumerated the forms that may fall within the scope of plagiarism, pursuant to Article 3, Paragraph 2. It can be concluded from this provision that the ministerial decision clearly defines a set of acts that constitute plagiarism. These acts include several forms of plagiarism and manipulation of information, such as quoting without referring to the source, improper

use of sources, literary plagiarism, manipulation of scientific works, exploitation of students' works or research without their consent, and the use of experts' names without their knowledge or participation. The article also emphasizes the importance of respecting intellectual property rights and academic integrity in all academic and research works, indicating that any violation in this context constitutes plagiarism and warrants accountability.

Third section: Factors Contributing to Plagiarism

There are many factors that may lead some individuals to commit plagiarism in its various forms. However, there are several main factors that have contributed to its rapid spread, including technological development (First), the absence of scientific conscience (Second), and a lack of familiarity with research methods and weak academic writing skills (Third).

First: Technological Development

Technological development is considered one of the main reasons that have led to the spread of plagiarism, due to its improper and incorrect use. Easy access to articles, research papers, and books has increased the likelihood of copying and pasting texts and ideas without making any real effort in research or original writing (Biyoud, Soualmia, & Khader, 2020, p. 377). In addition, the use of machine translation technologies, such as Google Translate or other programs, to translate studies into the required language may lead to the theft of ideas and texts without accurate understanding or consideration of the original source.

Moreover, the emergence of software tools and artificial intelligence applications such as ChatGPT, DeepSeek, Perplexity, and others has facilitated the production of research papers with the click of a button. This has led to their excessive use without verifying the originality of the content or checking the sources, thereby increasing the chances of plagiarism in the academic field.

Second: The Absence of Scientific Conscience

It is important for researchers to take scientific conscience into consideration when writing any subject, so that it may guide them in avoiding unethical practices that undermine the credibility of scientific research. However, the absence of awareness of the culture of intellectual property and the failure to activate scientific conscience have contributed to the spread of plagiarism. Many researchers have become eager to complete their research works, whether dissertations, theses, articles, or books, without giving sufficient importance to mastering them or attributing the ideas contained therein to their original authors (Biyoud, Soualmia, & Khader, 2020, p. 377).

Furthermore, most researchers do not pay attention to selecting a title that corresponds to their specialization, knowledge, and competencies. Instead, they adapt their research according to the circumstances, requirements, and possibilities available to them. They participate in conferences, collective calls for papers, and scientific

journals, even when the topics are far from their specialization. Their goal is quantity rather than quality, in pursuit of titles, promotions, and positions (Kaissa, 2022, p. 537).

Third: Lack of Familiarity with Research Methods and Weak Academic Writing Skills

Lack of familiarity with research methods and weak academic writing skills are among the fundamental factors that have contributed to the spread of plagiarism (Yousfaoui & Yousfaoui, 2020, p. 28). Some researchers lack the ability to develop their own ideas or formulate new content, and they believe that the fastest way to complete their research is by copying ideas and texts from other sources instead of writing original content, which increases the occurrence of plagiarism.

In addition, researchers' lack of knowledge of how to document sources correctly, how to use appropriate citation methods (Adjoud, 2017, p. 570), and the importance of attributing ideas to their authors may lead to unintentional plagiarism. This results in the spread of plagiarism within academic circles, highlighting the urgent need to develop researchers' research and academic skills and to strengthen awareness of the importance of academic integrity.

Second requirement: The Impact of Plagiarism on the Quality of Scientific Research

Plagiarism is one of the most serious phenomena threatening the quality and credibility of scientific research, as it leads to a decline in the level of academic research and a loss of trust in university institutions. The effects of plagiarism on the quality of scientific research can be summarized as follows:

First section: Decline in the Level of Creativity and Innovation

Plagiarism leads to the recycling of ideas without offering new contributions, which prevents the researcher from benefiting from the information and knowledge he or she has borrowed. This reflects weakness in the researcher's academic level and training, negatively affects his or her performance, and reinforces feelings of inadequacy and lack of self-confidence. Such practices also hinder the development of critical thinking, which leads to a reduction in creativity and the ability to develop scientific knowledge (Kaissa, 2022, p. 538).

Second section: Decline in the Reliability of Scientific Research

Sixty-five percent of researchers reportedly indicated that plagiarism has led to a decline in trust in research (Research, 2024). When it is discovered that a study contains plagiarism, it loses its credibility within the academic community. This negatively affects trust in scientific research, reduces the quality of research, and consequently hinders scientific progress and development in various fields (Bougada & Zghila, 2024, p. 138).

Third section: Damage to the Reputation of the Researcher and the Academic Institution

Plagiarism has significant negative effects on the researcher who commits it, as he or she may be exposed to scandal and lose reputation and credibility within the academic community. Such acts destroy the researcher's scientific reputation, making it difficult for him or her to publish research and cooperate with colleagues. As a result, future opportunities in research or collaboration with others become limited. The researcher may also face difficulty obtaining the funding and support needed for future research due to the decline in trust in his or her abilities (Pertask, 2024).

This damage to reputation also affects the researcher's chances of obtaining prestigious positions or participating in important research projects. In addition, the researcher who commits plagiarism suffers from negative emotional and psychological effects, such as guilt and stress, which create psychological pressure as a result of his or her unethical actions (Pertask, 2024). Furthermore, researchers proven to be involved in plagiarism may face academic and legal penalties, such as dismissal from their positions, revocation of their degrees, or criminal prosecution (Mejralou & Zaoui, 2023, p. 99).

The harm caused by plagiarism is not limited to the researcher alone; it also damages the reputation of the academic institution in which it occurs. It tarnishes the institution's image and raises doubts about the quality of the research and scientific works it produces, which reduces the value of the degrees it grants (Mejralou & Zaoui, 2023, p. 100). This may negatively affect the level of funding received by the institution and its ability to support research projects. It may also cause a wide-ranging scandal that leads to a decline in the number of students and researchers wishing to join the institution. In addition, plagiarism contributes to the decline of universities and research institutions in global rankings, which affects their funding and their opportunities for international academic cooperation and productive research partnerships. Consequently, it reduces the chances of achieving scientific progress and innovation (Pertask, 2024).

Fourth section: Impact on the Quality of Scientific Output

Plagiarism leads to the production of unreliable research, as researchers who commit plagiarism appropriate the ideas and innovations of others and present them as their own work. This distorts the basic principles of scientific output, delays innovation, and reduces the quality of published research. Such acts also limit the opportunities available to original researchers to make new discoveries and provide unique contributions in their fields. Moreover, plagiarism may contribute to reducing interest in, and funding for, original and innovative research, thereby obstructing the process of innovation and hindering the advancement of knowledge. Ultimately, plagiarism negatively affects scientific production and progress, slowing the development of science and knowledge (Pertask, 2024).

THE SECOND TOPIC

THE ROLE OF LEGAL MECHANISMS FOR COMBATING PLAGIARISM IN ENHANCING THE QUALITY OF SCIENTIFIC RESEARCH

Plagiarism has negative effects that are not limited to harming the researcher alone, but extend to the entire academic community, as it weakens trust in research results and makes it more difficult to build a reliable scientific foundation. On this basis, it becomes necessary to confront this offense effectively by establishing a set of legal mechanisms (First Subsection), which play a central role in ensuring the integrity of scientific research, contribute to preserving the credibility of research, and provide an academic environment that encourages innovation and scientific development (Second Subsection). Thus, these mechanisms contribute to strengthening the continuity of scientific progress and achieving innovative results that support the development of societies.

First requirement: Mechanisms for Combating Plagiarism

The rapid spread of plagiarism in Algerian universities has required those responsible for these institutions to take action and establish rules and mechanisms to confront such practices. For this reason, the aforementioned Ministerial Decision No. 1082 introduced a set of measures and procedures aimed at limiting the alarming spread of this phenomenon and reducing its impact and aggravation in scientific circles, whether through preventive measures (First Branch) or deterrent procedures (Second Branch).

First section: Preventive Measures to Prevent Plagiarism

The growing scourge of scientific corruption in Algerian universities, and the practice by some members of teaching bodies of submitting plagiarized and copied research and stealing the works and projects of others, have greatly affected the reputation of the researcher in the first place and the credibility of the university in the second place. This has made it necessary to adopt measures and means to prevent and eliminate such practices by raising awareness of their danger to scientific research (First), as well as by developing monitoring mechanisms that ensure the detection of plagiarism in submitted works (Second).

First: The Need to Raise Awareness of the Seriousness of Plagiarism

The concept of preventive measures includes the need for awareness-raising and the promotion of awareness, which higher education and scientific research institutions must observe in accordance with Article 4 of the aforementioned Decision No. 1082. This is done by organizing training courses for students and researchers on the documentation techniques necessary to avoid plagiarism. These courses should also target those who are about to submit doctoral theses, while ensuring that the subject of scientific research ethics is included in higher education programs. Moreover,

emphasis must be placed on the importance of integrity and commitment to academic honesty, with a warning that any violation of these principles will expose the perpetrator to deterrent procedures. Therefore, the purpose of this awareness-raising is to stress the need to avoid such practices, which constitute a threat to the reputation and quality of scientific research (Azoual & Laadjal, 2018, p. 358) .

In addition, the student or research professor is expected to sign a commitment to academic integrity when registering a research topic, doctoral thesis, or master's dissertation, and this commitment is deposited with the competent administrative services in the teaching and research unit (Gousto, 2018, p. 82). It is also recommended to prepare supporting guides that explain proper documentation methods and how to avoid plagiarism in research (Sakkara, 2018, p. 37).

It can be said that plagiarism threatens the foundations upon which scientific research is built and leads to a decline in the spirit of creativity and competition among researchers. Therefore, all concerned parties must intervene to spread awareness within the university environment about the seriousness of these practices, which contradict academic honesty and harm the ethics of research at its various stages.

Second: Taking the Necessary Monitoring Measures

Awareness-raising and sensitization measures alone are not sufficient to confront the phenomenon of plagiarism. Rather, they must be accompanied by monitoring measures provided for in the aforementioned Decision No. 1082 under Articles 6 and 7, which aim to limit the aggravation of this phenomenon. The measures that higher education institutions must adopt are as follows:

- Creating a database on the websites of higher education and scientific research institutions containing all works completed by students and professors at their various academic ranks, including dissertations, theses, graduation theses, field training reports, research projects, and university publications.

- Creating a digital database in all higher education institutions and research centers that includes the names of research professors, hospital-university research professors, and permanent researchers according to specializations and fields, in addition to their curricula vitae and areas of scientific and research interest, in order to benefit from their expertise in evaluating research works.

- Acquiring the rights to use plagiarism detection software in various languages, benefiting from free software available on the Internet, or even developing a specific Algerian program for detecting plagiarism.

- Decision No. 1082 also required, in Article 7, every student, research professor, hospital-university research professor, or permanent researcher, when registering a research topic, dissertation, or thesis, to sign a commitment to academic integrity, which is deposited with the competent services in accordance with the model attached to the decision (Hilali, 2018, p. 108).

It is clear that the monitoring measures provided for in the aforementioned Decision No. 1082 are based on the principle of preventing plagiarism. This appears through the creation of unified digital databases that facilitate the monitoring of academic works and ensure their accurate evaluation, thereby enhancing transparency and credibility. In addition, the use of advanced software to detect plagiarism reflects an effective response to modern technological challenges, as such software relies on text analysis techniques to compare works and determine the extent of their similarity with other works. The commitment of researchers to academic integrity is also an important step in confirming their good faith and avoiding plagiarism.

Overall, these measures aim to raise the level of academic and research quality by protecting intellectual property rights and providing a scientific environment that respects academic honesty and prevents the spread of negative phenomena that affect the reputation of scientific research in general.

Second section: Deterrent Procedures to Confront the Spread of Plagiarism

In addition to the preventive measures that generally aim to reduce plagiarism and that carry a moral significance related to making researchers aware of the seriousness of such conduct, Decision No. 1082 provides for a set of procedural measures of a punitive and deterrent nature. This is reflected in Chapter Four of the decision, which deals with procedures for reporting plagiarism (First) and the penalties prescribed against its perpetrators if plagiarism is proven (Second).

First: Procedures for Reporting Plagiarism

A Council for Ethics and Professional Conduct in the University Profession shall be established in every educational and research institution. It is entrusted with examining all reports related to plagiarism and conducting the necessary investigations and inquiries concerning them. The Council also evaluates, in each case submitted to it, the degree of non-compliance with the rules and ethics of the profession and scientific integrity, in addition to determining the extent of the damage caused to the reputation of the institution and its scientific bodies. The Council refers all cases related to plagiarism to the competent administrative authorities within the institution, accompanied by a detailed report explaining the cases of plagiarism and misappropriation in the work concerned. The Council also prepares an annual report on its activities and submits it to the official in charge at the institutional level, together with its recommendations (Ben Gouider & Jaairen, 2018, p. 430).

The aforementioned Decision No. 1082 distinguishes between reporting procedures concerning students and those concerning professors of various ranks. However, the main objective of these procedures is to eliminate the phenomenon of plagiarism, which is in no way compatible with professional ethics and academic integrity. In general, the decision aims to enhance the credibility of scientific research and raise the level of the university, thereby contributing to improving its academic standing.

Second: Penalties Prescribed in the Event That Plagiarism Is Proven

Ministerial Decision No. 1082 on plagiarism provides for penalties applicable to students and professors, which will be addressed below.

With regard to the penalties prescribed for students, Article 27 of Decision No. 1082 provides that, in addition to the penalties stipulated in the legislation relating to the disciplinary aspect of students, particularly Ministerial Decision No. 371(Ministerial Decision No. 371, 2014), a student who commits the offense of plagiarism shall be subject to disciplinary penalties if he or she commits any of the cases mentioned in Article 3 of Decision No. 1082. These penalties include the cancellation of the student's dissertation or thesis defense, whether at the bachelor's, master's, magister, or doctoral level, and the withdrawal of the title awarded to him or her as a result of the defense of the graduation thesis (Gousto, 2018, p. 74).

As for professors, in addition to the penalties prescribed for them in their capacity as public officials under the provisions of Ordinance No. 06-03 on the General Statute of the Public Service (Ordinance No. 06-03 , 2006), they are also subject to complementary penalties provided for under Article 28 of the aforementioned Decision No. 1082 if they commit any of the acts constituting plagiarism as set out in Article 3 of this decision (Sakkara, 2018, p. 40).

A research professor, hospital-university professor, or permanent researcher shall be subject to penalties for any conduct that constitutes plagiarism within the meaning of Article 3 and that is related to scientific and pedagogical works, magister dissertations, doctoral theses, other research projects, university habilitation works, or any other scientific or pedagogical publications, when such conduct is legally proven during or after their defense, publication, or submission for evaluation. These penalties include the cancellation of the defense and the withdrawal of the awarded title, or the suspension of the works concerned or their withdrawal from publication. Article 28 of the same decision also grants the injured parties the right to sue the perpetrators of plagiarism. However, if the evidence is insufficient or if the facts are not included in the text of Article 3 of the decision, disciplinary proceedings shall be discontinued.

It is clear from the penalties prescribed for students and professors in cases of plagiarism that Ministerial Decision No. 1082 reflects the serious concern of the competent authorities to combat this phenomenon through the application of strict measures aimed at preserving the integrity of the academic process. The penalties vary according to the academic level. Students are subject to disciplinary penalties, including the cancellation of the defense of their dissertations or theses and the withdrawal of the titles awarded to them, while professors are subject to additional penalties alongside those provided for in the Public Service Law, such as the cancellation of the defense or the withdrawal of works from publication. These penalties aim to promote academic integrity and protect the reputation of educational institutions, while also contributing to ensuring honesty in scientific research. The

decision also guarantees injured parties the right to sue the perpetrators of plagiarism, reflecting a commitment to justice and transparency.

Second requirement: The Relationship Between Combating Plagiarism and the Quality of Scientific Research

The relationship between combating plagiarism and the quality of scientific research is extremely close. Eliminating plagiarism is one of the fundamental bases for ensuring the integrity and quality of scientific research. When the phenomenon of plagiarism spreads, the credibility of research findings is affected, causing research to lose its scientific value, reducing its quality and weakening the level of research. This leads universities and academic institutions to rely on non-original works, which negatively affects scientific progress and leads to a general decline in its quality, in addition to reducing creativity and obstructing the advancement of knowledge.

Statistics related to the impact of plagiarism on the quality of scientific research have confirmed that the quality of research has significantly deteriorated, as many works have become highly repetitive, drawing extensively from other sources at very high rates ranging from 75% to 79%. In addition, the problem of some research being dependent on other cultures and societies has emerged, making the application of its findings in the Algerian environment inaccurate and impractical. This has resulted in a decline in confidence in Algerian scientific output, and consequently a decline in the quality of scientific research in Algerian universities, followed by the weakening of their ranking at the global level (Hafri, 2020, pp. 192-193).

On the other hand, the implementation of effective measures to combat plagiarism contributes to preserving the integrity of scientific research. These procedures strengthen trust within the academic community and encourage innovation and creativity, as researchers realize that they will be held accountable for any violation of academic integrity. As a result, they adhere to research ethics and are compelled to produce new ideas instead of copying and pasting. Therefore, combating plagiarism contributes to improving the quality of scientific research by emphasizing respect for intellectual property rights and encouraging researchers to produce original and reliable works, thereby increasing their scientific and societal impact and contributing to the advancement of knowledge.

Accordingly, the relationship between combating plagiarism and research quality is not merely a simple causal relationship, but rather a mutually complementary one, in which each reinforces the other in a continuous cycle of developing scientific research. When laws are effectively applied to combat plagiarism, academic integrity is strengthened, which encourages researchers to produce original works based on personal effort and innovation. This leads to improving the quality of scientific research, as it becomes more creative, credible, and scientifically valuable. Therefore, combating plagiarism is not only a tool for protecting intellectual property rights, but also a fundamental pillar for maintaining high standards of quality in scientific research.

Conclusion:

In conclusion, we can say that the set of legal mechanisms enshrined in the Algerian legislative system demonstrates the great concern of the competent authorities to limit the spread of plagiarism in order to achieve genuine quality in scientific research. However, the extent to which this result can be achieved remains linked to the effectiveness of the implementation of these mechanisms and the degree to which academic institutions and researchers actually commit to applying them. In our study of this subject, we reached several findings, the most important of which are as follows:

First, the legislative framework has been strengthened through laws that guarantee the protection of intellectual property rights and criminalize plagiarism. These laws include clear penalties for offenders, which contributes to deterring plagiarism and improving academic integrity. Specialized bodies have also been established to monitor and review scientific research in order to verify its originality, which can help reduce cases of plagiarism and the unlawful use of sources.

Second, emphasis has been placed on encouraging original research and promoting research ethics through training programs and workshops aimed at raising researchers' awareness of the importance of academic integrity and intellectual property rights. This will help improve the level of awareness among academics and researchers regarding the harms of plagiarism and the importance of producing innovative and original works.

Nevertheless, some challenges remain in applying these mechanisms in practice. On the one hand, there is a need to develop advanced technological tools for detecting plagiarism, as some institutions still suffer from shortcomings in this area. On the other hand, reports indicate that some researchers still evade monitoring and find ways to circumvent the law.

In addition, it can be said that the impact of these mechanisms still needs a long time to become clearly visible in the comprehensive improvement of the quality of scientific research, especially in light of the economic and human challenges that may hinder the full implementation of the proposed policies.

Overall, it can be said that Algerian legislative mechanisms have contributed to limiting the spread of plagiarism. However, they still require further development and improvement in order to ensure the achievement of genuine and sustainable quality in scientific research on a broad scale. Accordingly, we present some recommendations that may contribute to achieving this result:

- Continuous workshops and training programs should be organized for researchers and students on the importance of academic integrity and how to avoid plagiarism, in addition to raising researchers' awareness of the risks of plagiarism and its impact on the credibility of scientific research.

- The use of modern software and technologies for detecting plagiarism and academic misconduct should be activated, such as programs for checking quotations and repeated research, in order to ensure the integrity of scientific research.

- Researchers should be encouraged to produce original research works by granting incentives for innovative and original research projects and supporting academic creativity, thereby contributing to raising the level of scientific research in educational institutions.

- Care should be taken to apply legislation relating to intellectual property rights, particularly copyright.

- The scientific peer-review system for research should be improved through rigorous mechanisms that ensure the examination of research before its publication in scientific journals. These mechanisms should be transparent and include strict measures against plagiarism.

- Punitive procedures must be effectively applied against those who commit such practices in order to prevent others from committing the same acts.

- Cooperation between Algerian universities and international academic institutions should be encouraged through the exchange of expertise and research resources, as well as the adoption of best practices in combating plagiarism and promoting academic integrity.

- Periodic reviews of policies relating to the fight against plagiarism in universities and academic institutions must be conducted in order to assess their effectiveness and update them in line with scientific and technological developments.

By applying these recommendations, an academic environment based on integrity and originality can be achieved, contributing to improving the quality of scientific research and strengthening the position of Algerian universities at both the national and international levels.

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