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The psychology of scientific plagiarism in the Algerian university: an analysis of motives and prevention mechanisms

سيكولوجية الانتحال العلمي في الجامعة الجزائرية: قراءة في الدوافع وآليات الوقاية

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Abstract: This research paper aims to analyse the psychological phenomenon of scientific plagiarism in the Algerian university by diagnosing its motives and proposing a set of preventive mechanisms based on a foresight vision that combines psychological intervention, ethical principles derived from Islamic law, and legal deterrence that constitutes legislative control of the rules of integrity and avoidance of plagiarism in all its forms, with the aim of building a research community that keeps pace with Algeria's aspirations as a developing country seeking leadership in scientific research at the regional and international levels.

Keywords: Psychology; scientific plagiarism; Algerian university; analysis of motives; prevention mechanisms.

ملخص: تهدف هذه الورقة البحثية إلى تحليل الظاهرة السيكولوجية للانتحال العلمي في الجامعة الجزائرية، من خلال تشخيص دوافعها، واقتراح مجموعة من الآليات الوقائية وفق رؤية استشرافية تجمع بين التدخل النفسي، والتأصيل الأخلاقي المستمد من الشريعة الإسلامية، والردع القانوني الذي يُشكل ضبطا تشريعيا لقواعد النزاهة وتجنب الانتحال بكل أشكاله، بهدف بناء مجتمع بحثي يواكب تطلعات الجزائر، كدولة نامية تسعى للريادة في مجال البحث العلمي على المستويين الإقليمي والدولي.

كلمات مفتاحية: سيكولوجية؛ الانتحال العلمي؛ الجامعة الجزائرية؛ قراءة في الدوافع؛ آليات الوقاية.

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1. Introduction

The Algerian government is striving to keep pace with developments and prosperity in various field, This can only be achieved by focusing on the education sector, starting with compulsory education (primary and secondary education) and post-compulsory education (general and technical secondary education), through to higher education and scientific research. The latter is of paramount importance in achieving the major goals of the Algerian public society project, which is to develop good citizens who are Muslim, Arab, Amazigh citizens who are open to the outside world within the framework of the customs, traditions, values, history, religion and language of the country, with a strong focus on the pursuit of accurate and objective scientific knowledge. Together, these elements produce Algerian individuals in the true sense of the word.

It was therefore necessary to invest in the development of human resources that would enable us to achieve these major goals, by opening dozens of universities, higher education institutions, university centres, research centres, etc., which award degrees such as bachelor's (three years), master's (two years) and doctorate (at least three years). under the LMD system. Obtaining these academic degrees requires passing university exams, in addition to completing and defending theses and dissertations, publishing scientific articles in reputable scientific journals, and participating in national and international conferences with contributions of scientific value.

Therefore, we can conclude from the above that scientific research is one of the fundamental pillars of the Algerian higher education system. This is clearly evident in the scientific research network, which comprises: 1,800 research laboratories, 30 research centres, 47 units, 75 joint services, 39 experimental stations, 4 agencies, and 890 scientific journals via the ASJP platform. (MinistryofHigherEducationandScientificResearch, 2024)

But, despite this interest in scientific research in Algeria, there are many problems facing its development, preventing Algerian universities from rising to the top of the relevant global rankings, especially in light of the knowledge explosion, technological development, and easy access to knowledge through prolific scientific production in all fields. Among these negative phenomena, which are not unique to Algeria but are widespread in all countries without exception, is the phenomenon of scientific plagiarism among undergraduate and postgraduate students and researchers, which directly threatens the credibility of scientific research and may negatively affect the value of the scientific publications produced by the university. This inevitably leads to the fragility of the university's image in

the eyes of society. This is in addition to the waste of financial, material and human resources allocated to scientific research, which hinders creativity and innovation and perpetuates a culture of dependency and irresponsibility towards intellectual property, copyright and the theft of others' efforts without attribution.

Consequently, this behavior is no longer merely a systematic error, but has become a complex phenomenon involving multiple interrelated factors – psychological, educational, technical, legal and legislative – which have contributed to the emergence of this phenomenon to a certain extent in the Algerian research environment. This calls for an in-depth reading that goes beyond the traditional disciplinary approach to a psychological analysis that investigates the roots and motives behind the practice of scientific plagiarism by students or even researchers, and attempts to propose multiple preventive mechanisms to curb it within a forward-looking vision.

This leads us to ask the following questions: What are the motivations behind academic plagiarism at Algerian university, in light of the psychological theories that explain it? What are the mechanisms for preventing it from a psychological, legal and legislative perspective?

We will rely on the descriptive approach appropriate for such research papers, as the current study seeks, on the one hand, to reveal the various motives behind scientific plagiarism within the framework of psychological theories explaining it, and to propose a set of mechanisms that combine the psychological aspect, the ethical roots derived from Islamic law, and legal deterrence derived from various laws, orders, and ministerial decisions that constitute legislative control of the rules of integrity and the avoidance of scientific plagiarism in all its types and forms. We will attempt to bridge the gaps between these two perspectives to achieve integration between them, with the aim of building scientific research that combines the objectives of Islamic law in preserving scientific integrity and honesty, forming a self-deterrent that complements the legal system and keeps pace with the aspirations of Algeria, as a developing country seeking leadership in the field of scientific research at the regional and international levels, on the other hand.

2. Scientific plagiarism

Before addressing the plagiarism psychology, its motives, and mechanisms for preventing it, we must first understand the concept of this negative phenomenon and mention its types and forms:

2.1 The concept of scientific plagiarism

Most academic researchers agree that scientific plagiarism is a serious violation of publishing ethics through the appropriation of another person's ideas,

procedures, results, or words without indicating that they are the original source. It takes several forms that can be classified into two distinct general categories. The first relates to the theft of ideas, which is undoubtedly a blatantly bad act committed by the plagiarist. The second involves stealing the text verbatim and rephrasing its words in another way, which is also considered a serious mistake in the humanities and literature, where the essence and novelty of the work lie in the wording and eloquence of the text. This also applies to the sciences, and even more so, where the essence of the work lies in the originality of the scientific content, regardless of the eloquence of its presentation. (Habibzadeh Farrokh, 2011)

The University of Oxford defines plagiarism as: "Presenting the work or ideas of another source as your own, with or without the original author's consent, by incorporating them into your work without full acknowledgement. This includes all published and unpublished material, whether in manuscript, printed or electronic form, as well as the use of material created wholly or in part through the use of artificial intelligence (except in cases where the use of artificial intelligence for assessment has been given prior permission, for example as a reasonable adjustment for a student with a disability). It can also include reusing your own work without attribution. Under the examination regulations, deliberate or reckless plagiarism is considered a disciplinary offence." (UniversityofOxford, 2024)

In other words, it is different from illegally copying the work of others and claiming it as one's own. This act is considered wrong, whether intentional or unintentional. Therefore, researchers must be honest and fair when using the work of others. (UniversityAl-ImamMuhammadIbnSaudIslamic, 2012)

It is also considered a type of cheating and is among the most common forms of academic misconduct. It essentially involves using intellectual property (such as words, designs, inventions, or ideas) without citing its true source, giving others the false impression that it is original work. As a practical definition of plagiarism, it can be said that it is passing off someone else's work as one's own. In its simplest form, it may appear as verbatim copying, but rewriting texts, tables, figures, or even ideas without proper citation also constitutes a violation. (Stan Crowder, 2013)

In Algerian legislation, scientific theft is defined in Ministerial Decree: ‘Any act committed by a student, professor, university research professor, permanent researcher, or anyone else who participates in the proven falsification of results or cheating in the required scientific work, or in any other scientific or pedagogical publications.’ (MinisterialDecisionNo1082, 2020, December 27)

2.2 Types of scientific plagiarism

There are many types of plagiarism or scientific fraud, which can be summarised as follows, according to the University of Oxford guide on its official website, aimed at student and academic researchers: (UniversityofOxford, 2024)

• Verbatim quotation (word for word) without clear acknowledgement: Care must always be taken to identify quotations by using quotation marks or indentation, with full reference to the sources quoted.

• Copying and pasting from the internet without clear attribution: Information obtained from the internet must be adequately cited in the references and included in the bibliography. It is important to evaluate all material found on the internet carefully, as it is unlikely to have undergone the same peer review process as published sources.

• Paraphrasing: Rewriting someone else's work by changing a few words and rearranging them, or by closely following the structure of their work, is plagiarism if the original author is not given the necessary credit.

• Collusion: This includes unauthorised collaboration between students, failure to attribute assistance received, or failure to follow regulations strictly in group projects. It is the researcher's responsibility to ensure that they are completely clear about the extent of collaboration that is permitted and which parts of the work must be their own.

• Inaccurate citation: It is important for the researcher to cite correctly, according to the conventions of their discipline. In addition to listing their sources (i.e., in the bibliography), they must indicate the source of the quoted passage using a footnote or in-text reference. Furthermore, they should not include anything in their text or bibliography that they have not actually relied on, and if they cannot access the primary source, they should make it clear in the citation that their knowledge of the work is derived from a secondary text.

• Failure to acknowledge assistance: Researchers must clearly acknowledge all assistance that contributed to the production of their work, such as consultations with fellow researchers, laboratory technicians, and other external sources. This does not apply to assistance provided by the supervisor or normal proofreading, but it is necessary to acknowledge other guidance that leads to substantial changes in content or research methodology.

• Use of material written by professional agencies or other persons: Students must not use professional agencies to complete their research, nor submit material written for them, even with the consent of the person who wrote it. It is essential for their training and intellectual development that they conduct their research

without assistance. Under Law XI on University Discipline, all members of the university are prohibited from providing materials that students can use to answer exams at this university or elsewhere.

• Automatic plagiarism: Work that has already been submitted by the researcher (in whole or in part), either in the current course or in any other qualification at this university or any other university, must not be submitted for assessment, unless specifically stipulated in the regulations for their course. When the previous work submitted is quoted, i.e. has already been published, it must be clearly indicated.

2.3 Forms of scientific plagiarism

According to Algerian legislation, forms of scientific plagiarism include: (MinisterialDecisionNo1082, 2020, December 27)

• "Quoting, in whole or in part, ideas, information, text or paragraphs, excerpts from published articles, books, magazines, studies, reports, or websites, or rephrasing them without mentioning their sources and original authors.

• Quoting passages from a document without placing them between quotation marks and without mentioning their source and original authors.

• Using private data without specifying its source and original authors.

• Using a specific proof or argument without mentioning its source and original authors.

• Publishing a text, article, publication, or report produced by an organisation or institution and presenting it as your own work.

• Using a specific artistic production or including maps, images, graphs, statistical tables or diagrams in a text or article without citing their source and original authors.

• Translating from one language to the language used by the student, research professor, university research professor, or permanent researcher, in whole or in part, without mentioning the translator and the source.

• A professor, university research professor, permanent researcher, or any other person including their name in a research paper or any scientific work without participating in its preparation.

• The principal investigator including the name of another researcher who did not participate in the work, with or without their permission, for the purpose of helping to publish the work based on their scientific reputation.

• A research professor, university research professor, permanent researcher, or any other person assigning students or other parties to complete scientific work for inclusion in a research project, or to complete a scientific book, pedagogical

publication, or scientific report.

•The use by a research professor, university research professor, permanent researcher, or any other person of students' work and notes as contributions to national and international conferences, or for the publication of scientific articles in journals and periodicals.

• Including the names of experts as members of scientific committees of national or international conferences or in journals and periodicals in order to gain credibility without their knowledge, consent, or written commitment, or without their actual participation in the work of these committees. "

3. The psychology of scientific plagiarism

To understand plagiarism psychology, we must address some psychological theories and attempt to link their principles to this negative phenomenon that is widespread in research circles at universities. These include the following:

3.1 Theory of Planned Behavior - Ajzen, 1991

The Theory of Planned Behavior (TPB) is defined as a psychological framework that assumes that an individual's participation in healthy behavior is influenced by their desire to do so, which is shaped by attitudes, personal norms and perceived behavioral control. According to this theory (Ajzen, 1991), behaviors are influenced by intentions, which are determined by three factors: attitudes, self-efficacy, and perceived behavioral control. It is also possible for external factors to directly impose or prevent behaviors, regardless of intention, depending on the degree of an individual's actual control over the behavior and the degree of accuracy of perceived behavioral control in measuring actual behavioral control. This relationship is shown by the dotted line in the following figure: (Sansom, 2021)

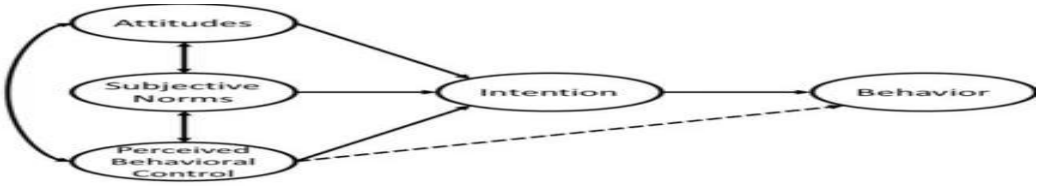


Fig.1. The Theory of Planned Behavior model adapted from Ajzen 2005

Source: (Sansom, 2021)

There is general agreement among social psychologists that most human behavior is goal-directed (e.g., Heider, 1958; Lewin, 1951). Since human social behavior is neither impulsive nor random, it is best described as following fairly well-formed plans. For example, before attending a concert, a person may invite a partner, purchase tickets, dress appropriately, call a taxi, pick up the partner, and drive to the concert hall. Most, if not all, of these activities are planned in advance

and are carried out as the plan progresses. Certainly, a particular sequence of actions can become so habitual or routine that it is performed almost automatically, as in driving from home to work. Sophisticated skills of this kind do not usually require the conscious formulation of a behavioral plan. However, at least in broad terms, we are usually well aware of the actions required to achieve a particular goal. Take, for example, a relatively routine behavior such as writing a letter. When we set this activity as a goal, we anticipate the need to find a typewriter, insert paper, adjust the margins, formulate words and sentences, press the appropriate keys, and so on. Some parts of the plan are more routine and require less conscious thought than others, but without an explicit or implicit plan to guide the required sequence of actions, no letter will be written. Thus, actions are controlled by intentions, but not all intentions are carried out; some are abandoned altogether, while others are modified to suit changing circumstances. (Ajzen, 1985)

Scientific plagiarism is closely linked to the theory of planned behavior, whereby the decision to plagiarise is shaped by three main factors: behavioral disposition (the individual's assessment of the benefits and risks of plagiarism), subjective norms (the influence of social pressures from their academic environment), and perceived behavioral control (their perception of the ease of committing plagiarism and avoiding detection). These factors combine to form the intention, which in turn translates into actual plagiarism, especially when ethical and institutional controls are weakened. Consequently, combating plagiarism requires intervention at these three levels by changing negative attitudes, strengthening academic integrity standards, and increasing the difficulty of implementation through strict control mechanisms.

3.2 attribution theory - weiner, 1985

Wiener presents a theory of motivation and emotion in which causal perceptions play a key role. He presents evidence that some of these perceptions are prevalent in achievement contexts and suggests that perceived causes of success and failure share three common characteristics: locus, stability, and controllability, with intention and comprehensiveness as other possible causal constructs. The perceived stability of causes influences changes in expectations of success, and the three dimensions of causality influence a variety of shared emotional experiences, including anger, gratitude, guilt, despair, pity, pride, and shame. Expectations and influences, in turn, are assumed to guide motivational behavior. Thus, the theory links the structure of thinking with the dynamics of emotions and actions. An analysis of a constructed motivational incident involving the pursuit of achievement is presented, and several empirical observations from this theoretical position are

examined. The strength of the empirical evidence and the ability of this theory to address prevalent human emotions are emphasised, and examples of research on parole decisions, smoking cessation, and helping behavior are presented to illustrate the generalisability of the theory beyond its theoretical focus on achievement. (Weiner, 1985)

This means that individuals interpret success and failure in terms of causes (such as ability and effort) that are classified according to dimensions: location (internal/external), stability, and controllability. These dimensions determine their future expectations (such as continued failure or change) and feelings (such as pride, shame, or anger), which guide their motivational behavior (such as perseverance or withdrawal). In short, the theory links the interpretation of events, feelings, and actions.

Wiener's theory provides a precise psychological framework for understanding the psychological motives behind academic plagiarism. Students or researchers who resort to plagiarism often attribute their failure or inability (such as lack of understanding of the material, time constraints, or fear of receiving low marks) to external causes (such as the difficulty of the subject matter, the bias or harshness of the teacher, or life circumstances) and uncontrollable factors (such as innate cognitive weaknesses), which generate feelings of despair and shame, leading to a loss of self-control. To avoid these negative feelings and escape responsibility (which provokes guilt if failure is attributed to an internal and controllable cause such as laziness), they resort to plagiarism as a false adaptive behavior, which offers them an easy solution that shifts the explanation from ‘I am a failure because I did not work hard enough’ (an internal, controllable cause that causes guilt) to ‘the course material is too difficult and time is short’ (an external, uncontrollable cause that justifies the action and alleviates negative feelings).

3.3 Social Cognitive Theory - Bandura, 1986

Albert Bandura's social cognitive theory suggests that human behaviour is the product of the interaction between internal factors, behavioural patterns and environmental influences. Behaviour is shaped by a continuous cycle between:
You: your personal cognitive beliefs and expectations. Your actions: what you do. Your environment: your surroundings.

Perceptions such as outcome expectancy (beliefs about the consequences of actions) and self-efficacy (confidence in one's abilities) play a central role in guiding behavior and modifying the environment.

In addition, you learn by observing others, and your self-confidence (self-efficacy) and expected outcomes influence your choices. Your environment can

either help or hinder your efforts.

Individuals are not passive recipients of environmental forces. They actively shape and are influenced by their environment through continuous interpretation, choice, and modification of behaviors.

This theory proposes a triadic causal relationship, sometimes called reciprocal determinism, in which behavior is influenced by three interrelated factors: subjective (internal cognitive factors and individual characteristics), behavioural (actions and reactions), and environmental (social or physical context). (Nickerson, 2025)

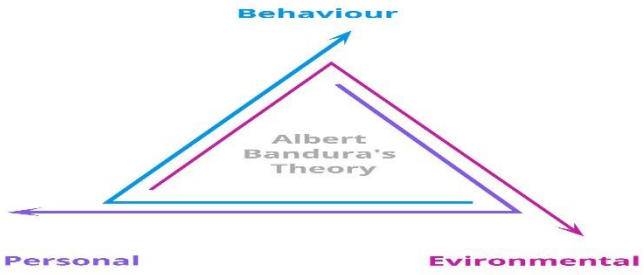


Fig.2. Triadic Reciprocal Causation
Source: (Nickerson, 2025)

This theory has two main points, which can be summarised as follows: (Nickerson, 2025)

Social context: Social cognitive theory emphasises that learning takes place in a social context, where people influence and are influenced by their environment.

Albert Bandura: He is the most prominent founder of this theory, known for his work in the field of observational learning, self-efficacy, and reciprocal determinism.

Reciprocal determinism: Behavior and personal factors (such as thoughts, emotions, and self-efficacy) and the external environment (social and physical contexts) are interconnected and influence each other.

Reciprocal modernity: Behavior and personal factors (such as thoughts, emotions and self-efficacy) and the external environment (social and physical contexts) are interconnected and influence each other.

Observational learning: A key assumption is that people learn new behaviors by observing others and noticing the consequences (rewards or punishments).

Reinforcement and punishment: When a behavior is rewarded, we are more likely to imitate it. If it is punished, we are less likely to adopt it.

The Bobo doll example: In the Bandura and Walters experiment, children

imitated aggressive behavior more when they saw the model being praised for his aggression.

Applications: Helps explain many human behaviors (from aggression to drug use and mental health problems) by studying how social factors influence the formation of actions and beliefs.

There is a close relationship between this theory and scientific plagiarism, through observational learning and reinforcement of behavior, whether positive or negative. If a researcher or student observes peers or colleagues engaging in plagiarism and receiving rewards, recognition, promotions, or academic certificates without consequences, they may imitate them, believing it to be profitable. Low self-efficacy (low confidence in one's ability to produce original work) and environmental factors (such as time pressure, indifference on the part of some professors in teaching or supervision, or lack of oversight) reinforce these bad practices.

3.4 Motives for scientific plagiarism

With differing concepts of academic plagiarism, there is confusion about the motives that lead students to commit plagiarism. For example, Belter and Pre (2009) identified two main motives for committing this crime. The first is deliberate deception, where students are aware that they are taking text from a source but fail to cite it properly. They usually do this because they consider it normal practice or because they are unaware of the consequences. The second is unintentional behavior, such as when they fail to correctly rephrase or quote from the source text. The almost invisible difference between intentional and unintentional plagiarism makes it necessary to provide them with an understanding of the act of plagiarism. This is useful for empowering and developing their abilities to participate in academic writing. In addition, the study conducted by Devlin and Gray (2007) reveals several reasons why Australian students commit plagiarism, namely: Inadequate university admission standards, students' lack of understanding of the concept of plagiarism, their lack of academic abilities and poor understanding of the educational material, which leads to their lack of interest in time management when doing assignments, searching for the right material, and understanding how to use references correctly, in addition to their laziness and tendency to take the easy way out. This leads them to seek easy solutions that do not tire them, and some of them even feel proud of committing these heinous acts, This is without forgetting the psychological aspect, as they are exposed to various psychological pressures resulting from time constraints and stress. (Chindy Putri Susilaningtyas, 2023)

A systematic review of 83 empirical research papers was conducted to clarify

the psychological motives for plagiarism, and it was concluded that a certain combination of circumstances may encourage plagiarism, such as a focus on competition and success rather than development and cooperation, along with poor resilience, limited confidence, impulsive tendencies, and biased perceptions. Therefore, interventions designed to reduce plagiarism do not always overcome individuals' motivations to cheat and may not reduce misconduct. However, when students feel that their lives and studies are aligned with their future aspirations, many of these conditions tend to disappear. (Simon A. Moss, 2017)

These results are consistent with those of a study conducted at a Spanish university on the motives for academic plagiarism, which are twofold: the first relates to students and their behaviour, such as poor time management, personal shortcomings in preparing assignments, and the high number of assignments to be submitted, etc. and the many opportunities offered by information and communication technology to locate, copy and paste information. The second relates to lecturers and/or the characteristics of the subject matter, as they do not show any interest in their work, or in prominent theoretical topics and assignments, etc. (Rubén Comas-Forgas, 2010)

In general, there are many motives for scientific theft, starting with the individual, and not limited to institutions, journals, textbooks, research funding agencies, or international experiments. The underlying desire or motivation to excel, cultural and psychological factors, an aggressive nature towards achieving success, fear of discrimination due to failure or promotion, financial or career gains, peer pressure, and the need to increase one's record of publications are all factors that contribute to scientific theft. Lack of academic training in relation to plagiarism and weak ideological views expressed in textbooks without the ability to provide self-support, as well as requests for publication during discussions, are other reasons, in addition to what research and economic institutions offer in the case of publication in indexed journals, such as university or research grants, and incentives offered by pharmaceutical companies, for example, to increase the academic and social performance of the department as well, lack of time, insufficient preparation, poor command of English or writing skills, and pressure to publish more articles rather than considering quality, in less time. not to mention the inadequate quality/maintenance of the journal, failure to follow appropriate guidelines regarding publication, poor review methods or sloppy review, and competition between journals to publish more articles, all of which may lead to plagiarism and its undetection. (Roka, 2017)

4.Prevention mechanisms against scientific plagiarism in the Algerian university

After presenting the plagiarism psychology and mentioning some of the psychological theories and motives behind it, we will attempt to present the most important software that helps detect it, while addressing this negative phenomenon from a legal and legislative perspective in the field of scientific research, and proposing a forward-looking vision for mechanisms to prevent it, as follows:

4.1 Software for detecting scientific plagiarism

After our brief research on the internet, after reviewing some studies that addressed the subject, and even after asking some artificial intelligence models about the most important and best software that detects scientific plagiarism of all kinds and forms, we found that there is no software in itself that has effective technical specifications. It also became clear to us that there is a commercial aspect to this, given that most of this software is paid for and advertised. Therefore, we will suffice with mentioning some of them according to what was mentioned in some studies that addressed this topic.

Foltýnek, Meuschke, and Gipp (2020) identify three important concerns in addressing plagiarism: similarity detection methods that are expected to identify the potential source document(s) in a (large) repository; text matching systems that maintain a database of potential sources, use various detection methods, and provide a user interface; and plagiarism policies that are used to define institutional rules and processes for preventing plagiarism or dealing with identified cases. Among such software, we mention: (Tomáš Foltýnek, 2020)

• Turnitin: Turnitin was founded in 1999 by four students and has grown into a globally recognised company. In 2014, the company acquired the Dutch system Ephorus, and in 2019 it was acquired by US investment company Advance. Focusing solely on institutional users, it is used by 15,000 institutions in 150 countries. Turnitin uses its own tracking software to search the web, including an archive of all previously indexed web pages. It also compares texts with published academic articles, as well as their own database of all assignments submitted to the system and optional institutional databases. They also develop several additional software tools for teachers to use in teaching and giving feedback.

• Copyscape: Founded in 2004 and run by a private company (Indigo Stream Technologies Ltd), Copyscape advertises itself as a plagiarism checker. Its main goal is to provide website owners with a tool to check whether their original content has been used by others. It also provides a regular scanning service and email alerts. It does not have its own database but uses Google services to search the web.

• PlagAware: Supervised by a private German company, (h (PlagAware Unternehmergesellschaft), it claims to have 39,000 active users and focuses on a wide range of customers – universities, schools and companies, which are offered institutional licences, and individuals, who can use purchased credits to check documents individually. They undertake to compare 10 billion online documents and reference texts provided by the user.

• Unicheck: Launched in 2014 under the name Unplag. The brand name was changed in 2017. It is operated by UKU Group Ltd, registered in Cyprus, and is used by 1,100 institutions in 69 countries. Apart from institutional users (secondary schools, higher education institutions and businesses), it also offers its services for personal use. The service pricing varies depending on the type of user, comparing documents to web content and open access sources, and for business customers, to their own library. They also claim to perform similar character detection (replacing similar characters).

• PlagScan: Launched in 2009 by the German company PlagScan GmbH, they report having over 1,500 institutions as customers. Although they focus on higher education, secondary schools, and businesses, they are also available to individual users. They search the internet using MS Bing, published academic articles, a so-called plagiarism prevention pool, and optionally the customer's own database. They offer several payment options for each type of customer, as well as options for a free trial.

The researcher (Al-Shehri, 2025) compares the most important plagiarism detection software in terms of features, accuracy, language support, and cost. She concluded that the best one is Turnitin, as it is the most accurate, has a huge academic database, provides detailed reports, and is effective for universities, supervisors, and thesis review, but cannot be used individually. Grammarly Premium is also easy to use, with built-in language correction and instant support, making it suitable for students, freelance writers, and content editors, but it is limited in its handling of academic research and does not include university databases. In addition, iThenticate software, which is approved by international publishers, offers advanced plagiarism analysis and is suitable for researchers who wish to publish scientific research, but it is expensive and not suitable for non-research content. Quetext software has a free and paid version, with a simple interface, quick scanning, and support for multiple languages. It is suitable for personal use or initial drafts, but it does not detect deep citations or rephrasing.

4.2 The phenomenon of scientific plagiarism from a legal perspective

Plagiarism in Islam is considered a heinous and forbidden act, and it is not permissible to do so. It falls under the other types of theft that Islam has fought against in the Holy Qur'an, the Sunnah of the Prophet, the Companions, and the Followers. and the followers of the followers to this day. Scholars and jurists continue to criminalise it and call on people to avoid it because of the great harm it causes to those engaged in scientific research and the infringement of the intellectual rights of others through plagiarism and misappropriation. Therefore, Islam insists on honesty, integrity, justice, and the preservation of trust and rights.

The Organisation of Islamic Cooperation considers that copyright and innovation are protected by law, and that their owners have the right to dispose of them, and that it is not permissible to infringe upon them. (InternationalIslamicFiqhAcademy, 2020)

As (Ibn Abd al-Hayy, 2020) mentioned in his letter, ‘Scientific Theft in the Eyes of Scholars,’ "The scholars of the nation, past and present, warned against quoting someone else's words without attributing them to their author, as this gives the impression that the quoter possesses the knowledge of the author, making them appear to be a learned scholar when in fact they are merely dependent on others, imbued with knowledge they did not earn through attribution or reference. However, it should be noted that not every quoter without attribution is described by scholars as a thief. As for those who make this a habit, such as those who steal part or all of a book, or a research paper with its divisions and questions, or a book with its order and sequence, or a surprising benefit in a discussion or question, that is theft and betrayal, and taking credit for something that was not given to them and a waste of trust.

Al-Albani says: "Islamic knowledge has no blessing and no effect on scholars if they do not adopt the morals of scholars. Among these morals is that scholars should not benefit from the knowledge of others and then fail to attribute it to its source. Scholars say in their books that one of the blessings of knowledge is attributing every statement to its source. Quoting the words of others without attributing them to them can be called: verbal theft, or a new innovation that scholars did not know before. The issue is not only the absence of blessing in this stolen knowledge, but also a very clear indication that this knowledge is not from Allah, because if it were from Allah, it would not fall under the warning of His saying, peace be upon him: ‘He who is satisfied with what he has not been given is like one who wears false garments.’ (Al-Sijāʾī, 2017)

According to (Ibn Abd al-Hayy, 2020), there is some general evidence from

the Qur'an and Sunnah that the early generations understood the prohibition of scientific theft, including:

'The Holy Qur'an says: ﴿Do not think [O Prophet] that those who rejoice in what they have done, and love to be praised for what they have not done do not think they are secure from punishment. For them is a painful punishment. ﴾[Al-Imran 188] The meaning of this verse is that whoever steals the words of others verbatim and does not attribute them to them, loves to be praised for what he did not say, according to the words of others as if they were his own, saying, "So-and-so is a scholar," and if he claims that he does not rejoice in this, he is asked, 'Then why did you not mention the one from whom you quoted, and attribute his words to him?' Ibn Kathir said: This refers to those who boast about things they did not do, as mentioned in the two Sahihs from the Messenger of God (peace be upon him): 'Whoever makes a false claim to boast about it, God will only increase his poverty.'

"And what was reported by Muslim and others from Abu Dharr that he heard the Messenger of Allah (peace be upon him) say: 'Whoever claims what is not his is not one of us, and let him take his seat in Hell.' The meaning of this hadith is clear: whoever transmits the words of another without attribution is claiming them for himself, so whoever hears or reads them will think they are his own words, and they are not his words, so he is included in this severe warning. Ibn Hajar, may Holy have mercy on him, said: 'It is understood from Muslim's narration that it is forbidden to claim something that does not belong to the claimant, and this includes all false claims regarding wealth, knowledge, learning, lineage, status, righteousness, blessings, loyalty, and so on.'

'And Sufyan al-Thawri said: The ratio of benefit to its usefulness is honesty in knowledge and gratitude for it, and silence about it is lying in knowledge and disbelief. Ibn 'Abd al-Barr said: What al-Muzani said is obligatory in my view, so I mentioned it and added it to the one who said it, because it is said that one of the blessings of knowledge is to attribute something to the one who said it. Al-Qurtubi said in the introduction to his book: My condition in this book is to attribute statements to those who say them and hadiths to their compilers, for it is from the blessings of knowledge to attribute what is said to its sayer. Al-Nawawi said: It is advisable to attribute the benefit that is surprising to its speaker, for whoever does so will be blessed in his knowledge and condition, and whoever misleads others and misleads them by taking the words of others as his own is not worthy of benefiting from his knowledge, nor will he be blessed in his condition. The people of knowledge and virtue have always attributed benefits to their speakers. We ask Holy, the Almighty, to grant us success in this always.

4.3 The phenomenon of scientific plagiarism from a legislative perspective

Anyone who carefully examines the Algerian constitution and the various laws and ministerial decrees issued by the Ministry of Higher Education and Scientific Research concerning academic plagiarism and ways to prevent it will see that Algeria has a clear legal arsenal in this area, which only needs to be implemented in practice.

The (MinisterialDecisionNo1082, 2020, December 27), which sets out the rules for preventing and combating scientific theft, is fairly comprehensive, as it "defines scientific theft in its various forms and sets out awareness-raising and education measures. Higher education and scientific research institutions are required to organise training courses for students, research professors, university research professors and permanent researchers on the rules of scientific documentation and how to avoid scientific theft, organise seminars and study days for these groups who are attending doctoral theses, Including the subject of scientific research ethics and documentation in all stages of higher education. Prepare supporting information guides on documentation methods and avoiding scientific plagiarism in scientific research, and include a statement of commitment to scientific integrity and a reminder according to the legal procedures in the event of proven scientific plagiarism in the student's file and throughout their university career.

It also specifies "control measures, whereby higher education and research institutions are required to establish, on the websites of higher education and scientific research institutions, a database of all work produced by students, research professors, university research professors and permanent researchers, including in particular graduation theses, master's theses, doctoral theses, fieldwork reports, research projects and pedagogical publications. Establishment of a digital database at all higher education and research institutions containing the names of professors, university research professors, and permanent researchers, organised by department, specialisation, CV, and areas of scientific and research interest, in order to draw on their expertise for the evaluation of scientific research work and activities. Purchase the rights to use software that detects scientific plagiarism in Arabic and foreign languages, or use free software available on the Internet, and other available software, or create Algerian software that detects scientific plagiarism. Every student, research professor, university research professor, or permanent researcher must sign a commitment to scientific integrity when registering a research topic, memorandum, or thesis, which shall be filed with the relevant administrative departments of the Education and Research Unit.

He also presented procedures for investigating and punishing scientific theft, divided into two sections, the first dedicated to students and the second to professors, university research professors, and permanent researchers.

As for students, Any report from any person of scientific theft committed by a student shall be submitted in a detailed written report accompanied by supporting documents and material evidence to the head of the education and research unit, who shall immediately refer the above-mentioned report to the institution's ethics and conduct committee for the necessary investigations and inquiries. This committee shall submit its final report to the head of the unit within a period not exceeding thirty (30) days from the date of notification of the incident, when the report confirms the academic theft. The unit manager shall refer the file to the unit's disciplinary board. The unit manager shall notify the student accused of scientific theft in writing of the allegations against him and the material evidence, attaching the referral decision to the disciplinary board and the date and place of its meeting, within the time limits specified in the regulations in force. The disciplinary board shall meet within the time limits stipulated in the regulations in force to rule on the facts presented to it, He also presented procedures for considering and punishing reports of academic theft, divided into two sections, the first dedicated to students and the second to professors, university research professors, and permanent researchers.

The members of the disciplinary board listen to the report presented by a member of the institution's ethics and morals committee, which must include the facts attributed to the student and the evidence that confirmed the occurrence of plagiarism. They then listen to the accused student to present their defence. The accused student must appear in person, except in cases of force majeure. He or she may bring any person to accompany him or her in his or her defence and, for this purpose, he must notify the unit official in writing of the names of the persons accompanying him in his defence at least three days before the disciplinary council meeting. If he is unable to attend for justified reasons, he may request in writing from the unit official to be represented by his defence counsel and to submit his observations and arguments in writing three days before the disciplinary council meeting. The council shall record in the minutes of the hearing the facts attributed to the accused student as specified in the report of the institution's Ethics and Morals Committee, in addition to the observations and justifications of the accused student. The unit's disciplinary council shall rule on the facts attributed to him within the time limits specified in the applicable regulations. The student may appeal the decision taken by the unit's disciplinary council before the institution's disciplinary

council.

In the case of professors and researchers, "any notification, from any person, of scientific theft committed by a professor, university research professor, or permanent researcher, shall be submitted in a detailed written report accompanied by supporting documents and material evidence to the head of the teaching and research unit, who shall immediately forward it to the institution's ethics and conduct committee for the necessary investigations and inquiries to be carried out. This committee shall submit its final report to the head of the institution after conducting the necessary investigations and inquiries within a period not exceeding forty-five days from the date of notification of the incident of scientific theft. When the report confirms that scientific theft has occurred, the director of the institution shall notify the administrative committee of equal members within the specified time limits. The professor shall have the right to be notified in writing of the allegations against him, to review his entire disciplinary file, and to be notified of the date of his appearance before the administrative committee with equal membership by registered mail with return receipt requested within fifteen days from the date of initiation of disciplinary proceedings, The Administrative Committee, composed of equal numbers of members, shall hear the report submitted by one of the members of the Foundation's Ethics and Morals Committee, which must include the alleged facts and the evidence that confirmed the occurrence of scientific theft. It shall then hear the accused party's defence of the allegations against them. The professor must appear in person, except in cases of force majeure, and may submit their observations in writing or orally. He shall be entitled to seek the assistance of a qualified defence counsel or any employee of his choice. If he provides an acceptable justification for his absence, he may request the competent administrative committee of equal members to be represented by his defence counsel. In both cases, he must notify the committee in writing of the names of the persons he chooses to defend or represent him three days before the hearing. This committee must record in the minutes of the hearing the facts attributed to the accused party as specified in the report of the institution's Ethics and Morals Council, in addition to the observations and defences of the accused party or his defence. The party concerned shall be notified of the decision containing the disciplinary penalty within a period not exceeding eight days from the date of the decision, and it shall be kept in his administrative file. He may also appeal the decision before the competent appeals committee, in accordance with the conditions and deadlines stipulated in the legislation in force.

This decision also proposes a set of penalties: "Any act constituting scientific theft and related to the scientific and pedagogical work required of students in their bachelor's, master's and doctoral theses, before or after their defence, shall result in the invalidation of the defence and the withdrawal of the title held by the student. Any act constituting scientific theft related to the scientific and pedagogical work required of a research professor, university research professor, or permanent researcher in pedagogical and scientific activities, in master's theses and doctoral dissertations, or in other research projects, or in university qualification work or any scientific or pedagogical publications, shall be subject to the same penalties as those applicable to students. and in master's theses, doctoral dissertations and other research projects, or university qualification work or any scientific or pedagogical publications and legally established, during or after their discussion, publication or presentation for evaluation, shall be subject to the annulment of the discussion and the withdrawal of the title held, or the suspension of the publication of those works or their withdrawal from publication, and all disciplinary proceedings against any person shall be discontinued due to insufficient evidence or due to facts not included in this decision. Any party affected by a proven act of scientific theft may also prosecute the perpetrators in accordance with the provisions of Order No. 03-05 dated 19 Jumada I 1424, corresponding to 19 July 2003.

4.4 The foresighted vision of mechanisms for preventing scientific plagiarism in Algeria

In our view, the best solution to reduce the spread of this undesirable phenomenon among students and professors is to provide the financial, material and human resources for scientific research in a practical and scientific environment that encourages creativity and innovation, values effort, hard work and diligence, avoids all forms of dependency and cheating, respects the rights of others, promotes a culture of honesty, integrity and scientific integrity, and boosts self-confidence, whether at the bachelor's, master's, doctoral, or at the level of professors, researchers, and clinical researchers, with the activation of a deterrent system and the application of laws in cases of proven cheating or scientific plagiarism, without leniency under any circumstances, after sensitising all those concerned and improving the educational/ learning process to make it more effective, stimulate students and discourage laziness and dependence, such as assigning them field projects, opening them up to their surroundings, following up and monitoring them, and encouraging them to participate in scientific forums and seminars under the supervision of professors. In general, this can be summarised as follows:

• Psychological support: The administrative and pedagogical team at the university level must provide the necessary psychological support to students and researchers, preparing them to adapt to the university environment before and during their studies. On the one hand, they must adopt certain psychological theories to mitigate the severity of academic plagiarism. According to planned behavior theory, attitudes must be changed: through raising awareness of the seriousness of plagiarism and its negative effects on intellectual development and academic integrity, and modifying subjective standards: by creating an institutional culture that categorically rejects plagiarism and promotes integrity as a collective value, in addition to reducing perceived control over plagiarism: by strengthening control mechanisms Punishment (such as the use of similarity detection software and the enforcement of strict disciplinary regulations) and, at the same time, increasing perceived control over authentic writing by providing workshops and support for academic research and writing skills, making alternative behavior (authentic writing) easier and more feasible. Thus, this theory not only helps to understand the psychological and social causes underlying plagiarism, but also provides a clear roadmap for combating it proactively and systematically. According to attribution theory, countering this phenomenon is not only a matter of deterrence, but by redirecting causal explanations towards internal, controllable causes (such as relying on better study strategies to comprehend the material and guided or applied work that allows for the use of available resources and collaborative learning, for example) to boost self-confidence and a sense of responsibility, and to make an effort instead of resorting to plagiarism. Academic plagiarism is also addressed according to social cognitive theory, through an integrated approach that focuses on enhancing the student's self-efficacy by training them in academic skills and building their confidence in their abilities, and providing positive models of authentic behavior by teachers and peers to promote learning by observation. setting clear expectations and consequences in the educational environment through strict policies that reward integrity and punish plagiarism, and finally creating a supportive environment that provides resources and removes the pressures that drive plagiarism.

• Sensitisation and awareness-raising: Universities and research centers, with the help of mosque imams and religious scholars, the education, youth and sports sectors, vocational training and education, culture, various civil society organisations, the media and communications, etc., should organise regular awareness days on the importance of honesty and integrity in scientific research, highlighting the serious consequences of scientific plagiarism, both morally and

legally, and educating children from an early age to fear the Holy in secret and in public, and the need for them to be honest and truthful, by also activating the role of mosques, Islamic cultural centers and Koranic schools.

• Quality training for students: Working to ensure quality training characterised by efficiency and effectiveness throughout the student's career, starting with the bachelor's degree, through the master's degree, and up to the doctorate, whether theoretical or practical, allowing them to master the scientific knowledge of their specialisation. This will only happen by abandoning traditional teaching methods, adopting modern methods in light of active pedagogy, using technological teaching aids, adopting an effective educational assessment system, and developing achievement tests in accordance with good preparation conditions, etc.

• Education by model, example: This is achieved by presenting examples of scholars of the past and present who were distinguished by their scientific integrity and accuracy in transmitting knowledge and citing its sources, as we have seen previously. Researchers of all ranks must also be good role models for their students, working hard to teach them well and striving for academic integrity when writing articles, contributions or books, etc.

• Inclusion of scientific integrity in the curriculum: Those in charge of the Ministries of National Education and Higher Education and Scientific Research, at the very least, must include scientific integrity in educational curricula, starting with primary education and continuing through to higher education, at all levels, so that Algerian students grow up with the values of honesty, integrity, discipline, seriousness, and respect, and avoid the values of theft, lying, cheating, deception, and complacency, etc. This subject should be exploratory in nature.

Training students and researchers on the correct methods of documenting sources and quoting: This process should be carried out continuously in the methodology course in all semesters, with a focus on it in master's and doctoral discussions and doctoral seminars, with the possibility of making attendance at these events mandatory, so that students and researchers understand that adhering to the standards of academic integrity is an addition to their work, not a detraction from it, and an appreciation of their efforts to achieve academic excellence.

• Encouraging and valuing the participation of students and researchers in collective work or international research projects: by supporting collective work, whether in guided or applied work, the completion of memos, contributions or articles, as well as encouraging researchers to join international research projects of solid scientific value. This will improve the academic level of researchers on the

one hand and contribute to reducing the chances of individual scientific plagiarism on the other.

• Organising training courses and workshops for students and researchers: these should be organised on a regular basis rather than occasionally, with the help of experts and specialists, on the rules and ethics of scientific research, publication in peer-reviewed journals, scientific plagiarism, its types, causes and ways of preventing it, etc.

• Acquisition and activation of plagiarism detection software: by providing universities and scientific journals on the ASJP platform with the most effective software, as mentioned in the previous section, ensuring that it is easily accessible to postgraduate students and researchers, and researchers, using their professional email addresses. We have noticed that most universities do not offer this feature to their students and professors, unlike some universities that do provide this service, such as the University of Guelma.

• Guiding students towards innovative work: This can be achieved through business incubators and entrepreneurship centers, which encourage students and researchers to come up with new ideas and projects that can be implemented on the ground and contribute to the national economy. This would also significantly reduce the chances of plagiarism.

• Enforce legal deterrents: The absence of deterrents or lax enforcement is what encourages scientific theft. Therefore, laws must be strictly enforced, whether at the level of disciplinary councils or professional ethics councils, and penalties must be imposed on violators according to the severity of the violation.

5. CONCLUSION

Through our presentation of this research paper on the psychology of scientific plagiarism in Algeria: a reading of the motives and mechanisms of prevention from a psychological, legal and legislative perspective, we conclude that this phenomenon, which is alien to our Islamic environment, has spread, albeit relatively, in Algerian research circles, as is the case elsewhere in the world. What has increased its prevalence is technological development and the ease of accessing knowledge with the least possible time and effort. Despite the abundance of commands and prohibitions in our true Islamic religion that deter and discourage this dangerous scourge, and despite the arsenal of deterrent laws issued by the Ministry of Higher Education and Scientific Research, particularly Ministerial Decision No. 1082, it remains necessary to rely on constant awareness-raising and sensitisation, and to exploit all available means to achieve this, both inside and outside the university. The issue of eliminating academic plagiarism is a societal

project, and all actors must work together, including all educational media: the family, school, places of worship, peer groups, theatre, associations and clubs, media and communication channels, libraries, etc., which must work to instill moral values in the hearts of their children.

I also propose adopting the various mechanisms I have included in this research paper, or enriching them further, and adopting them to reform what can be reformed, in order to restore Algerian universities to their rightful place among the nations that are advanced in the field of scientific research.

6. Marginalisation:

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