PLAGIARISM AT TERTIARY INSTITUTIONS: PERCEPTIONS OF LECTURERS AT THE UFS CAMPUSES

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ABSTRACT

Plagiarism has increased alarmingly on campuses world-wide. The Internet has largely contributed to this problem. Students are able to download complete articles, assignments and essays from the WWW and present it as their own original work. Students also copy sections of articles and paste it into their assignments or dissertations without acknowledging sources. Additional pressure is placed on lecturers to trace the sources from which the work was copied. World-wide research has indicated that plagiarism occurs on nearly all campuses and that students are increasingly guilty of committing plagiarism. Electronic programmes for the detection of plagiarism are already in use on many European and American campuses, while only few South African universities utilise this facility. This study was undertaken to investigate the opinions of lecturers regarding the extent of plagiarism on the campuses of the University of the Free State. The prevalence of plagiarism, sources from which were plagiarised, and resultant steps that should be taken according to lecturers, were investigated.

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INTRODUCTION AND PURPOSE

Plagiarism is a world-wide problem that is increasingly being experienced at tertiary institutions. Although plagiarism is no new problem in the academic world, the Internet has given rise to a new generation of trespassers. Students who have Internet access are able to copy information on almost any subject directly from a web page and present it as their own. Whilst access to much more information could lead to studies of a better quality, it also has the consequence that students increasingly submit copied work. As it is not always possible for lecturers to trace the original source, many cases of plagiarism pass without being detected. Lecturers cannot lay a charge of plagiarism without sound evidence and condemnatory proof. Finding the original sources is a time consuming task and places much pressure on already overworked lecturers.

A survey was conducted amongst the academic staff of the University of the Free State in order to determine the extent of plagiarism at this university. The aim of this survey was:

- to determine the extent of plagiarism in the various departments of the UFS; and

- to investigate what measures are being taken, and should be taken against students committing plagiarism.

Additionally, a literature study was undertaken to determine the extent of plagiarism at other tertiary institutions in South Africa and methods they use to combat plagiarism.

BRIEF LITERATURE REVIEW

Plagiarism is generally considered to be the presentation of somebody else's intellectual work or ideas as your own, without giving recognition to the creator or writer thereof. This includes the following:

- the direct copying from a source;

- the "cut and paste" from WWW sources, presenting it as one's own original work; and

- the use of other students' or people's assignments as one's own.

Brits and Ackermann (2006: 83) define plagiarism as "...the fraudulent presentation of artistic and other creative material as your own. It is an attempt to mislead readers, viewers, a publisher, a newspaper editor or university authorities." Guy Berger (Department of Journalism at Rhodes University) describes plagiarism as theft and people committing plagiarism as thieves (*Citizen* 2003: 13). According to *Die Burger*, plagiarism happens "...if you take somebody else's intellectual property and you use a substantial portion of it under your own name" (*Citizen* 2003: 13). Plagiarism is not only the word-for-word copying of information. According to *Die Burger* (2003: 16), even the prevalence of intrinsic similarities in a story or argument also constitutes plagiarism.

The Internet plays a definite role in the rise of plagiarism at universities. The Internet not only has simplified finding applicable information, but in the era of "copy and paste", students can submit an assignment in which the greatest input was to type the appropriate keywords into the search engine. It seems that students consider the Internet as the only source of information and only use the WWW for research. Even if proven to students that the information available online is not always of a high quality, they still prefer to search online rather than to visit the library. McLafferty and Foust (2004: 186) are of the opinion that the presence of the billions of web pages serves as "an unprecedented resource and tool for the cut-and-paste con artist to use in creating unoriginal works". These authors consider plagiarism a threat to the essence of academic life to such an extent that the credibility of professions in total is being frowned upon.

The *Saturday Star* (2005: 16) refers to the young people of our day as "The Generation Cut and Paste" and calls the prevalence of plagiarism at universities "a shocking state of affairs". According to the *Saturday Star,* up to 80% of students have admitted to having used material without referencing it. The *Saturday Star* considers plagiarism to be theft and proposes that plagiarism should be handled in the same way as theft of property: "… when a country's educational institutions lose their integrity, when the value of the qualifications they issue is nearly worthless, then your country itself is little more that a banana republic" (*Saturday Star* 2005: 16).

According to the Turnitin web page (Plagiarism and Turnitin.com 2005: 5), between 50% and 90% of students commit plagiarism and only a few are caught out. Not all of them commit plagiarism deliberately, many students do not know what plagiarism is or did not receive adequate information on the seriousness of the transgression. In a study on dishonesty among students, McCabe (as cited by Iliff and Ziao, 2004: 2) found that 68% of students and scholars had been dishonest at least once. Iliff and Xiao (2004: 2) also refer to a study by Davis in which it was found that between 75% and 80% of students out of a group of 8000 indicated that they had been dishonest before. Iliff and Ziao are of the opinion that students that are dishonest in one way are also prone to be dishonest in other ways, for example to plagiarise or to copy in tests.

The *Sunday Tribune* (2004: 9) makes reference to research conducted in Britain which had indicated that one out of three students holding a degree had copied work from friends or from the WWW. During 2003 an extensive study conducted among 18 000 students and 2600 faculty members of the Rutgers University in the United States showed that 38% of all undergraduate students participating in the study had copied information from the WWW without referencing it (Beasley 2004: 2).

Davis (as quoted by Scanlon 2003: 162) already found in 1992 that 76% of students were dishonest at university or at school, or both. Of the 89% of students that have indicated that they consider plagiarism to be wrong, 25% indicated that they also commit plagiarism themselves (Scanlon 2003: 163). Students are more computer and Internet literate than most lecturers are; even primary school pupils know how to find

information on the WWW. McCabe, as quoted by Scanlon (2003: 162) found that pupils consider themselves having proprietary rights over information on the WWW, hence the high occurrence of plagiarism among high school pupils.

Various online services are available where complete essays, assignments and articles can be downloaded. By typing the words "free term paper" into Google, a result of 227 million records was obtained. Some of these services are free of charge, others vary from fairly cheap to very expensive. Amongst the first 20 web pages found in the search, the following services, amongst others, were available to students and pupils:

- Cyber Essays (http://www.cyberessays.com) – free assignments, essays and reports on all subjects in a database consisting of 300 000 sources.

- ThePaperExperts (http://www.thepaperexperts.com) – assignments on any subject, written by professional writers and editors.

- 1millionpapers.com (http://www.1millionpapers.com) – documents, reports and essays on any subject.

- OpPapers.Com (http://www.oppapers.com) – assignments, reports, essays or research reports written by other students and pupils.

- CheatHouse (http://www.cheathouse.com) – free essays, assignments and research reports from a choice among 130 categories.

- Academic Term Papers (http://www.academictermpapers.com) – yields research reports at the minimal cost of $7.00 per page.

- A! Termpaper (http://www.a1-termpaper.com) – has 20 000 prepared essays on any subject imaginable.

- School sucks (http://www.schoolsucks.com) – supplies free assignments on any subject imaginable.

These and similar services present students with the opportunity to commit plagiarism. Students do not consider it a transgression or plagiarism if they buy an article, or if they obtain an assignment written by somebody else. The disadvantage is that no learning has taken place. Not only do they not learn how to collect and assimilate information and to write an assignment, but also the subject of the assignment - which forms part of the learning outcomes – is not studied by the students. This reflects further in the fact that students no longer read and do not make use of the library sources.

Massification at universities makes it easier for students to get away with plagiarism and overworked lecturers do not relish the prospect of the added workload effected by plagiarism. Many lecturers simply ignore the problem because they do not have the time to test the assignments against the search engines. Sentences are sometimes copied from various sources and sequentially pasted into a paragraph. The variety of writing styles are easily detectable, but the lecturer first has to find the source from which it was copied in order to prove plagiarism. Lecturers are pressurised to have students

pass, and flow-through rates are negatively affected by students found guilty of, and penalised for, plagiarism. Not to punish students for plagiarism leads to them entering the workforce without the necessary knowledge and skills. Additionally, the credibility of qualifications and of lecturers are thereby frowned upon.

Tertiary institutions world-wide realise that stricter measures should be instituted. Electronic aids in the form of programmes that recognise similarities between documents are already in use, or are being investigated. Although several institutions are of the opinion that these programmes treat students as guilty before proven guilty and that it endangers students' right to privacy, these programmes are increasingly being used. Some of the programmes available are:

- iThenticate (http://www.ithenticate.com) – an online service with the promise to combat plagiarism and thereby ensuring that only original work is being delivered.

- Turnitin (http://www.wesleyan.edu/libr/turnitin/) – developed by professors at the University of California (Berkeley) with the aim to terminate the occurrence of plagiarism amongst their students. The software takes a digital fingerprint from the text information and searches corresponding patterns from the Turnitin database containing billions of web pages, pdf-files, articles and books.

- PowerResearcher (http://www.powerresearcher.com) – is a software programme used by students to write research reports, theses and dissertations. The programme simplifies the writing by students and the marking by lecturers, while it tests the information submitted for plagiarism.

- EVE2 (http://www.canexus.com/eve) – an online programme by which lecturers and teachers can trace cases of plagiarism. A report with web addresses of possible corresponding web pages is supplied, as well as possible copied sections indicated in red.

- MyDropBox (http://www.mydropbox.com) – indicate sections that have been copied verbatim as well as sections that might have been copied partially or that have been minimally altered.

- The Glatt Plagiarism Screening Programme (http://www.plagiarism.com) – uses writing styles to detect cases of plagiarism. Every fifth word is omitted from the text and replaced by a blank space. Students then have to supply the missing words. The number of correct responses and the time taken to supply the information, amongst others, is measured to obtain a "plagiarism probability score".

These programmes should be viewed as a last measure to combat plagiarism, and not the only remedy. The advantages and disadvantages of some programmes should be profoundly investigated before it can be utilised for the detection of cases of plagiarism.

Students should be trained to be aware of the dangers of plagiarism. Students who are informed of the criminality of plagiarism, who know how to cite information and who

know how to use in-text referencing will be less prone to commit plagiarism. "Before you whack a student on the head for what you think is flagrant copying, check first that the student knows how to reference and source properly, which in academic texts, is a complex thing to master" (*Natal Witness* 2003: 9). De Voss and Rosati (2002: 195) are of the opinion that lecturers are mistaken by assuming that students know what plagiarism comprises. Even if they are made aware of the fact that plagiarism is a crime, students are not subject to the same academic values as lecturers. According to students in certain classes, they are given an assignment and should submit material on the subject – and that is what they do.

Because the Internet simplifies plagiarism and because it is difficult to detect plagiarism, the best method a university can follow is prevention (McLafferty and Foust 2004: 186). According to Peter Underwood (*Sunday Independent* 2004: 9), many students do not know how to avoid plagiarism. He is of the opinion that students should be taught to look for information, to evaluate information and to cite their sources. This point of view is also expressed by the director of education of the University of Stellenbosch, Jan Botha: "At universities, students employ a higher level of cognitive analysis, synthesis and knowledge interpretation skills, causing a lot of grey areas in the philosophical debate around plagiarism" (*Cape Times* 2003: 5).

Most of the tertiary institutions in South Africa have already taken a stand against plagiarism. Since the beginning of 2004, the Department of Communication and Information Studies at the University of the Free State enters into an agreement with students whereby they are requested to declare that the submitted work is their own. As a result of students' negative reactions to these measures, the media representative of the UFS issued a press release on 23 July 2004 in which it was stated that the UFS considers plagiarism in a very serious light. This declaration further stated that plagiarism was being considered to be intellectual theft and that strict measures would be taken against guilty students (Loader 2004).

Students of the Border Technikon found guilty of plagiarism can, for example, be suspended permanently or for several years. The names of guilty students are also being given to other universities (*Daily Dispatch* 2003: 7). According to the spokesperson of the Border Technikon, it is especially first year students that commit plagiarism, and therefore an awareness campaign was launched to inform students by means of support programmes, pamphlets and special lectures on plagiarism (*Daily Dispatch* 2004: 5).

The University of Cape Town recorded more than 50 cases of plagiarism during 2004. According to Andrea Weiss of the University of Cape Town, all cases of plagiarism are published in order to emphasise the seriousness of plagiarism (*Independent on Saturday* 2005: 3). The University of Cape Town has suspended a doctorate candidate found guilty of plagiarism (*Daily Dispatch* 2003: 7). A final year student's degree was not conferred due to her being guilty of plagiarism, and a master's degree student was failed after it was found that sections of her dissertation were copied (*Saturday Star*

2005: 1). It is expected of UCT students to hand in a signed declaration with every assignment, stating that it is their own work and that all sources have been referenced (*Sunday Times* 2004: 4).

At the University of KwaZulu-Natal, students committing plagiarism are being put on trial. If found guilty, penalties are enforced varying from a warning, a reprimand, and the forfeit of marks to suspension from the University (*Independent on Saturday* 2005: 3). Since 2004 the names of students found guilty of plagiarism are being pinned to notice boards on the campus (*Sunday Times* 2004: 4). In an additional attempt to curb plagiarism, students were warned that such a transgression (plagiarism) would be entered on their academic records (*Natal Witness* 2004: 3).

During an investigation into plagiarism at Pretoria University, 80% of students indicated that they copy information from the WWW (*Independent on Saturday* 2005: 3). In 2004 a postgraduate student of this university was suspended after handing in an assignment which was copied from the WWW (*Pretoria News* 2004: 3). The "Turnitin" programme is also being utilised by the university in order to trace plagiarism (*Pretoria News* 2004: 3).

The Rhodes University has a committee that investigates cases of plagiarism (*Daily Dispatch* 2003: 7). The university distinguishes between incorrect methods of referencing and blatant plagiarism, and students found guilty of plagiarism can forfeit their marks or can be suspended (*Daily Dispatch* 2004: 5).

Jan Botha of the University of Stellenbosch suggests that it is the lecturer's duty to determine whether plagiarism was committed (*Cape Times* 2003: 5). This university acts sternly against cases of plagiarism and lecturers are requested to report cases of plagiarism, especially at postgraduate level (*Independent on Saturday* 2005: 3).

Unisa has reported that they have found a few cases of plagiarism (*Sunday Tribune* 2004: 9) and lecturers are requested to subtract marks for traces of plagiarism. Students found guilty are also subjected to a disciplinary hearing and can be suspended (*Sunday Argus* 2004: 15).

Laura Dison, an advisor at Wits, considers plagiarism to be a serious problem at tertiary level. Each department at Wits has its own policy regarding plagiarism, about which students are beforehand informed (*This Day* 2003: 2). She said that students at Wits were being trained to use various sources and to acknowledge these sources. The registrar at Wits considers it to be especially first year students who commit plagiarism, due to the fact that plagiarism is not being addressed at school level (*Sunday Times* 2004: 4). Wits is prepared to reveal the identity of someone who has committed plagiarism in order to protect academic standards (*Saturday Weekend Argus* 2005: 1). Additionally, guilty students at Wits can be fined or suspended (*Sunday Tribune* 2004: 9).

The Technikon Witwatersrand appointed a copyright official in 2004 to inform students about plagiarism and to deal with copyright infringements. It is also expected of students to sign an agreement regarding plagiarism (*Sunday Times* 2004: 4).

Students of the University of Zululand can be suspended for two years if they are found guilty of plagiarism. The names of these students are also being distributed to other universities (*Sunday Times* 2004: 4).

Seen against the background of the extent of plagiarism at tertiary institutions, both in South Africa and in other countries, it was decided to conduct a pilot study among the academic staff of the UFS.

METHODOLOGY

This study was undertaken by the University of the Free State who wanted to determine the extent of plagiarism on the campus, and to determine the perceptions of lecturers on the steps that should be taken against students guilty of plagiarism. A questionnaire consisting of 20 questions was used to collect data. Two of the questions were open-ended, one was ordered choice and the rest were closed-ended questions. Question tables were also used. The response categories used in the closed-ended questions were Likert-type scales. Nominal and ordinal levels of measurement were used.

Data collection was done by means of web-based questionnaires that were completed by participants online and were then submitted to a server where data was collected. All 1060 academic staff were notified via e-mail about the objectives of the research and were invited to visit the website and complete the questionnaire. No sample was therefore selected. Questionnaires were posted in Afrikaans and English. A total of 161 questionnaires were completed during May 2006. That is a response rate of 15.18%.

A popularity analysis was calculated for ranked answers – that is questions requiring an ordered choice answer, while a frequency analysis shows the number of occurrences of each possible ranking value for each of the available choices. A popularity analysis shows the relative popularity of each choice, i.e. how many times the choice was ranked first, second, third, etc. The mathematical calculation is based on the points scored for each choice, which are accumulated across all the sheets being analysed. The more the choice is placed first rather than second, second rather than third, etc. the higher its relative popularity. Inversion of the rankings to give points is done to make a more popular choice show a higher value on the final graph.

The findings of this research are presented in the form of tabular (frequency tables) and/or graphical (bar and/or pie charts) representations of all the values in the set of data and their corresponding frequencies. Where percentages do not add up to 100%, respondents could have chosen more than one response. Cross tabulations were calculated on specific variables, which contribute towards realising the research objectives.

Percentages, when shown, are given to the nearest integer. As a result they may not add up to 100% - instead it may be 99% or 101%. The statistical chi-square test was used in the cross tabulations in order to test whether or not two categorical variables are independent. The data for the chi-square test are usually arranged in a table including sums for each row and/or column. Large chi-square values indicate that on the whole, the observed frequencies are far from the expected ones, while small chi-square values indicate the opposite. Chi-square gives an indication of the distance between the observed and the expected frequencies. Since this is a nonparametric statistical procedure, the variables were measured at the nominal or ordinal level. The categories were mutually exclusive, and each observation in each category should be independent of all others.

RESULTS

The main findings of the study at the UFS campus are highlighted below and will briefly be discussed.

Demographic profile

In the first part of the questionnaire, respondents were asked to indicate their position, the faculty they belong to, and the number of years of experience they have in higher education. The highest response came from lecturers (31.1%), the faculty with the highest response rate was Natural and Agricultural Sciences (35.4%), while 55.9% respondents indicated that they have experience of ten years and more in higher education. Of the lecturers who responded, 69% were women, of which 65% were younger than 35 years of age and 59% of the women have less than 10 years of experience. Of the male respondents 63% were older than 36, and 66% have more than 10 years experience in higher education. Most of the respondents, 32.3%, are between 46 and 55 years old.

The chi-square analyses show that there are no significant statistical differences in the responses from the respondents in the different positions (junior lecturers and lecturers form one group, the other group refers to senior lecturers and higher), or from the different age groups (18 to 35, and 36-55+), or from respondents with either less than ten years, or more than 10 years experience.
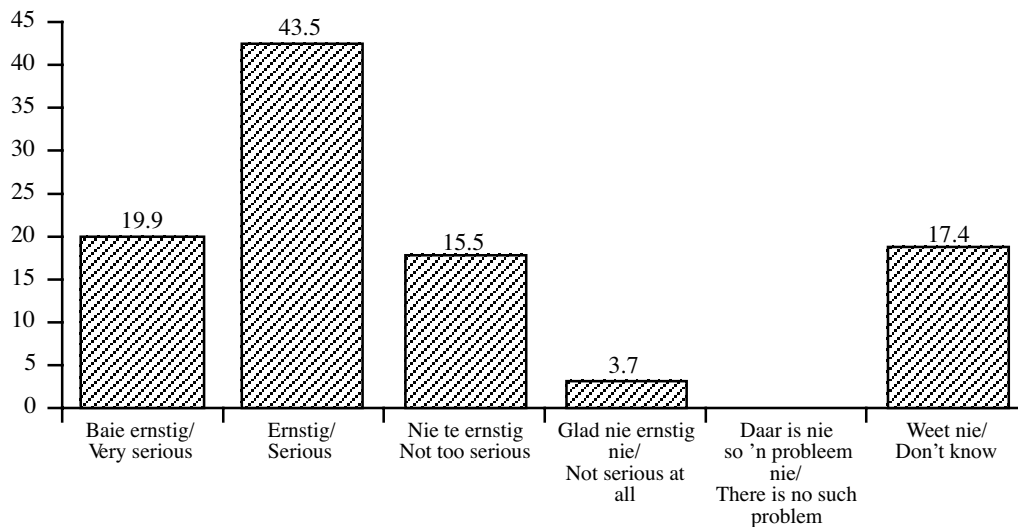
Seriousness of plagiarism

Table 1 reflects the response to the question: "How serious do you think plagiarism is on the UFS campus?" Most respondents indicated that plagiarism is serious, while 19.9% thought that it is very serious. Only a small percentage of the responses indicated that there is no such problem as plagiarism. Results from the cross tabulation evaluation show that all the faculties consider plagiarism a serious problem, but that the law faculty sees plagiarism as a very serious problem while 33% of the respondents from the faculty of health indicated that they do not know if plagiarism is serious.

Table 1: Level of seriousness of plagiarism on the UFS campuses

LEVEL OF SERIOUSNESS OF PLAGIARISM ON
UFS CAMPUSES

(N = 161)

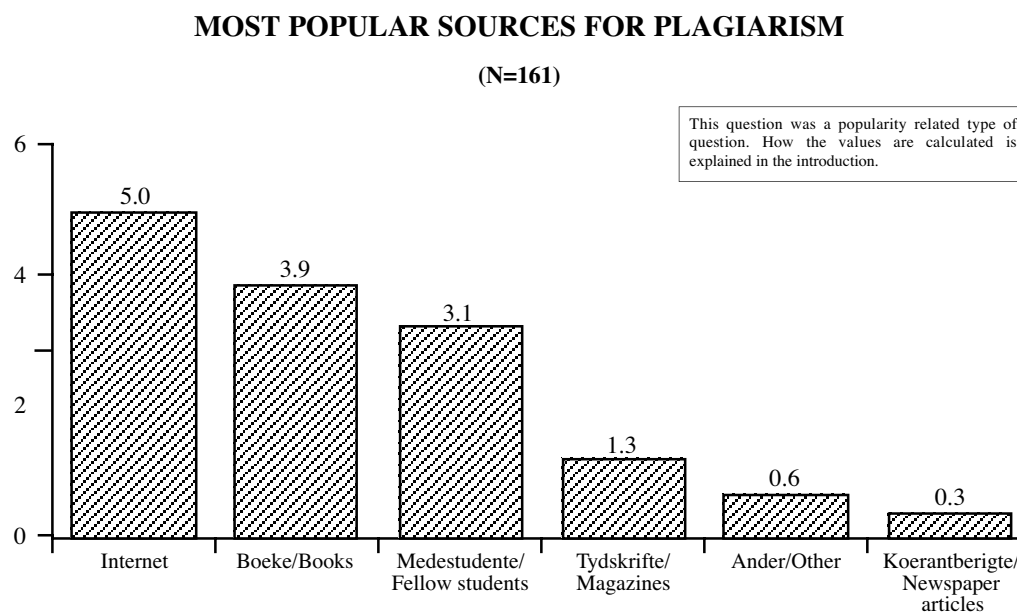
GRAPH: SERIOUSNESS OF PLAGIARISM (Q8)

Extent of plagiarism

On the question "How regularly do you think undergraduate students commit plagiarism?" 58.4 % of respondents thought that undergraduates commit plagiarism regularly, while an uncomfortably high 14.9% indicated that they did not know. On the same question regarding plagiarism at postgraduate level, 44.7% of respondents thought postgraduate students commit plagiarism sometimes, 30.4% thought they do so regularly and 24.2% indicated that they do not know.

Plagiarism resources

In question 12 respondents were asked to indicate the three resources they believe students use most when committing plagiarism, with a ranking from one to three next to the sources listed in the questionnaire. Table 2 shows the results of this question. The Internet scored the highest, followed by books, and fellow students' work third. These results are similar to the views expressed by sources in the literature review.

Table 2: Most popular sources for plagiarism

MOST POPULAR SOURCES FOR PLAGIARISM

(N=161)

This question was a popularity related type of question. How the values are calculated is explained in the introduction.

GRAPH: SOURCES FOR PLAGIARISM (Q12)

Formal policy

Most of the respondents (59%) do not know if the faculty they belong to has a formal policy on plagiarism, while 16.1% think there is a formal policy for the faculty. On departmental level 22.4% of respondents do not know if the department they work for has a formal policy, while 21.7% are of the opinion that the department has a formal policy. The responses to these questions do not show a significant statistical difference regarding age, gender, years of experience or position.

Training regarding plagiarism

Question 17 asked respondents if students were adequately informed or trained about correct reference methods, the completion of assignments and what plagiarism entailed. 60.2% of respondents indicated that students do receive adequate training about correct reference methods, while 33.5% answered "no" to this question. In response to the question if students know what plagiarism entails, 57.1% of respondents feel that students are not adequately informed, while 34.85% feel they are so informed. The statistics about the completion of assignments gave a nearly equal response; 49.1% said "yes", while 45.3% said students are not adequately trained about the completion of assignments.

Steps against guilty students

Question 15 listed 8 steps that can be taken against students, and asked respondents to mark the step or steps their department takes against students guilty of plagiarism. In response it was found that lecturers decided what steps were to be taken, and that it entailed either to hand in another assignment, or to receive no marks for the assignment.

Question 18 asked respondents if the UFS should take further steps against a student who had already been disciplined by the department or faculty, and if so (question 19), what steps should be taken. The results show that 49.1% of respondents feel that steps should be taken, while 42.9% feel that no further steps should be taken. 8.1% indicated that they do not know.

Question 19 posed eight different steps that could be taken by the UFS against a student who was found guilty of plagiarism by a department. Respondents could mark more than one option. The results were as follows:

Appear before a disciplinary panel: 71.8%

Repeat the module or subject: 50.0%

Should be "blacklisted":   30.8%

Should be fined: 26.9%

Expelled for the semester/year: 17.9%

Expelled from the UFS: 9.0%

In response to question 20, where respondents were asked to name other steps not mentioned in question 19, 27.5% of respondents indicated that the University of the Free State needs a formal policy on plagiarism. Respondents also indicated that students should receive formal training about both plagiarism and the correct way to acknowledge sources. The answers to question 20 further indicated that if students did commit plagiarism, steps should be taken against them. These steps could be a written warning, or could be as serious as being expelled from the university.

SUMMARY

Although only 15.18% of academic staff completed the questionnaire, we came to the conclusion that plagiarism is a problem at the UFS campuses.

The study shows that 63.4% of respondents think that plagiarism is a serious to very serious problem on the campus, at both undergraduate and postgraduate levels. It was found that the Internet is mostly used as source for plagiarism, but that students also plagiarise from books and articles.

From the study it is clear that plagiarism is not a priority in all the departments and faculties at the UFS campuses; 59% of respondents do not know if a formal policy about plagiarism is available. Lecturers mostly decide which steps to take when they are confronted with a case of plagiarism, and the steps can be anything from a written

warning, handing in another assignment, not receiving any marks for the assignment, or disciplinary steps against the student. Respondents indicated however that steps should be taken against guilty students.

Although students do receive training about plagiarism, as shown by the response to question 17, respondents still feel that students are not adequately informed about what plagiarism entails. Respondents indicated in response to both questions 16 and 20 that students must receive training on plagiarism, on reference techniques and on the correct way to do assignments.

It is also clear from the responses that respondents feel that a formal policy should be available with guidelines on the steps that can be taken against students guilty of plagiarism. The brief literature study showed however that a distinction must be made between different levels of plagiarism, and that the situation of the student must also be taken into consideration. For example, first year students and first time offenders must not be dealt with in the same way as second year students, or students with a record of plagiarism.

More research on the way the university should handle plagiarism is needed. For example, research must be done to establish the level of plagiarism among high school learners, as well as establishing their use of the Internet and other sources in doing school assignments. The level of training that high school learners receive with regard to plagiarism and referencing must also be established. The way plagiarism is handled at school level, can seriously influence plagiarism at tertiary level.

A study among UFS students is also imperative in order to determine how much plagiarism actually occurs and to establish what the training of students in this regard should entail.

An investigation should be launched into the training on plagiarism and reference techniques students presently receive, as well as on the training necessary to prevent students from committing plagiarism in future. This training should also include the dangers of transgressing copyright, as well as clear guidelines regarding the policy of the UFS and any disciplinary steps that could be taken against students guilty of plagiarism.

A comprehensive policy that gives clear guidelines to lecturers and students is necessary. Together with these measures, online programmes for the detection of plagiarism should be investigated. The use of these programmes has advantages and disadvantages that should be investigated profoundly before implementing any.

Students cannot be considered guilty before proven guilty. Plagiarism should also not be allowed simply due to ignorance on the side of the students or due to the fact that lecturers do not have the time to trace it or to deal with it. Plagiarism is a problem at all tertiary institutions, which is intensified by increased access to the Internet. In order to protect the University of the Free State, the problem should be addressed at the soonest.

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