Using turnitin for detecting plagiarism: insights from BS accountancy students in a Philippine university

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Abstract - This paper aims to explore and learn about the challenges faced by BS Accountancy students using Turnitin and its effectiveness in detecting plagiarism, as well as its impact on students' attitudes and behaviours towards plagiarism and academic honesty. This study used qualitative methods where in; a total of 26 BS Accountancy students were chosen as the participants. The researchers used Thematic Analysis in evaluating their data by coding the interview transcripts through manual coding: the first cycle through in vivo coding, the second cycle through eclectic coding, and axial coding. The results revealed the following themes: promoting academic integrity; unlocking potential for academic excellence; promoting intellectual property and ethics; navigating the challenges of Turnitin as a plagiarism detection tool; addressing the issues of plagiarism detection; safeguarding against copyright infringement; fostering improvement and software enhancement; assessing Turnitin's effectiveness in the digital landscape; harnessing the power of a helpful and effective tool; addressing the user's concerns; and navigating the tool's limitations. The themes, in conclusion, identified the students' perspectives and also highlighted Turnitin's diversity as a plagiarism detection tool. Turnitin promotes academic integrity, challenges, and improvement through transparency and ethical conduct. Educators and developers must collaborate to enhance and optimize the tool to ensure its positive impact on the academic community.

Keywords: improvement, plagiarism, growing incidence, students' perspectives, academic integrity and ethics

I. INTRODUCTION

Plagiarism is defined by the Encyclopedia Britannica as "the act of taking the writings of another person and passing them off as one's own" (Jawad, 2013). It is an act of forgery, piracy, and fraud and is stated to be a serious crime of academia (Dhammi & Ul Haq, 2016). Student plagiarism in academic writing has remained a global issue. A plagiarism detection system is one possible option for preventing plagiarism. Turnitin, the most prominent plagiarism detection system for English academic writing, is widely employed at many Western colleges (Gabriel, 2010). By comparing electronically submitted materials to its database of scholarly publications, the internet, and previously submitted documents, Turnitin software finds instances of matching content. According to Meo and Talha (2019), Turnitin offers a "similarity index," which does not indicate plagiarism.

In the Philippines, Turnitin which detects plagiarism online and provides educational criticism set up its first office in the Philippines in March 2020. The company has been working with the education sector in understanding the remote assessment needs during the pandemic. Turnitin uses its access to global databases to highlight originality issues on student works. And prior to the enhanced community quarantine during the COVID-19 pandemic, it began operations soon before the quarantine, as it was forced several educational institutions to switch to online learning. The Turnitin Southeast Asia regional manager, Jack Brazel was interviewed prior to this and said that there has always been good demand for their product. He stated that the education system in the Philippines was modernized quickly and people can understand issues of academic integrity because recent data indicated that Filipino students are struggling with critical thinking skills (Ibañez, 2020).

Meanwhile, previous studies have investigated the effectiveness and limitations of Turnitin in detecting plagiarism. A study conducted by Gullifer & Tyson (2010) found that Turnitin was effective in detecting verbatim plagiarism but less so in detecting paraphrasing. Another study by (Sutherland-Smith, 2008) found that the software was not always accurate in detecting plagiarism, particularly in cases of incorrect citations or paraphrasing. Other studies have explored potential biases of Turnitin, such as its tendency to flag non-native speakers or students from certain disciplines (Hansford & Schönwetter, 2012). It is important to note that while Turnitin has its limitations, it still serves as a valuable tool in promoting academic integrity. However, it should not be solely relied upon, and educators should consider employing additional strategies and practices to address plagiarism effectively.

Turnitin is popular plagiarism detection software used by students, educators, and researchers worldwide. In recent years, the software has become the centre of controversy due to its potential biases and limitations. Some of the published studies and articles indicated that Turnitin is effective and ineffective in some cases towards detecting plagiarism in academic works. And due to the lack of studies about Turnitin locally, this led the researchers to conduct this study specifically in a Philippine University. Thus, this paper aims to explore and know the challenges by the BS Accountancy students as they use Turnitin and how it helps them in assessing plagiarism. It also aims to determine its effectiveness in detecting plagiarism in their academic works and to explore its impact on student's attitudes and behaviour towards academic honesty and integrity. This study seeks to answer the following questions. (a) How does Turnitin helps the BS Accountancy in assessing plagiarism? (b) What challenges were encountered by these students on the use of Turnitin?

1.1 Turnitin as plagiarism detection tool in foreign University

Balbay & Kilis (2019) of Giresun University, also in Turkey, conducted an investigation into the effectiveness of Turnitin in detecting plagiarism. The study was analyzed using descriptive statistics, and the data was collected through online surveys from

311 student participants. This research examines the effectiveness of Turnitin among students in detecting plagiarism in their presentations. The study also concluded that most of the students declared that using Turnitin made them more aware of how important it is to determine sources and decrease the incidence of plagiarism.

Moreover, Zheng (2021) a faculty member and a researcher of Beijing Jiaotong University looked into Chinese university students' perceptions of Turnitin's use and efficacy in EAP writing. Turnitin was viewed as an effective tool for reducing plagiarism by the majority of students because it affects not only students' writing behaviour but also their attitudes, effectively reducing plagiarism. Turnitin's use in EAP writing has increased students' anti-plagiarism awareness while also expanding their knowledge of EAP writing, such as developing more about the writing process and English academic writing conventions. It has also helped students reconsider the concept of plagiarism.

In addition, according to Halgamuge (2017), it was also found out that there was a significant substantial benefit and effect in using Turnitin as an educational writing tool rather than a punitive tool, as it improves and promote student learning outcomes and academic skills. The results demonstrated that using Turnitin as a formative writing tool, allows students to prepare an assignment in an academically acceptable way, during the second half of the semester, with less plagiarism. It was also observed that students seem to be able to fool Turnitin tool by uploading images of the assignments instead of the text. Nevertheless, the nature of the subject, individual talent, learning approach, time contribution, and the exclusion of consecutive word count may affect the plagiarism percentage.

However, according to Zaza & McKenzie (2018) they investigate the use in practice of Turnitin, as well as the perceptions of users to it. They surveyed the population of a Canadian University and had findings that suggest that formative self-assessment was less widespread than plagiarism detection in the use of Turnitin. Most respondents had favourable opinions about Turnitin, and a large group of students said they had no qualms about utilizing it. Notwithstanding these favourable results, a content analysis of the open-ended replies reveals that students have heightened anxiety about being wrongly accused of plagiarism and worry that their work would be stored in the Turnitin database.

Additionally, the software's instructional potential for student growth is overlooked because it is mistakenly believed to be primarily a plagiarism detection tool for policing purposes. The implication is that if Turnitin is primarily used as a tool for policing, students will not only be denied access to sophisticated pedagogical interventions that could help them improve their academic writing, but misuse of the tool could also result in unfavourable behaviour changes in the students (Mphahlele & McKenna, 2019)

In contrast, Turnitin is effective in detecting plagiarism in academic works and improves skills in different courses. The findings of the studies showed how most of the students declared that using Turnitin made them more aware of how important it is to determine sources and decrease the incidence of plagiarism. However, some studies revealed that students have heightened anxiety about being wrongly accused of plagiarism and misuse of the tool could also result in unfavourable behaviour changes of the students.

The studies above focused on a large scale of participants which is a lot different from this study as it only focuses on chosen BS Accountancy students in a Philippine University. However, it correlates to this study as it gives information and findings in using Turnitin as a plagiarism detection tool. Therefore, this study must determine and further explore its effectiveness as a tool in detecting plagiarism and impact towards students' attitudes and academic works.

1.2 Views on Turnitin in a Philippine University

Bensal & Miraflores (2013) conducted research on the issue of plagiarism within the academic setting of a private university in the Philippines. Their study focused on the utilization of Turnitin, one of the most widely employed plagiarism detection tool. The researcher examined the potential benefits and limitations of this plagiarism detection software (PDS), as well as the attitudes of students towards its usage. The findings of the study affirmed several commendable advantages associated with Turnitin. However, they also highlighted certain limitations in the software's ability to effectively detect plagiarism, particularly in cases where the PDS is misused or when there is ambiguity in the definitions of originality and plagiarism. Notably, the usage of Turnitin was found to elicit mixed attitudes among students regarding their avoidance of this academic offense.

In addition, a study was conducted to assist students in maintaining academic integrity. In the study, a sequential-explanatory method was used. A survey questionnaire was made in the initial phase of the research to gather quantitative data to college students where in descriptive statistics such as mean scores and weighted means were involved. Overall, college students have broad awareness about academic dishonesty. The importance of honesty and integrity in the academic world was emphasized through the use of Turnitin. In conclusion, academic dishonesty can take many forms, whether intentional or unintentional. However, through the research, school policy recommendations to prevent academic dishonesty could be made (Gutiérrez & Padagas, 2019).

Razon et al (2017) conducted a study at De La Salle University, Manila, Philippines, focusing on the challenge of detecting plagiarism in academic work, which led to the development of plagiarism detection software (PDS) such as Turnitin. The researchers highlighted certain limitations associated with these tools, including the reliance on a specific numerical target for similarity scores and the assumption that a paper with low similarity score is free of plagiarism. They emphasized that the current generation of plagiarism software primarily identifies word clusters that have been copied, overlooking the more significant issue of ideas being stolen without appropriate attribution. The study concluded that plagiarism detection software, exemplified by Turnitin, has proven to be invaluable in preventing and detecting plagiarism, particularly in educational settings with high volume of student submissions and potential source material. However, it is crucial to recognize that these tools should be viewed as mere aids, used judiciously, and not considered as substitutes for human judgement and common sense.

Moreover, Rubianto et al (2020; cf. Wajdi et al, 2018) concluded that plagiarism in Department of Accounting, State Polytechnic of Malang is still high. It showed that students particularly the last year students in accounting department, needs to know on how to construct a report and be more aware on how to create in a constructive way and to comply with academic integrity and ethics. Additionally, the study of Roman (2018), also showed several factors identified which influences students to commit plagiarism such as self-resourcefulness, academic culture, and weak plagiarism detection scheme. And it is reasonable to conclude that utilization of Turnitin software, when introduced properly in addition to ample time can prevent the existence of plagiarism among teacher education students. Also, if the preventive measure(s) in higher education is not that strong, then the possibility of committing plagiarism among students will be a big problem in the future.

The following findings of Turnitin in Philippine Universities have conceptualized that there are limited advantages of Turnitin in detecting plagiarism and the proper utilization of this tool can prevent plagiarism. It also emphasized the importance of honesty and integrity in the academic world. In addition to that, some of the studies mentioned above were able to identify the factors that influenced the students to commit plagiarism. To sum it up, these studies discussed the encounters on the application of plagiarism detecting tools and provided suggestions for improving proper application.

Provided with the following studies and articles conducted in foreign and local universities, this will help the study to give answers in using Turnitin in detecting plagiarism. And to meet the objectives of this study which aims to explore the challenges encountered by the BS Accountancy students as they use Turnitin and how it helps them in assessing plagiarism.

II. METHOD
2.1 Research Design
This paper makes use of the qualitative research design as a result of further understanding. According to Denzin and Lincoln (2018), qualitative research is a situated activity wherein researchers investigate events in their natural environments while attempting to explain phenomena in terms of the meanings that individuals assign to them. A new qualitative approach to research is used by researchers, the data gathering in a natural environment while being mindful of the people and locations, in-depth research, inductive and deductive data analysis, and patterns or motifs are established (Creswell and Poth, 2016). In connection to that, a specific approach which is interpretative phenomenological analysis was utilized. Interpretative phenomenological analysis or IPA is a qualitative research methodology devoted to examining how people interpret their significant life events (Smith et al, 2009). Researchers believe that this strategy would be able to supply them the information they needed to provide answers to their inquiries.

2.2 Participants and Settings
Participants of this study were the first-year bachelor of science in accountancy students, coming from section 1A and 1B of Eastern Visayas State University- Main Campus who have experienced using Turnitin as a plagiarism detector. However, some students were not allowed to participate due to lack of experience in using the aforementioned software. A total of 26 students were chosen to participate in the data collection procedure. They are the sources of all the data that was used all through-out the study. Information was gathered through semi-structured interviews with the guide questions as guidelines to its process. Face-to-face interviews with the participants were accomplished at the main campus of Eastern Visayas State University. With the participant's permission, the researchers employed an audio recorder to record the entire interview in order to ensure that the data would be generated thoroughly. The recorded interview was then transcribed into words for better understanding. As part of the ethical considerations, participants were thoroughly briefed about the study and how they will be treated. They were informed that their identities and personal information would be kept anonymous. Following that, researchers utilized codes to identify each participant during the analysis of data.

2.3 Data Gathering Procedure and Analysis
As for the data gathering, the researchers used semi-structured interviews and a face-to-face mode with audio recording, the researchers followed a meticulous process. The interviews were then conducted in a face-to-face setting, allowing for personal interaction and capturing non-verbal cues. Audio recording was employed to accurately capture the interview data, ensuring that no valuable information was missed during the analysis. The participants, who were BS accountancy students, willingly and respectfully answered a set of well-designed questions. Their responses provided the necessary information for the study, forming the basis of the research topic. A consent letter was provided, outlining the study's objectives, procedures, and the rights of the participants. This letter served as a formal agreement, ensuring that the faculty members willingly and voluntarily agreed to take part in the study.

For data analysis, the researchers used thematic analysis, a technique for identifying patterns and themes in qualitative data. This approach, described by Braun and Clarke (2006), helped them interpret different aspects of their research topic. By reviewing transcripts and

notes, the researchers generated initial codes focused on Turnitin usage, searching for patterns and similarities to create broader themes. Thematic analysis allowed them to locate answers to their research questions and provided a comprehensive understanding of the acquired data. The researchers also employed purposive convenience sampling, selecting participants with relevant knowledge and experience related to Turnitin. Data analysis was conducted using the coding cycle developed by Saldaña (2013), involving steps such as familiarizing with the data, generating initial codes, identifying themes, reviewing and refining them, and producing the analysis.

Moreover, the initial analysis, known as the first cycle coding or Vivo coding, involved carefully examining the transcripts and notes to identify significant words or phrases associated with Turnitin usage and creating initial codes. This process helped the researchers gain an initial understanding of the data and identify potential patterns and themes for further exploration. In the second cycle coding, an eclectic and axial coding approach, inspired by Johnny Saldaña's (2013) coding technique, was employed by the researchers (Creswell, 2017). This approach involved a more comprehensive analysis of the data with the aim of identifying and categorizing emerging patterns and themes from the initial coding. The researchers examined the data for similarities and connections among the initial codes, which were then grouped into broader themes. Through axial coding, they further refined the analysis by examining the relationships between different themes and sub-themes, thereby revealing the underlying structures or concepts present in the data.

By adhering to the coding cycle of Saldaña (2013), the researchers systematically analyzed the qualitative data that had collected. This approach enabled them to discover patterns and themes associated with the use of Turnitin, ultimately providing valuable insights and answers to their research questions.

III. RESULTS AND DISCUSSION
3.1 Insights of the students on Turnitin in assessing plagiarism
Based on the experiences and insights of the participants towards the use of Turnitin for detecting plagiarism, the researchers in this study identified themes: (1) promotes academic integrity, (2) unlocking potential for academic excellence, (3) Promotes intellectual property and ethics, and (4) navigates the challenges of Turnitin as plagiarism detection tool.

(1) Promotes Academic Integrity

Based on the responses and insights of the BS Accountancy students towards Turnitin as a plagiarism detection tool, the researchers in this study identified that it promotes honesty and integrity in educational environments, creating academic works that are plagiarism- free and to promote their original work. Two examples shared their experience in using Turnitin and how it is an effective tool in detecting plagiarism. It can be deduced in the following excerpts:

> "…can detect whether our own works, like essays or research, are plagiarized or not. So, it is
> good to use it for the uniqueness of our work." (PC10)
> "It helps me because I can find out if my work is plagiarized or not, and if it's plagiarized, I
> can revise it or paraphrase my words, making sure that those ideas that I use in my paragraphs,
> sentences, or essays are absolutely mine." (PC25)

These transcriptions states how it promotes academic integrity among participants. The participants mentioned how they became more aware and mindful about their schoolwork's specifically in paperwork's. The importance of honesty and integrity in the academic world was emphasized through the use of Turnitin (Gutiérrez & Padagas, 2019). Moreover, Rubianto et al (2020) concluded that student' needs to know on how to construct a report and be more aware on how to create in a constructive way and to comply with

academic integrity and ethics. Overall, the experiences shared by the participants align with previous research, affirming the positive impact of the tool in promoting honesty, integrity, and academic excellence by enabling students to actively engage in producing original and plagiarism- free work.

(2) Unlocking potential for academic excellence

Turnitin does not only helps in detecting plagiarized work but also allows growth for students and helps in improving oneself, acquired learnings, enhances students' skills, and makes academic works and learning greater than before. The participants shared their responses on how it helps them in improving their learning and improves students' work and capabilities.

> "Like I've said, it enhances my writing skills, and I can also know what parts I still need to improve." (PC22)
> "To be honest, I also plagiarize sometimes, but when I use Turnitin, it helps me improve myself and makes me realize that plagiarizing is not right and I should be honest with myself." (PC10)

These statements discussed how Turnitin unlocks students' potential for academic excellence as it allows growth. In addition to that, according to Halgamuge (2017), it was also found out that there was a significant substantial benefit and effect in using Turnitin as an educational writing tool rather than a punitive tool, as it improves and promote student learning outcomes and academic skills. By unlocking students' potential for academic excellence, Turnitin encourages a growth mindset and a commitment to continuous improvement. It helps student cultivate critical thinking, research skills, and originality in their work. As a result, students become more proficient in expressing their ideas and demonstrating their understanding of the subject matter.

(3) Promotes intellectual property and ethics

Participants emphasize the value of intellectual property and the importance of respecting and giving credits to the rightful owners. This indicates to take responsibility in copying someone's idea to avoid unethical behaviour and to promote their original work.

> "Turnitin as a detection tool for plagiarism provides significant assistance to the students…every activity and study that we do needs to authentically come from us. Thus, Turnitin is a great help in case what you made has plagiarism; you will be able to correct it since you can't submit a plagiarized work." (PC14)
> "Turnitin provides great assistance. Because of it, we will know if our work is based on our own knowledge or if we copied it. So, with the use of Turnitin, we can assure that the information is based on our own understanding." (PC21)

It can be deduced from the above responses that it provides great assistance to students in making effective thoughts for academic papers, help corrects mistake and promotes authenticity. This agree to Balbay & Kilis (2019), concluded that most of the students declared that using Turnitin made them more aware of how important it is to determine sources and decrease the incidence of plagiarism. Moreover, Zheng (2021), also concluded that Turnitin was viewed as an effective tool for reducing plagiarism by the majority of students because it affects not only students' writing behaviour but also their attitudes, effectively reducing plagiarism.

(4) Navigates the challenges of Turnitin as plagiarism detection tool

Participants concluded that it is a good plagiarism detection tool and provides good assistance, however it has limitations. A study conducted by Gullifer & Tyson (2010) found that Turnitin was effective in detecting verbatim plagiarism but less so in detecting paraphrasing. Another study by (Sutherland-Smith, 2008) found that the software was not

always accurate in detecting plagiarism, particularly in cases of incorrect citations or paraphrasing. Other studies have explored potential biases of Turnitin, such as its tendency to flag non-native speakers or students from certain disciplines (Hansford & Schönwetter, 2012).

> "…excellent tool because you can indeed find out if your work is plagiarized or not. However, even though you use your own ideas, there are some instances where you'll get the same ideas from another person… sometimes it's stressful because it's your own idea, but you're unknowingly plagiarizing other people's ideas." (PC25)
>
> "Turnitin is still good, but it also makes me overthink because even if I didn't copy anything from another website and just wrote something on my own, it can still detect it as plagiarism when it checks. This can be a bit stressful, but overall, it's still good because it helps prevent plagiarism." (PC17)

Moreover, it has been also a concern to students as it also plagiarizes even the simplest and common words, provides insignificant effect, and considers an ineffective plagiarism tool. This agreed to Zaza & McKenzie (2018) which reveals that students have heightened anxiety about being wrongly accused of plagiarism and worry that their work would be stored in the Turnitin database.

3.2 Challenges Encountered of Students while Using Turnitin

The researchers were able to identify a total of seven themes which dominated amongst all challenges encountered by students while using Turnitin: (1) addressing the plagiarism detection issues, (2) safeguarding against copyright infringement, (3) fostering improvement and software enhancement, (4) assessing Turnitin's effectiveness in the digital landscape, (5), harnessing the power of a helpful and effective tool (6) addressing the user's concerns and (7) navigating the tools limitations.

(1) Addressing the Plagiarism Detection Issues

Based on the answers given by the participants, the Turnitin software is not competent enough to precisely detect plagiarism. According to them, it is an ineffective, not fully functional, and inaccurate plagiarism detector. It can be deduced in the following excerpts.

> "…Turnitin is sometimes inaccurate as even the sentences and paragraphs that I've written on my own were still detected as plagiarized." (PC3)
>
> "It's not 100% effective. Even the simplest word and text coming from our own ideas tend to have that red underline bar indicating that is it plagiarized." (PC8)
>
> "My problem with Turnitin is its effectiveness because sometimes its readings are not accurate with what we submit." (PC12)
>
> "Probably since it is AI, it is not a 100% fully functional plagiarism detector." (PC6)

These participants' responses in this study highlight their concerns about the effectiveness and accuracy of Turnitin as a plagiarism detection tool. Their experiences reflect a common sentiment that Turnitin may produce false positives, flagging original content as plagiarized. This perception of its limitations in accurately detecting plagiarism resonates with the findings of Zaza and McKenzie (2018), where students expressed anxiety about false accusations and the potential storage of their work in the Turnitin database.

(2) Safeguarding Against Copyright Infringement

The findings of this study revealed that Turnitin does prevent students from being charged of copyright infringement. The following statement of a participant has acknowledged the Turnitin's way of preventing copyright infringements.

> "…it helped me on my assignments and essays to check if it is somehow plagiarized and also to prevent copyright infringement." (PC3)

This student has putted into account the Turnitin's valuable side which is preventing copyright infringement. The importance of honesty and integrity in the academic world was emphasized through the use of Turnitin. In conclusion, academic dishonesty can take many forms, whether intentional or unintentional (Gutiérrez & Padagas, 2019). The findings highlight the positive impact of Turnitin in raising awareness about copyright infringement and providing students with a means to check their work for potential violations. By incorporating Turnitin into the educational process, institutions can contribute to creating a more informed and responsible academic community that values and respects intellectual property rights.

(3) Fostering Improvement and Software Enhancement

One of the dominating themes revealed by the participants is about how the software needs enhancement. They have also pointed out that Turnitin is promoting improvement among students' academic skills. The following excerpts are the students' commentary about the software:

> "To be more accurate and beneficial to the students, I believe this software or website needs to be upgraded or improved in the future." (PC26)
> "…it also raises its concerns in your output and really points out where you made a mistake…" (PC23)

These statements proved the limited capacity of Turnitin as a plagiarism detector. Nonetheless, the participants also praised the software's competence in improving one's skills in writing academic papers as according to Halgamuge (2017), Turnitin has a significant substantial benefit and effect in using it as an educational writing tool rather than a punitive tool, as it improves and promote student learning outcomes and academic skills. These findings underscore the importance of ongoing development and improvement of plagiarism detection tools like Turnitin. Software enhancements that address the participants concern and align with the educational goals of promoting academic integrity and skill development can further support students' growth and improvement in their academic pursuits.

(4) Assessing Turnitin's Effectiveness in the Digital Landscape

The findings revealed that the participants perceive other plagiarism checkers as more effective and accurate than Turnitin. They expressed a preference for alternative software, such as Quillbot, stating that these tools are more accurate and appropriate for checking words, sentences, and paragraphs. It can be deduced from the following excerpts:

> "In general, I am not really used in using Turnitin. I prefer using other software, like Quillbot, because I think their software is more accurate and appropriate for checking words, sentences, and paragraphs." (PC10)
> "Turnitin is fine, but compared to the other plagiarism checkers, they are more effective than Turnitin." (PC5)

This perspective aligns with the study conducted by Bensal & Miraflores (2013), which observed a split in students' attitudes towards Turnitin usage. The researchers found out that some students were hesitant to use Turnitin and expressed reservations about its effectiveness in preventing academic offenses. These findings suggest that students may have varying opinions and preferences regarding the choice of plagiarism detection tools.

(5) Harnessing the Power of a Helpful and Effective Tool

Another theme that dominated in this study which highlights the positive attributes of Turnitin, as perceived by the participants. The following excerpts are commentary of students about the software:

"It's a helpful tool as it detects plagiarism…. it also provides suggestions and recommendations for improvement to those who submitted their work". (PC13)

"…it is an excellent tool to use, especially now that we're already in college, so that we will be able to avoid *using other information that doesn't come from us and to also enhance our knowledge about the information that we will use." (PC21)*

The participants revealed that Turnitin has good attributes such as it is helpful not only in widening the students' knowledge and awareness about plagiarism but also enabling them to be more productive and logical. Similar to this is the findings of Zheng (2021) wherein, it concluded that Turnitin affects not only students' writing behaviour but also their attitudes, effectively reducing plagiarism. Turnitin's use in writing has increased students' anti-plagiarism awareness. This showed how it help students develop a stronger understanding of what constitutes original work and encourages them to take ownership of their ideas.

(6) Addressing the User's Concerns

The findings of this study also pointed out the concerns of the students while using the software. Thus, this theme dominated in the said study. The following statements of the participants provided their concerns about the software:

"Generally, I think Turnitin should not be used at all in academic fields because I have had a very bad experience using it." (PC9)

"When you use your own ideas and they are actually plagiarized. It makes me exasperated because, of course, it's your own idea. You sacrificed your sleep for it, and the result is that it was plagiarized, so it's irritating sometimes. For me, it's a waste of time because instead of studying for other subjects, you'll do revisions instead because it was detected as plagiarized." (PC25)

It is important to consider the insights provided by Razon et al (2017), which revealed the valuable role of plagiarism detection software (PDS) like Turnitin in preventing and detecting plagiarism, particularly in academic settings with a large volume of student submissions and potential source materials. However , it is crucial to recognize that these software tools should be utilized judiciously and should not be seen as complete replacement for human judgement and common sense. The experiences of these students have proven that Turnitin is not a hundred percent reliable software for plagiarism detection.

(7) Navigating the Tool's Limitations

The participants revealed that Turnitin has limited capacity to do its task. They acknowledged that while Turnitin is effective to some extent, it also has certain limitations. The theme navigating the tool's limitations has dominated and can be deduced from the following excerpts:

"It is effective, but there are some parts that seem to have limitations. There are words that even if they are not supposed to be plagiarized, they are still labelled as plagiarism." (PC13)

"Maybe for me, one of my concerns in using turnitin is that it only has limited free access. And as a student who really needs the help of these tools, then I just find it not easy to access." (PC15)

According to Mphahlele & McKenna (2019), misuse of the tool could also result in unfavourable behaviour changes in the students thus; it has limited capacity to override judgements about plagiarism. Turnitin is not a free to use software as it needs subscriptions for one to be able to use it so other students find it hard and impractical to use. According to them, there are other free plagiarism checkers who are better than Turnitin. Additionally, Turnitin's downsides may have caused the students not to trust this software that much. It is important for educators and institutions to be aware of these limitations and work towards addressing them. Providing clear instructions and guidelines on the proper use of Turnitin

can help students navigate its limitations more effectively. Educators can also consider exploring alternative plagiarism detection tools that may better suit the needs and preferences of students, especially those that offer free access or have more accurate detection capabilities.

IV. CONCLUSION

The study revealed that Turnitin promotes academic integrity among BS Accountancy students by fostering honesty and integrity in educational environments. The participants acknowledged that Turnitin helped them become more aware of the importance of originality and avoiding plagiarism in their academic work. They expressed how the tool allowed them to detect and revise any plagiarized content, ensuring that their ideas and work were authentic. Also, the research highlighted that Turnitin unlocks students' potential for academic excellence. Participants reported that using Turnitin enhanced their writing skills and helped them identify areas for improvement. They also acknowledged that the tool prompted them to reflect on the consequences of plagiarism and strive for personal growth and honesty in their academic endeavours.

Nevertheless, the study also revealed challenges and limitations associated with Turnitin as a plagiarism detection tool. Participants expressed concerns regarding its accuracy, particularly in detecting paraphrasing, and highlighted potential biases and limitations of the software. Some students mentioned that Turnitin flagged even simple and common words, causing unnecessary stress and anxiety. They expressed a preference for other plagiarism checkers that they perceived as more effective.

Moreover, the challenges faced by students using Turnitin encompassed addressing issues related to plagiarism detection, safeguarding against copyright infringement, fostering improvement and enhancing the software, evaluating Turnitin's effectiveness in comparison to other plagiarism checkers, harnessing the capabilities of the tool, addressing user concerns, and navigating the limitations of the tool. Overall, although Turnitin was recognized as a valuable tool for promoting academic integrity and originality, it was not without its flaws and limitations. The study highlights the need for continuous improvement and advancement of plagiarism detection tools to address concerns and meet student expectations. It also underscores the importance of striking a balance between technology and human judgment, along with common sense, in evaluating academic integrity. Further, the researchers of this study would like to recommend to future researchers, who would like to conduct a related study towards the use of Turnitin, to have a wider scope of participants came from other universities in order to deepen the insights and to know its impact to students in different schools. It is also recommended to use different research design and methods upon discovering how Turnitin asses plagiarism in academic works and how it impacts student's attitudes.

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