

Full text open access online (Since 2009)

©  Kamla-Raj IJES 2026

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 54(2): 283-291 (2026)
DOI: 10.31901/24566322.2026/54.2.1499

Academic Literacy Issue in Thesis Writing Among Education Students

Marivel F. Paycana

*College of Technological and Developmental Education (CTDE),
Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur, Philippines
E-mail: marivelpaycana@cspc.edu.ph*

KEYWORDS Academic Literacy. Plagiarism Practices. Prevalence. Thesis Writing. Teacher Education

ABSTRACT This study examined the manifestation of plagiarism among education students, as a basis for a literacy program. Employing a descriptive-correlational research design, 18 undergraduate thesis papers were analysed using Turnitin, followed by multiple regression to identify factors influencing similarity rates. Results revealed that 78 percent of the papers exceeded the acceptable 20 percent similarity threshold, with copy-paste practices from bound theses and online sources without proper citation as the most common violation. Multiple regression analysis demonstrated that supervisor guidance, instructor input, and academic writing skills were significant predictors of plagiarism rates, whereas academic workload had no significant effect. These findings indicate that plagiarism is primarily a manifestation of academic literacy gaps rather than deliberate misconduct. The study concludes that addressing pedagogical deficiencies through enhanced research mentoring and explicit writing instruction is essential for fostering ethical scholarly practices in higher education.