

# Use of Technology Acceptance Model for Turnitin®

Abu Turab Alam \*

## ABSTRACT

A useful Information System is difficult to conceive and develop. Research on technology has revealed that end-user likes or dislikes may matter towards the success or failure of information system (IS). A highly complicated system in which developers have put lots of development efforts may fail if the end-user dislikes it after its initial installation. In software engineering literature it is claimed that system rejection is mostly caused by not meeting the non-functional requirements. In this paper, a study is being done on 'turnitin®' as technology and its acceptance to a group of students in order to find out confirmation of result as claimed by TAM while it is a post implementation research activity for technology acceptance.

## 1. INTRODUCTION

Davis (1989) mentioned that there is a short supply of valid measurement scale for predicting user acceptance of technology. He proposed two specific features: (i) perceived usefulness (PU/U) and (ii) perceived ease of use (PEOU/EOU). He hypothesized that these are fundamental determinants of user acceptance. The model can be visualized as shown in figure 1.

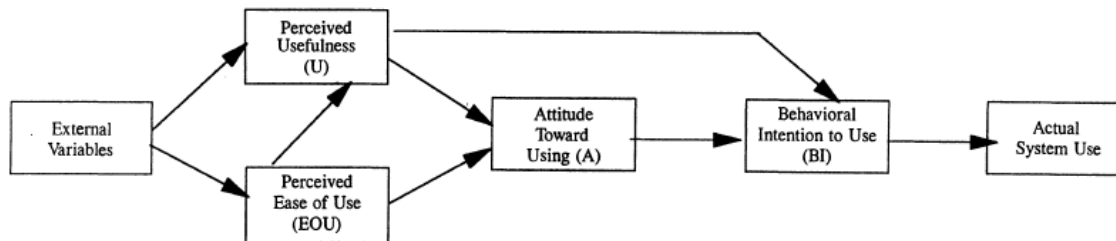


Figure 1: Basic Technology Acceptance Model (TAM)

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Perceive usefulness is the degree of believe of a person that a particular system would enhance his or her capability in job performance. While the perceived ease of use is the degree of believe that a particular system would be effortless in its usage. Over the past few years, after the publication of TAM, researchers have used this model extensively for checking technology acceptance. This paper highlights nine technological areas in which TAM was used. Table 1 summarizes the number of articles using TAM in different fields:

Table 1: Areas of research and the number of papers found in the sampe

S.No.	Areas (field of study)	No of Papers
1	IS/IT	36
2	E-Commerce	28
3	E-Learning	21
4	Telecommunication	9
5	Online Banking	2
6	Health Information System	7
7	Personal Computing	3
8	Social Sciences	2
9	Software Development Methods	4
Total		112

## 2. RESEARCH OBJECTIVES

Since TAM is a popular model to study technology in various study areas, this article first discusses TAM itself, with two main objectives: (1) discuss the TAM model within the domain area in which TAM is used heavily; (2) to bring out the added value of TAM in explaining a system use. This is found by applying TAM to a course management system called ‘turnitin®.’

## 3. LITERATURE SURVEY

Davis wrote many well cited articles stressing TAM used in information systems (see e.g. as Davis, 1989; Davis et al, 1989; Davis, 1993; Venkatesh and Davis, 2000; and Riemenschneider et al, 2002). The popularity of the article could be observed by the citations they received, for example, Davis, 1989, has 8208 citations; Davis et al, 1989, received 4865 citation and Venkatesh and Davis, 2002, has been cited for 2655 times. Criticizing TAM applications as

scientific theory, Silva (2007) argues that “our discipline (IS/IT) is not the application of rigorous statistical techniques but the proposition of theories that explain intriguing phenomena in bold ways”. Moreover, reflecting on TAM from the point of view of the post positivist philosophy of science, Saliva (2007) has further stated that “progress in our field will be achieved neither by attempting to confirm theories nor by accommodating already known facts. Progress will be achieved when we are able to propose theories that solve phenomena that neither practitioners nor researchers have been able to fully explain; in other words when we establish progressive research programs.”

In the subsequent discussion, we show how TAM is supported by many statistical analyses to prove acceptance of technology. For this purpose, we selected a sample technology called ‘turnitin®’ used generally to prevent internet plagiarism in assignments submitted by students. In author views, semester work marks can be easily managed by the use of this web based software/technology.

#### **4. THE TECHNOLOGY ‘TURNITIN®’**

Turnitin is currently a very popular technology that prevents plagiarism. It engages students heavily into course work and deliver rich feedback on student work and check for potential plagiarism. Students can check their own writing for improperly used content, inadvertent plagiarism, or quotation errors before final submission to course instructor. ‘turnitin®’ is the global leader in originality checking and internet plagiarism prevention. In Pakistan, many users are actively involved in for submitting their assignment work through an initiative of Higher Education Commission (HEC). Fortunately, this technology has been given to the author’s institute, as well, and teachers have started using this technology in their classes.

Multiple publications are addressing the effectiveness of ‘turnitin®’ services in education which reduce plagiarism and in improving the understanding and attention to academic integrity. (Badge and Scott, 2009) and thus resulting in saving time. Batane (2010) reported a 4.3% decrease in plagiarism after introducing the use of the tool. Batane’s survey shows that 65% of students likes the idea of using ‘turnitin®’.

## 5. TAM FOR ‘TURNITIN®’

The user acceptance of TAM was taken as a research study. The users in this case could be researchers, instructors/teachers of a course or students using Turnitin. Not by those who want to get benefitted of other work. Second category, who like ‘turnitin®,’ are those students who themselves are hard workers but are not social. They do not share their work with others and sometime get less mark than those who do violate academic integrity. It is also generally seen that male students want to give their assignments to female students in order to get their attentions. In such cases, female students who get less attention in class are found happy with the introduction of ‘turnitin®.’ Obviously, except for difficult assignments, students who violate academic integrity are always less than those who do not violate academic integrity in a normal class.

## 6. RESEARCH METHODOLOGY

Data for this study was collected by a survey conducted in a local teaching institute situated in Karachi. A total of 262 students were contacted through kwiksurveyys® mail server who have used turnitin®. Out of which 97 responded within 7 days response time. This resulted in a sample that was moderately well distributed in terms of range of information (See table 2). The survey (Appendix-A) consisted of 27 questions that were related to usage of the software, possible affecting acceptance of ‘turnitin®’ and use of its services. Likert five point scales ranging from “strongly agree” to strongly disagree” was used. This scale has been used in previous TAM related research (Igbaria et al., 1995; Teo et al., 1999).

Table 2: Survey Statistics

<b>Male</b>	<b>63</b>
<b>Female</b>	<b>34</b>
<b>Age Range</b>	<b>20–24</b>

The usefulness of software, like ‘turnitin®’, is quite obvious for stopping plagiarism. The question is whether the technology is easy enough to be used by both the students and teachers.

The average age of respondents was 22 years. Overall, according to software itself, around 2205 students were actively involved with ‘turnitin®’ in Pakistan (at the time of writing). Its standing world over is shown below (<http://www.turnitin.com>).

- **135+** million archived student papers
- **90,000+** journals, periodicals & books
- **823,414** active instructors
- **13.5+** billion web pages crawled
- **9,500** educational institutions
- **19** million licensed students
- **126** countries

## 7. FACTOR ANALYSIS

The idea was “to uncover” the latent structure (dimensions) of a set of variables. Out of 25 we left three items as dependent variables: V1, V9, and V19 (Variables/items are listed in Appendix-A in details). The factor analysis was conducted using principal axis factoring with varimax rotation as an extraction method (see for details, Nummenmaa et al., 1996; Aczel, 1999; Hair et al., 1998). The Bartlett’s test of sphericity confirmed that the variables within factors are correlated. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy indicated a practical level of common variance (KMO=0.876) See Table 3. Thereby, the factor analysis was appropriate.

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.876
Bartlett's Test of Sphericity	Approx. Chi-Square	2092.405
	Df	231
	Sig.	.000

In our case of finding popularity of ‘turnitin@’ usage among students, it was observed that 22 components (factors) would be needed to cover 100% of the variance of data. We have used the normal criterion of stopping when initial eigenvalue drops below 1.0, only 5 of the 22 factors

were, actually, extracted for this analysis. These five factors cover 65% of the variance in the data.

Table 4: Rotated Component Matrix<sup>a</sup>

		Component				
		1	2	3	4	5
V2	The screens provided by the software are easy to understand		.744			
V3	I can undo a mistake before a final submission.					.738
V4	Knowing your similarity index before final submission is helpful.		.510			
V5	The timing constraints bring efficiency into my work.					
V6	Including pictures and graphs in answers help me to produce answers efficiently.					.712
V7	Producing an answer of your own is quicker than to search and copy.				.778	
V8	My concentration increases while doing an assignment on turnitin.	.620				
V10	when using the software, the competition is more in the class for a good assignment	.752				
V11	My attendance improves in the class which uses turnitin.	.542				
V12	Disallowing late submission of assignments help good students to be more attentive.				.535	

V13	My class assignments will be better judged in this system.	.729				
V14	My home assignments will be better judged in this system.	.716				
V15	When using turnitin, I am able to check my academic status anytime.					
V16	The inclusion of Discussion Board is helpful for assignment discussion.		.673			
V17	The turnitin is a globally recognized tool to stop plagiarism.	.560				
V18	When turnitin is used in a class, I have a solid reason not to provide my assignments to others		.616			
V20	A learning outcome is high in classes that are using turnitin.	.771				
V21	The required transparency is exercised by the instructor when a tool like turnitin is used in the class.	.728				
V22	My work will be better judged in this system.	.792				
V23	I can mail my instructor if my assignment is not checked using turnitin in due time.		.714			
V24	If my grades are not coming up to my expectation I can talk to my instructor before semester end.		.655			
V25	I can focus on learning content of the course rather than learning what teacher likes.			.506		

Factor analysis determined as given in table 4 and 5, it was found that only three of five factors are significant with our dependent variable/item V9. The details are given in following table:

Table 5:

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.584	.215		-2.720	.007
F1	.888	.095	.585	9.345	.000
F2	.213	.106	.118	2.016	.046
F4	.296	.073	.226	4.059	.000

a. Dependent Variable: V9

These factors (components, F1, F2, F4) are based on the following items. However, the dependent item in this case was V9: I like the course more with turnitin than without.

**F1: Globally Recognized Standard (GRS)**

V10. When using the software, the competition is more in the class for a good assignment.

V11. My attendance improves in the class which uses turnitin.

V17. The turnitin is a globally recognized tool to stop plagiarism.

V20. A learning outcome is high in classes that are using turnitin.

V22. My work will be better judged in this system.

(Note: Add 2 in variable numbers to coincide with Appendix-A Questionnaire)

**F2: Ease of Use (EU)**

V2. The screens provided by the software are easy to understand.

V4. Knowing your similarity index before final submission is helpful.

V18. When turnitin is used in a class, I have a solid reason not to provide my assignments to others.

**F4: Perceive Usefulness (PU)**

V7. Producing an answer of your own is quicker than to search and copy.

V12. Disallowing a late submission help good students to be more attentive.

PU and EU have obviously been positive on the use of ‘turnitin®.’ The recognition of turnitin as standard was somewhat surprising to the researcher with respect to how much our students are aware of globalization. There were two factors could not found statistically significant, i.e., F3, and F5. Probable reasons may be that in F3, feature like ‘discussion board’ was asked and many of the students were not very much aware of it used. The responses, therefore, were not found consistent for statistical use. Similarly, in F5, items were discussed like resubmission facility that helps in keeping similarity index low. Fewer students were used to this facility so the responses received were statistically insignificant.

## **8. SUMMARY AND CONCLUSIONS**

The primary objective of this paper is to study students acceptance of ‘turnitin®’ in Pakistan in the light of the technology acceptance model (TAM). Initially, we try to use factor analysis for confirmatory factor analysis, using the TAM factors (i.e., PU, PEOU, etc.) into our consideration. Later it becomes an exploratory factor analysis, when we found that a new factor may be significant for technological acceptance which we call “Global Recognized Standards (GRE).” In technology such as turnitin, students are highly bound to do their work efficiently. It is hard to make them like this technology unless they are forced by the global competitions. In response to the question “The turnitin is a globally recognized tool to stop plagiarism” 70% students were in agreement to this statement.

From a theoretical standpoint, the results contributed the existing literature in a number of ways. First, the article makes a contribution to internet plagiarism literature by providing insights on the factors that seem to affect ‘turnitin®’ acceptance. Both the teachers and students can get benefitted if convince by the arguments posed as factors. The results hint that global information about ‘turnitin®’ functions and its benefits are critical factor influencing the acceptance of this technology.

Secondly, the article confirmed, as in the technology acceptance literature, that ease of use EU as well as perceived usefulness (PU) was found to have some effect on technology acceptance (cf.

Davis, 1989; Davis & Ann., 1989; Teo et al., 1999). Furthermore, we found that PU was more influential than PEOU in explaining technology acceptance.

## **9. CONCLUSION**

The results of the study provide some information about the planning of 'turnitin®' Web sites and guide service selection. In the planning and development of 'turnitin®' services, software developers should pay attention to informative content that is above all perceived useful and with relevant information and services. In institution processes of 'turnitin®' services, instructors should accentuate the benefits of adoption of technology. Institutes should now concentrate in their advertising more to informative issues rather than in building only brands with less informative advertisements.

## **10.LIMITATIONS AND FURTHER RESEARCH**

Although the results can be considered statistically significant in most parts, the study has several limitations that affect the reliability and validity of the findings of few factors (F3 and F5). First of all, the regression model developed had relatively low coefficient. The second limitation concerns the sample. Although the sample size was quite large compared to sample sizes of other TAM studies, it consisted of finish consumers only. This has an effect on the generalization of the findings. The other limitation of this work concerns the measures for user acceptance. TAM studies have found that PU and EU are not the only predictors of technology acceptance. Legris et al., 2003, found that many TAM studies are not consistent or clear and lack many factors that influence adaptation.

Students' acceptance of 'turnitin®' are consistent and many new significant factors are surfaced to support its adoption. Partly on this basis, the original TAM has been extended for example by Venkatesh and Davis, 2000, who introduced the second version of TAM, labeled TAM2 to explain how subjective norms and cognitive instrumental processes affect perceived usefulness and intentions (see also Venkatesh and Morris, 2000. On this basis, our model might also suffer from the fact that for example subjective norms and other possible factors influencing the

acceptance of 'turnitin®' were not included in the model. These limitations pave the way to future studies.

## **11.ACKNOWLEDGEMENT**

I acknowledge Dr. Ejaz Ahmed and Mr. Rizwan Ahmed for making me understand 'nitty-gritty' of 'factor analysis.'

Appendix-A

This survey is done to find out that "turnitin" is an acceptable technology for students or NOT.

Please indicate your Gender



Male



Female

In which class you were enrolled while experiencing turnitin?



BBA



MBA

Variables	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
V1	The software is easy for me to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V2	The screens provided by the software are easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V3	I can undo a mistake before a final submission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V4	Knowing your similarity index before final submission is helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V5	The timing constraints bring efficiency into my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V6	Including pictures and graphs in answers help me to produce answers efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V7	Producing an answer of your own is quicker than to search and copy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V8	My concentration increases while doing an assignment on turnitin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V9	I like the course more with turnitin than without.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V10	when using the software, the competition is more in the class for a good assignment	●	●	●	●	●
V11	My attendance improves in the class which uses turnitin.	●	●	●	●	●
V12	Disallowing late submission of assignments help good students to be more attentive.	●	●	●	●	●
V13	My class assignments will be better judged in this system.	●	●	●	●	●
V14	My home assignments will be better judged in this system.	●	●	●	●	●
V15	When using turnitin, I am able to check my academic status anytime.	●	●	●	●	●
V16	The inclusion of Discussion Board is helpful for assignment discussion.	●	●	●	●	●
V17	The turnitin is a globally recognized tool to stop plagiarism.	●	●	●	●	●
V18	When turnitin is used in a class, I have a solid reason not to provide my assignments to others.	●	●	●	●	●
V19	If my assignment similarity index is high, a low grading will not give me a pain.	●	●	●	●	●
V20	A learningout come is high in classes that are using turnitin.	●	●	●	●	●
V21	The required transparency is exercised by the instructor when a tool like turnitin is used in the class.	●	●	●	●	●
V22	My work will be better judged in this system.	●	●	●	●	●

V23	I can mail my instructor if my assignment is not checked using turnitin in due time.	●	●	●	●	●
V24	If my grades are not coming up to my expectation I can talk to my instructor before semester end.	●	●	●	●	●
V25	I can focus on learning content of the course rather than learning what teacher likes.	●	●	●	●	●

## Appendix-B

### Results for survey: Survey for Turnitin

#### Survey Invitations

Invitations Sent:				<b>262</b>
Invitations Accepted:				<b>51</b>
Untracked Responses:				<b>46</b>
Total Completed Surveys Received:				<b>94</b>
Total Incomplete Surveys Received:				<b>3</b>
Total Responses Received:				<b>97</b>

**This survey is done to find out that "turnitin" is an acceptable technology for students or NOT.**

<b>Q1. Please indicate your Gender</b> <table border="1"> <tr> <td>Male</td> <td>63</td> <td>64.95%</td> </tr> <tr> <td>Female</td> <td>34</td> <td>35.05%</td> </tr> </table>	Male	63	64.95%	Female	34	35.05%	<b>Q2. In which class you were enrolled while experiencing turnitin?</b> <table border="1"> <tr> <td>BBA</td> <td>8</td> <td>8.25%</td> </tr> <tr> <td>MBA</td> <td>89</td> <td>91.75%</td> </tr> </table>	BBA	8	8.25%	MBA	89	91.75%
Male	63	64.95%											
Female	34	35.05%											
BBA	8	8.25%											
MBA	89	91.75%											

<b>Q3. The software is easy for me to use</b> <table border="1"> <tr> <td>Strongly Agree</td> <td>40</td> <td>41.24%</td> </tr> <tr> <td>Agree</td> <td>50</td> <td>51.55%</td> </tr> <tr> <td>Neutral</td> <td>7</td> <td>7.22%</td> </tr> <tr> <td>Disagree</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Strongly Disagree</td> <td>0</td> <td>0.00%</td> </tr> </table>	Strongly Agree	40	41.24%	Agree	50	51.55%	Neutral	7	7.22%	Disagree	0	0.00%	Strongly Disagree	0	0.00%	<b>Q4. The screens provided by the software are easy to understand</b> <table border="1"> <tr> <td>Strongly Agree</td> <td>29</td> <td>29.90%</td> </tr> <tr> <td>Agree</td> <td>61</td> <td>62.89%</td> </tr> <tr> <td>Neutral</td> <td>6</td> <td>6.19%</td> </tr> <tr> <td>Disagree</td> <td>1</td> <td>1.03%</td> </tr> <tr> <td>Strongly Disagree</td> <td>0</td> <td>0.00%</td> </tr> </table>	Strongly Agree	29	29.90%	Agree	61	62.89%	Neutral	6	6.19%	Disagree	1	1.03%	Strongly Disagree	0	0.00%
Strongly Agree	40	41.24%																													
Agree	50	51.55%																													
Neutral	7	7.22%																													
Disagree	0	0.00%																													
Strongly Disagree	0	0.00%																													
Strongly Agree	29	29.90%																													
Agree	61	62.89%																													
Neutral	6	6.19%																													
Disagree	1	1.03%																													
Strongly Disagree	0	0.00%																													
<b>Q5. I can undo a mistake before a final submission.</b> <table border="1"> <tr> <td>Strongly Agree</td> <td>24</td> <td>24.74%</td> </tr> <tr> <td>Agree</td> <td>49</td> <td>50.52%</td> </tr> <tr> <td>Neutral</td> <td>20</td> <td>20.62%</td> </tr> <tr> <td>Disagree</td> <td>1</td> <td>1.03%</td> </tr> </table>	Strongly Agree	24	24.74%	Agree	49	50.52%	Neutral	20	20.62%	Disagree	1	1.03%	<b>Q6. Knowing your similarity index before final submission is helpful.</b> <table border="1"> <tr> <td>Strongly Agree</td> <td>11</td> <td>11.34%</td> </tr> <tr> <td>Agree</td> <td>52</td> <td>53.61%</td> </tr> <tr> <td>Neutral</td> <td>24</td> <td>24.74%</td> </tr> <tr> <td>Disagree</td> <td>7</td> <td>7.22%</td> </tr> </table>	Strongly Agree	11	11.34%	Agree	52	53.61%	Neutral	24	24.74%	Disagree	7	7.22%						
Strongly Agree	24	24.74%																													
Agree	49	50.52%																													
Neutral	20	20.62%																													
Disagree	1	1.03%																													
Strongly Agree	11	11.34%																													
Agree	52	53.61%																													
Neutral	24	24.74%																													
Disagree	7	7.22%																													

Strongly Disagree	3	3.09%	Strongly Disagree	3	3.09%
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<b>Q7. The timing constraints bring efficiency into my work.</b>			<b>Q8. Including pictures and graphs in answers help me to produce answers efficiently.</b>		
Strongly Agree	25	25.77%	Strongly Agree	20	20.62%
Agree	43	44.33%	Agree	55	56.70%
Neutral	17	17.53%	Neutral	19	19.59%
Disagree	9	9.28%	Disagree	3	3.09%
Strongly Disagree	3	3.09%	Strongly Disagree	0	0.00%
<b>Q9. Producing an answer of your own is quicker than to search and copy.</b>			<b>Q10. My concentration increases while doing an assignment on turnitin.</b>		
Strongly Agree	14	14.43%	Strongly Agree	16	16.49%
Agree	43	44.33%	Agree	56	57.73%
Neutral	20	20.62%	Neutral	15	15.46%
Disagree	16	16.49%	Disagree	8	8.25%
Strongly Disagree	4	4.12%	Strongly Disagree	2	2.06%
<b>Q11. I like the course more with turnitin than without.</b>			<b>Q12. When using the software, the competition is more in the class for a good assignment</b>		
Strongly Agree	16	16.49%	Strongly Agree	25	25.77%
Agree	43	44.33%	Agree	52	53.61%
Neutral	22	22.68%	Neutral	9	9.28%
Disagree	11	11.34%	Disagree	9	9.28%
Strongly Disagree	5	5.15%	Strongly Disagree	2	2.06%
<b>Q13. My attendance improves in the class which uses turnitin.</b>			<b>Q14. Disallowing a late submission help good students to be more attentive.</b>		
Strongly Agree	22	22.68%	Strongly Agree	32	32.99%
Agree	47	48.45%	Agree	48	49.48%

Neutral	19	19.59%	Neutral	9	9.28%
Disagree	7	7.22%	Disagree	7	7.22%
Strongly Disagree	2	2.06%	Strongly Disagree	1	1.03%
<b>Q15. My class assignments will be better judged in this system.</b>			<b>Q16. My home assignments will be better judged in this system.</b>		
Strongly Agree	19	19.59%	Strongly Agree	20	20.62%
Agree	48	49.48%	Agree	47	48.45%
Neutral	14	14.43%	Neutral	16	16.49%
Disagree	13	13.40%	Disagree	11	11.34%
Strongly Disagree	3	3.09%	Strongly Disagree	3	3.09%

<b>Q17. When using turnitin, I am able to check my academic status anytime.</b>			<b>Q18. The inclusion of Discussion Board is helpful for assignment discussion.</b>		
Strongly Agree	35	36.08%	Strongly Agree	9	9.28%
Agree	51	52.58%	Agree	45	46.39%
Neutral	9	9.28%	Neutral	36	37.11%
Disagree	2	2.06%	Disagree	7	7.22%
Strongly Disagree	0	0.00%	Strongly Disagree	0	0.00%
<b>Q19. The turnitin is a globally recognized tool to stop plagiarism.</b>			<b>Q20. When turnitin is used in a class, I have a solid reason not to provide my assignments to others.</b>		
Strongly Agree	17	17.53%	Strongly Agree	34	35.05%
Agree	52	53.61%	Agree	48	49.48%
Neutral	24	24.74%	Neutral	9	9.28%
Disagree	4	4.12%	Disagree	5	5.15%
Strongly Disagree	0	0.00%	Strongly Disagree	1	1.03%
<b>Q21. If my assignment similarity index is high, a low grading will not give me a pain.</b>			<b>Q22. A learning outcome is high in classes that are using turnitin.</b>		
Strongly Agree	12	12.37%	Strongly Agree	16	16.49%

Agree	38	39.18%	Agree	48	49.48%
Neutral	21	21.65%	Neutral	22	22.68%
Disagree	19	19.59%	Disagree	8	8.25%
Strongly Disagree	7	7.22%	Strongly Disagree	3	3.09%
<b>Q23. The required transparency is exercised by the instructor when a tool like turnitin is used in the class.</b>			<b>Q24. My work will be better judged in this system.</b>		
Strongly Agree	20	20.62%	Strongly Agree	16	16.49%
Agree	56	57.73%	Agree	55	56.70%
Neutral	14	14.43%	Neutral	13	13.40%
Disagree	4	4.12%	Disagree	8	8.25%
Strongly Disagree	3	3.09%	Strongly Disagree	5	5.15%

<b>Q25. I can mail my instructor if my assignment is not checked using turnitin in due time.</b>			<b>Q26. If my grades are not coming up to my expectation I can talk to my instructor before semester end.</b>		
Strongly Agree	24	24.74%	Strongly Agree	14	14.43%
Agree	42	43.30%	Agree	58	59.79%
Neutral	22	22.68%	Neutral	16	16.49%
Disagree	6	6.19%	Disagree	7	7.22%
Strongly Disagree	3	3.09%	Strongly Disagree	2	2.06%

<b>Q27. I can focus on learning content of the course rather than learning what teacher likes.</b>					
Strongly Agree	14	14.43%			
Agree	49	50.52%			
Neutral	22	22.68%			
Disagree	10	10.31%			
Strongly Disagree	2	2.06%			
Inserted from < <a href="http://www.kwiksurveys.com/results-overview.php?survey_ID=NLLOIN_348ca54">http://www.kwiksurveys.com/results-overview.php?survey_ID=NLLOIN_348ca54</a> >					

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