



**TASK-TECHNOLOGY FIT OF TURNITIN PLAGIARISM
DETECTION TECHNOLOGY ON USER ACCEPTANCE
AND SATISFACTION IN FEDERAL UNIVERSITY OF
TECHNOLOGY MINNA, NIGER STATE.**

***ABU, SAMSON OKPANACHI; **DR. F. P. ABIFARIN (PH.D); &
***DR. G. A. BABALOLA (PH.D)**

Department of Library and Information Technology, School of Information and Communication Technology, Federal University of Technology Minna, Niger State. **Department of Library and Information Technology, School of Information and Communication Technology, Federal University of Technology Minna, Niger State. *Department of Library and Information Technology, School of Information and Communication Technology, Federal University of Technology Minna, Niger State.*

ABSTRACT

The study investigated the task-technology fit of turnitin plagiarism detection technology on user acceptance and satisfaction in federal university of technology Minna, Niger State. The study was guided by three hypotheses. The study adopted quasi-experimental research design. The population of the study was 51 turnitin officers. Proportional sampling technique was adopted in selecting 42 turnitin officers. The research instrument used was adapted questionnaire with 7 point scale. Inferential statistics of Kendal Tau b was used to test the hypothesis at 0.05 level of significance. Result of the hypotheses tested revealed that there was significant influence of task-technology fit on perceived usefulness of turnitin. The study also showed that there was significant relationship between task-technology fit and perceived ease of use of turnitin by turnitin officers. And there was significant relationship between task-technology and user satisfaction of turnitin plagiarism detection technology. The study recommended that students should be exposed to the usage of the technology at the first year in the institution, and turnitin officers should be trained recurrently.

KEYWORDS: *Task, Technology, Task-Technology fit, Turnitin, Plagiarism, Self-efficacy, User satisfaction, Turnitin officers.*

INTRODUCTION

The art of writing is one of the oldest forms for representing human knowledge. Writing is human kind's principal technology for collecting, manipulating, storing, retrieving, communicating, and disseminating information. Authors communicate idea, knowledge, innovation, and creativity using different media, such as books, journals, newspaper, web pages, and diaries. Documented ideas are primary sources of information, secondary sources of information, and the tertiary sources of information (Onuoha and Ikonne, 2013). When a source or sources of information are not properly acknowledged, it is referred to as plagiarism.

Plagiarism is the act of claiming the proprietary right of other people's idea, innovation, and invention, which can be in the form of artistic or literary works (Jonsson, 2014). The word 'plagiarism' comes from the Latin word 'plagiare' that means, "to kidnap" (Adebayo, 2011). Plagiarism is also the type of cheating where students present the work of others as their own for the purpose of academic credit (Tripathi, *et al.*, 2015). Stealing of someone else's work is not only common among students but also very common among research members (Onuoha, and Ikonne, 2013).

In the age of advanced Information and Communication Technologies (ICT), plagiarism has become a serious problem, and as such, many tools are developed for detecting similarities in files. These tools automate the detection process and allow the academic to carry out the investigation process manually. Plagiarism detection technologies will benefit academics, research scholars, and anyone interested in safeguarding their writing. By using plagiarism detection technology one can ensure that the text is unique. Through plagiarism detection tools, research community can benefit by having their research papers/theses, and dissertation checked for any plagiarism done unintentionally.

Turnitin plagiarism detection technology allows users to upload text file, check originality report, check references to sources cited, and grading of students assignment. It is also a proprietary system that matches students uploaded text file with information resources stored in it databases and other scholarly databases for the sole purpose of similarity check. Turnitin plagiarism detection system is subscribed to by over 15,0000 institutions across the globe (Patel, *et*

al., 2011), however, preliminary investigation by the researcher showed that the purpose of Turnitin is been defeated as some user uses article rewriters, changing of letter “o” to “0”, conversion of textual file into image file, thereby boycotting the system.

Evaluation of information system is germane in order to ascertain a system meets the tasks of the users. Information systems are evaluated using task characteristics, technology characteristics, task-technology fit, user acceptance and satisfaction (Al-Mamary, *et al*, 2014). Task-technology Fit examines the degree at which technology characteristics, task characteristics, and technology self-efficacy affect user acceptance, and satisfaction of plagiarism detection technology. Task-technology fit of Turnitin plagiarism detection technology will influence the likelihood of the system, vis-à-vis the performance of the instructors (Chen, *et al.*, 2015). Task-technology fit measures the locatability, quality, authorisation, compatibility, product ease of use, training, and relationship with users of Turnitin plagiarism detection system. In the same vein, Task-technology fit measures the degree to which Turnitin plagiarism detection technology meets the needs of the users, thereby facilitating user acceptance and satisfaction of the system

User acceptance is the degree of usefulness of the system to the users (Changchun, *et al.*, 2017). The acceptance of information system may be traced to the perceived usefulness of the system to the assigned task, which in turn increases the performance and productivity of the users, vis-à-vis the institutions. According to Hoehle and Huff (2012) a system is considered useful if it increases the performance and development of the users. Therefore, user acceptance of Turnitin plagiarism detection technology is derived from it perceived usefulness by the users. Perceived usefulness is also influenced by perceived ease of use of Turnitin plagiarism detection system. Perceived ease of use of Turnitin plagiarism detection technology is the ease of use of the system with little supervision and control. A system that is easy to learn, flexible, and understandable will promotes user acceptance. Therefore, perceived usefulness, and perceived ease of use of Turnitin plagiarism detection technology will facilitate user acceptance and satisfaction.

User satisfaction is the extent to which user are willing to continuously use Turnitin plagiarism detection technology. Similarly, user satisfaction is measured from the success rate of the system, such as intention to use, system

quality, service quality, and ease of use. System users are satisfied with a system, when the system meets their needs, and it is easy to navigate. In the same vein, Turnitin plagiarism detection technology will enjoy user satisfaction, when it meets the user's needs.

Recently, user acceptance and satisfaction of system has become a major area of study for developing international standards, directives, and theory, as well as empirical research (Issa, and Isaias, 2015). Researches on system user acceptance and satisfaction have received extensive attention from researchers in Technology Acceptance Model (TAM), and Task-Technology Fit (TTF) community (Hawkins, *et al.*, 2012). These researchers have developed various measurement techniques to help establish results in terms of user satisfaction of plagiarism detection technology. These techniques, standards, or frameworks are applicable in every stage of a system development lifecycle (SDLC), and its convert customer-oriented characteristics into measureable characteristics. Examples of other acceptance measurement methods are Diffusion of Innovation theory, and Information system success model (Molich *et al.*, 2010). From the foregoing, the impact and benefits of Task Technology Fit, and Technology self-efficacy to Turnitin plagiarism detection technology cannot be over stretched, as the more the system is robust to meet the individual task, the more the user acceptance and satisfaction. It is against this gap, that this research is geared towards evaluating Task-Technology Fit of Turnitin plagiarism detection technology on user acceptance and satisfaction in Federal University of Technology Minna, Niger State.

HYPOTHESIS

H₁: Task technology fit has a significant impact on perceived usefulness of Turnitin plagiarism detection technology in Federal University of Technology Minna, Niger State

H₂: Task technology fit has a significant impact on perceived ease of use of Turnitin plagiarism detection technology in Federal University of Technology Minna, Niger State

H₃: Task technology fit has a significant impact on user satisfaction of Turnitin plagiarism detection technology in Federal University of Technology Minna, Niger State

LITERATURE REVIEW

Omotayo and Haliru (2019) examined perception of task-technology fit of digital libraries among undergraduates in selected universities in Nigeria. The study investigated task-technology fit of digital libraries in three Nigerian universities and identified factors influencing the use by the students. Survey design was used for the study and a questionnaire was used to collect data from 402 students. The study found a high usage of digital library among the students. A moderate positive correlation and significant relationship was found between the independent variables (task characteristics, technology characteristics, attitude, computer self-efficacy and task-technology fit) and use of digital library. The study validates the TTF model, which posits that for an information system to be utilised, it must be a good fit for the tasks it supports. The similarity of this study with the current study is that both studies used task-technology model to measure the fitness of fitness between task characteristics, technology characteristics, and technology self-efficacy, however there are some differences between this study and the current study, as this study used task-technology fit model on the use of digital library, while the current study used task-technology fit, technology acceptance model, and information success model to measure the user acceptance and satisfaction of Turnitin plagiarism detection technology.

Hsieh and Lin (2019) examined the performance impact of the epidemic prevention cloud: an integrative model of the task-technology fit and status quo bias. The epidemic prevention cloud allows infection control professionals to streamline many of their reporting procedures, thereby improving patient safety in a cost-effective manner. Based on task-technology fit and status quo bias perspectives, the study developed an integrated model to explain individuals' health information technology usage behaviour. The authors conducted a field survey in 30 Taiwan hospitals to collect data from infection control professionals with using experience of the epidemic prevention cloud. A total of 167 copies of questionnaires were sent out, and 116 were returned from 18 hospitals. To test the proposed research hypothesis, the study employed a structural equation model by the partial least squares method. The results found that both task – ($p < .01$) and technology-related characteristics ($p < .001$) influence task-technology fit. Task-technology fit has a positive effect on both utilisation ($p < .001$) and performance ($p < .001$), while it appears to have a

negative effect on resistance to use ($p < .001$). The results showed that resistance to use was caused by uncertainty costs ($p < .01$) and perceived value ($p < .01$). The results indicated a significant effect of utilisation on performance ($p < .01$). Further, the results showed a significant negative effect of resistance to use on utilisation ($p < .05$). Both the current study and this study adopted task-technology fit mode, however, task-technology fit model was used to measure the degree of fitness of hospital integration system to task characteristics and technology characteristics, however, the current study is adopting task-technology fit on Turnitin plagiarism detection technology.

Isaac, *et al.* (2017) examined internet usage, user satisfaction, task-technology fit, and performance impact among public sector employees in Yemen. The purpose of the study was to integrate the DeLone and McLean IS success model with task-technology fit (TTF) to explain the performance impact of Yemeni Government employees. The study used questionnaire survey method to collect primary data from 530 internet users in 30-government ministries-institutions in Yemen. The four constructs in the proposed model were measured using existing scales. The data analysis starts with initial exploratory factor analysis, then confirmatory factor analysis and lastly structural equation modelling via AMOS. The results of the study showed that the proposed integrated model fits the data well. Findings of the multivariate analysis demonstrate four main results. First, actual usage has a strong positive impact on user satisfaction, TTF, and performance impact. Second, user satisfaction has a great influence on performance impact. Third, TTF has a strong positive impact on user satisfaction and performance impact. Fourth, both user satisfaction and TTF mediate the relationship between the actual usage and performance impact. The similarity between this study and the current study is that both study adopted task-technology fit and Delone and Mclean success model. However, this study focused on the performance impact of Yemeni Government employees and used survey research design, while the current study used task-technology fit, technology acceptance model, and Delone and Mclean model of Turnitin plagiarism detection technology. The current study also adopted quasi-experiment research design.

Wu and Chen (2017) examined continuance intention to use MOOCs: integrating the technology acceptance model (TAM) and task technology fit (TTF) model. The purpose of the study was to propose a unified model

integrating the technology acceptance model (TAM), task fit technology (TTF) model, MOOCs features and social motivation to investigate continuance intention to use MOOCs. A sample of 252 participants in China that have already used MOOCs took part in this study. Structural equation modelling implemented via partial least squares (PLS) is conducted to test the research hypotheses. The results showed that research framework for integrating the TAM for the adoption and TTF model for utility provides a more comprehensive understanding of the behaviours related to this context: (1) perceived usefulness and attitude are critical to the continuance intention to use MOOCs; (2) perceived usefulness is a significant mediator of the effects of perceived ease of use, task technology fit, reputation, social recognition and social influence on continuance intention; (3) perceived ease of use, task-technology fit, reputation, social recognition and social influence are found to play important roles in predicting continuance intention; (4) individual-technology fit, task-technology fit, and openness affect the perceived ease of use; (5) unexpectedly, perceived ease of use and social influence have no significant effect on attitude, and individual-technology and openness do not affect perceived usefulness. Similarly, this study and the current study adopted task-technology fit, technology acceptance model, however, this study focused on MOOC information system using partial least square to test the hypotheses while the current study focused on Turnitin plagiarism detection technology, and the hypotheses will be tested using Kendal Tau b.

In the same vein, Raza and Capretz (2010) observed that the number of users of open source software (OSS) is practically unlimited, and ultimately the software quality is determined by end user's experience, which in turn makes the usability more critical quality attribute than it is for proprietary software. With the sharp increase in use of open source projects by both individuals and organizations, the level of usability and related issues must be addressed more seriously. The research model of this empirical investigation studies established the relationship between the key usability factors from contributors' perspective and open source software usability. A data set of 78 Open Source Software contributors that includes architects, designers, developers, testers and users from 22 open source projects of varied size has been used to study the research model. Empirical results of this study strongly support the hypotheses that users' feedback, design techniques, usability assessment and documentation are

positively associated with the usability improvement of an open source software project. However, the study could not find any statistical significance for “user satisfaction at architectural level” on open source software usability improvement, in the phases of parametric, PLS and multiple regression analyses were used.

METHODOLOGY

The Quasi-experimental research design was used for this study. Gatara and Cohen (2014) asserted that quasi-experiment is a field experimentation that is conducted outside the laboratory. The quasi experiment defines experiment where subjects in experimental and groups are not randomly assigned. The population of the study comprised the departmental Turnitin administrators in Federal University of Technology Minna, Niger state. The total population of the study is 52 Turnitin administrators in Federal University of Technology Minna, Niger State who were subjected to the experiment.

FINDINGS

Table 1: Task technology fit has a significant impact on perceived usefulness of Turnitin plagiarism detection technology in Federal University of Technology Minna, Niger State

Correlations			task characteristics	task technology fit
Kendall's tau_b	task characteristics	Correlation	1.000	.488
		Coefficient		
		Sig. (1-tailed)		.064
		N	7	7
	task technology fit	Correlation	.488	1.000
		Coefficient		
		Sig. (1-tailed)	.064	
N		7	20	

Table 1 showed the relationship between task-technology fit of turnitin detection plagiarism and perceived usefulness among Turnitin officers in Federal University of Technology Minna Niger State Nigeria. The relationship between task-technology fit and perceived usefulness is negatively skewed,

which was statistically significant (Tb =-.023, p =.932). Since the p value is >0.05, the hypothesis is not rejected.

Table 2: Task technology fit has a significant impact on perceived ease of use of Turnitin plagiarism detection technology in Federal University of Technology Minna, Niger State

Correlations			technology characteristics	task technology fit
Kendall's tau_b	technology characteristics	Correlation	1.000	-.105
		Coefficient		
		Sig. (1-tailed)		.400
		N	5	5
	task technology fit	Correlation	-.105	1.000
		Coefficient		
		Sig. (1-tailed)	.400	
		N	5	20

Table 2 showed the relationship between task-technology fit of turnitin detection plagiarism and perceived ease of use among Turnitin officers in Federal University of Technology Minna Niger State Nigeria. The relationship between task-technology fit and perceived ease of use is positively skewed, which was statistically significant (Tb =.073, p =.768). Since the p value is >0.05, the hypothesis is not rejected.

Table 3: Task technology fit has a significant impact on user satisfaction of Turnitin plagiarism detection technology in Federal University of Technology Minna, Niger State

Correlations				technology efficacy	self task technology fit
Kendall's tau_b	technology efficacy	self	Correlation	1.000	.200
			Coefficient		
			Sig. (1-tailed)		.287
	task technology fit		Correlation	.200	1.000
			Coefficient		
			N	6	6

	Sig. (1-tailed)	.287	
	N	6	20

Table 3 showed the relationship between task-technology fit of turnitin plagiarism detection and user satisfaction among Turnitin officers in Federal University of Technology Minna Niger State Nigeria. The relationship between task-technology fit and user satisfaction is positively skewed, which was statistically significant ($T_b = .148$, $p = .692$). Since the p value is >0.05 , the hypothesis is not rejected.

CONCLUSION

It is apt to conclude as follows: The application of plagiarism detection technology especially Turnitin in academic institution will help to great extent to curb the rate of plagiarism among students and researchers. The paper presented one vision of the potential of turnitin plagiarism detection technology for academic institutions and attempted to identify areas in which this technology could perform well. Turnitin can also be useful for assessment, grading of students research work, and providing comment for users.

It was shown that task-technology fit of turnitin plagiarism detection technology strongly influence the usefulness of turnitin in determining the rate of plagiarism in students research work. Similarly, turnitin officers perceived turnitin plagiarism detection technology to be easy to use and learnable, which in turn influence user satisfaction of Turnitin officers. Turnitin and its functions increase day by day, therefore, academic institutions should harness this great innovation.

RECOMMENDATION

1. The paper recommends that institutions subscribing to Turnitin plagiarism detection technology should expose the students to the usage of the system starting from the first year in the institution.
2. The governing institution should create administrative account for all academic staff, as this will help the faculty members to assess their students using the system.
3. There should be recurrent training for Turnitin officers on how to use the system effectively.

References

- Adebayo, S. O. (2011). Common cheating behaviour among Nigerian university students: A case study of university of Ado-Ekiti, Nigeria. *World Journal of Education*, 1(1), 144- 149.
- Adeniyi, E. O. & Taiwo, S. A. (2011). A Study of incidence and prevalence of academic dishonesty among Nigerian college of education students. *European Journal of Humanities and Social Sciences*. 4(2), 10-20. Retrieved from http://www.journalsbank.com/ejhss_4_7.pdf
- Adeniyi, E. O. and Taiwo, S.A. (2011). A Study of incidence and prevalence of academic dishonesty among Nigerian college of education students. *European Journal of Humanities and Social Sciences*, 4(2), 20-35.
- Adeyemo, A. (2013). University of Calabar dismisses five lecturers, demotes 10 for plagiarism and financial fraud. Retrieved from http://www.freepatentsonline.com/article/Reading_Improvement/148856041.html
- Ahmad, K. (2011). Research Methods in Computing: Plagiarism. Retrieved from https://www.scss.tcd.ie/khurshid.ahmad/Teaching/Lectures_on_Research_Methods/Plagiarism.pdf
- Akinuwesi B. A., Uzoka F.M.E., Olabiyisi S.O., & Omidiora E.O. (2012). A framework for mobile commerce website. *International Journal of Expert Systems with Applications*, 39(10), 9323 -9339.
- Akinuwesi B. A., Uzoka F.M.E., Olabiyisi S.O., & Omidiora E.O. (2013). Case simulation of user-centric performance evaluation model for distributed software system architecture. *International Journal of Advanced Research in Computer Science and Software Engineering*, 3(1), 146-176. Available online at: www.ijarcsse.com.
- Akpan, I. F. (2018). Computer anxiety, computer self-efficacy and attitude towards internet among secondary school students in Akwa Ibom state, Nigeria. *American Journal of Educational Research*, 6(11), 1455–1459.
- Al-Gharbawi, K. B. (2016). Task-technology fit of MIS and its impact on MIS user acceptance and satisfaction at UNRWA relief and social services area offices – Gaza. Thesis submitted in partial fulfillment of the requirements

for the degree of Master in business administration. The Islamic University, Gaza.

Ali, A. E. T., Abdulla, H. D. & Snasel, V. (2011). Survey of plagiarism detection methods. In 2011 proceedings of the fifth Asia modelling symposium, Manila, Philippines (pp.39-42).

Ali, B. M., & Younes, B. (2013). The Impact of Information Systems on user Performance: An Exploratory Study. *Journal of Knowledge Management, Economics and Information Technology*, 3(2), 20 – 30.

Al-Mamary, Y. H., Shamsuddin, A., & Aziati, N. (2014). Factors affecting successful adoption of management information systems in organizations towards enhancing organizational performance. *American Journal of Systems and Software*, 2(5), 121- 126.

Al-Maskari, A., & Sanderson, M. (2010). A review of factors influencing user satisfaction in information retrieval. *Journal of American Society for Information Science and Technology*, 61(5), 859-868.

Aparna, S. S. & Baseer, K. K. (2014). *A systematic review on measuring and evaluating web usability in model driven web development*. Retrieved from [http:// www.ijedr.org](http://www.ijedr.org).

Ashraf, S., Roesnita, B. I., & Norasikin, B.F. (2015). Extension of PACMAD model for usability evaluation metrics using goal question metrics (GQM) approach. *Journal of Theoretical and Applied Information Technology*, 79(1), 90-100.

Aziz, N. S. & Kamaludin, A. (2014). Assessing website usability attributes using partial least squares. *International Journal of Information and Electronics Engineering*, 4(2), 137-146. DOI: 10.7763/IJIEE.2014.V4.423.

Aziz, N. S., Kamaludin, A. & Sulaiman, N. (2013). Assessing web site usability measurement. *International Journal of Research in Engineering and Technology*, 2(9), 386-392. Retrieved from <http://www.ijret.org>.

Babalola, Y. T. (2012). Awareness and incidence of plagiarism among undergraduates in a Nigerian private university. *Africa Journal of Library Archive and Information Science*, 22 (1), 53-60.

Bailey, J. (2011). *What should the punishment for plagiarism be?* Retrieved from [https://www.plagiarismtoday.com/2011/05/17/what-should-the-punishment-for-plagiarism be/](https://www.plagiarismtoday.com/2011/05/17/what-should-the-punishment-for-plagiarism-be/)

- Bar, D., Zesch, T., & Gurevych, I. (2012). Text reuse detection: Using a composition of text Similarity Measures. *Proceedings of COLING 2012*. Mumbai, India, (pp. 167–184).
- Becker, D.A. & Yannotta, L. (2013). Modeling a library website redesign process: Developing a user-centered website through usability testing. *Information Technology and Libraries*, 32(1), 6-22.
- Bitchener, J., & Knoch, U. (2010). Raising the linguistic accuracy level of advanced L2 writers with written corrective feedback. *Journal of Second Language Writing*, 19(4), 207-217.
- Bloomfield, L. A. (2010). *Software to detect plagiarism: Wcopyfind (Version 2.6)*. Retrieved from <http://www.plagiarism.phys.virginia.edu/Wsoftware.html>.
- Buckley, E. & Cowap, L. (2013). An evaluation of the use of turnitin for electronic submission and marking and as a formative feedback tool from an educator's perspective. *British Journal of Educational Technology*, 44(4), 562–570. Doi:10.1111/bjet.12054.
- Changchun, G., Haider, M. J., & Akram, T. (2017). Investigation of the effects of task technology fit, attitude and trust on intention to adopt mobile banking: Placing the mediating role of trialability. *International Business Research*, 10(4), 77–91.
- Chen, G., Zhao, Y., Zhang, N., Wang, F. & Guo, X. (2015). Task-technology fit in workplaces: Theoretical framework and empirical analysis in the context of mobile government. *International Journal of Mobile Communications*, 13(5), 455–477.
- D'Ambra, J., Wilson, C., & Akter, S. (2013). Application of the task-technology fit model to structure and evaluate the adoption of e-books by academics. *Journal of the American Society for Information Science and Technology*, 64(1), 48–64.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information Technology. *MIS Quarterly*, 13(3), 319–340. <http://doi.org/10.2307/249008>
- DeLone, W. H., & McLean, E. R. (1992). Information Systems Success: The Quest for the Dependent Variable. *Information Systems Research*, 3(1), 60–95. <http://doi.org/10.1287/isre.3.1.60>

- Dishaw, M., Eierman, M. A., Iversen, J. H., & Philip, G. (2013). An Examination of the Characteristics Impacting Collaborative Tool Efficacy: The Uncanny Valley of Collaborative Tools. *Journal of Information Technology Education, 12*, 301–325.
- El Said, G. R. (2015). Understanding Knowledge Management System antecedents of performance impact: Extending the Task-technology Fit Model with intention to share knowledge construct. *Future Business Journal, 1*(1–2), 75–87. <http://doi.org/10.1016/j.fbj.2015.11.003>
- Emaikwu, S.O. (2010). *Fundamentals of research methods and statistics*. Makurdi: Selfers Academic Press Ltd, 20 – 30.
- Ene, E., & Upton, T. A. (2014). Learner uptake of teacher electronic feedback in ESL composition. *System, 46*, 80-95.
- Gatara, M. & Cohen, J.F. (2014). The mediating effect of task-technology fit on m-Health tool use and community health worker performance in the Kenyan context, Proceedings of the 8th International Development Informatics Association Conference, 323-336.
- Gipp, B., Meuschke, N. & Beel, J. (2011). Comparative evaluation of text and citation-based plagiarism approaches using guttenplag. *Proceedings of 11th annual international ACM/IEE joint conference on Digital libraries*, (pp. 255-258).
- Godoe, P., & Johansen, T. (2012). Understanding adoption of new technologies: Technology readiness and technology acceptance as an integrated concept. *Journal of European Psychology Students, 3*(1), 38–52. <http://doi.org/10.5334/jeps.aq>
- Goodhue, D., & Thompson, R. (1995). Task-technology fit and individual performance. *Management Information Systems Quarterly, 19*(2), 213–236.
- Hariri, N. & Norouzi, Y. (2011). Determining evaluation criteria for digital libraries' user interface: A review. *The Electronic Library, 29*(5), 698-722.
- Harris, R. (2012). Anti-plagiarism strategies for research papers. Retrieved from <http://www.virtualsalt.com/antiplag.htm>
- Hawkins, C., Ross, M., & Staples, G. (2012). *Software quality management VI: Quality improvement issues*. Switzerland: Springer Science & Business Media. 50 – 55.

- Hennessy, C., & Forrester, G. (2014). Developing a framework for effective audio feedback: a case study. *Assessment & Evaluation in Higher Education*, 39(7), 777-789.
- Hoehle, H., & Huff, S. (2012). *Advancing task-technology fit theory: In information systems foundations; Theory building in information systems*. Retrieved from <http://www.jstor.org/stable/j.ctt24h30p.11>
- Hollingsworth, C. L. (2015). An examination of fit and the use of mobile devices for performing tasks. Doctor of Business Administration Dissertations. Kennesaw, GA: Coles College of Business, Kennesaw State University.
- Hsieh, P. & Lin, W. (2019). *Understanding the performance impact of the epidemic prevention cloud: an integrative model of the task-technology fit and status quo bias*. Retrieved from <https://www.tandfonline.com/loi/tbit20>
- Hussain, A., Hashim, N. L., Nordin, N., & Tahir, H. M. (2013). A metric-based evaluation model for applications on mobile phones. *Journal of ICT*, 12, 55-71.
- Inasley, R. (2011). Managing plagiarism: A preventative approach. *Business Communication Quarterly*, 74 (2), 183-187.
- Iqbal, M. & Warraich, N. F. (2012). Usability evaluation of an academic library website: A case of the University of the Punjab. *Pakistan Journal of Library & Information Science*, 13(1); 22-35. Retrieved from <http://pu.edu.pk/home/journal/8>
- Isaac, O., Abdullah, Z., Ramayah, T., & Mutahar, A. M. (2017). Internet usage, user satisfaction, task-technology fit, and performance impact among public sector employees in Yemen. *The International Journal of Information and Learning Technology*, 34(3), 210-241. doi:10.1108/IJILT-11-2016-0051
- Reed, P., Watmough, S., & Duvall, P. (2015). Assessment analytics using Turnitin & Grademark in an undergraduate medical curriculum. *Journal of Perspectives in Applied Academic Practice*, 3(2), 92-108.
- Rocha, A. (2012). Framework for a global quality evaluation of a website. *Online Information Review*, 36(3), 374-382.
- Rukshan, A., & Baravalle, A. (2012). *Automated usability testing: Analysing Asia web sites*. Retrieved from <https://www.arXiv.org/abs/1212.18449>.

- Saadi, Z. K., & Saadat, M. (2015). EFL learners' writing accuracy: Effects of direct and metalinguistic electronic feedback. *Theory and Practice in Language Studies*, 5(10), 2053-2063.
- Sanchez-Perez, M. A., Sidorov, G., & Gelbukh, A. (2014). The winning approach to text alignment for text reuse detection. *Notebook for PAN at CLEF 2014*, 1004-1011. Retrieved from <http://www.citeseerx.ist.psu.edu>
- Schrier, T., Erdem, M., & Brewer, P. (2010). Merging task-technology fit and technology acceptance models to assess guest empowerment technology usage in hotels. *Journal of Hospitality and Tourism Technology*, 1(3), 201–217.
- Shintani, N., Ellis, R., & Suzuki, W. (2014). Effects of written feedback and revision on learners' accuracy in using two English grammatical structures. *Language Learning*, 64(1), 103- 131.
- Sørum, H., Medaglia, R., Andersen, K. N., Scott, M., & DeLone, W. (2012). Perceptions of information system success in the public sector: Webmasters at the steering wheel? *Transforming Government: People, Process and Policy*, 6(3), 239–257.
<http://doi.org/10.1108/17506161211251254>
- Thielsch, M. T. Blotenberg, I. & Jaron, R. (2014). User evaluation of websites: From first impression to recommendation. *Interacting with Computers*, 26(1), 91-102. doi:10.1093/iwc/iwt033
- Tripathi, R., Tiwari, P., & Nithyanandam, K. (2015). Avoiding plagiarism in research through free online plagiarism tools. At the 4th International Symposium on Emerging Trends and Technologies in Libraries and Information Services, pp. 104- 114.
- Usoro, A., Shoyelu, S., & Kuofie, M. (2010). Task-technology fit and technology acceptance models applicability to e-tourism. *Journal of Economic Development, Management, IT, Finance, and Marketing*, 2(1), 1–32.
- Vanacker, B. (2011). Returning students' right to access, choice and notice: A proposed code of ethics for instructors using Turnitin. *Ethics and Information Technology*, 13(4), 327–338.
- Wood, K. A., Moskovitz, C., & Valiga, T. M. (2011). Audio feedback for student writing in online nursing courses: Exploring student and instructor reactions. *Journal of Nursing Education*, 50(9), 540-543.

- Wu, B. & Chen, X. (2017). Continuance intention to use MOOCs: Integrating the technology acceptance model (TAM) and task technology fit (TTF) model. *Computers in Human Behaviour*, 67, pp. 221-232. Retrieved from <http://www.elsevier.com/locate/comphumbeh>
- Yu, T. K., & Yu, T. Y. (2010). Modelling the factors that affect individuals' utilisation of online learning systems: An empirical study combining the task technology fit model with the theory of planned behaviour. *British Journal of Educational Technology*, 41(6), pp. 1003 - 1017. <http://dx.doi.org/10.1111/j.1467-8535.2010.01054.x>.
- Zaied, A. N. (2012). An integrated success model for evaluating information system in public sectors. *Journal of Emerging Trends in Computing and Information Science*, 3(6), 814– 825.