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# Library Research Journal

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### Library Research Journal
Authors Guideline

**Format for Submission**

Manuscript submitted for publication must not have been submitted or published elsewhere. Articles should not be more than 14 pages. Manuscripts should be typed on A4 sheet using MS word (Times New Roman, 12 points, double-spaced). The title, author's full name, institutional affiliation, position, phone number and e-mail address should appear on the first page.

Submissions should include an informative abstract of not more than 200 words. Four to six keywords should be included. Tables and graphs should be included in the body of the work (where necessary). The APA 6th Edition (Publication Manual of the American Psychological Association) referencing format should be used throughout the manuscript. All submissions will be peer reviewed.

*All manuscripts to be submitted as email attachment to:*
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email: ifymajiyaegbu@yahoo.com
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Library Research Journal is an institution based journal from Festus Aghagbo Nwako Library of Nnamdi Azikiwe University, Awka. It is an online peer reviewed Google Scholar journal, published in the month of September. This edition is a compilation of research reports from various institutions of higher learning in Nigeria. The research reports cover a wide array of issues in Library and Information Science. This volume addresses topical issues in librarianship such as NgRen, Competency Appraisal of law cataloguers as well as law students' profile as a correlate of library use. Emerging concepts in librarianship such as MOOC's, parenting styles and readership were part of the compilation. Research reports from Festus Aghagbo Nwako Library focused on library practices in the Circulation Department, Information Literacy, Zik Research Centre and reprographic services in the library.


Dr Mercy Ifeyinwa Anyaegbu
*Editor-in- Chief*
£maz7:ifymanyaegbu@yahoo.com
anyaegbumercy@gmail.com

# AWARENESS AND PERCEPTION OF UNDERGRADUATE STUDENTS TOWARD PLAGIARISM IN MOSHOOD ABIOLA POLYTECHNIC

**Love Jijisoko Kpanaki (MLIS)**
*Department of Communication and General Studies,*
*College of Agricultural Management and Rural Development,*
*Federal University of Agriculture Abeokuta, Ogun State, Nigeria*
*Email: lovekpanaki201@gmail.com*

**Chituru Nancy Okorie *Ph.D***
*Nimbe Adedipe Library*
*Federal University of Agriculture Abeokuta,*
*Ogun State, Nigeria*
*Email: okoriecn@funaab.edu.ng*

## Abstract

*This study investigated the awareness and perception of plagiarism among undergraduate students in Moshood Abiola Polytechnic, Abeokuta, Ogun State. Five research questions guided the study. The research design was a survey. A multi-stage random sampling was adopted to select respondents for the study. The first stage involved selecting the Mass Communication Department from the Faculty of Arts using random sampling, while the final stage involved selecting 229 Higher National Diploma 11 students from among 534 students of the Polytechnic understudy using purposive sampling. Instrument for data collection was a questionnaire. Out of the 229 copies of questionnaire administered 195 (85%) copies were properly filled and found usable for the study. Data was analysed using descriptive statistics and Pearson Product Moment Correlation (PPMC). The findings of the study revealed that students have high level of awareness about plagiarism. Forms of plagiarism include direct copying, giving incorrect information about source. The perception of students regarding plagiarism differs. While some see it as a serious offence, others see it as a minor offence. Reasons of plagiarizing include lack of knowledge and understanding about plagiarism, and teachers' unclear instruction about academic integrity.) Based on the findings, the study recommends that, seminars on plagiarism should be organized by management of the institutions; lecturers should take plagiarizing in assignments as a serious offence. The study also recommended that plagiarism can be reduced to the barest minimum through awareness creation and introducing the Turnitin plagiarism software in Moshood Abiola Polytechnic, Ogun State.*

**Keywords:** *Plagiarism, Awareness Creation, Students Perception, Moshood Abiola Polytechnic, Abeokuta.*

## Introduction

Polytechnics are institutions of higher learning dedicated to teaching, learning and research. They often award certificates ranging from Ordinary National Diploma and Higher National Diploma in Nigeria. Polytechnics like other institutions of higher learning are dedicated to teaching, learning and research. Expectedly, they are supposed to produce research result that are novel and contribute meaningfully to the advancement of knowledge and national development. Plagiarism is not only an academic fraud but also an academic crime. According to Howard (2005), plagiarism is a serious offense in the academia, and it is described as the practice of directly copying and presenting an existing production without accurate citation or referencing, and claiming the product as one's own, without permission from the original producer. It can also be seen as the wrongful appropriation and stealing of another author's language, thoughts, ideas, or expressions. Plagiarism is simply an act of using another person's language, idea or concept without acknowledging the original owner. In such a case, the user directly or indirectly claims that the idea or language belongs to him. It is an academic theft (Anyaegbu & Onwudinjo, 2016).

Plagiarism had been in existence but the emergence and rapid development of information technology has made it to assume new dimensions with different methods of practicing it compared to what it used to be in the past (Bahadori, 2012).

Plagiarism is a copyright infringement which appears in different forms. It can appear in different forms such as copying words from a source without giving credit, copying so many words from a source to make up the major part of a work, self-plagiarism which means reuse of one's previous work and presenting it as a new work, giving incorrect information about the source, copying sentence structure but changing words without giving credit to the original owner. These forms can be grouped into two major types of plagiarism namely, intentional plagiarism and unintentional plagiarism. Intentional plagiarism is when an individual is fully aware of plagiarism and is willing to plagiarise, while unintentional plagiarism is when an individual plagiarises ignorantly or is unaware (Roka 2017). Perception of students towards plagiarism differs. Some students believe that copying larger section of an individual's work is plagiarism while copying just a few is not plagiarism (Hura 2013).

Plagiarism is a controversial issue in higher education, and it is increasingly widespread among students. In a situation where plagiarism turns into an ordinary and usual activity, the security of academic knowledge will be destroyed and no one will bother carrying out an original research; rather, everyone will make use of ready-made knowledge produced by past researchers which will eventually lead to knowledge extinction. In higher education all over the world especially during the 21st century there appears heightened reported cases of plagiarism and the prevalence is traceable to the emergence of information and communication technologies (ICTs) in education as well as the plethora of online resources (Gow, 2013). ICT has enabled rapid creation and dissemination of knowledge seamlessly.

The Internet has provided easy access to a huge amount of information and therefore facilitating the whole "copy and paste" tendency. Consequently, it has also contributed to the creation of software tools for detecting plagiarism. Certainly, plagiarism lowers the standard of education and integrity of learning. The elimination of plagiarism requires understanding the factors that contribute to its occurrence. Personal knowledge of what plagiarism encompasses is considered a major determinant of one's involvement (Madray, 2007). It is therefore important to ensure that actions are taken to eliminate this problem by creating more awareness about plagiarism among undergraduates in Moshood Abiola Polytechnic.

The management of institutions of higher learning stands a better situation to increase the level of awareness of students on plagiarism by developing a policy on plagiarism which will apply to all the students in the institution. The policy will clearly spell out sanctions on offenders. This policy will help to institutionalize the process of awareness and also equip students with a favorable perception of plagiarism. The perception that students have about plagiarism could create a positive or negative mental picture which will determine whether they adhere to the ethics of academic writing or not. A student with the right perception of plagiarism will likely not engage in plagiarism, but a student with a negative perception will fall victim of it.

**Statement of the Problem**
Plagiarism can be described as an act of copying someone else work, idea, or any form of production without giving credit to the source of the work. However, findings from previous studies show that management of the various institutions has made efforts towards the formulation of institutional plagiarism or academic dishonesty policies to tackle the menace of plagiarism. This has led to institutions subscribing to the adoption of various plagiarism detection software such as Turnitin, Ginger, and Paraphrasing tool, among others. Despite these efforts, plagiarism seems to have eaten deep into the educational system, Although an empirical study was carried out by Idiegbeyan-ose, Nkiko, and Osinulu, (2016) to determine the awareness level of Nigerian postgraduates in the United Kingdom which found that a higher percentage of the students were not aware of the gravity of plagiarism. None seems to have been carried in Moshood Abiola Polytechnic. This study sought to investigate the awareness and perception of plagiarism among undergraduates of

Moshood Abiola Polytechnic Abeokuta in Ogun State, Nigeria.

## Research Questions

The study would provide answers to the following research questions:

1. What is the level of awareness of plagiarism among undergraduates of Moshood Abiola Polytechnic Abeokuta, Ogun State?
2. What forms of plagiarism are undergraduate students of Moshood Abiola Polytechnic Abeokuta Ogun State familiar with?
3. How do undergraduates of Moshood Abiola Polytechnic Abeokuta Ogun State perceive plagiarism?
4. What are the reasons for plagiarism amongst the undergraduates of Moshood Abiola Polytechnic Abeokuta Ogun State?
5. **What** are the strategies for creating awareness about plagiarism among undergraduates of Moshood Abiola Polytechnic Abeokuta Ogun state?

## Literature Review

Plagiarism is an issue of major concern in all academic and research institutions across the globe and Nigeria is not an exception with several views and ideas (Orim, 2013). Some prefer to view plagiarism as a theft of intellectual property and copyright infringement (Seadle, 2008). Mandsley, (2014) argue that a distinction should be made between copyright and plagiarism. He sees copyright as a legal issue that protects intellectual property and has economic implications, while plagiarism is more of "conduct" of the plagiarist. In this context, he sees plagiarism more as a moral issue that has no economic gains on the students who commit the offence. Plagiarism can be broadly categorized into two forms namely, intentional plagiarism and unintentional plagiarism. Intentional plagiarism is when an individual is fully aware of plagiarism and is willing to get involved, while unintentional plagiarism is when an individual plagiarizes due to unawareness or ignorance. The above are specific forms of plagiarism according to (Roka, 2017).

According to Dordoy (2009), the most important factor influencing plagiarism include laziness or mismanagement of time, easy access to materials on the Internet, unawareness of rules and regulations or unintentional plagiarizing. Some other factors that influence plagiarism are, low commitment to the learning process and focusing on getting an academic degree, the student life style, family pressures, etc., which make students strive to achieve the best results with least efforts and in the least time. In the past, students had to go to libraries, retrieve information and type it, but today with the rapid progress of the Internet, this process has changed and most teachers believe that computers have made it easier to cheat and plagiarize as information is easily accessible through electronic media and word processing applications which can easily copy and paste materials. Robert (2013) observes that students' looking for short cuts, their low interest in the research subject, their low planning skills, mismanagement of time, lack of skills in scientific writing and their interest in ignoring regulations are some of the reasons why students take to plagiarism.

Dunn (2011) carried out a study on plagiarism which identified the following as most important reasons why students plagiarize:

- Genuine lack of understanding: Some students plagiarize unintentionally, when they are not familiar with proper ways of quoting, paraphrasing, citing and referencing and/or when they are unclear about the meaning of common knowledge and the expression in their own words.
- Efficiency gain: Students plagiarize to get a better grade and to save time. Some cheat because of what Straw (2009) calls the GPA thing, so that cheating becomes the price of an A score.
- Time management: There are many calls on student's time, including peer pressure for an active social life, commitment to college sports and performance activities, family responsibilities and pressure to complete multiple work assignments in short amounts of time. Little wonder that Silverman (2002) concludes that students' overtaxed lives leave them so vulnerable to the temptations of cheating.

Asim, Tahir, Hussam, Dahwa and Vaclav (2011) discussed different methods for plagiarism detection

and also given comparison between five softwares with respect to their features and performance. In the words of Asim et al (2011), there is no software that can detect or to prove that the document has been plagiarized 100%, because each software and tool has advantages and limitation.

John and Margaret (2010) did study on Turnitin software as an educational tool in student dissertations. In the words of (John and Margaret 2010), over the course of the academic year, students submitted their dissertation work on average of five times. Student Turnitin scores were reduced, but student's use of Turnitin did not significantly enhance the quality of their writing. Kaner and Fiedler (2008) did comparison of the working performance of the two major tools -. Turnitin and My DropBox, in detecting the plagiarized contents from the published articles in IEEE. It was established that both software performed very poorly because the two do not have the ability to compare the data that is already submitted in IEEE and the data which it needs to be compared with. Badke (2007) in his study focused on detection of plagiarism. The author said that if anyone is aware of the fact that if they reproduce other's work, it can easily be detected, then they will never copy work of others and will try to avoid this practice. The author pointed out that in detection of plagiarism that one should start with a Web search engine. It is indicated, "Google Scholar" and similar academic search engines most definitely search a lot of academic full-text content.

Similarly, Onuoha and Ikonne (2013) observed that increasing plagiarism in tertiary institutions in Nigeria and throughout the world due to the Iinternet. The authors provided measures and steps from vast literature to curb plagiarism in the academic environment. Bell (2013) deliberated on plagiarism in the digital era from the perspective of a broader educational spectrum. The author focused on the constituents of plagiarism, prevalent plagiarism in schools and colleges, and ways for prevention of plagiarism through creative assignments. The authors suggested that plagiarism act as antidotes. It should be prevented at all levels of academic work from student papers to academic books. Singh and Bennington (2012) studied the role of faculty to be precursor for university wide policy on plagiarism. The authors

mentioned that punishing intentional and unintentional plagiarism could lead to concrete solutions whereas reporting to administration could be a formal way. In the words of Singh and Bennington (2012), faculty members who think punishment is an apt course for both intentional and unintentional plagiarism are more likely to address student plagiarism. Faculty members who take an all-encompassing approach to plagiarism by expecting students to cite their sources for all class work intend to take a more formal course of dealing with plagiarism by reporting it to the administration.

Gibson and Fangman (2011) talked about the ways in which librarians of different types are addressing the issue of plagiarism at the institutional and pedagogical levels. Furthermore, over 90 percent of the 610 respondents report that they have assisted students with citing sources. Over 70 percent have instructed students about plagiarism in class. Approximately a quarter has collaborated with other departments regarding plagiarism, conducted or attended workshops on plagiarism, worked with instructors to redesign assignments, or helped faculty with tracking possible instances of student plagiarism.

Ayon (2017) also surveyed students' and instructors' perceptions of Turnitin as a deterrent to plagiarism at a private Lebanese English-speaking university. The students who were undergraduates (95 senior, 36 junior, 3 sophomore and 3 freshmen) were one hundred and thirty-seven and data was collected both quantitatively with the use of questionnaire and qualitatively through interview. The quantitative result revealed that close to three-fifths of the students (56.8%) pointed out that they had intentionally plagiarized before or knew someone who had. Based on this the researcher noted that "quite a number of student participants seemed to be tolerant of plagiarizing behavior" (Ayon, 2017). The students during the interview identified lack of writing skills, academic pressure and the need to achieve higher grades as reasons why they engaged in plagiarism. The review of literature has revealed a variation in the perception of plagiarism by university students. Thus, it is expected that the distance learners' perception of plagiarism could be one that favors plagiarism or one that repels it. Their perception could determine the attitude they will display towards plagiarism. Guedes

and Filho (2015) conducted a study on the perception of academic plagiarism among 199 undergraduates who were studying dentistry at the Universidade Esta dual do Sudoeste da Bahia (UESB), Brazil. The ques tionnaie was used to collect data and subsequent analysis of the responses was done with the use of the Statistical Package for the Social Sciences (SPSS). From the findings, the researchers reported that all of the students (100%) stated that plagiarism is indeed a crime and that they were in full support of the Brazilian legislation provided to combat it. This is an indication that the undergraduates were fully aware of plagiarism.

Louw (2017) did a survey that examined the perception of plagiarism by 2414 students of the North-West University Potchefstroom, South Africa. The questionnaire was used to collect data and from the findings, 98.7% of the students noted that they were fully aware that it would amount to plagiarism if a student copies directly from a source without due acknowledgement. Also, almost all the respondents (96.2%) pointed out that they were also aware that the act of buying a paper and submitting it as if it was originally written is plagiarism. These results showed a high level of plagiarism awareness by the students. Similarly, Oyewole (2017) examined the awareness and perception of 251 undergraduates of the University of Ibadan, Nigeria on issues associated with computer ethics (plagiarism inclusive). The researcher adopted the descriptive research design with the questionnaire as the research instrument. Findings revealed that most of the respondents (mean=2.06) had a negative perception of plagiarism as they noted that it is unjust to copy so many works or ideas from electronic sources up to the point that the copied information makes up the majority of one's work whether due acknowledgment is given or not.

**Research design**
The study adopted survey research design. Questionnaire was used for data collection. The population of the study is made up of five hundred and thirty-four (534) Mass Communication Department students of Faculty of Arts in Moshood Abiola Polytechnic Abeokuta. The Faculty comprises of Higher National Diploma 1 & 11 students. Purposive sampling technique was used to select Higher National Diploma 11 students because they have access to relevant infrastructure that exposes them to the concept of plagiarism. Taro Yamane (1967) formula was used to determine the sample size of the study. Instrument for data collection was a questionnaire. Out of the 229 copies of questionnaire administered, 195 (85%) copies were properly filled and found usable for the study. Data collected was analysed using descriptive statistics and Pearson Product Moment Correlation (PPMC).

**Data Analysis**
**Research Question One:** To find out the level of awareness of plagiarism among undergraduate students in Moshood Abiola Polytechnic Abeokuta Ogun state**.**

Table 1: Respondent's level of awareness of plagiarism

| Level of Awareness | Frequency (N) | Percentage (%) |
|---|---|---|
| Very High | 45 | 23 |
| High | 80 | 41 |
| Average | 55 | 28 |
| Low | 15 | 8 |

The results in Table 1 present respondents' opinions on level of their awareness towards plagiarism. The table indicates that majority of the respondents representing 80(41%) posited that their level of level of awareness is on average and 15 (8%) of the respondents has low level of awareness towards plagiarism.

awareness towards plagiarism is high, 45 (23%) respondents indicated that their level of awareness towards plagiarism is very high, while 55 (28%) of the respondent's
**Research Question Two:** To ascertain whether undergraduates of Moshood Abiola Polytechnic Abeokuta Ogun State are familiar with the forms of plagiarism.

**Table 2: Familiarity of respondents with different forms of plagiarism**

| S/N | Forms of plagiarism | Very Familiar | Familiar | Not Familiar | Rarely | $\bar{x}$ | S.D |
|-----|--------------------|----------------|----------|--------------|--------|-----------|-----|
| A | Direct copying | 97(49.7%) | 78 (40.0%) | 20 (10.3%) | 0 | 3.39 | 0.67 |
| B | Copying so many words | 54(27.7%) | 85 (43.6%) | 38 (19.5%) | 18 (9.2%) | 2.90 | 0.91 |
| C | Giving incorrect information about the source | 48(24.6%) | 68 (34.9%) | 45 (23.1%) | 34 (17.4%) | 2.67 | 1.03 |
| D | Copying words without giving credit | 86(44.1%) | 60 (30.8%) | 33 (16.9%) | 16 (8.2%) | 3.11 | 0.96 |
| E | Paraphrasing | 66(33.8%) | 82 (42.1%) | 30 (15.4%) | 17(8.7%) | 3.01 | 0.91 |

Table 2 represents respondents' opinions on the forms of plagiarism they are familiar with. The table shows that most of the respondents with the mean score of 3.39 and standard deviation of 0.67 were more familiar with direct copying form of plagiarism, followed by the mean score of 3.11 and standard deviation of 0.96 representing respondents who posited that they were familiar with copying words without giving credit as a form of plagiarism. Also, from the table, respondents representing the mean score of 3.01 and standard deviation of 0.96 noted they were familiar with paraphrasing form of plagiarism, while, respondents with the mean score of 2.90 and standard deviation of 0.91 identified that they are familiar with copying so many words form of plagiarism. Lastly, respondents with the mean score of 2.67 and standard deviation of 1.03 were familiar with giving incorrect information about the source form of plagiarism.

**Research Question Three:** To know the perception of undergraduate students in Moshood Abiola Polytechnic Abeokuta Ogun State towards plagiarism.

**Table 3: Perception of respondents towards plagiarism**

| S/N | Options | Strongly Agree | Agree | Disagree | Strongly Disagree | $\bar{x}$ | S.D |
|-----|---------|----------------|-------|----------|-------------------|-----------|-----|
| A | Plagiarism is a serious offense. | 106 (54.4%) | 46(23.6%) | 26 (13.3%) | 17 (8.7%) | 3.24 | 0.987 |
| B | Plagiarism is not a serious offense, after all it's just about copying | 17 (8.7 %) | 28 (14.4%) | 83(42.6%) | 67 (34.4%) | 1.97 | 0.916 |
| C | There is no big deal in plagiarism. | 23(11.8%) | 25(12.8%) | 83(42.6%) | 64(32.8%) | 2.04 | 0.965 |
| D | Plagiarism is an offense only when you copy too much from someone's work | 54 (27.7%) | 63(32.3%) | 50(25.6%) | 28 (14.4%) | 2.73 | 1.021 |
| E | Coping so much from someone's work even after acknowledging the author shouldn't be plagiarism. | 39 (20.0%) | 81(41.5%) | 47(24.1%) | 28 (14.4%) | 2.67 | 0.955 |
| F | Plagiarism is an overrated offense. | 39(20.0%) | 81(41.5%) | 47(24.1%) | 28 (14.4%) | 2.67 | 0.955 |
| G | Even if plagiarism is an offense, it should be pardoned | 24(12.3%) | 100 (51.3%) | 47(24.1%) | 24 (12.3%) | 2.64 | 0.853 |
| H | Plagiarism should be allowed but with limitations. | 45(23.1%) | 82 (42.1%) | 40(20.5%) | 28 (14.4%) | 2.74 | 0.973 |

Table 3 shows respondent's perception towards plagiarism. Ranging from the highest mean of to the lowest, respondents representing the mean score of 3.24 and the standard deviation of 0.987 indicated that plagiarism is a serious offense, while respondents with the mean score of 2.74 and standard deviation of 0.973 posited that plagiarism should be allowed but with limitations. From the table also, respondents with the mean score of 2.73 and standard deviation of 1.021 revealed that plagiarism is an offense only when one copy too much from someone's work, meanwhile respondents representing the mean score of 2.67 and standard deviation of 0.955 posited that plagiarism is an overrated offense and that copying so much from

someone's work even after acknowledging the author should not be regarded as plagiarism. Likewise, respondents with the mean score of 2.64 and standard deviation of 0.853 agreed that even if plagiarism is an offense, it should be pardoned, followed by those with the mean score of 2.04 and standard deviation representing 0.965 are of the opinion that there is no big deal about plagiarism. Lastly, those with the mean

score of 1.97 and standard deviation of 0.916 are respondents who reasoned that plagiarism is not a serious offense; after all it is just about coping.

**Research Question Four:** To investigate reasons why undergraduates of Moshood Abiola Polytechnic Abeokuta Ogun State are involved in plagiarism.

**Table 4: Respondents' opinions on reason why undergraduate students plagiarizes**

| S/N | Options | Strongly Agree | Agree | Disagree | Strongly Disagree | $\bar{x}$ | S.D |
|---|---|---|---|---|---|---|---|
| A | Lack of knowledge and understanding of plagiarism | 83 (42.6%) | 85 (43.6%) | 26 (13.3%) | 1 (0.5%) | 3.28 | 0.71 |
| B | Pressure of providing quality academic work | 64 (32.8%) | 101 (51.8%) | 30 (15.4%) | 0 | 3.17 | 0.67 |
| C | Pressure of obtaining good grade in assignments | 87(44.6%) | 65 (33.3%) | 43 (22.1%) | 0 | 3.23 | 0.78 |
| D | Teachers' unclear instructions of academic integrity | 41(21.0%) | 82 (42.1%) | 50 (25.6%) | 22 (11.3%) | 2.73 | 0.92 |
| E | Laziness of students to read wide | 91(46.7%) | 64 (32.8%) | 26 (13.3%) | 14 (7.2%) | 3.19 | 0.92 |

Table 4 presents respondents' opinions on the reason why undergraduates get involve in plagiarism. From the analysis respondents with the highest mean score of 3.28 and standard deviation of 0.71 posited that lack of knowledge and understanding of plagiarism is the reason why undergraduates plagiarize. Items in the table with the mean score of 3.17 and standard deviation score of 0.67 represents respondent who reckoned that pressure of providing good quality academic work is the reason why undergraduate students plagiarise. Respondents with the mean rating of 3.23 and standard deviation of 0.78 agreed that pressure of obtaining good grades in assignment is one of the reasons why undergraduate students

plagiarise. Those with the mean score of 2.73 and standard deviation of 0.92 stands for respondents who reckoned that why undergraduate students plagiarize is due to teacher's unclear instructions on academic integrity. Lastly, respondents with mean rating of 3.19 and also standard deviation of 0. 92 posited that laziness to read wide on the part of the students is the reason why undergraduates plagiarise.

**Research Question Five:** To suggest strategies for creating awareness on plagiarism among undergraduates of Moshood Abiola Polytechnic Abeokuta Ogun State.

**Table 5: Respondents' opinion towards strategies for creating awareness on plagiarism**

| S/N | Options | Strongly Agree | Agree | Disagree | Strongly Disagree | $\bar{x}$ | S.D |
|---|---|---|---|---|---|---|---|
| A | Seminars on plagiarism should be organized by management of institutions | 101(51.8%) | 80(41.0%) | 14(7.2%) | 0 | 3.45 | 0.63 |
| B | By including plagiarism in the institution curriculum | 52(26.7%) | 94(48.2%) | 38(19.5%) | 11(5.6%) | 2.96 | 0.83 |
| C | Lecturers should take plagiarizing of assignments as a serious offense | 40(20.5%) | 103(52.8%) | 38(19.5%) | 14(7.2%) | 2.87 | 0.82 |
| D | Students should be enlightened on plagiarism before commencing their research works | 93(47.7%) | 69(35.4%) | 30(15.4%) | 3(1.5%) | 3.29 | 0.78 |

Table 5 presents respondents' suggestions for creating awareness on plagiarism. Results on the table ranges from the highest mean score of 3.45 to the lowest, the mean score of 2.87 are suggestions for creating awareness on plagiarism. They include organising seminars on plagiarism by management of institutions; students should be enlightened on plagiarism before commencing their research works and adding plagiarism in the institutions curriculum among others.

**Discussion of Findings**
One of the findings of the study revealed that students have high level of awareness about plagiarism. This is in line with Louw (2017) in North-West University Potchefstroom, South Africa which indicated that the level of awareness of the students is very high. Furthermore, direct copying from the Internet is the major form of plagiarism commonly practiced by the students. This finding affirmed the finding of Hura(2013) who predated that students believe that coping larger section of someone's work is plagiarism while copying just a few is not plagiarism.
In addition, another finding revealed that the students have negative perception about plagiarism. This finding corroborated the findings of Oyewole (2017) who examined students in Nigeria that had negative perception of plagiarism. Furthermore, the students were asked to state the reasons for engaging in

plagiarism issues. Majority of the students admitted that they do not have adequate knowledge about plagiarism. The findings are tandem with the findings of Dunn (2011) that majority of students in developing countries plagiarize because they do not have adequate knowledge about the issue.

**Conclusion and Recommendations**
Plagiarism is on the front burner in the world of academics due to its prevalent rate among students and researchers. This has led to the resurgence in the intensity of plagiarism awareness creation by relevant stakeholders. The high level of awareness of plagiarism by the undergraduate students indicates that success is being recorded in this regard. This is also revealed in the positive perception displayed towards plagiarism avoidance by undergraduate students. The more the present level of awareness is sustained, the more the perception towards plagiarism becomes more favorable. This could lead to better appreciation for novel work by the students and an improvement in the quality of research at that level. Plagiarism like any other deviant behavior in the society might be difficult to eradicate, but with increased awareness creation and positive perception, it can be reduced to the barest minimum. Based on the findings the following recommendations were made:
1. Awareness program on plagiarism should be intensified by all Nigerian institutions of higher

learning so as to minimize the rate of involvement by undergraduate students.

2. The use of Turnitin plagiarism detection software should be introduced in all higher institutions in Nigeria so as to reduce the rate of plagiarism by students and faculty members.
3. A standardized definition for plagiarism is needed, as well as guidance to lecturers on how to identify plagiarism. Lecturers and marking assistants should receive training in the abilities, use and interpretation of plagiarism detection software.
4. Both federal and state government of Nigeria should introduce scholarship for undergraduate students so as to reduce their financial burden and encourage scholarship in research.
5. Information ethics should be introduced as a compulsory course for all postgraduate students irrespective of their departments so that they can be taught on policies that govern the use and reuse of information. A lecturer in the Department of Library and Information Science or Information Resources Management Department should teach the compulsory general course.

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