

Awareness and Perception of Plagiarism among Undergraduate Students in Private Universities in Edo State, Nigeria.

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Abstract

This study explores the awareness and perception of plagiarism among final-year undergraduate students in private universities in Edo State, Nigeria. With academic dishonesty increasingly threatening educational integrity, the study aimed to assess students' understanding of plagiarism and their attitudes toward it. A descriptive survey design was used, and a sample of 385 students was selected from a population of 9,436 using the Krejcie and Morgan sample size determination table. Five departments were purposively selected across five private universities due to their focus on academic writing. Data were collected through a validated structured questionnaire and analyzed using descriptive and inferential statistics. Findings revealed a high level of plagiarism awareness among students, with an aggregate mean of 4.31 (SD = 0.86), exceeding the criterion mean of 2.50. Students also demonstrated a strong negative perception of plagiarism, with an aggregate mean of 4.30 (SD = 0.84). A moderate positive and statistically significant correlation ($r = 0.42$, $p < 0.01$) was observed between plagiarism awareness and perception. The study concludes that students who are more aware of plagiarism are more likely to perceive it as unethical. It recommends integrating academic integrity education into the curriculum, strengthening institutional policies, and increasing the use of plagiarism detection tools to promote responsible scholarship.

Keywords: Plagiarism, Plagiarism awareness, Plagiarism perception, Copyright, Academic Dishonesty

Introduction

Plagiarism is the act of using someone else's work, ideas, or intellectual property without proper acknowledgment or permission and presenting it as one's own. It is widely regarded as an unethical practice with serious consequences in academic, professional, and creative fields.

As a significant academic offense, plagiarism undermines intellectual integrity, devalues education, and compromises the quality of scholarly work. It involves the uncredited use of another person's expressions, thoughts, or original material, making it a form of academic dishonesty.

In recent years, concerns about plagiarism have escalated due to the increasing accessibility of digital resources and the ease of copying and pasting information from the internet. The alarming rate of plagiarism among undergraduate students in higher education institutions has become a pressing issue. Studies have shown that academic misconduct, including plagiarism and contract cheating, remains a growing concern in higher education worldwide, with increasing opportunities for unethical academic practices facilitated by digital technologies and online learning environments (Awdry & Ives, 2023; Ives & Cazan, 2024). Similarly, Sozon et al., (2024) and Harper & Prentice, (2024) warn that if urgent measures are not taken to address plagiarism, the credibility of academic teaching and research could be jeopardized.

Plagiarism is a prevalent but preventable malpractice that affects students, educators, and institutions across both developing and developed nations. The act of copying intellectual work without proper attribution, commonly referred to as the "cut-and-paste syndrome," is a clear indication of academic mediocrity. Authors like Onuoha and Ikonne (2013) and Yavich and Davidovitch, (2024) emphasize that the incidence of plagiarism has increased significantly, especially with the advent of the internet, which provides unrestricted access to information globally. Consequently, researchers can obtain documents from any part of the world with minimal effort, making plagiarism a growing challenge.

To mitigate plagiarism among undergraduate students, there is a need for greater awareness and education on the subject. Institutions must foster a culture of academic integrity by implementing plagiarism awareness initiatives, educating students on proper citation practices, and utilizing plagiarism detection tools. Oyewole et al, (2018) suggest that plagiarism awareness programs should be integrated into university curricula to help students develop ethical writing practices,

understand the value of originality, and recognize the consequences of academic dishonesty.

Awareness of plagiarism is essential in academic, professional, and creative domains to uphold ethical standards and ensure originality. This awareness involves understanding what constitutes plagiarism, learning the significance of proper citation, paraphrasing, and quoting, utilizing plagiarism detection software, and reflecting on the ethical implications of dishonest academic practices. Students who lack adequate education on plagiarism may unknowingly commit it. Therefore, institutions must ensure that students develop the skills necessary to identify, prevent, and avoid plagiarism. As noted by Yatin and Saad (2020), increasing awareness of plagiarism can help institutions establish a culture of academic integrity through clear and well-communicated policies.

The perception of plagiarism varies across cultural, educational, and disciplinary contexts. From an academic standpoint, plagiarism is the unauthorized use of another individual's work or ideas without appropriate attribution, often resulting in severe consequences such as suspension or expulsion. Culturally, perspectives on plagiarism differ; in some societies, sharing information verbatim is a common practice and may not be considered unethical. This contrasts with Western educational systems, which place strong emphasis on originality and proper citation. Moreover, disciplinary differences influence how plagiarism is perceived and handled. In STEM fields, collaboration is encouraged, making it more challenging to distinguish between teamwork and plagiarism. Understanding these diverse perspectives is crucial for effectively addressing plagiarism and fostering a culture of academic integrity.

In response to the growing concerns about plagiarism, universities in Nigeria have implemented technological measures such as the adoption of plagiarism software like turnitin, plagiarism X checker and so on which enables institutions to conduct originality checks on academic publications and research outputs (Idiebgeyan-Ose et al., 2016). Private universities in Edo State, like their counterparts elsewhere, strive to uphold academic integrity, yet plagiarism remains a significant challenge. Many students lack a clear understanding of what constitutes plagiarism and the repercussions of engaging in it.

This study aims to examine the awareness and perception of plagiarism among undergraduate students. By exploring the factors contributing to plagiarism, assessing students' knowledge of ethical writing practices, and evaluating institutional efforts to curb plagiarism, this research seeks to provide insights into effective strategies for promoting academic integrity in higher education institutions.

Statement of the Problem

The primary objective of higher education is to foster intellectual development by equipping students with the necessary knowledge and skills to become experts in their respective fields and contribute meaningfully to society. However, one of the significant challenges threatening the integrity of academic institutions is the issue of academic dishonesty, particularly plagiarism. According to Harper and Prentice (2024), plagiarism poses a serious threat to the mission of higher learning institutions, undermining the very essence of academic integrity and scholarly excellence.

In recent years, plagiarism has become increasingly prevalent among students in tertiary institutions across the country, with a notable focus on Edo State, Nigeria. Some higher education institutions have taken proactive steps to curb this menace by subscribing to plagiarism detection software, such as Turnitin, which is primarily used to monitor and evaluate the work of students. Despite these efforts, plagiarism remains a widespread issue, especially among undergraduate students. Many of them resort to copying and pasting content from online sources, textbooks, or other materials without proper acknowledgment, thereby engaging in intellectual theft, whether knowingly or unknowingly.

This raises a critical question: Are undergraduate students truly aware that plagiarism is a serious academic offense with potential repercussions? Could their engagement in plagiarism stem from a lack of awareness, or does it indicate a deeper issue regarding their perception of academic honesty? Although numerous studies have been conducted on plagiarism in higher education, most existing research has predominantly focused on postgraduate students. There appears to be a significant gap in the literature concerning plagiarism among undergraduate students in Edo State, Nigeria.

Given this apparent gap, the present study seeks to explore the level of awareness and perception of plagiarism among undergraduate students in private universities within Edo State. By examining their understanding of academic integrity and ethical scholarship, this research aims to provide insights that could help institutions develop more effective policies and interventions to promote academic honesty among students at the undergraduate level.

Research Questions

The following research questions were formulated to guide the study:

1. What is the level of awareness of plagiarism among undergraduate students in private universities in Edo State?
2. How do undergraduate students in private universities in Edo State perceive plagiarism?"

Research Hypothesis

The null hypothesis below was formulated and tested at a 0.05 significance level:

H₀₁: There is no significant relationship between awareness and perception of plagiarism among undergraduate students in private universities in Edo State.

Review of Related Literature

Concept of Plagiarism

Plagiarism is the act of using someone else's work, ideas, or intellectual property without proper acknowledgment or permission and presenting it as one's own. It is considered unethical and has serious consequences in academic, professional, and creative fields. The term "plagiarism" originates from the Latin word *plagiarius*, meaning "kidnapper." It was first described in literature by the dramatist Ben Jonson in 1601 to refer to someone guilty of literary theft. Masic (2012), as cited by Tripathi et al. (2015), also posits that plagiarism literally means theft, taking material authored by others and presenting it as one's own. It is regarded as an academic malpractice and a breach of academic integrity (Idiegbeyan-Ose et al., 2016).

Khan (2011), described plagiarism as theft, emphasizing that it involves taking the words, ideas, and labor of others while pretending they are one's own. This misrepresentation credits the original thought or opinion to the plagiarist. Plagiarism is often associated with cheating and is considered an obstacle to independent thinking and critical analysis both of which are essential for advancing knowledge. The causes of plagiarism can be attributed to several factors, including academic pressure driven by the "publish or perish" culture, lack of research and writing skills, ignorance, an aggressive pursuit of success, fear of failure or discrimination, inadequate education on plagiarism at the undergraduate level, and rigid academic expectations. One of the primary challenges in addressing plagiarism is the lack of a universally accepted definition. Liu et al. (2016) note that plagiarism in higher

education is considered a moral and ethical issue, with instructors imposing penalties on students who engage in it.

Plagiarism can be avoided by properly paraphrasing thoughts, ideas, or concepts in one's own words and providing appropriate citations for any borrowed material. When close paraphrasing is necessary, sources should be documented using footnotes or endnotes, just as with direct quotations. The ease of copying and pasting from digital sources has facilitated plagiarism, making it more prevalent. Stephen Wilhoit (2000), as cited in Bashorun et al.,(2022), suggests that factors contributing to plagiarism include a lack of awareness, understanding, and competence, as well as personal attitudes. Similarly, Michalska (2012) as cited in Farahian et al., (2022) reveals that students often attribute their plagiarism to ignorance of academic integrity principles. Gullifer and Tyson (2010) explain that many students plagiarize because they believe they will not be caught.

Plagiarism is considered unethical in both academic and legal contexts, and the rising incidence of plagiarism among undergraduate students is alarming. Oyewole and Abioye (2016) warn that if drastic measures are not taken to address plagiarism, the quality of teaching and research could be compromised. Plagiarism is a widespread issue that affects individuals at all academic and professional levels, from students to educators, and is prevalent in both developing and developed countries.

The act of copying another scholar's intellectual work without proper attribution often called the "cut-and-paste syndrome" reflects a culture of mediocrity. Onuoha and Ikonne (2013) note that plagiarism has increased significantly with the advent of the Internet, which has made information easily accessible without geographical barriers. Consequently, researchers can obtain documents from anywhere in the world with minimal effort. To mitigate plagiarism, undergraduate students must be educated about academic integrity and the consequences of academic dishonesty. Raising awareness through educational programs will help students develop a strong ethical perception of plagiarism. Higher education institutions, librarians, and lecturers must play an active role in promoting academic integrity (Oyewole et al., 2018).

Plagiarism is widespread but avoidable. To maintain integrity in academic writing, individuals should strive to be original, take time to develop their work, write in their own words, acknowledge all sources, and use proper citations. Avoiding copy-and-paste practices is essential to upholding academic and professional ethics.

Awareness of Plagiarism by Undergraduate Students

Awareness refers to the realization, perception, or knowledge of a situation, condition, or problem (Merriam-Webster Dictionary). It encompasses knowledge of an object or event, relevant skills and competencies, and methods of operation. It also involves a person's ability to interpret and assess a given phenomenon (Reinhardt et al., 2015). In a study of Awareness, Perception, and Attitude Towards Plagiarism by Distance Learners in University of Ibadan, Nigeria, Oyewole et al. (2018) highlighted that university students would struggle to avoid plagiarism if they were unaware of what it entails. Their findings revealed a high level of plagiarism awareness among distance learners. However, other studies have reported varying levels of awareness. Idiegbeyan-Ose et al. (2016) found that postgraduate students in federal, state, and private universities in Ogun State, Nigeria, had an average level of plagiarism awareness. Similarly, Rhodes et al. (2011), as cited in Oyewole et al. (2018), reported a low level of plagiarism awareness among business students in a U.S. university.

These studies indicate that plagiarism awareness among undergraduate students may range from high to moderate or low. This level of awareness is crucial, as it influences whether students engage in plagiarism. Orim et al. (2013) emphasized that plagiarism often occurs due to a lack of awareness and inadequate research skills.

Perception of Plagiarism by Undergraduate Students

Perception is the manner or skill to comprehend something. It is the process of recognizing, organizing and interpreting sensory information, it deals with the human senses and generate signals from the environment. (Idiegbeyan-ose, et al. 2016). Recent studies have found that although many undergraduate students are aware of plagiarism, a considerable proportion still exhibit permissive attitudes toward certain forms of plagiarism and academic misconduct, indicating gaps in their understanding and application of academic integrity principles (Yavich & Davidovitch, 2024; Okunlola, 2024). From the foregoing, it is clear that the students are aware of plagiarism. Similarly, Oyewole, et al. (2018) revealed in their study on the awareness, perception and attitude towards plagiarism by distance learners in University of Ibadan, Nigeria that the respondents have a positive perception of the need to be conscious of plagiarism as an academic crime. The favourable perception could be as a result of their understanding of what constitute plagiarism. Since they had the knowledge, failure to abide by the ethical principles guiding scholarly writing comes with sanctions, they had to develop a positive perception towards its avoidance. On the contrary, Idiegbeyan-ose et al. (2016) in their study on the awareness and perception of plagiarism by postgraduate students in federal, state and

private universities in Ogun State, Nigeria shows that the students have a wrong perception about what plagiarism is all about. Some literature review has revealed a variation in the perception of plagiarism. Thus, it is expected that the undergraduate students' perception of plagiarism could be one that favors plagiarism or one that repels it.

Locquiao and Ives (2024) found that a substantial proportion of first-year undergraduate students demonstrated only fragmented knowledge of plagiarism and other forms of academic misconduct, highlighting persistent deficiencies in students' understanding of academic integrity in higher education. Recent studies in Nigeria indicate that students' perceptions of academic dishonesty remain a significant concern, with many students exhibiting permissive attitudes toward plagiarism, cheating, and other forms of academic misconduct. These attitudes have been linked to increased engagement in dishonest academic practices, thereby posing challenges to the promotion of academic integrity in higher education institutions (Ofem et al., 2025; Orok et al., 2023). A research that was conducted in University of Florida in 1987, revealed that 68.1% of the students engaged in plagiarism and other forms of academic misconducts (Maina et al. 2014). In an academic setting, plagiarism is widely perceived as a severe violation of intellectual honesty. Students, educators and researchers are expected to produce original work and give proper credit to others ideas. Many institutions have strict policies against plagiarism often leading to academic penalties. Many people perceived plagiarism as an intentional act, but it can also occur unintentionally due to lack of knowledge about proper citation practices. Some may not realize they are committing plagiarism by failing to paraphrase properly or by not citing sources at all. In the digital era, plagiarism can be perceived as a serious offense and most students are unaware of the ethical implications because the ease of access to online content has blurred the lines. The perception of plagiarism varies depending on one's level of awareness, education, and cultural context.

Methodology

This study employed a descriptive research design to examine plagiarism awareness and perception among undergraduate students in five private universities in Edo State, Nigeria. The target population consisted of 9,436 students, from which a sample of 385 was determined using the Krejcie and Morgan (1970) sample size determination table, ensuring representativeness at a 95% confidence level. Of the 385 questionnaires distributed, 384 were correctly completed and used for analysis. A purposive sampling technique was used to select students from five departments including Computer Science, International Relations, Accounting, Mass

Communication, and Business Administration which are present in all the universities and involve academic writing activities. Seventy-seven students were sampled from each university, with 11 students per department, ensuring balanced representation. Data were gathered using a structured questionnaire. Administration was done in person, with voluntary participation and informed consent obtained. Data analysis involved descriptive statistics and inferential techniques. A criterion mean of 2.50 guided interpretation, with hypotheses tested at a 0.05 significance level.

Presentation of results

Research question 1: Level of Awareness of Plagiarism among undergraduate students

Table 1

S/ N	Plagiarism Awareness Items	SA	A	N	D	SD	Mea n	SD
1	I am familiar with the term plagiarism?	22 9	10 3	42	9	1	4.43	0.8
2	Copying content from the internet without citation is a form of plagiarism	22 7	10 4	40	13	0	4.42	0.8 1
3	Quoting without acknowledgment constitute plagiarism	21 5	10 4	43	19	3	4.33	0.9 1
4	Use of fake citation is part of plagiarism	12 9	12 1	79	50	5	3.83	1.0 7
5	Quoting without paraphrasing and changing only a few words is plagiarism	19 9	12 3	42	18	2	4.3	0.8 8
6	Presenting other peoples work as mine is a form of plagiarism	18 3	13 5	50	10	6	4.25	0.8 9
7	Copying a text directly from a source without citation	20 2	12 7	45	7	3	4.35	0.8 2
8	Collaborating with others on an assignment meant to be done individually	19 8	12 2	43	18	3	4.29	0.9
9	Reusing my own previously submitted work without permission	22 8	10 7	41	6	2	4.44	0.7 8

10	Submitting someone else's work as my own	228	106	42	7	1	4.44	0.78
Aggregate Mean							4.31	0.86
Criterion Mean							2.5	

Table 1 shows that with an aggregate mean of 4.31 (Std.=0.86)., which is greater than the criterion mean of 2.50, it can therefore be concluded that there is a high level of awareness of plagiarism among undergraduate students in private universities in Edo State. Students are especially knowledgeable about obvious infractions such as copy-paste, reusing work, submitting others' work, quoting without acknowledgement and so on. Noticeably, types of plagiarism, such as fake citations or poor paraphrasing, show slightly lower awareness, signaling a need for further instructional emphasis in these areas.

Research Question 2: What are the perception of Undergraduate Students?

Table 2

S/N	Item	SA	A	N	D	SD	Mean	SD Value
1	Plagiarism is an intellectual crime	221	102	50	10	1	4.385	0.83
2	Plagiarism is a short cut to success	220	103	48	12	1	4.378	0.84
3	Using unauthorized study materials is a form of plagiarism	193	118	60	12	1	4.276	0.86
4	Plagiarism is a serious offense	198	123	50	12	1	4.315	0.83
5	Plagiarism detection software is reliable	184	135	52	12	1	4.273	0.83
6	Plagiarism is not a sign of intelligence	193	119	59	12	1	4.279	0.85
7	Plagiarism is never justifiable in any situations	140	131	92	20	1	4.013	0.91
8	Stricter penalties for plagiarism can serve as a preventive measure	209	102	60	12	1	4.318	0.86

9	Lack of understanding about citation rules leads to plagiarism	218	100	62	3	1	4.383	0.8
10	Plagiarism should not be allowed in academic writing	221	99	58	5	1	4.391	0.81
Aggregate Mean							4.301	0.84
Criterion Mean							2.5	

Table 2 shows that with an aggregate mean of 4.301 (Std. = 0.84), which is significantly higher than the criterion mean of 2.50, indicates that undergraduate students in private universities in Edo State hold a strong negative perception of plagiarism. This suggests that they view plagiarism as a serious academic offense and do not support or justify it under normal circumstances. They reject attempts to justify plagiarism, showing strong ethical awareness. However, there is a need for enhanced training on citation practices and continued emphasis on academic integrity, especially regarding pressure-related rationalizations.

Testing of the Hypotheses

There is no significant relationship between awareness and perception of plagiarism among undergraduate students in private universities in Edo State.

Table 3: Relationship between awareness and perception of plagiarism among undergraduate students in private universities in Edo State

		Plagiarism Awareness	Plagiarism Perception
Plagiarism Awareness	Pearson Correlation	1	0.42**
	Sig. (2-tailed)		0.000
	N	384	384
Plagiarism Perception	Pearson Correlation	0.42**	1
	Sig. (2-tailed)	0.000	
	N	384	384

From Table 3, The Pearson correlation coefficient ($r = 0.42$) indicates a moderate positive correlation between plagiarism awareness and perception of plagiarism. The p-value (0.000) is statistically significant at the 0.01 level, meaning the correlation is unlikely due to chance. This suggests that educational efforts to increase awareness may play a valuable role in shaping negative perceptions and discouraging plagiarism practices among students. As awareness of plagiarism increases, students are also more likely to perceive plagiarism negatively recognizing it as unethical or academically inappropriate. In other words, students who are well-informed about what constitutes plagiarism tend to strongly reject or disapprove of it.

Discussion of Findings

Level of awareness of plagiarism

The study found that there is a high level of awareness of plagiarism among undergraduate students in private universities in Edo State. This suggests that students in these institutions have a considerable understanding of what constitutes plagiarism and may recognize the importance of academic integrity in their scholarly work. The findings are consistent with those of Oyewole, et al. (2018), who emphasized that awareness and perception of plagiarism play a crucial role in shaping students' attitudes toward academic dishonesty and in helping them actively avoid engaging in such practices. Oyewole et al. (2018) further indicated that distance learners, despite the unique challenges they face in their academic journey, demonstrated a high level of awareness regarding plagiarism. This highlights the widespread understanding of plagiarism across different modes of learning.

Additionally, Okere et al. (2016) explored plagiarism from the perspective of copyright infringement and examined its broader implications for intellectual property rights. Their study revealed that all participants acknowledged their awareness of plagiarism, its definition, and the ethical concerns associated with it which is in line with the findings of this study. Furthermore, the participants recognized that plagiarism has become a pervasive issue within academic institutions, often resulting in students engaging in it either intentionally or inadvertently without a full grasp of the potential academic, legal, and reputational consequences. This underscores the need for continuous education on plagiarism, particularly in helping students differentiate between acceptable academic practices and unethical forms of content appropriation.

Perception of plagiarism

The study revealed that undergraduate students in private universities in Edo State generally have a strong negative perception of plagiarism. Most of these students perceive plagiarism as a serious academic offense, and they fully grasp its far-reaching consequences. This perception indicates that students understand the ethical implications of plagiarism or the potential damage it can cause to academic integrity, personal credibility, and intellectual development. Furthermore, a significant number of students frown upon plagiarism as they perceive plagiarism to be an intellectual crime and a short cut to success. They also believe plagiarism is not a sign of intelligence and that plagiarism is never justifiable in any situations. This finding negates the study conducted by Idiegbeyan-Ose et al. (2016), which identified widespread misconceptions about the nature of plagiarism among postgraduate students across federal, state, and private universities in Ogun State, Nigeria. Their research highlighted that many students were either unaware of what constitutes plagiarism or did not perceive it as a violation of academic standards.

Relationship between awareness and perception of plagiarism

The study found a positive relationship between awareness and perception of plagiarism among undergraduate students in private universities in Edo State. However, despite this correlation, the study established a statistically significant relationship between awareness and perception of plagiarism, indicating that students' understanding and attitudes toward plagiarism are influenced by their level of awareness. This suggests that as students become more informed about the concept of plagiarism, including its definitions, consequences, and ethical implications, their perception may gradually shift towards a more critical and responsible stance. Increased awareness could help students develop a stronger sense of academic integrity, encouraging them to avoid dishonest practices and uphold ethical standards in their academic work.

Furthermore, this study implies that raising awareness about plagiarism through educational interventions, institutional policies, and academic training programs could positively shape students' attitudes and behaviors, ultimately fostering a culture of academic honesty. The findings highlight the importance of universities actively engaging students in discussions about plagiarism, ensuring that they fully understand the gravity of academic misconduct and the potential repercussions of engaging in such unethical practices. However, the results of this study support the findings of Oyewole et al. (2018), who reported a predominantly positive perception of plagiarism among students. The similarities in findings may be attributed to

similar institutional policies, levels of awareness campaigns, or similarity in students' access to information regarding plagiarism.

Conclusion

In conclusion, while awareness and perception of plagiarism among students in private universities in Edo State are commendably high, there remains room for improvement in addressing subtle forms of academic dishonesty. Stakeholders in higher education must capitalize on this awareness by reinforcing academic integrity through institutional culture, policies, and teaching practices that promote responsible and ethical scholarship. This study contributes valuable insights into the understanding of plagiarism among Nigerian undergraduates and offers a foundation for further research and policy development in academic ethics.

The implications of this study are far-reaching. For universities, especially private institutions striving to uphold academic standards, the findings underscore the importance of continuous education on academic honesty which should include regular training on proper citation, paraphrasing, and the ethical use of information. It also highlights the need for institutions to move beyond punitive measures to embrace proactive, student-centered interventions such as embedding academic integrity modules into curricula and facilitating open conversations around ethical scholarship.

Recommendations

Some recommendations arising from the findings of this study include that:

- Universities should formally integrate plagiarism awareness and academic integrity training into their general studies or first-year courses. This will ensure that all students, regardless of department, receive foundational instruction on ethical writing practices, citation, paraphrasing, and the consequences of plagiarism from the onset of their academic journey.
- There is a need for private universities to develop and clearly communicate comprehensive anti-plagiarism policies. These policies should include definitions, consequences, reporting procedures, and appeal mechanisms. Consistent enforcement of these rules will reinforce the seriousness of plagiarism and discourage academic dishonesty.
- While students are aware of direct plagiarism, awareness of less obvious forms, such as fake citation, patchwriting, and improper paraphrasing, is lower. Lecturers should provide specific instruction and practical examples to help students recognize and avoid these subtle forms of plagiarism.

- Universities should increase access to plagiarism detection software (e.g., Turnitin, Grammarly, Plagiarism X Checker) for both students and faculty. Training should be provided on how to interpret similarity reports and use these tools as educational aids rather than purely punitive measures.
- Academic departments, libraries, and student affairs units should organize seminars, workshops, and campaigns that promote a culture of academic integrity. Peer-led discussions, poster presentations, and essay competitions on plagiarism and ethical scholarship can increase student engagement and reinforce positive academic behavior.

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