AWARENESS OF PLAGIARISM AND ITS CONSEQUENCES ON SCHOLARLY PUBLICATIONS OF ACADEMIC STAFF IN FEDERAL UNIVERSITIES IN NORTHERN STATES OF NIGERIA

BY

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(MLS)

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,

AHMADU BELLO UNIVERSITY ZARIA,

DECLARATION

I hereby declare that this thesis entitled "Awareness of Plagiarism and its Consequences on Scholarly Publications of Academic Staff in Federal Universities in Northern States of Nigeria" has been written by me under the supervision of Professor Tijjani Abubakar and Dr. Ezra Gbaje.

All literature consulted and cited were properly acknowledged.

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Signature Date

CERTIFICATION

This is to certify that this thesis entitled "Awareness of Plagiarism and its Consequences on Scholarly Publications of Academic Staff in Federal Universities in Northern States of Nigeria" has met the requirement for the award of Master of Library Science (MLS) of Ahmadu Bello University, Zaria-Nigeria.

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DEDICATION

This research work is dedicated to my Parents Dr. K A. Sanusi, and Mrs. I. G. Fatima, My Wife, Mrs. Shakirat. A. Sanusi and Daughter Hanifa, Oluwakemi Sanusi

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TABLE OF CONTENT

Title page_____i

Declaration_____ii

Certification_____iii

Dedication_____iv

Acknowledgement_____v

Table of Content_____vii

List of Tables_____xi

List of Figures_____xiii

Abstract_____xv

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study_____1

1.2 Statement of the Problem_____7

1.3 Research Questions_____8

1.4 Objectives of the Study_____9

1.5 Significance of the Study_____9

1.6 Scope of the Study_____9

1.7 Operational Definition of Terms 10

References 11

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction 12

2.1 Extent of awareness of what constitutes plagiarism by academics 12

2.2 Awareness of Plagiarism and its Implications on Academic Staff 15

2.3 Effect and Consequences of Plagiarism on Scholarly Activities 19

The influence of internet on plagiarism among academics 23

2.4 Measures for effective curtailing of plagiarism among academics 27

2.5 Summary of the Review 32

References 35

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction 40

3.2 Research Method Adopted 40

3.3 Population of the Study 40

3.4 Sample size and Sampling Techniques 41

3.5 Sampling Procedures 42

3.6 Instrument for Data Collection 42

3.7 Reliability and Validity of the Instrument 43

3.8 Procedure for Data Collection 43

3.9 Procedure for Data Analysis 43

References 44

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction 46

4.2 Response Rate 46

4.3 Data Analysis and Discussion 47

References 56

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction 57

5.2 Summary of the Study 57

5.3 Summary of Findings 58

5.4 Conclusion 59

5.5 Recommendations 59

5.6 Suggestions for Further Study 60

Bibliography 61

Appendices 69

LIST OF TABLES

Table 3.1 Table: 3.1. Population of the study _____44

Table 3.2 Sample size_____45

Table 4.1 Response rate of the four Selected Federal Universities _____49

Table 4.2 Extent of awareness of what constitutes plagiarism _____50

Table 4.3 Extent of Awareness of the Implication of Plagiarism _____52

Table 4.4 Effect of plagiarism on scholarly activities _____53

Table 4.5 How can plagiarism be effectively curtailed _____56

Table 4.6 what measures are put in place to curtail plagiarism _____57

LIST OF FIGURES

Figure 4.3: Extent of Awareness of the Implication of Plagiarism on Academic Staff _____52

Figure 4.4: Effect of plagiarism on scholarly activities of academic staff _____54

Figure 4.7: Measures in place to curtail plagiarism in Federal Universities in Northern States of Nigeria__57

ABSTRACT

This study investigated Awareness of Plagiarism and its Consequences on Scholarly Publications of Academic Staff in Federal Universities in Northern States of Nigeria. Four (4) research questions were raised which include: The extent of awareness of what constitutes plagiarism by academic staff of federal universities in Northern States of Nigeria, How plagiarism affects scholarly activities of academic staff in federal universities in northern states of Nigeria, How plagiarism can be effectively curtailed among academic staff of Federal Universities in Northern States of Nigeria. Survey research method was adopted. The population of the study consist of 1,473 academic staff from the four (4) selected Federal Universities among which 441(30%) were selected using stratified random sampling. The total number of respondents for the study was 304(69.2%). Structured questionnaire were used to collect data for the study. The study discovered that a good number of the respondents were aware of what constitutes plagiarism and only a few were not really sure of what constitutes plagiarism, It was also observed that a large number of the academic staff were aware of the consequences of plagiarism on both the plagiarist, academic activities and the institution they serve, yet the rate of plagiarism is still on the increase. The study further revealed that to effectively curtail plagiarism there is need to strictly enforce rules to check plagiarism and punish offenders depending on the level of offences. It was revealed that majority of the respondents were not aware of any measures in place to curtail plagiarism in their various institutions. It was recommended by the study that all institutions should have a written policy on plagiarism and where it is available, it should be made known and accessible to everyone, it should be displayed on the web pages of the institution, written as foot note in the school hand book, followed up by sensitization programs such as workshops, seminars, lectures etc. Paper publishers, editors, lecturers and all those who receive publications, supervise projects, thesis, dissertations and other research works should properly scrutinize works submitted to them and ensure that proper references and citations are done were necessary. The institutions should adopt the use of plagiarism detection software whereby all research works will be run into the software to detect any act of plagiarism.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.

Academic staff in universities are required to publish to gain promotion and tenure appointment in order to retain appointment in their various institutions. It also increases expectations for promotion and extension of tenure in various disciplines and institutions of higher learning. The results of primary researches are made available to the academic community and the society through scholarly publications as to promote review.

According to Migosi, Muola and Maithya (2012) Academic research represents the backbone of human activity in improving the quality of life through expanding frontiers of academic knowledge, and making further research possible throughout the world. Reputations in academia are made on the basis of creating new knowledge: discoveries of new facts, new ways of looking at previously known facts, original analysis of old ideas. Respect for Academic values is also reflected in licensing for professions (particularly law and medicine), employment on the basis of academic credentials and esteem from one's professional colleagues.

Standler (2012) observes that the fundamental goal of education is to produce a researcher who will evaluate ideas, both analysis and synthesis and that will produce significant original thoughts.
The "publish or perish" slogan in academic circles has put pressure on academics to the extent that they publish nearly anything. The desperation to get promoted and remain relevant in their various fields have forced some to steal other peoples work and submit same for promotion, while others resort to copying and pasting from the internet.

Plagiarism is a widely growing epidemic in institutions and the world at large. With the risks and consequences associated with plagiarism, it is confusing as to why so many people take the chance.

Plagiarism is the act of directly copying someone else's words or work and passing it off as your own for personal gain (Colantuono, 2009). Plagiarism is simply repeating words or thoughts of other person, without adding anything new. Therefore, a researcher who submits plagiarized text in addition to the wrongful conduct does not demonstrate the level of understanding and skill that a good researcher is reasonably expected to have. Academic is expected to make contributions to the teaching/ learning and research effort of the institution.

According to McKenzie (1998) Plagiarism is the use of another person's words and/or ideas without acknowledging that the ideas and/or words belong to someone else. It is not a new phenomenon, nor is it something exclusive to any discipline, but there is little doubt that it is a growing problem that stakeholders need to address systematically if the underlying causes, rather than the symptoms, are to be addressed. At the heart of the problem is the increasing availability of easily accessible electronic resources in recent times, whereupon it has become so much easier for an Academia/ Researchers to 'cut and paste' slabs of unedited text. This can sometimes lead to research papers being submitted that are inadequately referenced, highly unfocused or, worse still, largely or entirely someone else's work.

Plagiarism involves taking the product of another's intellectual work and misattributing it as one's own. That the original creator may have authorized such taking has no effect on whether it constitutes plagiarism. Akbulut *et al.* (2008) revealed that there are several reasons why Academics plagiarize. Academics may think that using several sources, quotes, and citations is the primary goal of writing while their original ideas are secondary. They may plagiarize, they may not critically analyze all the information, particularly web-based sources, which lead them to think that all information is equal, truthful and what is more, free, and accessible. According to Colantuono (2009) plagiarism is no doubt a very serious stuff. Intellectual property is protected under government

guidelines. It is not only a matter of flagrant plagiarism, where a complete passage is copied without giving credit to the author, but is also considered a crime when the following occurs:

- Improper citation, failure to use quotation marks around a quote, even if a footnote is added giving credit
- If a sentence is used with a few words changed around, but the structure remains the same
- If a document contains so many ideas belonging to someone else even with proper credit, the work is not original and can be considered plagiarism.

Plagiarism affects institutions and academics in many ways; Brooks (2008) believed that the issue of plagiarism affects the corporate image of an Institution of Higher Education (IHE). According to East (2009) plagiarism is a process whereby another persons' work is deliberately used or appropriated without any indication of the source thereby attempting to convey the impression that such work is the Academia's own is prohibited. Any Academia failing to properly credit ideas or materials taken from another has plagiarized.

Although plagiarism has been in existence before the advance of the internet, but the internet has dramatically increased the ease and opportunities for plagiarism. The word "Cyber-plagiarism" is used to describe the process by which academics either copy knowledge of others found on the Web without giving proper attribution, or the process by which they download research papers from the Web, in whole or in part, and submit the paper as original work. The phenomenon of cyber Plagiarism is affecting Universities around the globe (Anderson, 1999).

The Internet has made plagiarism much easier from elementary schools to the highest levels of academic, the ease of downloading and copying "untraceable" online information has led to an epidemic of digital plagiarism. Salleh et.al (2012) sees Information Communication Technologies (ICT) tools and Internet as a tool that has made plagiarism (unethical behavior) easier in several

ways, First, Academic' use of Internet information which is unavailable in traditional documents makes documenting academic dishonesty difficult to detect.

Secondly, word processing programs make it easier for academics to cut and paste.

Thirdly, Academics can easily get access to term paper databases where they can download or purchase original research papers.

Fourthly, they can participate in online discussion forums, ask for assistance from more proficient learners, cut and paste those learners' responses to their research work without acknowledging that they received assistance.

Finally, more proficient computer users can download completed research papers of their peers from hard drives of campus computers. Therefore, East (2009) highlighted that preventing plagiarism is promoting standards of academic integrity.

The roles of Scholars and researcher brings different pressures which could lead to different manifestations of academic dishonesty. Many academic staff are under pressure to design, execute and publish original research so as to be promoted or remain stagnant. Pertaining to negative impacts of plagiarism, Teodorescu and Andrei (2009) stressed that in the long-term, it is more destructive because it directly impacts the attitude and the work ethic of academics. Those who participate or witness cases of corruption and academic dishonesty in the educational system will leave college with poor working habits and questionable ethical foundations therefore; the future of academic integrity will be affected. Moreover, some direct problems are dis-functionalities in promoting academic personnel, academic titles. These effects are hard to be quantified on short term but they will determine a decrease of the educational performance on medium and long term of the institutions where the corruption is obviously present. The scope of plagiarism is such that it incorporates a range of offences not easily defined in the space of a few sentences.

According to Renard (1999) it is essential to distinguish between intentional and unintentional plagiarism. Without wanting to over-generalize, plagiarists may be identified as one of the following three types:

• The lazy plagiarist;

• The cunning plagiarist;

• The accidental plagiarist.

The 'lazy' plagiarist is generally an academically weak and otherwise under-motivated researcher the type who would happily take the work of someone else in its entirety, do little more than to change the name on the paper and claim it for his own. This type of researcher may use the 'cheat sites' or simply steal the work of others – maybe that belonging to another researcher who studied the subject in a previous year. For this type of plagiarist, if a ready-made answer to a question cannot be found electronically, it simply cannot be worth having. The development of an educated opinion, a lively inquiring mind, a creative impulse: these things are not worthy of consideration.

For those research plagiarists who choose to procure work from their colleagues or consume the services of the online paper mills, there is still an abundance of other point-and-click plagiarism opportunities. Plain, old-fashioned laziness is certainly a factor, but internet-inspired indolence has given rise to a more refined form of sloth.

The 'cunning' plagiarist is more sophisticated than the lazy plagiarist and takes full advantage of these abundant opportunities, they are quite clear about what plagiarism is, but work hard to avoid detection. Content is Cut and paste from a variety of sources on the Web (and possibly from other Academic papers), with a view to manufacturing an answer. They may also attempt to cover their tracks through the provision of incomplete or inaccurate bibliographic details in their list of references, which make it more difficult to track their misdemeanors

The ‘accidental’ plagiarist, by contrast, is not in the least bit devious. Their transgressions arise typically as a consequence of inexperience, poor study skills, local academic norms or some combination thereof. Such academic typically insert slabs of unattributed text in their essays and, when challenged, will be either embarrassed by their sloppy referencing or genuinely surprised that they have been challenged at all, claiming ignorance of the system.

Williams (2001) and Carroll, J. (2002) stated the following as reasons why plagiarism should be discouraged:

- Plagiarism is cheating
- Plagiarism penalizes honesty/ original owner of work
- It degrades academic standards, degrees and institutions
- There may be a negative impact on professional standards if researchers are not learning the required topics properly.

The epidemic of plagiarism is fast eating up the root of the academic sector, making creation of new knowledge difficult and increasing duplication of existing research work by other researchers, instead of increasing creation of new knowledge but robbing / depriving of original authors the glory and credits for their hard work. The researcher wonders if academic staff are aware of the forms and consequences of plagiarism, the researcher wishes to create awareness of these virus (plagiarism) and to provide possible measures of curtailing plagiarism within academic sector.

1.2 Statement of the Problem

The publish or perish policy in tertiary institutions has put pressure on academics to publish scholarly research or forfeit their employment. Originality in research demands original thoughts and critical reflection on the views of others. However many academics merely repeat and follow the ideas of others without acknowledging these authors. This constitutes plagiarism. From preliminary observations, many researches have literatures not properly acknowledged in the

references and were sources are audio or video they are hardly referenced at all. Could this be as a result of lack of awareness of plagiarism and its consequences?

Williams (2001) stated that problem of plagiarism is increasing due to availability and accessibility of electronic resources, where it has become easier to practice the “copy and paste” method of slabs of unedited text, leading to inadequate reference or not acknowledging at all, unfocused or worse still largely or entirely someone else’s work.

Illianraekay (2008) opinion that Plagiarism as a multifaceted and ethically complex committed problem virtually by all groups of individuals within the academic system, it keeps intensifying on a daily basis and it affects the integrity of the system as well as jeopardizing intellectual property of those who have written the content. The activity of plagiarism, which is a global menace is still spreading its wings in the world of academic and the consequences in academic could range from denial of promotion, suspension, rejection of publication and even withdrawal of appointment, yet the level of awareness of what constitutes plagiarism is yet to be ascertain particularly among scholars.

It is against this background that the researcher seeks to investigate awareness of plagiarism and its consequences on scholarly publications among academic staff in selected Federal Universities in Northern States of Nigeria.

1.3 Research Questions:

The following are the research questions that will guide the study:

1. What is the extent of awareness of plagiarism by academic staff of Federal Universities in Northern states of Nigeria?
2. What is the extent of awareness of the implication of plagiarism on academic staff of Federal Universities in Northern states of Nigeria?
3. How has plagiarism affected the scholarly activities of academic staff in Federal Universities in Northern states of Nigeria?

4. How can plagiarism be effectively curtailed among the academic staff of Federal Universities in Northern States of Nigeria?
5. What is the level of awareness of measures put in place to curtail plagiarism in Federal Universities in Northern States of Nigeria?

1.4**. Objective of the Study**.

1. To determine the extent of awareness of plagiarism by academic staff of Federal Universities in Northern states of Nigeria.
2. To determine the extent of awareness of the implication of plagiarism on academic staff of Federal Universities in Northern states of Nigeria.
3. To identify how plagiarism has affected scholarly activities of academic staff in Federal Universities in Northern states of Nigeria.
4. To determine how plagiarism can be effectively curtailed among academic staff in Federal Universities in Northern States of Nigeria.
5. To determine the level of awareness of measures put in place to curtail plagiarism in Federal Universities in Northern States of Nigeria.

1.5. Significance of the Study.

The findings of this study will go a long way in enlightening academic staff of the dangers of plagiarism, its effect to knowledge, to research and also possible punishments for plagiarism and how to prevent indulging into plagiarism. It will also determine what constitute plagiarism, and state clearly that plagiarism act kills one's ability of thinking and creating new knowledge. The findings from this study will also highlight to policy makers in Federal Universities the importance of fighting against plagiarism and having a clear policy on the punishment on any victim, which will invariably enhance the transition of the research output in all institutions. This researcher wishes to use this exercise to minimize the act of plagiarism in institutions of higher learning.

1.6 **Scope of the Study**

This study is limited to Federal Universities in Northern states. It is further limited to four (4) different generation universities within the Northern States of Nigeria.

Ahmadu Bello University Zaria, Kaduna State, Bayero University Kano, Kano State,

Federal University of Technology Mina. Niger State and Federal University Lokoja, Kogi State.

1.7 **Operational Definition of Terms:**

The following terms were defined operationally for the study:

Academic: Relating to scholarly performance or pertaining to a college, academy, school, or other educational institution, especially one for higher education.

Northern States: Northern States is a geographical area of Nigeria that occupies the northern part of the country. This region includes states in the North Central, North East and North West.

Plagiarism: Plagiarism means using another person's word, original idea or academic work without giving credit.

Scholarly Publication: These are publications, written by researchers in a field of study or group of authors representing a broad range of intellectual perspectives, reflect the academic and institutional strengths of a university.

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CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.0. Introduction

This chapter under the following sub-topics:

2.1. Extent of awareness of what constitutes plagiarism by academics.

2.2. Awareness of Plagiarism and its Implications on Academic Staff

2.3. Effect and Consequences of Plagiarism on Scholarly Activities.

2.4. Measures for effective curtailing of plagiarism among academics

2.5. Summary of the Review.

2.1. Extent of awareness of what constitutes plagiarism by academics.

Plagiarism is a form of academic misconduct and may be committed in a number of ways, such as: Copying another person's work or ideas: this includes copying from other researcher, from published or unpublished material such as books, internet sources, re-submitting one's own work without any attribution, submitting solicited works of others, failing to adequately reference your sources.

Hexham **(**2005) explains that one seems to commit plagiarism if he inappropriate, unauthorized and unacknowledged use of someone else's ideas as if they were original or common knowledge; or incomplete or vague references that tend to mislead the reader into misidentifying one person's ideas for another.

The Open University policy (2013) further supported that if a researcher presents an article that contains work that is not his, without indicating (acknowledging sources), he is committing 'plagiarism' and this is an offence. This might occur when: using a choice phrase or sentence that

you have come across, copying word-for word directly from a text, paraphrasing the words from a text very closely, using text downloaded from the internet, borrowing statistics or assembled facts from another person or source, copying or downloading figures, photographs, pictures or diagrams without acknowledging sources, copying from the notes or essays of a fellow student, on a text, tutorial, video or lecture, that contain direct quotations.

The Open University policy (2013) further added that, although you are encouraged to show the results of your reading by referring to and quoting from works on your subject, copying from such sources without acknowledgement is deemed to be plagiarism and will not be accepted. This means that you must make it clear which words and ideas are yours and which have come from elsewhere, through the use of quotation marks as well as in-text citations. Such poor academic practice may occur due to inexperience.

Uslegal.com (2014) added that plagiarism may have been committed among academics if one is guilty of the following offences:

> *"Submitting someone else's work as your own, Copying words or ideas from someone without giving credit, Failing to put quotation marks for phrases or sentences copied verbatim from another's work, Giving incorrect information about the source of a quotation [to mislead because it would be very difficult if not impossible to find the source], Changing words but copying the sentence structure of a source without giving credit [e.g., breaking a long sentence into two, or putting together two sentences, with the use of conjunctions—and, or, therefore, etc.], copying so many words or ideas from another so that the work which you claim is yours is made up almost entirely with another person's words or ideas, whether you give credit or not. The use of an author's ideas in paraphrase without accurate references or footnotes and submitting a paper in which exact words are merely rearranged even".*

Explorable.com (2009) supported that academic plagiarism is no doubt is a very serious stuff. Intellectual property is protected under government guidelines. It is not only a matter of flagrant plagiarism, where a complete passage is copied without giving credit to the author, but is also considered a crime when the following occurs:

> *"Improper citation, If a sentence is used with a few words changed around, but the structure remains the same without acknowledgement, If a document contains so many ideas belonging to someone else even with proper credit, the work is not original and can be considered plagiarism, A written word is used to gauge a person's experience and achievement, but when something is plagiarized it does not afford the reader a true opportunity to understand the writer and to gauge progress in academia. Clearly this act impacts the writers learning. If when presented with a paper an unknowing instructor provides constructive criticism that is meant for the writer to help improve, it is wasted. The author can never know the status of their work if it is not their own".*

Also, Writecheck (2014) states that many types of plagiarism exist; some are obvious and some are not. A writer must know what constitutes plagiarism because ignorance of the facts will not excuse him or her from the consequences. The University of Pittsburgh's undergraduate plagiarism policy (University of Pittsburgh, 2008) lists examples of plagiarism:

- Copying text "as is" without quotation marks and with no citation or source.
- Reordering the elements of the source text without citation.
- Copying pieces (sentences, key phrases) of the source text without citation.
- Paraphrasing without citation.
- Reproducing information that is not common knowledge or self-evident without citation.
- Incorporating an idea heard in conversation without citation.
- Using your own past material or another student's material as a new idea without citation.
- Paying for another to contribute to your work without citation.
- Using software or online translators to translate material without citation.
- Paying someone else to do your work, purchasing material, or translating from someone else's material (web-based or hard copy).

2.2. Awareness of Plagiarism and its Implications on Academic Staff (Plagiarist)

The practice of plagiarism is a form of academic high treason because it undermines the entire scholarly enterprise. Originality in research demands original thought and critical reflection on the views of others not mere repetition preceded or followed by inane comments. Within academics,

plagiarism is considered academic dishonesty or academic fraud, and offenders are subject to academic censure. Kock, (1999) opined that some individuals caught in academic plagiarizing journalistic contexts claim that they plagiarized unintentionally, by failing to include quotations or give the appropriate citation. Pupovac et al (2008) observed that Plagiarism is widely present in the academic and scientific community despite the fact that it is contradictory to the basic academic and scientific principles. They further stated that plagiarism is deeply rooted in the academic environment of most universities. Researchers are generally aware that plagiarism is a form of dishonest behavior, but they still commit it, especially if they have a tight deadline or too much work to do and not enough time.

Miller (2013) stated that most researchers in Nigerian Universities find it hard to efficiently reference the works they have consulted during their research and this constitutes plagiarism and some do not even know how to reference works that are not text-based, especially works in form of audio and video, while some do not even know they are committing the crime how then will they stop it. The Open University policy (2013) also states that the temptation to plagiarize may arise from lack of self-confidence or from a lack of understanding about the aims of the assessment and about what is required of a researcher.

Explorable.com (2009) believes that because competition is so great in academics that this stress to do well promotes dishonesty. Due to the publish or perish syndrome unscrupulous academics fall back to stealing others work and after series panel beating and restructuring, they feel they have produced a publication, meanwhile the main idea, findings and conclusion is not theirs.

Academic plagiarism affects the plagiarist personally immediately and later in life, when the victim is caught he can be dismissed from office, which may take him years before getting another reputable career, or could be suspended, it could also destroy ones long nurtured ambition in life. According to Explorable.com (2009) academic plagiarism affects many people along the way. It

obviously affects the person whose work has been plagiarized by not according the author credit for his hard work. It affects the person who commits the plagiarism by not affording the person an opportunity to receive constructive feedback. It is further stated that by not sharing one's own ideas important milestones are missed. It affects the efforts of the instructor to gauge the material being taught as useful or not. Generally, academic plagiarism affects the academic community as a whole.

Dames (2007) added that most academic institutions have rules penalizing plagiarism (e.g. Rejection of publication, denial of promotion, suspension and sometimes dismissal depending on the gravity). Dame further stated that in University of the Philippines, there have been numerous cases of plagiarism and the penalties ranged from Suspension, Rejection of publication and Denial of promotion and some faculty members have been dismissed from the service for this offence. Plagiarism is intellectual dishonesty that is treated as a grave misconduct.

Law.com (2013) added that individuals caught plagiarizing can face serious consequences. Individuals caught plagiarizing in school may be expelled. In addition, individuals caught plagiarizing at work may be fired and have a difficult time securing future employment. There are also copyright laws which protect the original work of authors. If individuals are caught using that original work and claiming it as their own, they are guilty of plagiarism.

Maureen and Joyce (2006) also stated that Plagiarism can be prosecuted under copyright laws, which often include an attempt at a monetary award based on damages. The individual may also have to pay to make up for lost profits when the owner of the work has lost income or is unable to use their work any longer. In some cases, plagiarism can be criminally prosecuted. The individual may face fines, jail tenure and community service.

Maureen and Joyce (2006) further added that in addition to this there are other punishments like academic, legal and institutional punishment. The degree of intent and the nature of the offence determine its status. When plagiarism takes place in an academic setting, it is most often handled by

a specific committee and the academic institution involved. Most colleges and universities have zero tolerance for plagiarists. In fact, academic standards of intellectual honesty are often more demanding than governmental copyright laws. Most corporations and institutions will not tolerate any form of plagiarism. There have been a significant number of cases around the world where people have lost their jobs or been denied positions as a result of plagiarism.

Dames (2007) opined that "plagiarism allegations can be much more damaging to a person's professional reputation than allegations of copyright infringement". If one is a member of an academic community or a renowned professional, it is highly embarrassing to even be suspected of plagiarism. The consequences of plagiarism can be personal, professional, ethical, and legal. Once accused of plagiarism, a person will most likely always be regarded with suspicion, because ignorance is not an excuse. Plagiarists are found among academics, journalists, authors, and others.

a. **Plagiarism Destroys professional reputation**

Plagiarizers may find that the damage from plagiarism follows them for their entire career. Not only will they likely be fired or asked to step down from their present position, but they will surely find it difficult to obtain another respectable job. Depending on the offense and the plagiarist's public stature, his or her name may become ruined, making any kind of meaningful career impossible.

A critical example, Germany's defense minister resigned over accusations that he copied parts of his university dissertation for his doctorate (Euronews, 2011). The admission that he copied large parts of his thesis without attributing the sources has damaged his carefully nurtured image for honesty and integrity. Also, an editorial page director Lioyd Brown resigned for been investigated for plagiarism in Florida (Time-union, 2004). In April 2006 Kaavya Viswanathan was charged of plagiarism in her book "How Opal Mehta Got Kissed, Got Wild, and Got a Life to rave" and she was forced to repay a $500,000 advance and yanked the book off the shelf, these lead to the end of her long nurturing publishing career (Bailey, 2014).

b. **Destroyed academic reputation**

The consequences of plagiarism have been widely reported in the world of academic. Once scarred with plagiarism allegations, ones academic's career can be ruined. To lose the ability to publish most likely means the end of an academic position and a destroyed reputation, Adeyemo (2013) affirms the outright dismissal of five and demotion of 10 academic staff of the University of Calabar (UNICAL) by the Governing Council of the University for what it calls 'academic dishonesty', also the suspension of Professor Patrick Igbinovia, former Dean of the Faculty of Social Sciences, University of Benin, in 2008 for plagiarism.

c. **Legal repercussions**

The legal repercussions of plagiarism can be quite serious, because copyright laws are absolute and one cannot use another person's material without citation and reference. An author has the right to sue a plagiarist, some plagiarism may also be deemed a criminal offense and possibly leading to a prison sentence. Those who write for a living, such as journalists or authors, are particularly susceptible to plagiarism issues, because those who write frequently must be ever-vigilant not to err. Writers are well-aware of copyright laws and ways to avoid plagiarism. As a professional writer, to plagiarize is a serious ethical and perhaps legal issue. An example of two lecturers in the Department of Economics, University of Port Harcourt were dragged before a Federal High Court in Port Harcourt for alleged plagiarism (Daily post Nigeria online newspaper, 2012). The case of the former Governor of the Central Bank of Nigeria (CBN), Dr. Sanusi Lamido Sanusi, who was accused of plagiarism by Professor Victor Dike and the matter was taken to court. (Chiedozie, 2012)

d. **Monetary repercussions**

Recently many lecturers and researchers have exposed plagiarism by authors, public figures, and researchers. In the case where an author sues a plagiarist, the author may be granted monetary restitution. In the case where a lecturer or researcher is found plagiarizing in Institution, the offending

plagiarist could have to pay monetary penalties. Micheal Bolton, a singer, plagiarized in his song " Life is a wonderful thing'' in 1991 and discovered to be stolen from the Isley brothers of 1966 and was fined the sum of $5.4 million for plagiarizing (EW.com, 2000).

2.3 Effect and Consequences of Plagiarism on Scholarly Activities.

Plagiarism brings no benefit to oneself because it does not involve thinking, creation and no credit goes to one as it is not ones work / ideas. Nakate (2011) supported the statement by adding that plagiarism is legally and ethically wrong because: (a) It is dishonest, (b) Publications that are plagiarized fail to demonstrate your knowledge of the work. (c) You do not learn anything by copying someone else's work. (d) It steals other people's ideas.

Okeke (2001) rightly pointed out that the educational system seems to produce fake intellectuals who merely endure education while stealing the works of others as cover up. If publications are properly screened prior to being published, it will reduce the production of the so called 'fake intellectuals' who cannot reason for themselves but merely rely on stealing the work of others. Ramaseshan and Ewing (2000) pointed out that plagiarism may be only weakly associated with cheating behavior.

Obasuyi Luke (2011) stated that the effects of plagiarism may have great consequences on research if plagiarists are allowed to get away with the practice. Genuine researchers may be discouraged and can lead to reduced innovation and creativity of scientist, plagiarism can also lead to hoarding of information and publication, thereby researchers may not be willing to submit copies of their publication to the library. Martin (1994) supported that plagiarism reduces innovation, causes alienation and inefficient use of the talents of the workers. This may cause distrust and non-collaborative work.

Kokemuller (2005) observed that people who engage in plagiarism also hurt others: for one, their colleagues, and for another, the institution or university they work for. At the very least, turning

in plagiarized work is unfair to researchers who do their own work. It also jeopardizes the integrity of the academic system. And whether detected or not, plagiarism violates the implicit contract of the academic sector. Plagiarism also undermines the whole notion of academic integrity on which the academic world is grounded. All knowledge depends on previous knowledge; as Sir Isaac Newton said, *"If I have seen further [than certain other men] it is by standing upon the shoulders of giants"* We want people to be able to evaluate what we say, and we want to acknowledge our debt to those whose thinking has helped us (Bartleby.com 2013). We do so by carefully crediting others for their ideas and their words.

Smith Natalie (2012) states that plagiarism affect education in various ways such as:

It Prevent Effective Learning: a researcher who is good in plagiarism will not try to know things on his/her own with his/her qualification. Devalues Academic degrees: Academic programs suffer when researchers lack the skills that are expected in them. When a researcher cannot demonstrate that they meet these expectations on standardized research tests during evaluation, the programs will then become weak. This ends justifies the means mentality can spread to other areas in life. An accountant who cheated in college is more likely to cheat clients or to help clients evade their taxes.

Elzubeir (2003) and Zulle (2005) believe that there are different general definitions of academic misconduct, which includes plagiarism. Many universities still do not have explicit rules on academic and scientific dishonesty. As a result, those involved in academic misconduct almost never suffer any consequences, while Kock (1999), objected to this by saying even in journalism, plagiarism is considered a breach of journalistic ethics and reporters caught plagiarizing typically face disciplinary measures ranging from suspension, demotion to termination of employment. University of Texas at Austin (2010) Incidents of plagiarism diminishes the overall value of scholastic achievements and reflects poorly on the institutions itself. When publications of researches in an institution reflect dishonest efforts (plagiarism act) rather than legitimate accomplishments, the academic progress of

those researchers cannot be measured accurately and, in turn, any credit awarded to them cannot reliably or fully attest to their actual scholastic achievements. The potential consequences of fraudulent credits raise additional concerns for individuals and communities who rely on their institutions for academic achievements, and expect to benefit from the claimed knowledge and skills of their researchers.

Iyer (2008) argue that there is an increase in plagiarism in the education system, which is alarming because it is suggested that those who cheat in research are more likely to cheat on the job. The idea that it is likely that students who cheat in academics are more likely to cheat in the business world coupled with the thought that plagiarism is on the rise, is problematic for it would seem to create an increasingly corrupt society.

In addition, plagiarism undermines the purpose of academic. The Australian Federal Government, in the Nelson Report (2002), argues that higher education is " much greater than preparing students for jobs", regarding higher education as "contributing to the fulfillment of human and societal potential, the advancement of knowledge and social and economic progress". Indeed, the report states that the main purposes of Australian higher education are to:

a. Inspire and enable individuals to develop their capabilities to the highest potential;
b. Enable individuals to learn throughout their lives;
c. Advance knowledge and understanding;
d. Aid the application of knowledge and understanding to the benefit of the economy and understanding;
e. Enable individuals to adapt and learn; and
f. Contribute to a democratic, civilized society and promote the tolerance and debate that underpins it (Nelson, 2002:1).

Plagiarism within institutions directly undermines these goals, presenting a serious ethical and moral dilemma for universities. While researchers choose to engage in plagiarism, any perceived unwillingness by academics or institutions to openly deal with student academic dishonesty may be regarded as tantamount to condoning it (Woessner, 2004; Larkham and Manns, 2002).

Global liberal studies (2014) states that plagiarism corrupts values to which the university community is fundamentally committed, which are the pursuit of knowledge and intellectual honesty, plagiarism is considered a grave violation of academic integrity and the sanctions against it are correspondingly severe.

Effect of Information Communication Technology (ICT) on Plagiarism.

A sense of impending doom hangs over the academy as the specter of “Internet plagiarism” threatens to undo the entire educational enterprise. Paper writers search the Internet, copy and paste materials in their papers without citing their sources or, without the necessary quotation marks or any other prescribed format for quotations. Dames (2007) viewed that the experience of those who receive and publish papers is that plagiarism incidence have increased with the advancement in information technology.

Howard (2003) stated that the whole world seems worried about what is often regarded as "the plagiarism epidemic. “Some weak researchers have found a quick-fix cure for their academic headaches on the Internet. In the wonderful world of Web sites, scores of online companies are eager and able to provide slackers with whatever they need for a price. These will groom the weak researchers to feel they have made it or the feeling of being smart not knowing they are only deceiving themselves by not giving themseves the room to think, reason, be creative and having a good and polished skills needed for research. Similarly, DeVoss and Rosati (2002) have posited a binary in which researchers are either “doing critical, thoughtful, thorough research” or “searching for papers to plagiarize”. Kitalong (1998) also has made a primary assumption explicit: At the heart of

the current furor over plagiarism, she said, “is the indisputable fact that the Internet’s rich repository of online texts provides an unprecedented opportunity for plagiarism”. Atkins and Nelson (2001) specified that not only are a billion pages available on the Internet but so are two hundred “cheat sites.” In addition, researchers can cut and paste from other researchers online papers so that one will not recognize stylistic or conceptual dissonance in the plagiarized paper.

The arguments of Kates, DeVoss and Rosati, Atkins and Nelson, and Kitalong agree with the near-universal belief that the Internet is causing an increase in plagiarism. Howard (1999) also postulates ways in which new media are “changing authorship by providing new models of and venues for collaboration”. According to Young (2001), “In recent years, professors/ researchers have been frustrated by the way more and more un-scrupulous researchers use the Internet to cheat by plagiarizing the work of other researchers, by copying material from online reference works, by buying term papers from online paper-writing companies, and by other means”. Stevenson (2001) surveyed the possibilities for procuring entire papers online, ordered a custom-written paper for a silly, impossible topic of his own device, and offered wondering on both the purchasing of papers and on assignments that prompt researchers not to write.

Duggan (2007) noticed that researchers increasingly turn to the internet as their primary source of information when researching a topic. Although there is undoubtedly a wealth of reputable and informative resources available on the internet, there is also growing concern in education that reliance upon information in this medium has drawbacks as well as benefits. Many un-scrupulous lecturers/researchers view the combination of easily accessible resources, and the availability of technologies enabling incorporation of these resources into other documents, as particular cause for concern. In addition, the growth of web-based Essay banks, providing entire essays for often nominal sums and websites facilitating a marketplace for the purchase of bespoke work are aspects of technological advances that have repercussions for all education providers. Moreover, confusion with

regard to referencing and citation practice in relation to electronic resources gives rise to a potentially large increase in the incidence of plagiarism in scholarly publication, whether inadvertently or by design.

A variety of explanations have been advanced to account for the prevalence of plagiarism in the modern university. Some would cite 'a diminishing sense of academic integrity' (Davis et. al. 1992) but the view of prominent investigators in the UK is that much behavior can be explained because some researchers have not properly learnt the correct rules for citation and referencing (Carroll and Appleton, 2001). Onuoha and Ikonne (2013) pointed out that the growing incidents of plagiarism seems to plague tertiary institutions in Nigeria and the world in general especially with the advent of the Internet. Although plagiarism is an ancient crime which can be said to have existed before the arrival of the Internet, but the Internet has no doubt given it much impetus (Stebelman 1998; Trinchera 2001; McCabe et al., 2001; McMurtry, 2001; Babalola 2012). The ease in copying associated with the Internet makes it attractive for researchers to cut and paste. Anderson (1999) and Whiteneck (2002) also pointed out the abundance of online entrepreneurs exploiting the commercial possibilities of the student market by providing online term paper mills which makes it easy for researchers to buy written papers.

Finlayson (2003) asserted that in the past, to plagiarize another person's work was a time consuming and risky process. It involved re-writing text, which had quite possibly been read already by other researchers in the field or your supervisor. Today, with the number of electronic Journals published online alone predicted to quadruple to 193,000 by 2005, plus the increase in printed materials and the proliferation of web-based resources, the ability to copy the work of others undetected has become far easier to achieve. Purdue University Calumet (n.d) stated that the World Wide Web (www) has become a popular source of information for researchers' papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same

rules apply as for a printed source: when you refer to ideas or quote from a www site, you must cite that source. If you want to use visual information from a www site, many of the same rules apply. Copying visual information or graphics from a www site (or from a printed source) into a paper is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from www sites; for example, if you are constructing a Web page as a class project, and you copy graphics or visual information from other sites, you must also provide information about the source of this information. In this case, it might also be a good idea to obtain permission from the www site's owner before using the graphics.

Eysenbach (2000) observed that the Internet is an invaluable tool for researchers and certainly also a source of inspiration. However, never before has it been so easy to plagiarize the work of others by clipping together (copy & paste) an apparently original paper or review paper from paragraphs on several websites. Moreover, the threshold of stealing ideas, whether lifting paragraphs or perhaps even whole articles from the Internet, seems to be much lower than copying sections from books or articles. The Internet, with its vast amount of information at the fingertips of every researcher, makes it easy to lift whole phrases and paragraphs into scholarly articles. This can be a useful strategy to gather material and ideas; such techniques, and also quotes from websites, are certainly legitimate, as long as the sources are acknowledged and quotes are clearly identified as such. As this case shows, researchers are not always successful in quoting properly and may even inadvertently end up committing plagiarism.

Kahle (1997) observed that many authors seem to be encouraged to copy from the web as electronic publications are seen as "inferior" in quality and worthiness of protection, and are seen as more volatile than "real" publications on paper. While the majority of authors would refrain from copying whole paragraphs from printed articles, the barrier to do the same from web publications

seems to be lower, as information on the web would disappear sooner or later, making the proof of plagiarism apparently impossible, while the printed journal would remain in the library as a durable witness of plagiarism waiting to be discovered and used as evidence. However, plagiarists should be warned that material on the Internet is not as volatile as they may think, and that future historians will well be able to reconstruct online-plagiarism, as there are online-archives of the Internet such as http://www.archive.org.

Explorable.com (2009) on Easy access to papers on the internet seems only to exaggerate the incidence of plagiarism. There are literally thousands of academic papers and Journal articles available on the internet that it is virtually impossible to check all sources. A craft cut and paste unscrupulous academia can easily combine enough bits and pieces from several different papers that it is virtually impossible to detect that the paper is not an honest example of one's own work. Then there is the school of thought that says students are just lazy opportunists that will take advantage of any opportunity to cheat.

2.4 Measures for Curtailing Plagiarism

Plagiarism is a fraudulent act and an academic misconduct or can simple be called "academic robbery". Taking away the credit of someone for him/herself, thereby making people who want to carry out real research frustrated, thereby killing their act of being creative and innovative,

The immorality of cheating must be accurately portrayed and consequences for being caught must be explained thoroughly. According to Howard (2003), Plagiarism is one type of violation of academic integrity which involves the development of behavior that reflects moral values, addressing plagiarism may go beyond shielding researchers from copyright infringement. Rather it should be more about teaching researcher to appreciate the development of knowledge, to acknowledge intellectual contributions of other scholars, and represent the process of building on existing knowledge in academic writing and less about violating rules and copyright laws. Chiesl (2007).

states that most institutions have academic dishonesty policies which serve as the first line of defence. Even though some researchers do not read the policies and some do not even know of it. If a researcher is caught being academically dishonest and claim he/she did not know the policy then the institution would have legal recourse. These will show that having a clearly articulated policy against cheating decreases the behavior. Also, lecturers and supervisors also can help curtail plagiarism by properly screen all research papers and assignment submitted to them before finial acceptance or awarding marks (Musa, 2014)

According to Moten Jr. et..al (2013), it is up to research institutes and University managements to employ effective measures to curtail this dishonest behavior and possibly counter measures to prevent it. Such a written policy can set a good foundation for any preventive program, but a signed document is not enough. Educators must become more technologically savvy in order to develop alternatives due to rapid advancement in technology. More complex and innovative techniques must be developed in an attempt to mitigate dishonest behavior.

According to Plagiarismsoftware.org (2014), controlling plagiarism is the most daunting task in today's life where technology is rampantly changing in seconds. Plagiarism could only be controlled by devised appropriate short term as well as long term strategies. Some important measures required to evade plagiarism are described forthwith:

a. Distribution of plagiarism software:

Plagiarism checking software should be freely made available to both staff members and other researchers and the software should have the power to accept input from the users. For example, a researcher may submit his article to the software and the software should be a safe keeper of that document. Hence, by providing access to the important users of the institute, the plagiarism checking software would become a living and constantly growing database as well that would be an invaluable asset for the institute and will also help control plagiarism cases, software's such as

Findsame software, Eve2 software, TurnitinCopyCatch software, WordCHECK software etc.

b. Strong code of ethics:

Each educational institution should popularize a very strong code of ethics and should also set precedents if required. The code of ethics in case of plagiarism should be constituted on priority basis as it is the single biggest threat to quality writings than any other obstruction. The code of ethics should be flexible enough to absorb environmental changes and should also provide room for filing of plagiarism cases.

c. Outsourcing of plagiarism checking task:

It should be realized that there is a great need of involving Information Technology professionals in assessing the risk and testing documents for plagiarism. The task of checking documents for plagiarism should be outsourced to reliable vendors and if possible because of the cost a full time staff of IT professionals should be delegated the responsibility of catching plagiarism or to outsource the work to some vendor. But the condition of reliability of vendor is very important or else the outsourcing party intending to verify its documents of plagiarism will be subject to additional risks.

d. Rewards:

Academic staff should be encouraged to produce quality writings by promising worthy rewards. This rewarding scheme will work in their best interest of their thirst for reward will improve their writing skills that will ensure them sustainable future. Moreover, a plagiarist caught should be punished as well so that the thirst of reward would further augment and they abstain from committing the crime of plagiarizing.

Many cases of plagiarism are committed due to the lack of knowledge or lack of consequences for such behavior, and the best approach to prevent plagiarism is to educate researchers and point out the importance of honesty in professional work because academic success is based on

the ability of the institution to affect both public and corporate policy, with high plagiarism rate the institutions will lose stance and creditability.

According to Writecheck (2014) the best defence against plagiarism is knowledge and the practice of effective writing skills. Learning how to paraphrase, quote, and to properly cite and reference material is critical. A writer will never gain good writing skills if he or she does not create his own work. Not procrastinating and beginning papers early will help to squelch the temptation to cheat by plagiarizing. The writer's academic, professional, and personal reputation is too valuable to lose over a moment of laziness or weakness. Using a plagiarism checker is a helpful way to check for plagiarism, even accidental, and ensure that writing is original and well cited.

Petrovecˇ ki (2001) Stated that different societies have different attitudes toward plagiarism therefore strict rules should exist not only to deter and prevent all members of academic/researchers and scientific community from dishonest behavior, but also to educate them and help them avoid it.
De Montfort University Leicester (2007) postulated that the responsibility to avoid plagiarism lies with the writer, so he/she needs to:

i. Always put quotes in quotation marks and indent quotes of significant length so they stand out from the rest of the text. This marks them as not your own words.
ii. Always acknowledge the source within the text and in full within the bibliography at the end.
iii. Where paraphrasing an individual always acknowledge them as the source of the ideas.
iv. Do not leave your work until the last minute, in order to avoid panic plagiarism.
v. Always acknowledge all of your sources, citing them correctly in both the text and the bibliography.
vi. Always put things in your own words, unless you are using a direct and correctly acknowledged quotation.
vii. Never try to pass someone else’s work off as your own.

University of Notre Dame (n.d) also provided possible Strategies for Avoiding Plagiarism

> *"To avoid plagiarizing, you must give credit whenever you use: another person's idea, opinion, or theory any facts, statistics, graphs, drawings any pieces of information that are not common knowledge, Quotations of another person's actual spoken or written words. Paraphrase of another person's spoken or written words.''*

Miller and Gotterbarn (2006) also suggested the following ways of avoiding plagiarism:

1. Honor property rights including copyrights and patent. Violation of copyrights, patents, trade secrets and the terms of license agreements is prohibited by law in most circumstances.
2. Give proper credit for intellectual property. One must not take credit for other's ideas or work, even in cases where the work has not been explicitly protected by copyright, patent.
3. Be fair and avoid deception in all statements.
4. Credit fully the work of others and refrain from taking undue credit. The strong emphases on honesty, fair credit for work performed, appropriate participation, and trustworthiness all point to disapproval of plagiarism in all forms: intentional or unintentional, whole pages or a small passage.

Harris (2012) observed that many researchers do not seem to realize that whenever they cite a source, they are strengthening their writing. Citing a source, whether paraphrased or quoted, reveals that they have performed research work and synthesized the findings into their own argument. Using sources shows that the researcher is engaged in "the great conversation," the world of ideas, and that the researcher is aware of other thinkers' positions on the topic. He further stated that by quoting (and citing) writers who support the researcher's position, the researcher adds strength to the position. By responding reasonably to those who oppose the position, the researcher shows that there are valid counter arguments. In a nutshell, citing helps make the essay stronger and sounder. Appropriate quoting and citing also evidences the researcher's respect for the creators of ideas and arguments honoring thinkers and their intellectual property. They therefore have an interest in maintaining a respect for intellectual property and the proper attribution of ideas and words.

Marsh and Pickles (n.d) believe that there are a number of important benefits to be gained by establishing policy on plagiarism: “It serves the requirements of the reader by ensuring an accurate historical record of published research, It maintains consistency between the print and electronic environments, It respects and protects the moral rights of the original author/s and it provides readers with the correct attribution and ensures that reference links remain unbroken.

Harris (2004) further stated the following as what a researcher tend to achieve when he cites all materials used in his research:

You will not only avoid plagiarism but also help to develop further research in that area. Other academics or researchers can trace the original material which leads to the development of your ideas and argument. This in turn will help to develop the academic debate or argument in that subject area.

a. It will make a good academic research practice and avoids plagiarism.
b. It is a graduate skill which will enable you to show that you have considered the research and thoughts of others.
c. It will help you to assimilate these ideas within your own thinking and arguments whilst acknowledging their influence.
d. Referencing and citation will aid the production of a good, well-based argument, supported by the work of other researchers in the field.
e. The breadth of your research and effort will be reflected in your bibliography.

2.5. Summary of the Review.

This chapter reviewed various literature that are related to the study, it was reviewed that plagiarism is deeply rooted in the academic environment of most universities. Researchers are generally aware that plagiarism is a form of dishonest behavior, but they still commit it, especially if they have a tight deadline or too much work to do and not enough time. That the causes of academic plagiarism is from stress and pressure all the way down the line to plain out and out will to deceive.

Some experts believe because competition is so great in academic, the stress to do well and cut corners promotes dishonesty. It has also been stated that most researchers in Nigerian Universities find it hard to efficiently reference the works they have consulted during their research and this constitutes plagiarism and some do not even know how to reference works that are not text-based, especially works in form of audio and video, while some do not even know they are committing the crime.

Plagiarism is known as a form of academic misconduct, which may be committed in a number of ways; including, copying another person's work or ideas: this includes copying from other researcher, from published or unpublished material such as books, internet sources, re-submitting one's own work without any attribution, failing to adequately reference your sources, also inappropriate, unauthorized, unacknowledged use of someone else's ideas as if they were ones original work and references that tend to mislead the reader into misidentifying one person's ideas for another.

Academic plagiarism affects many people along the way. It obviously affects the person whose work has been plagiarized by not according the author credit for hard work. It affects the person who commits' the plagiarism by not affording the person an opportunity to receive constructive feedback. Due to this the educational system seems to produce fake intellectuals who merely endure education while stealing the works of others as cover up. Dames (2007) added that most academic institutions have rules penalizing plagiarism (e.g. rejection of publication, denial of promotion, suspension and sometimes dismissal depending on the gravity). Dame (2007) further stated that in the University of Philippines, there have been numerous cases of plagiarism and the penalties ranged from suspension, rejection of publication and denial of promotion and some faculty members have been dismissed from the service for this offence. Plagiarism is intellectual dishonesty that is treated as a grave misconduct.

Kock, (1999) agrees with this by saying even in journalism, plagiarism is considered a breach of journalistic ethics, and reporters caught plagiarizing typically face disciplinary measures ranging from suspension, demotion to termination of employment.

Researchers have found cure for their academic headaches on the Internet. In the wonderful world of Web sites, scores of online companies are eager and able to provide slackers with whatever they need for a price. The Internet's rich repository of online texts provides an unprecedented opportunity for plagiarism. There are billion pages available on the Internet but so are two hundred "cheat sites." In addition, researchers can cut and paste from other researcher' online papers so that one will not recognize stylistic or conceptual dissonance in the plagiarized paper. The ease in copying associated with the Internet makes it attractive for researchers to cut and paste.

Controlling plagiarism is the most daunting task in today's life where technology is rampantly changing in seconds. Plagiarism could only be controlled by devised appropriate short term as well as long term strategies. Some important measures required to evade plagiarism are described forthwith: Distribution of software, Strong code of ethics, Outsourcing of plagiarism checking task, rewards. There is need for a strong Policy dissemination and it is up to research institutes and University managements to employ more effective measures to curtail this dishonest behavior and possibly counter measures to prevent it. Such as a written policy can set a good foundation for any preventive program, but a signed document is not enough. Educators must become more technologically savvy in order to develop alternative due to rapid advancement in technology. Even though different societies have different attitudes toward plagiarism therefore requiring strict rules not only to deter and prevent all members of academic/researchers and scientific community from dishonest behavior, but also to educate them and help them avoid it. There should be establishment of policy on plagiarism:

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology adopted in conducting the research, the population of the study, the sample size and sample techniques to be adopted, the instruments for data collection and data collection procedure and analysis.

3.2 Research Method Adopted.

The method adopted for the study was Survey. Survey research method as portrayed by Abdulsalam (2008) refers to the study in which a random sample is taken from a well-defined population and the data is collected from which is used to estimate the true value in the population. Chava (1992) opined that a survey design provides a qualitative description of trends, attitudes, or opinions of a population by studying a sample of that population. This methodology is being considered more apt for this study because data will be collected from only the academic staff from the selected Federal Universities.

3.3 Population of the study

Population is seen as variables or subjects under study, which could be people, animals, objects etc. Razaq and Ajayi (2000) see population as collection of elements about which we wish to make an inference. This refers to the set of all elements, people or observations that are related to a phenomenon that are of interest to the researcher. The population of the study consists of the academic staff in Federal Universities in Northern Nigeria ranging from senior lecturer and above.

Table: 3.1. Population of the study

Name of University	**Nos. of Academic Staff**	**Generation**
Ahmadu Bello University, Zaria	715	1st
Bayero University, Kano	426	2nd
Federal University Of Technology, Minna	282	3rd
Federal University Of Lokoja, Kogi State	50	4th
Total	**1,473**	

Source: Management Information Services (MIS) of the selected universities (2013).

3.4 Sample size and Sampling techniques

The sample population and size better informed the researcher of the current focus of the investigation (Krathwohl, 1998:172 as cited in Gbaje, 2011). A sample of 4 Federal Universities was drawn out using stratified random sampling technique from a total of 19 Federal Universities in Northern states of Nigeria arriving at the total of 1,473 academic staff from the rank of Senior Lecturer to the highest level of academician in which 30% (441) sample was drawn through a stratified random sample. The researcher found it difficult using any Federal University from the North East axis of northern states of Nigeria in view of the prevailing security problem in that axis. However further research would be done in this axis when the security situation changes for good. Osuala (2005) observed that stratification includes dividing the population into separate strata on characteristics assumed to be closely associated with the variable under study. Olayiwola (2007) stated that 30% sample of the population is considered enough and appropriate for generalization of findings of descriptive research.

Table 3.2 Sample size.

Name of University	**Nos. of Academic Staff**	**30%**
Ahmadu Bello University, Zaria	715	214
Bayero University, Kano	426	128
Federal University Of Technology, Minna	282	84
Federal University Of Lokoja, Kogi State	50	15
Total	**1,473**	**441**

Source: Management Information Services (MIS) of the selected universities (2013).

3.5 Sampling procedures

Based on the fact that population size for this study is large, the entire population could not be studied because of the financial cost involved and time limit for the study. The researcher drew a sample that reflects the characteristic of the entire federal universities in the northern Nigeria. A stratified random sampling was used, in the first stage. The entire 19 federal universities in northern Nigeria were grouped based on generation and a simple stratified random sampling was applied for

the selection. From the selected Federal Universities, a random sampling method was used to select the samples. The use of the stratified random sampling was as observed by Frances (2003) as cited by Friday (2010) it gives each member of the population equal chance of representation in the same appropriate proportion of the population.

3.6 Instrument for data collection.

There are different instruments for data collection. According to Whitten, et al (2004), instruments for data collection among others include: sample of existing documents, forms, and databases, research and site visits, observation of the work environment, questionnaire, interview and prototyping. The questionnaire method of data collection was adopted for this study. The choice of the instrument was due to the variations in terms of class, personality and level of study of the respondents.

Anthony (2006) saw questionnaire as an impersonal survey method and has an advantage of low cost, reduction in biasing, error, greater anonymity, considered answer and consultation including accessibility. The questionnaire was divided into two parts; Section A: Personal data: Section B: data relating to the issue under study. In order to score the questionnaire, Likert scale type of response was provided for the respondents to respond to the questions by selecting any of the alternatives they are most comfortable with.

3.7 Reliability and Validation of the Instruments

In order to ensure that the questionnaire designed was capable of eliciting the required data and information from the respondents, the instrument was subjected to face validation. It was however presented to experts and scholars in the area of research who checked and made necessary inputs to strengthen it as appropriate. Furthermore a pilot study was carried out in one of the selected Universities. The reliability of the questionnaire was found to be 0.84 this means the instrument is reliable

The copies of the questionnaire was produced and distributed to the selected Academic Staff. The researcher was however assisted by two trained research assistants in both the administration and retrieval processes that lasted for about one month.

3.8 Procedure for Data Collection

The researcher solicited for cooperation of the authority of the Universities and heads of departments of the selected Universities for the administration of questionnaire to its respective staff. Also, the researcher administered the copies of the questionnaire personally with the help of research assistants who were mainly staff of the University.

However, the respondents were given enough time to complete the questionnaire. The researcher spent 2-3 weeks distributing the questionnaire in the selected universities. Also, two weeks were added to follow-up for retrieving back the questionnaire.

3.9 Procedure for Data Analysis

The data collected was analyzed using frequency tables, percentages and graphical representations

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION.

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected for the study. However, the chapter is discussed under the following subheadings:

4.2 Response rate.

4.3 Data Analyses and Discussions

4.2 Response rate.

Out of the 441 copies of the questionnaire distributed to the respondents, a total of 304 (69.2%) copies were returned duly completed and found usable for this study. The rationale behind this percentage is because some academic staff were reluctant in responding to questionnaire and some were not willing to respond even after several visits with the help of one research assistant from each University.

The response rate of the academic staff based on their Universities is shown in table 4.1.

Table 4.1 Response rate of the four Selected Federal Universities in Northern States of Nigeria

Name of Universities	No. of questionnaire Administered	No. of questionnaire Returned	Percentage of questionnaire returned (%)
Ahmadu Bello University, Zaria.	214	163	36.90%
Bayero University Kano,	128	87	19.70%
Federal University of Technology Minna.	84	41	9.20%
Federal University Lokoja.	15	13	3.40%
Total	441	304	69.2

From table 4.1 it is clearly seen that there is variation in the response rate among the universities. The variations in the response rate are due to the fact that the population sizes of these universities under study are not of equal proportions. It is clear from the table that Ahmadu Bello University Zaria

and Bayero University Kano have more academic staff than Federal University of Technology Minna and Federal University Lokoja.

4.3 Data Analyses and Discussions

This section seeks to analyze and discuss data collected for the study. This is therefore done through descriptive analysis

4.3.1 The Extent of Awareness of Plagiarism by Academic Staff of Federal Universities in Northern States of Nigeria

One of the aim of the research was to identify the extent of awareness of plagiarism by academic staff of Federal Universities in Northern states of Nigeria. In order to achieve this, a list of what constitutes plagiarism was outlined for the respondents to tick using Likert Scale. However, for convenience, the options were merged into three options in order to facilitate analysis. These are Aware; Partly Aware and Not Aware. Table 4.2. shows the extent of awareness of what constitutes plagiarism by academic staff of the selected Federal Universities in Northern states of Nigeria:

Table 4.2: The extent of awareness of what constitutes plagiarism by academic staff of Federal Universities in Northern states of Nigeria

Constitutes plagiarism	Aware	Partly Aware	Not aware
Using another person's data or ideas without acknowledgment	298 (98%)	5(2%)	1 (0.3%)
Copying an author's exact words and using as your words without citation	291 (96%)	11 (4%)	2 (0.7)
Rephrasing an author's words and failing to cite the source	252 (83%)	26 (9%)	26 (8.6%)
Providing fake/ wrong references	154 (51%)	41 (14%)	109 (35.9%)
Using wording that is very similar to the original source, without correct references	164 (54%)	73 (24%)	67 (22%)
Failing to adequately reference your sources	196 (64%)	39 (13%)	69 (23%)

Table 4.2 showed that 298 (98%) respondents were aware that using another person's data without acknowledgment constitutes plagiarism, 291 (96%) were aware that copying an author's exact words and using as your words without citation constitutes plagiarism, while 154 (51%) were aware that Providing fake/ wrong references and 109 (35.9%) were not aware that providing fake/ wrong references constitutes plagiarism, 164 (54%) also were aware that using wording that is very similar to the original source, without correct references constitutes plagiarism. From the table it can be seen that the extent of awareness of plagiarism is high because, majority of the respondents were aware of the act that constitutes plagiarism and only few were partly aware of what constitutes plagiarism. This finding is in line with Uslegal.com (2014) stating that the following act constitutes plagiarism: Submitting someone else's work as your own, copying words or ideas from someone without giving credit and giving incorrect references.

4.3.2 Extent of Awareness of the Implication of Plagiarism on Academic staff of Federal Universities in Northern States of Nigeria

In order to find out the extent of awareness of the implication of plagiarism on academic staff of Federal Universities in Northern states of Nigeria, a research question was asked with respect to this and subsequently respondents were asked to indicate as many implications of plagiarism on the scholarly using Likert Scale. However, for convenience, the options were merged into three options in order to facilitate analysis. These are Aware; Partly Aware and Not Aware. Below is table 4.3 showing their responses

Table 4.3: Extent of Awareness of the Implication of Plagiarism on Academic Staff of Federal Universities in Northern States of Nigeria

Implication of plagiarism on academic	Aware	Partly Aware	Not Aware
Destroyed Professional Reputation	260 (85%)	41 (13.4%)	3(0.9%)
Destroyed Academic Reputation	268 (88.3%)	23 (7.5%)	13(4.2%)
Legal Consequences	252 (82.9%)	48 (15.7%)	4(1.3%)
Suspension	117 (38.4%)	72 (23.6%)	115(37.8%)
Outright dismissal	96 (31.6%)	97 (31.9%)	111(36.5%)
Rejection of publication	286 (94.1%)	5 (1.6%)	13(4.2%)

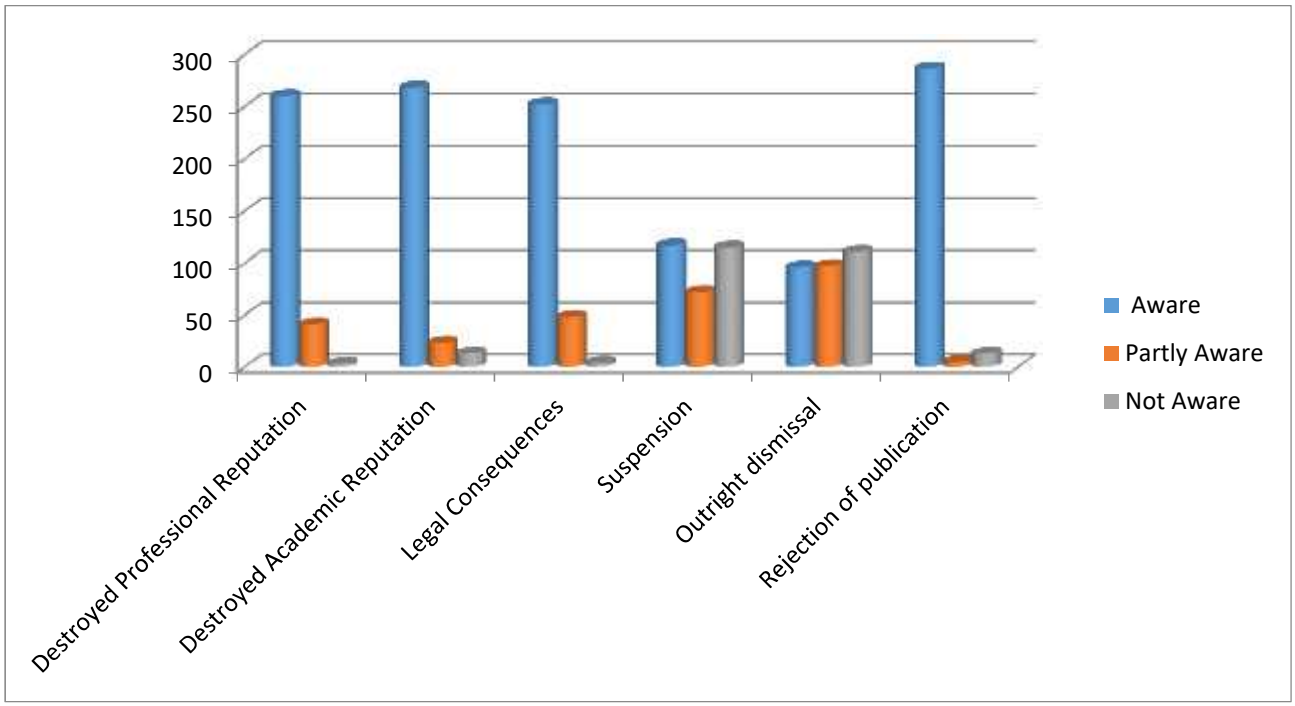


Fig 4.3: Extent of Awareness of the Implication of Plagiarism on Academic Staff

Table 4.2 showed that 298 (98%) respondents were aware that using another person's data without acknowledgment constitutes plagiarism, 291 (96%) respondents were aware that copying an author's exact words and using as your words without citation constitutes plagiarism, while 298 (98%) respondents were not aware that incorporating an idea heard in conversation without citation constitutes plagiarism and 252 (83%) respondents were not aware that rephrasing an author's words and failing to cite the source, also 196 (64%) respondents were not aware that failing to adequately reference your sources. From the table it can be seen that the extent of awareness of what constitutes

plagiarism is low because majority of the respondents were not aware that rephrasing an author's words, incorporating an idea heard in conversation without citation and failing to adequately reference your sources is plagiarism. This finding is in line with Uslegal.com (2014) stating that the following act constitutes plagiarism: Submitting someone else's work as your own, copying words or ideas from someone without giving credit and giving incorrect references. This is also in line with University of Pittsburgh (2008) identifies the following as forms of plagiarism: Incorporating an idea heard in conversation without citation, paraphrasing without citation and copying author's original without citation or source.

4.3.3 Effect of Plagiarism on Scholarly Activities of Academic Staff in Federal Universities in Northern States of Nigeria.

As a follow-up to the above, a research question was also raised in order to identify the effect of plagiarism on scholarly activities of academic staff in Federal Universities in Northern States of Nigeria using Likert Scale. However, for convenience, the options were merged into three options in order to facilitate analysis. These are Agreed; Undecided and disagreed. Table 4.4 shows the effect of plagiarism on scholarly activities of academic staff in Federal Universities in Northern States of Nigeria.

Table 4.4: Effect of plagiarism on scholarly activities of academic staff in Federal Universities in Northern states of Nigeria.

Effect of plagiarism on scholarly activities	Agreed	Undecided	Disagreed
Publications that are plagiarized fail to demonstrate your knowledge of the work	216 (71.1%)	64 (21.1%)	24 (7.9%)
Work plagiarized denies the original author credit for his hard work.	271 (89.1%)	31 (10.2%)	2 (0.7%)
One learns nothing by copying someone else's work.	226 (74.3%)	36 (11.8%)	42 (13.8%)
It denies the original author opportunity to receive constructive feedback	222 (73%)	38 (12.5%)	44 (14.5%)
It discouraged knowledge creativity and kills innovation of new knowledge.	295 (97%)	8 (2.6%)	1 (0.3%)
It jeopardizes the integrity of the Academic system	294 (96.7%)	8 (2.6%)	2 (0.7%)
Plagiarism violates the implicit contract of the Academic sector	279 (91.8%)	23 (7.6%)	2 (0.7%)

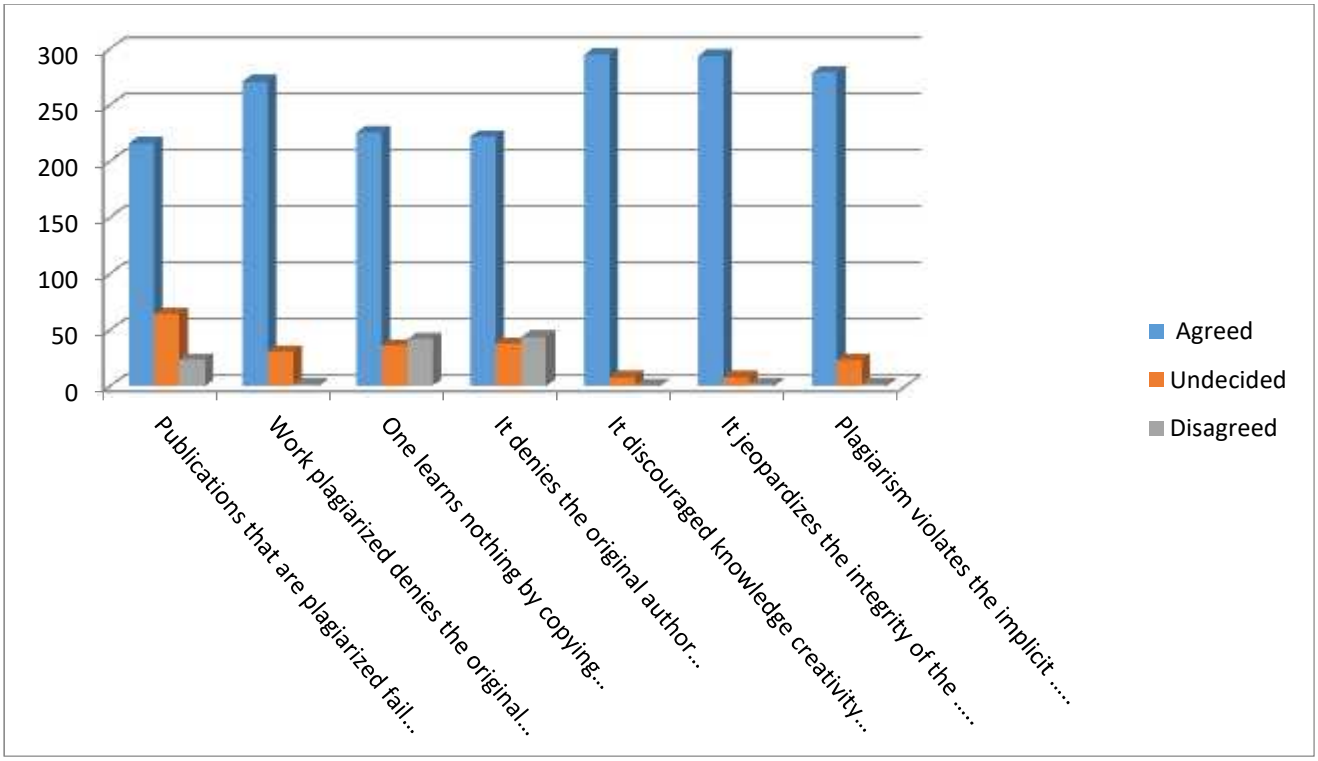


Figure 4.4: **Effect of plagiarism on scholarly activities of academic staff**

Table 4.4 and fig. 4.4 shows 295 (97%) respondents agreed that plagiarism discourages knowledge creativity and kills innovation of new knowledge, 294 (96.7%) respondents agreed that it jeopardizes the integrity of the academic system, while 216 (71.1%) supports that publications that are plagiarized fail to demonstrate ones knowledge of the work plagiarized denies the original author credit for his hard work, 222 (73%) of the respondents agreed that it denies the original author opportunity to receive constructive feedback. From the table it can be concluded that the following are effects of plagiarism on academic activities: Publications that are plagiarized fail to demonstrate ones real knowledge in a plagiarized work, Work plagiarized denies the original author credit for his hard work, Nothing is learnt by copying someone's work, It denies the original author opportunity to receive constructive feedback, It discourages knowledge creativity and kills innovation of new ideas/knowledge, It jeopardizes the integrity of the academic system and also violates the implicit contract of the academic sector. This is supported by Smith (2012) who states that plagiarism affects education by Prevent Effective Learning and Devalues Academic degrees. Also, University of Texas

at Austin (2010) agrees that incidents of plagiarism diminishes the overall value of scholastic achievements and reflects poorly on the institution they serve.

4.3.4 How plagiarism could be effectively curtailed among the academic staff of Federal Universities in Northern States of Nigeria.

Table 4.5 shows the ways plagiarism can be effectively curtailed among the academic staff of Federal Universities in Northern States of Nigeria

4.5. How can plagiarism be effectively curtailed among the academic staff of Federal Universities in Northern States of Nigeria.

Ways of curtailing plagiarism among academics	Freq.(f)	%
Educating researcher through seminars, workshops, lectures etc.	216	71
Enforcing Strict rules to check and punish offenders.	232	76
Use of plagiarism detection Software's	209	68
Encouraging writing of papers for publication	82	27
Providing laboratories and libraries with current and well equipped materials	101	33
Providing conducive atmosphere for research activities	105	35

Plagiarism is a virus that does not only affect the plagiarist but the institution in which he/she serves, the original author and the community at large, the need for curtailing plagiarism is very important. Table 4.5 revealed that 232 (76%) respondents indicated that enforcing Strict rules to check and punish offenders could help, 216 (71%) indicated that educating researcher through seminars, workshops, lectures etc, 101 (33%) indicated that Providing laboratories and libraries with current and well equipped materials while 82 (27%) indicated that encouraging writing of papers for publication. However, from the table it was realized that to effectively curtail plagiarism there is need to strictly enforce rules to check plagiarism and punish offenders depending on the level of offences. When a plagiarist gets away with such act it tends to discourage genuine researcher and kills the true research in them. Plagiarismsoftware.org (2014) suggested some measures to evade plagiarism such as: Distribution of plagiarism software, Strong code of ethics, Outsourcing of plagiarism checking task and rewards for good academic writings, while Writecheck (2014) stated the best defense against plagiarism is knowledge and the practice of effective writing skills.

4.3.5 Awareness of measures put in place to curtail plagiarism in Federal Universities in Northern States of Nigeria.

Table 4.6, shows how plagiarism can be effectively curtailed among the academic staff of Federal Universities in Northern States of Nigeria. In this section, the researcher tried to find out possible measures put in place to curtail plagiarism in Federal Universities in Northern States of Nigeria.

Table 4.6 Level of awareness of measures put in place to curtail plagiarism in Federal Universities in Northern States of Nigeria

Measures put in place to curtail plagiarism in your Institution	Freq. **(f)**	**(%)**
Workshops for sensitization	92	30
Written policy on plagiarism	80	26
The use of Anti-Plagiarism software	25	8
Punishing established plagiarist	24	8
Not aware of any measures in place	172	57

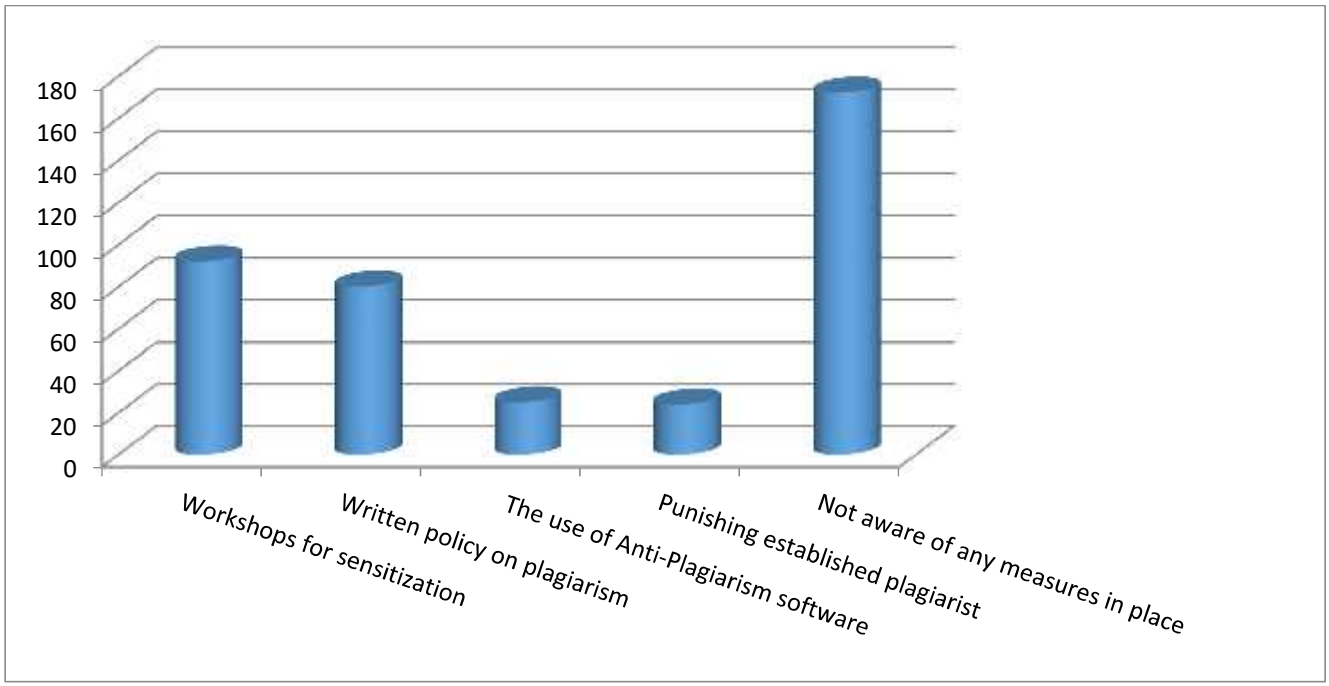


Figure 4.6: what measures are put in place to curtail plagiarism in Federal Universities in Northern states of Nigeria?

Table 4.6 and figure 4.6 showed various measures in place for curtailing plagiarism in various institutions. 172 (57%) respondents indicated that they are not aware of any measures in place in their

Institutions, 92 (30%) respondents indicated workshops for sensitization, 80 (26%) respondents indicated written policy on plagiarism, 25 (8%) indicated that the use of anti-plagiarism software is being used while 24 (8%) indicated that plagiarists are being punished. From the table it is observed that majority of the respondents are not aware of any measures in place to curtail plagiarism in their institutions. With this, the implication is that plagiarism becomes legitimate. That means new findings, innovations and creativity becomes a waste of time, efforts, money and time consuming. This is in line with Chiesl (2007) who reported that most institutions have academic dishonesty policies which serve as the first line of defence, even though some researchers do not read the policy and some do not even know of it.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study, summary of findings, conclusion and recommendations for the study.

5.2 Summary of the Study

This study was carried out to determine effects of plagiarism on scholarly publications of academic staff in federal Universities in Northern states of Nigeria. In order to achieve this, four research questions were formulated, which are: What is the extent of awareness of what constitutes plagiarism by academic staff of Federal Universities in Northern states of Nigeria?; What is the extent of awareness of the implication of plagiarism on the scholarly publications of the academic staff of Federal Universities in Northern states of Nigeria? How has plagiarism affected the scholarly publications of academic staff in Federal Universities in Northern states of Nigeria? How can plagiarism be effectively curtailed among the academic staff of Federal Universities in Northern States of Nigeria? Review of relevant literature was also conducted to determine Awareness of plagiarism and its consequences on scholarly publications of academic staff in Federal Universities in Northern states of Nigeria.

Survey research method was employed to effectively conduct this study. A total of 441 academic staff were randomly selected from 4 different Federal Universities in Northern States of Nigeria which were selected using stratified random sampling technique. The four selected Federal Universities were Ahmadu Bello University Zaria, Bayero University Kano, Federal University of Technology Minna and Federal University Lokoja. The instrument used for data collection was questionnaire.

The data collected for the study were presented and analyzed using descriptive statistics, frequency distribution tables, percentages and charts.

5.3 Summary of Findings

Based on the data collected and analyzed for this study, the following are the major findings:

1. There is high level of awareness of Plagiarism within Academic staff of Federal Universities in Northern States of Nigeria.
2. Large numbers of the academic staff are aware of the consequences of plagiarism on both the plagiarist and the institution they serve such as rejection of publications, destruction of professional and academic reputation.
3. The act of plagiarism discourages knowledge creativity and kills innovation of new ideas/knowledge; it jeopardizes the integrity of the academic system and also violates the implicit contract of the Academic sector. Plagiarism denies the original author credit for his hard work and denies him the opportunity to receive a constructive feedback.
4. Plagiarism can be curtailed by enforcing rules set out to check plagiarism and punish offenders depending on their level of offences.
5. Majority of the respondents are not aware of any measure in place to curtail plagiarism in their various institutions.

5.4 Conclusion.

Plagiarism is an unethical and a fraudulent act which can be called a virus that affect the plagiarist, academic activities, institutions and the world at large. Although the word is not new but the act that constitutes plagiarism seems not to be well understood. The consequences of plagiarism on academic activities are known but some are not aware that it could lead to suspension and outright dismissal from office. Measures put in place to curtail plagiarism in our institutions are not known by most staff. Due to this it is obvious that the aim of education will be partly defeated as learning/teaching and research are mandates of all universities globally, which involves innovations, new findings and creativity, in which plagiarism does not encourage. Though, when a plagiarist gets away with such act, it discourages true researchers who take their time to do a thorough research work that brings new innovations.

5.5 Recommendations

Following the findings and conclusions of the study, this work is recommending the followings:

1. There should be continued awareness of plagiarism so that more emphasis will be made on what they do not know that constitutes plagiarism.
2. Suspension or dismissal should be the foremost penalties for plagiarism followed by other penalties depending on the gravity of offence.
3. There should be functional rules and regulation that guides against this act and having penalties such as suspension and even out right dismissal depending on the level of offences.
4. To effectively curtail plagiarism there is need for all institutions to enforce strict rules to check and punish plagiarists by backing it up with an existing and functional policy on plagiarism. The institution should adopt the use of plagiarism detection software whereby all research works

will be run into the software before attending to it. This software should be made available to users at all times and levels.

5. All institution should have written policy on plagiarism and sensitize researchers on plagiarism through institutional websites, workshops, seminars and lectures and punish offenders based on level of offence.

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE.
FACULTY OF EDUCATION.
AHMADU BELLO UNIVERSITY.
ZARIA.

Dear Respondent,

I am a postgraduate student of the above named university, conducting a research titled "The Effects of Plagiarism on Scholarly publications of Academic Staff in Federal Universities in Northern States of Nigeria.'' I am soliciting for your cooperation in completing the questions below. All information provided shall be treated with full confidentiality and will only be used for academic purposes.

Thanks.

Yours Faithfully

Sanusi Aliyu

SECTION A. BACKGROUND INFORMATION. (Bio Data).

1. Gender:

Male [ ] Female [ ]

2. What is your qualification?

MSc. /M.Ed. / MLs [ ] PhD. [ ] others specify _____

3. How long have you been in academic Sector?

1-4 years [ ], 5- 9 years [ ], 10- 14 years [ ], 15 years and above [ ]

4. How many publications do you have?

(a). 3-5 publications [ ], (b). 6-9 publications [ ], (c). 10-12 publications [ ]

(d). 13 and above publications [ ]

SECTION B: Plagiarism and its effects. (Tick as many as possible). [✓]

5. What is the extent of awareness of what constitutes plagiarism among academic Staff?

Options	Highly Aware	Aware	Partly Aware	Undecided	Not Aware
Using another person's data or ideas without acknowledgment					
Copying an author's exact words and using as your words without citation					
Rephrasing an author's words and failing to cite the source					
Providing fake/ wrong references					
Using wording that is very similar to the original source, without correct references					
Failing to adequately reference your sources					

6. What is the extent of awareness of the implication of plagiarism on Academic Staff?

Options	Highly Aware	Aware	Partly Aware	Undecided	Not Aware
Destroyed Professional Reputation					
Destroyed Academic Reputation					
Legal Consequences					
Suspension					
Outright dismissal					
Rejection of publication					

7. In what ways do you think plagiarism do affect academic activities?

Options	Strongly Agreed	Agreed	Undecided	Strongly disagreed	disagreed
Publications that are plagiarized fail to demonstrate your knowledge of the work					
Work plagiarized denies the original author credit for his hard work.					
You don’t learn anything by copying someone else’s work.					
It denies the original author opportunity to receive constructive					

feedback					
It discouraged knowledge creativity and kills innovation of new knowledge.					
It jeopardizes the integrity of the Academic system					
Plagiarism violates the implicit contract of the Academic sector					

8. In what ways do you think plagiarism could be curtailed in academics?

a) By educating researchers through seminars, workshops, lectures etc. [ ]

b) By enforcing Strict rules to check and punish offenders. [ ]

c) By use of plagiarism detection Software's [ ]

d) By encouraging performance over paper publication [ ]

e) By providing laboratories and libraries with current and well equipped materials [ ]

f) By providing conducive atmosphere for research activities [ ]

9. What measures are put in place to curtail plagiarism in your Institution?

a) Workshops for sensitization [ ]

b) Written policy on plagiarism [ ]

c) The use of Anti-Plagiarism software [ ]

d) Punishing established plagiarist [ ]

e) Not aware of any measures in place [ ]

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