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<https://doi.org/10.59568/JASIC-2023-4-2-05>**LECTURERS PERCEPTION OF PLAGIARISM AMONG UNDERGRADUATES IN NIGERIA**¹Omotunde Oluwatobi Iyanu, ²Ajie Ifeoma Abigail, ³Okeoghene Mayowa-Adebara and ⁴Loveth Ogoegbulam¹Department of Library and Information Science, Federal University Oye – Ekiti, Ekiti State, Nigeria omotundetobi@yahoo.com²Department of Library and Information Science, National Open University of Nigeria, Abuja, Nigeria iajie@noun.edu.ng³Department of Library and Information Science, National Open University of Nigeria, Abuja, Nigeria omayowaadebara@noun.edu.ng⁴Department of Library and Information Science, National Open University of Nigeria, Abuja, Nigeria lekwueme@noun.edu.ng**Abstract**

The advent of the internet and the ensuing free access to increasingly available information resources and possibilities for students' 'copying and pasting' text from online documents has raised so much concern. There is therefore a growing need for lecturers to address the underlying causes. Thus, this study examines faculty perception of plagiarism among Undergraduates. The study adopted a survey research design. A simple and total enumeration sampling techniques was adopted to cover all the entire lecturers in the faculty of education, Federal University Oye-Ekiti (FUOYE). The instrument use for data collection was the questionnaire titled "Faculty Perception of Plagiarism among Undergraduates" (FPPU). Reliability and validity test was conducted on the instrument. A total of 63 copies of questionnaire (97%) were returned and found usable. Data collected were analyzed with the use of descriptive analysis. The findings shows that the reasons for plagiarism among undergraduates includes students laziness (mean=3.44), easy access to materials via the internet (mean=3.27) and not understanding the rules of referencing (mean= 3.27). However, lecturers perception of plagiarism among undergraduates indicates that undergraduates copying of few paragraph of an essay from books without citation (mean= 3.48). Furthermore, lecturers put up some strategies in detecting plagiarize work which includes; using the library shelves to provide evidence (mean =1.84), using specialized plagiarism detecting tools (mean= 1.40), and using online searching tools to provide evidence (mean= 1.38). Consequences for plagiarism among undergraduates include; scoring the students 0% on the assignment (mean= 1.56) and cannot attend classes for a specific amount of time (mean = 1.81). The study therefore, concluded that lecturers understand the offence of plagiarism and therefore have some punitive measures towards the act of plagiarism. It was further recommended that undergraduates should be enlightened adequately on research methodology courses to be taught at various levels of study and handled by experienced lecturers.

Keywords: Plagiarism, Perception, Lecturers, Undergraduates.

I Introduction

Plagiarism is a term that describes when a person's original work, idea or thought is passed off as someone else's own without giving credit to the original owner. Plagiarism reduces the value of the original owner and adds value to the person who is plagiarizing because it is the latter's work that might actually be seen by more people and whatever is written passes off as his/her own idea while the original owner is neglected. Soyemi and Ojo (2015) opined that plagiarism is likely to have a negative effect on the education system because plagiarism waters down the academic integrity of an undergraduate or researcher. To plagiarize is a term that is used to describe an act of academic dishonesty (stealing, theft, fraud) that involves using someone else's work without credit or acknowledgement. Plagiarism is a serious issue that is affecting universities globally and has bedeviled the academic activities especially as it relates to students' assignments, presentations, examinations, and project writing.

Undergraduates are learners, scholars or students who are yet to be awarded a bachelor's degree in the respective field of study. In order to complete their undergraduate program, students need to fulfill some basic requirements which include class attendance, assignments, seminar presentations, industrial training, tests, examinations and finally, research project. In order to achieve all these tasks or activities, they need to consult information resources such as books, journal articles, videos, electronic databases and other online resources via the internet. However, the advancement of information communication technology (ICT) has given rise to information explosion which is the proliferation of the amount of data or information over the internet. In this case, when students cannot handle the mass

amount of information they come across on the internet, it causes information overload and thus lead to the escalation of plagiarism among undergraduate.

The major goal of an undergraduate is to pass exams and move on to the next higher level till they graduate. The undergraduates are not really schooled on plagiarism and its effects and most at times, they plagiarize without knowing that they are actually plagiarizing. A typical scenario is when an assignment is given, the undergraduate goes on line to copy and paste and they do not bother to acknowledge the person they copied from. Igudia and Olagunju (2021: 3) expresses the fact that undergraduates "are more likely to be impatient, inquisitive, energetic, and carefree due to the fact that they are young and have not yet known the implications of copyright infringement and the full essence of a university education". The internet was introduced to many in the mid-1990's and it has been mixed blessings ever since. The internet is meant to assist students/ researchers to have access to documents online, it also plays a dual role by assisting the students/ researchers to fall into the deep trap of plagiarism (Lulu-Pokibo and Echem, 2020). The internet has helped to fuel plagiarism because undergraduates have access to limitless things online and can use them in their term papers, assignments and projects without bothering about the geographical constraints. Being that there is no limit to what undergraduates/researchers can access, there is therefore the need for lecturers to look into the foundational causes of plagiarism among undergraduates and how it can be curbed.

Plagiarism comes in different forms such as intentional and unintentional plagiarism. Intentional plagiarism occurs when a writer or someone deliberately copied a part of

another person's work without credence to the owner. Examples of intentional plagiarism could include paying someone to write articles, theses or books on your behalf or copying verbatim from internet sources without acknowledging the author (Atrak, 2019). Unintentional plagiarism on the other hand, involves unknowingly copying from a source without acknowledging the owner. This usually occurs when students are not conscious of the act and sometimes may not even have an idea about how to cite some sources. Whatever the case, plagiarism is what it is and it becomes the duty of lecturers to make conscious and earnest effort to educate students and encourage them to desist from such act. Irrespective of the policies regarding plagiarism in higher education institutions, the onus of its discovery lies on the lecturers because they are in contact with these students (Onuoha undergraduate students in Nigeria. Babalola (2012) in a study conducted on awareness and incidence of plagiarism among undergraduates in Babcock University, from the internet, unawareness or poor knowledge of the principle of citation, the rush to meet assignments deadline, and the urge to earn good grades. Plagiarism is linked to the factor that library does not provide students with adequate references and media that may guide them in their academic writing and that old system of operating among libraries also gives reasons to why students of undergraduates plagiarize. Students of undergraduates also have little or no access to references and paper that may help them in their academic writing (Patak&Naim, 2012).

Olusanya et al (2020) examined the perceptions of academic staffs on the causes of plagiarism in project writing among final year undergraduates in Southwest, Nigeria and highlighted some of the causes of plagiarism among students to include laziness on the part of students, lack of knowledge about plagiarism, wanting to earn

and Ikonne, 2013) either face-to-face or in a virtual space.

An undergraduate is not only supposed to read and pass courses but should also learn basic things of life while in the higher institution such as integrity and honesty. A plagiarized term paper, assignment or thesis is most definitely not an honest work and the students/researcher has to be shown how to do it right. In many institutions, there are software packages such as Turnitin to help detect when a submitted work is plagiarized and the level of plagiarism. Could it be that the undergraduates are not aware that a plagiarized work is not an honest work or they just feel it is the only way to graduate. According to literature there are many reasons that gave rise to plagiarism among

identified some of the reasons of plagiarism among students to include; the comfort of copying

high score in project writing and lack of information literacy. Some other researchers reported that student s plagiarize due educational cost, lack of understanding of given assignments, lack of penalty or sanction for erring students who are involved in plagiarism, easy access to electronic resources and virtual space, work overload, tight schedule, lack of time management, commercialization of research process, lack of reference skills (Appiah, 2018; Igudia et al, 2021; Soyemi et al, 2015).

Furthermore, Nagiand John (2021) conducted a study on Thai students and the study revealed that students frequently engage in plagiarism without worrying about the consequences. The study went further to find out why Thai students plagiarize and it was found that some students who plagiarize do so frequently and they went ahead to justify their actions by attributing it to lack of

time, busy schedules and lack of proficiency in English. Another study conducted in Ogun State Nigeria by Buraimo et al. (2019) on plagiarism perceptions among university graduates in Olabisi Onobanjo University, Nigeria where 468 students from thirty-seven departments were selected for the study revealed that the students had accurate knowledge of plagiarism and the fear of being graded poorly by lecturers was the major reason for being involved in plagiarism. In a study conducted by Rizkariani, (2018), with focus on the main causes of plagiarism among undergraduate students in higher institutions, it is obvious that most undergraduate student knows little or nothing on what plagiarism entails. It was identified that students of undergraduates involved in plagiarism because they have no knowledge of quoting and this making it one of the highest reasons, undergraduates in higher institutions lack proper ways of writing, composing and also presenting academic papers. In addition, Ashworh, (2012) affirm that undergraduates also have less knowledge of the ways and usage to paraphrase.

A similar study conducted in Indonesia by Fatimah and Wulandari, (2018), revealed that students have a clear concept that plagiarism is copying someone's work without acknowledging the original owner. In addition, the study revealed that students do not have any knowledge about self-plagiarism and since it does no harm to anyone, they go ahead and practice it. Their study indicated that those lecturers perceive students commit plagiarism because reasons like, inadequate time for submitting assignments, frustration when a difficult assignment is given, lack of writing citation and lack of penalties when an academic misconduct takes place. Ojo and Soyemi (2015) reported findings conducted a study

titled lecturers' perception and attitude toward plagiarism, they found out that lecturers do not report students who have plagiarized but rather they warn them or reduce their actual scores because they feel that the students might not understand that plagiarism is a grave crime. Another perception the lecturers had was that there was no policy guiding defaulters of plagiarism so they did not see the reason to go overboard.

However, in a related study by Anaman and Ageyi (2021), on perception of and attitudes towards plagiarism among students in Ghana revealed that lecturers perceive that students' knowledge about plagiarism is on the weak side and very limited. The lecturers also perceive that information literacy on plagiarism should be given high priority in universities. Lulu-Pokubo and Echem (2020) conducted a study on awareness and perception of plagiarism among undergraduate students of selected higher institutions in Rivers State, Nigeria. The study revealed that lectures perceived those students were aware of the ills of plagiarism and yet they still indulged in it just like how youths are involved with other forms of ills to the society which are difficult to completely eradicate.

It is of no gainsaying that the issue of plagiarism has been on the increase in higher education institutions in Nigeria. Irrespective of the sensitization of undergraduate students about awareness, attitude, causes, and the consequences of plagiarism, the issue still persists in universities in Nigeria. For example, federal university Oye-Ekiti during orientation seminars and research method classes, lecturers remind students of the need to desist from this dishonest act but observation has shown that not many students' especially final year students

yielded. Instead they are still neck bent on copying and pasting authors' intellectual without according them credit. This situation of academic criminality had posed a serious threat to the quality of academic research per excellent, lecturers, institution image, researcher and many more as an outcome of bad consequence practice in this academic misconduct and the effect which might result from such. This act of academic dishonesty or fraud is disturbing to the university community and needs to be given attention. In Nigeria, many studies emphasize in the awareness, perception, attitude (Idiegbeyanose, Nkiko, and Osinulu, 2016; Njeze, 2019; Oyewole, Rasheed and Ogunsina, 2018). Some other researchers have dwell on the perception of academic staff of plagiarism towards undergraduate students (Soyemi and Ojo, 2015; Olusanya, Buraimo, Oyedokun, Ogunsanya, and Ajani, 2020). Consequently, it should be noted that, in ways to evict or reduce level of plagiarism among undergraduates there is need to know from institutions lecturer their opinions on what they perceived to be the reasons or causes of plagiarism. There seems to be a dearth in literature on lecturers' perception of plagiarism among undergraduate students in Nigeria. Therefore, this study will investigate lecturers' perception of plagiarism among undergraduate students.

II Research Methodology

Descriptive survey research was adopted for this study. It helps to describe the characteristics of the phenomenon been studied. The population for the study comprises lecturers of Federal University Oye- Ekiti. However, the targeted population of this study is lecturers in the Faculty of Education. The total population of lecturers in the Faculty of Education is ninety-five (95). There are a total number of 14 departments in the faculty of education. Hence, in order to give a vast representation of the population, the total enumeration

sampling technique was adopted. Total enumeration is a sampling technique where all members of the whole population are included in the sample. Hence, all lecturers in the faculty of education were included in this study. The instrument that was used in collecting data for this study was a structured questionnaire titled "Faculty Perception of Plagiarism among Undergraduates" (FPPAU)

The questionnaire was constructed in a simplified way with questions targeted towards obtaining facts on perception of faculty on plagiarism among undergraduates. The questionnaire was used in order to have common and structured questions in achieving the set objectives and to afford the respondents convenient time to respond to the question. The questionnaire was divided into six sections; A, B, C, D, E and F. These sections of the questionnaire as well as the measurement scales are outlined below:

Section A: Demographic characteristics such as the gender, status, and departments of the respondent.

Section B: Faculty perception of reasons for plagiarism among undergraduates respondent were required to tick as applicable to them the reasons for plagiarism among undergraduates. The section was patterned after four point Likert scale format of (SA) Strongly agree 4, (A) agree 3, (D) disagree 2, (SD) Strongly Disagree. Thus, SA= Strongly Agree with 4 points is the highest response while SD=Strongly Disagree with 1 point is the lowest response. The reliability coefficient of the scale was 0.73

Section C: faculty perception of plagiarism among undergraduates respondent were required to tick as applicable to them the Lecturers perception of plagiarism. The section will be patterned after four type rating scale format of (GE) Great Extent 4, (SE) Slight Extent 3, (LE) Less Extent 2,

(NE)None Extent 1. Thus, GE Great Extent with 4 points is the highest response while NE= None Extent with 1 point is the lowest response. The reliability coefficient of the scale was 0.85

Section D: the strategies employed by lecturers in detecting plagiarism among undergraduates, respondent were required to tick as applicable to them the lecturers strategies employed in detecting plagiarism. This section will be patterned after a selection of tools the lecturers used in detecting plagiarized work.

Section E: consequences for plagiarism among undergraduates, respondent were required to select the consequences for plagiarism among undergraduates. This section will be patterned after a selection of consequences for plagiarism.

Section F: the perception of undergraduates motivation towards plagiarism, respondent were required to tick as applicable to them what motivate undergraduates towards plagiarism. This section will be patterned after a four rating scale format of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, Strongly Disagree (SD) 1. Thus, SA= Strongly Agree with 4 points is the highest response while (SD) =Strongly Disagree with

1 point is the lowest response. The reliability coefficient of the scale was 0.86

The researcher and two (2) well trained research assistants were used to administer the questionnaire. The questionnaire was distributed individually to each respondent physically. A period of two weeks was given to the respondents for the retrieve of the questionnaire obtained. The researcher trained the research assistants to ensure proper administration of the questionnaire. The purpose of the study was duly explained to the respondents and participants were assured of the confidentiality of the information they provide. A total of 70 copies of the questionnaire were designed, produced and administered to lecturers in Federal University, Oye-Ekiti, Ekiti-State. Subsequently, a total of 63 copies of the questionnaire were adequately completed and found useful for analysis, making 97% response rate. The analysis in this research is thus based on the 63 returned responses. The data collected was analyzed using percentages, mean, and standard deviation Responses from the questionnaire were coded and analyzed using the Statistical packages for the Social Science Software (SPSS. V21).

Data analysis, results and discussion of findings

Table 1: Demographic characteristics

	Frequency	Percentage
Gender		
Male	43	68.3
Female	20	31.7
Total	63	100
Status of lecturers		
Assistant lecturer	37	58.7
Lecturer 2	16	25.4
Lecturer 1	10	15.9
Total	63	100
Department		
Library & Information Science	9	14.3
Science Education	9	14.3
Physical & Health Education	3	4.8
Guidance & Counseling	4	6.3
Business Education	14	22.2

English Education	9	14.3
Educational management	12	19.0
Adult Education	3	4.8
Total	63	100

Table 1 revealed the gender, status and departments of the respondents (lecturers in Federal University, Oye-Ekiti). Findings showed that 68.3% of the respondents were male while 31.7% were female. 58.8% are assistant lecturer, 25.4% are lecturer 2 and 15.9% are lecturer 1. 14.3% are lecturers in the department of library information science department, 14.3% are lecturers in science education department, 4.8% are lecturers in physical and health education department, 6.3% are lecturers in Guidance and counseling department, 22.2% of the respondents are lecturers in business education department, 14.3% of them are lecturers in English education department, 19.0% of them are lecturers in educational management department and 4.8% are lecturers in adult education department.

Research question 1: What is the reason for plagiarism among undergraduates?

Table 2: Reasons for plagiarism among undergraduates

Item	Mean	S.D	RII	Rank
Students are lazy and do not manage their time effectively	3.44	0.642	0.861	1 st
They have easy access to materials via the internet	3.27	0.700	0.817	2 nd
Students do not understand the rules of referencing	3.21	0.600	0.802	3 rd
Penalties and punishment for being caught plagiarizing are too insignificant	2.76	0.875	0.690	4 th
Students are not aware they are doing anything wrong	2.59	1.042	0.647	5 th
Students are not likely to be caught in turn they plagiarize	2.46	0.930	0.615	6 th
Too many assignments/seminars to be done by students encourages plagiarism	2.14	1.014	0.536	7 th

Table 2 revealed the relative importance index (RII) of the items measuring reasons for plagiarism among undergraduates as revealed by their lecturers. Student's laziness and lack of time management ranks first with the RII of 0.861, followed by having easy access to materials via internet (0.817). others are; lack of understanding of rules of referencing by students (0.802), insignificant penalties and punishment for being caught plagiarizing (0.690), unawareness on the path of the students that plagiarism is wrong (0.647), students not being caught when they plagiarize (0.615) and too many assignments/seminars to be done by students which in turn encourages plagiarism (0.536)

Research question 2: What is the lecturers' perception of plagiarism among undergraduates?

Table 4.3: Lecturers' perception of plagiarism among undergraduates

Item	Mean	S.D	RII	Rank
Copying a few paragraphs of an essay from a book or websites and not citing	3.48	0.618	0.869	1 st
Submitting someone's work without their permission	3.48	0.564	0.869	2 nd
Paraphrasing without acknowledge the source	3.43	0.615	0.857	3 rd
Not indulging references in assignment	3.25	0.595	0.813	4 th
Not using quotation marks for text copied verbatim from another's work	3.16	0.723	0.790	5 th
Cheating in test or examination	3.06	0.914	0.766	6 th
Paying someone to write an essay	3.06	0.948	0.766	7 th

Making up data for a project	3.05	0.869	0.762	8 th
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Table 4.3 revealed that lecturers perceived that copying a few paragraphs of an essay from a book or websites and not citing is an act of plagiarism, and it ranks first with an RII of 0.869, followed by submitting someone's work without their permission (0.869), paraphrasing without acknowledging the source (0.857), not including references in assignments (0.813), not using quotation marks for text copied verbatim from another's work (0.790), cheating in test or examination (0.766), paying someone to write an essay (0.766) and making up data for a project (0.762).

Research question 3: What are the faculty strategies in detecting plagiarism among undergraduates?

Table 4.4: Faculty strategies in detecting plagiarism among undergraduates

Item	Mean	S.D	RII	Rank
I search the library shelves to provide evidence	1.84	0.368	0.460	1 st
I look out for anachronism (where a paper refers to long-past events as current)	1.60	0.493	0.401	2 nd
I check for appearance of more than one citation style (e.g. APA, MLA, Chicago style)	1.56	0.501	0.389	3 rd
I take the possibility of plagiarism into account when designing assessments	1.52	0.503	0.381	4 th
I check for well written sections without references or quotations	1.46	0.502	0.365	5 th
I use specialized plagiarism detecting tools	1.40	0.493	0.349	6 th
I use online searching tools to provide evidence	1.38	0.490	0.345	7 th

Table 4.4 revealed that searching library shelves to provide evidences are not part of the strategies used by lecturers in detecting plagiarism among undergraduates which ranked first among all the items with a RII of 0.460. Also, lecturers do not; look out for anachronism (0.401), check for appearance of more than one citation style (0.389), take possibilities of plagiarism into account when designing assessments (0.381), check for well written sections without references or quotation (0.365), use specialized plagiarism detecting tools (0.349) and do not use online searching tools to provide evidence (0.345).

Research question 4: What are the consequences for plagiarism among undergraduates?

Table 4.5: Consequences of plagiarism among undergraduates

Item	Yes (%)	No (%)	Total (%)	Mean	S.D
% on the assignment, essay, quiz, test, etc.	28(44.4)	35(55.6)	63(100)	1.56	0.501
Cannot attend classes for a specific amount of time	12(19.0)	51(81.0)	63(100)	1.81	0.396
Fail the entire course then retake the course the following semester	14(22.2)	49(77.8)	63(100)	1.78	0.419
Noting; situation is ignored	11(17.5)	52(82.5)	63(100)	1.83	0.383
Redo the plagiarized assignment, essay, quiz, test, etc.	33(52.4)	30(47.6)	63(100)	1.48	0.503
Verbal warning from the student's lecture/head of department	42(66.7)	21(33.3)	63(100)	1.33	0.475

Table 4.5 revealed that the major consequences adopted by lecturers or department on plagiarism are redoing the plagiarized assignment, essay, quiz and test (52.4%) and verbal warning from the lecturers/head of department (66.7%), while other consequences like % on the assignment, essay, quiz and test (44.4%), not attending classes for a specific amount of time (19.0%) and failing the entire course then retaking the course the following semester (22.2%) are not always taken into action.

Research question 5: What is the motivation towards plagiarism among undergraduates?

Table 4.6: Motivation towards plagiarism among undergraduates

Item	Mean	S.D	RII	Rank
Students are taking advantage of the internet and online resources	3.29	0.888	0.821	1 st
Students are simply lazy	3.25	0.740	0.813	2 nd
Students do not understand how serious plagiarism can be in other academic setting	3.05	0.906	0.762	3 rd
Students think assignments are wasting their time and not worth the effort	3.00	0.762	0.750	4 th
Students have a low level of reading and/or writing abilities	2.94	0.859	0.734	5 th
Students do not clearly understand what plagiarism is and how to avoid it	2.84	0.865	0.710	6 th
Students do not believe that they will be caught and penalized	2.79	1.003	0.698	7 th
Students have too much pressure from themselves to perform well	2.67	0.967	0.667	8 th
Students are given too much work to do by their lecturers and cannot finish all reasonably	2.06	0.948	0.516	9 th

III Discussion of findings

Findings from the research question one revealed the reasons for plagiarism among undergraduates as asserted by their lecturers to include; laziness on the path of the students, not being able manage their time very well, not understanding referencing rules, having easy access to materials via internet, not being caught by lecturers and department even when they plagiarize, no significant punishment for plagiarizing, not aware that plagiarism is wrong, and too many assignments and seminar given to the students which could encourage plagiarism. This result further affirms pervious findings in a similar study by (Batane, 2010; De Jager and Brown 2010; Razera, 2011; Selemani et al 2018) they both reported reasons student give in to plagiarism to include laziness, ignorance

and inconsistencies in applying rules on the part of lecturers. Similarly, Ramzan et al (2012); Zafaghandi et al (2012) findings in their study collaborate the findings in this study that students had a poor knowledge of what constitutes plagiarism. Likewise, Rezanejad and Rezaei (2013) also corroborate the findings in this study, revealing that easiness to plagiarize is the main reason for cheating among undergraduates. Furthermore, as pointed out earlier as findings in this study, the easy access to materials via internet was one of the reasons for plagiarism among undergraduates. This findings is agreement with prior studies that revealed access to technology by undergraduates make copying of materials easy (Jereb et al., 2018. Sprajc et al., 2017; Chen, 2022).

Furthermore, findings from research question 2 revealed that the faculty's perception of plagiarism includes, submitting someone's work without their permission, making up data for a project, not sighting paragraphs of an essay from a book or website before using them, not including references in assignments, paraphrasing without acknowledging the source, cheating in test or examinations, paying someone to write an essay and not using quotation marks for text copied verbatim from another's work. This finding is in consistent with Chen and Ku (2012) who found out in their study that over 90% of Taiwanese teachers consider text plagiarized when copied without citations among students. This is also similar with the findings of Helen et al (2019) that submitted that the most common plagiaristic activity among undergraduates was inappropriate citing and referencing issues. In a related study conducted by Hosny & Shameem (2014) it reported that students offer payment to individuals in exchange of solving their assignment for them.

On strategies used by faculty in detecting plagiarism among undergraduates, the result revealed using plagiarism detecting tools, looking out for anachronism, taking possibilities of plagiarism into account when designing assessment, checking for appearance of more than one citation style, using online tools to provide evidence, checking for well written sections without references or quotations and searching the library shelves to provide evidences as findings in this study. Davis and Carroll (2009) and Rolfe (2011) both confirmed in their study that plagiarism detection software serves as a helpful strategy and formative feedback to students. However, Henriksson (2008) cited in Razera, Verhagen, Pargman and Ramberg (2010) revealed that in detecting plagiarism Swedish teachers do not rely on plagiarism software rather they

assess varying language used in students' text, by detecting part or their work that belong to other authors and progress made since their previous comprehension or grades.

Result on the major consequences or punishment meted on students by the faculty, department or lecturer on plagiarism includes; redoing the plagiarism assessment, essay, quiz, test, etc and verbal warnings from the lecturers/head of department. This result is in line with the research made by Maurer et al, (2006) that Institutional sanctions may include reprimands, education for learning academic integrity, social work, suspension, expulsion, revocation of the title(s) granted(s) and even legal penalties, in accordance with current legislation. Also, Covenant University (2015) indicated that if an undergraduate is caught for the act of plagiarism a censure formally or placement of such student under compulsory counseling.

Finally, findings on sources of motivation of students towards plagiarism revealed that students; take advantage of the internet and online resources, much pressure from peers, impressions that doing assignments well wastes time and not worth the effort, too much assignments given to students by their lecturers, laziness, not knowing what plagiarism and not understanding how serious plagiarism is in the academic settings. This is in line with previous findings made by (Armstrong, 2008) that, easy and cheap access to a surplus of academic sources on the internet were reported as the most cogent reason that encourage plagiarism among undergraduates. Further, Sprajc, Urh, Jerebic, Trivan and Jereb (2017) in their study reported that ICT and web contribute and motivate students negatively towards plagiarism. Because students believe that the internet has made it easy to copy, combine materials from multiple sources among others. Similarly, Ma, Lu, Turner and Wan (2007) and Hosny and Shameem (2014)

identified peer culture as a key source of motivation of students towards plagiarism.

IV Conclusion and Recommendations

Plagiarism is an issue that is on the front burner in the world of academics due to its prevalent rate among students and researchers. Irrespective of the awareness and perception of its consequences, students still indulged in plagiarism. Plagiarism like any other unusual conduct in the society and learning environment might be difficult to eliminate, but with constant and progressive awareness it can be deduced to the barest minimum. The current study revealed lecturer's perception towards plagiarism. The study concluded that lecturers understand the offence of plagiarism and therefore have some punitive measures towards the act of plagiarism. This study therefore recommends that;

1. Students should be educated on the gravity of plagiarism in the academic settings.

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- [7] The management of tertiary institutions should as a matter of urgency procure plagiarism software that can be use in checking final year project before final approval and submissions by the students.
- [8] Final year students should be introduced to webinar training that focus more about writing a research project void of plagiarism.
- [9] Students should be taught the various ways to go about their research without plagiarizing.
- [10] There is need for proactive training among undergraduates on plagiarism. This training should involve teaching students on how to reference any consulted materials. Seminars and talk as well as workshops of plagiarism and others academic integrity should be conducted regularly for members of the university community, most especially, the final year students.

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