

Full Length Research

Users Awareness and Perception of Plagiarism Issues in Tertiary Institutions, Nigeria

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Abstract

Plagiarism issues in tertiary institutions of learning are somehow considered as a new monster among academics and students irrespective of its benefits. This miss normal could be due to several factors including those relating to awareness and perception of staff and students who may be library users. Thus, this study examines users' awareness and perception of plagiarism issues in tertiary institutions in Nigeria. The survey research design was adopted in carrying out the study. The study population consisted of all the 3,860 registered library users in the 2021/2022 academic year. A total of 386 respondents were sampled representing 10% of the total study population. The simple random sampling technique was equally adopted in the instrument administration. Complete data subsequently collected from 368 respondents which represents 95.34% response rate were analyzed using descriptive and inferential statistics of frequency counts, simple percentages and chi-square via SPSS version 20.18 to arrive at the study findings. Major findings emanating from the study includes that: awareness of plagiarism issues can reduce the factors that push library users towards plagiarism; and that majority of the respondents were aware that copying original works of another person without citing it is a form of plagiarism; respondents strongly agree that plagiarism has several negative effects such as affecting creativity, development of ideas and innovations; as well as agree that absence of critical thinking and analysis skills leads to plagiarism. Other findings include that repackaging practical-based information literacy education for the benefits of staff and students would reduce or help to shun plagiarism, and the use of plagiarism detection software/tools like TURNITIN for all academic works submitted by staff and students will help to reduce plagiarism; as well as that absence of commitment in checking plagiarism in academic works is one of the problems that promote plagiarism and lack of policy that stipulates offences and penalties for plagiarized academic works by staff and students among others upon which recommendations were made.

Keywords: Users Awareness, Plagiarism Issues, Tertiary Institutions, Yabatech, Lagos-Nigeria

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INTRODUCTION

The academic and tertiary institution system is revolutionizing daily across the globe. New innovations and entrants are spring up here and there. The academic landscape is witnessing new initiatives and developments year in, year out. Plagiarism is one of the world issues in the academic circle. In fact, plagiarism is becoming a cankerworm in the academic environment especially in tertiary institutions of learning.

Plagiarism could be considered as academic dis-honesty or theft. According to Mekenzie (2008), it is the act of

copying other people's thoughts without adding any new thing to it. It entails the use of another person's words or idea without acknowledging that the idea belongs to someone else. The quest to publish or perish in academic environment has made many scholars or academic staff to publish anything with desperation to get promotion and remain relevant in the system likewise students who they are teaching. It is not uncommon to observe students copying themselves while responding to assignments in the academic system. The desperation to publish or perish or get assignments submitted before deadlines have forced many to steal other people's work (IP) for promotion while many result to copying and pasting from the internet.

Plagiarism is considered to be "a crime because the intellectual property of the author is usually protected under the law. It is also seen as a crime when the following situation arises:

- Improper citation, failure to use quotation mark around a quote
- If sentences is used with only a few word changed but the structure remains the same
- If a document contain so many ideas belonging to someone without proper reference, or your work is not original, it can be considered as plagiarism" (Oyovwevotu, 2023; cites Mckenzie, 2008).

The issue of plagiarism is becoming a serious matter especially in the academia. For instance, it has notably led to the termination of several lecturers' appointment in higher institutions of learning including Yaba College of Technology (Yabatech), Lagos where about five (5) chief lecturers appointment were terminated including those vying for the post of chief lecturer position in 2018. What a disgrace and frustration? This scenario has equally led to many students running helter-skelter in times of project submission especially when they are asked to submit a TURNITIN copy of their project works in Yaba College of Technology, Yaba-Lagos. Some end up repeating the entire work and even risk the consequence of programmes extension. These are some of the effects of plagiarism or issues around it. Plagiarism also affects the corporate image of the institution while depressing the original author for loss of glory and credit for their hard work. What could have been responsible to these anomalies in the academic system? Could it be lack of awareness? Or plagiarism perception problems?

This circumstance is indeed becoming worrisome to scholars including librarians in most recent times. Thus, this study examines users' awareness and perception of plagiarism among library users in Yaba College of Technology, Yaba-Lagos.

Statement of the Problem

The emergence of innovative technology such as TURNITIN and other plagiarism checkers is posing new challenges to the academia. Many unscrupulous academics and students are struggling with the negative effects of this monster called plagiarism. First, they are finding it difficult to understand what plagiarism entails and thus showing signs of its unawareness as well as not knowing factors pushing them into plagiarism issues. For instance, it was earlier acknowledged that the negative effects of plagiarism are severe in nature such that it could not only ridicule scholars but could lead to more severe punishment of both staff and students in tertiary institutions in the course of using library resources in print and non-print formats or online to the extent of leading to termination of appointment as well as delaying the graduation years or duration of students in tertiary institutions of learning. In fact or by way of iteration and emphases, about five principal lecturers seeking for the post of chief lecturer position or rank were dismissed from service due to plagiarism issues in Yaba College of Technology in just one year and many others deprived of promotion. What a sad event or outcome? This could be due to several factors including awareness and perception issues associated with plagiarism matters. Thus, this study examines the awareness and Perception of Plagiarism Issues in Tertiary Institutions, Nigeria using Yabatech as a focus.

Objectives of the Study

The main objective of the study is to assess library users' awareness and perception of plagiarism related issues in Yaba College of Technology (Yabatech) Lagos, Nigeria. The specific objectives are to:

1. Determine library users' extent of awareness of plagiarism issues in Yabatech;
2. Assess library users' perception about plagiarism in Yabatech;
3. Find out perceive factors that push library users towards plagiarism in Yabatech
4. Examine library users knowledge of strategies for preventing/mitigating plagiarism in Yabatech;
5. Highlight challenges affecting management of plagiarism issues among library users in Yabatech

Research Questions

1. What is the level of awareness about plagiarism issues among students and staffs of Yaba College of Technology, Yaba Lagos?
2. What are the Perceptions of library users about Plagiarism issues in Yaba College of Technology, Yaba-Lagos?
3. What are the perceived factors that Push library users towards Plagiarism in Yaba College of Technology, Yaba-Lagos?
4. What is the users' knowledge of strategies for preventing/mitigating plagiarism issues in Yaba College of Technology, Yaba-Lagos?
5. What are the challenges associated with managing plagiarism issues among library users in Yaba College of Technology, Yaba-Lagos?

Hypotheses

Hypothesis 1: *Users awareness of plagiarism issues does not have significant relationship on factors that Push library users towards Plagiarism.*

Hypothesis 2: Significant difference does not exist between staff and students awareness and perception of factors that Push library users towards Plagiarism

Literature Review

The review of related literature are done under the following sub-headings.

Concept of Plagiarism

In the past, the word "plagiarism" was considered as a Latin word which connotes "kidnapper" (Reitz, 2004). Plagiarism is the act of nearly or closely reproducing another person's creative work without that person's consent and passing such ideas off as one's own.

According to Pritchett (2010), plagiarism is the unauthorized reproduction of another person's words, ideas, research, data, etc. or the presenting of those things as one's own without giving credit to the actual author. In other words, if the original authors are not cited or referenced, the content may be regarded as plagiarized. In addition to being wrong, plagiarism is also a form of cheating that is displayed when adding to the body of knowledge. Additionally, and according to Idiegbeyan-Ose, Nkiko, and Osinulu (2016), plagiarism is academic fraud and a violation of academic integrity.

Plagiarism is as old as creation. Indeed, it has been around or among mankind for a very long time. According to documented evidence, plagiarism is a persistent issue that affects people of all ages and cultural backgrounds, including accomplished and well-known individuals. For instance, "Shakespeare, Laurence Sterne, Samuel Taylor Coleridge, Oscar Wilde, Martin Luther King, Alex Haley, George Harrison, Vladimir Putin, Graham Swift, the winner of the Booker Prize, and many others have all been accused of plagiarism" (Moss, 2005; Shuster, 2013; BBC, 2013). Moreover, Former President, Muhammad Buhari of Nigeria was charged of plagiarism after delivering a speech titled "Change begins with me" at the beginning of his country's reorientation programme (Haruna, 2016; Omokri, 2016). The "Not in my country" theatrical skits by Akin Fadeyi were copied by Nigeria's Minister of Information, Lai Mohammed, who utilized them as part of his "change begins with me" marketing effort (Bazuaye, 2016). Since the advent of social media and information communication technology, plagiarism has been on the rise. Staff and Students in higher education system or institutions, who are meant to be representatives of study and research, are thought to engage in plagiarism (Igbokwe, 2020).

Awareness of Plagiarism among Undergraduate Students

According to the Merriam-Webster definition, awareness is having or demonstrating realization, observation, or knowledge of a circumstance, condition, or issue. According to Reinhardt, Mletzko, Sloep and Drachisler (2015), awareness refers to having background information about an object or event, as well as having the necessary abilities and operating procedures.

In Oyewole, Rasheed, and Ogunsina (2018), study on "awareness, perception, and attitude towards plagiarism by distance learners in University of Ibadan, Nigeria," reported that it will be challenging for university students to avoid plagiarism if they are unaware of what plagiarism entails. The study discovered that remote learners had a high level of awareness of plagiarism. Researchers have found that university students generally

have a limited awareness of plagiarism. The study by Idiegbeyan-Ose, Nkiko, and Osinulu (2016) that focused on postgraduate students' awareness and perceptions of plagiarism in Federal, State, and Private Universities in Ogun State, Nigeria, is one of these studies. The study's findings indicated that postgraduate students had an average level of knowledge of plagiarism.

The research of Rhodes et al. cited in Oyewole, Rasheed, and Ogunsina (2018) indicated that the students' degree of awareness of plagiarism was poor. The study examined business students at a university in the United States of America. The aforementioned indicates that the undergraduate participants in the study may have a high, moderate, or low awareness of plagiarism. The degree of knowledge of plagiarism is crucial since it can influence whether or not an act of plagiarism is performed. Okere et al. (2016) conducted a study at Babcock University, Ilishan-Remo, Ogun State, Nigeria, and Redeemer's University, Ede, Ogun State, Nigeria, on the knowledge of plagiarism as a copyright violation with implications for intellectual property education. The research's findings demonstrated that even respondents admitted to knowing what constitutes plagiarism. They further confirmed that students plagiarize without understanding the consequences, and that plagiarism has indeed become an issue in academic institutions.

Perception of Plagiarism by Undergraduate Students

Perception is the capacity to observe, hear, or become aware of anything through the senses, according to Oxford Dictionary Online. Idiegbeyan-Ose, Nkiko, and Osinulu (2016), citing human perception and information processing, define perception as a person's method of thinking or their capacity to perceive something utilizing their senses. It is the process of identifying, compiling, and having the capacity to interpret sensory data. It generates messages from the environment through these sensory organs of sight, hearing, touch, smell, and taste as connected to human senses.

According to a survey by Isiakpona (2012) on undergraduate students' perceptions of copyright infringement, students at the University of Ibadan in Nigeria, Oyo State have a favorable opinion of the practice. It is evident from this study that students are aware of copyright infringement and how it is connected to plagiarism. In a similar vein, Oyewole, Rasheed, and Ogunsina (2018) demonstrated that the research subjects have a favorable perception of the need to be aware of plagiarism as an academic crime in their study on the awareness, perception, and attitude towards plagiarism by distance learners at the University of Ibadan in Nigeria.

The favorable impression can be due to their comprehension of what constitutes plagiarism. Since students were aware that breaking the ethical rules governing academic writing would result in punishment, they had to cultivate a favorable attitude toward avoiding it. Another study on postgraduate students' understanding and perceptions of plagiarism in federal, state, and private universities in Ogun State, Nigeria, conducted by Idiegbeyan-Ose, Nkiko, and Osinulu (2016) found that students have erroneous ideas about what plagiarism is. These studies have shown that different people perceive plagiarism differently. It is clear that undergraduate students' perceptions of plagiarism will influence whether they support or oppose the practice.

Factors that Push Students towards Plagiarism

Educational psychology experts have identified several factors that make plagiarism a challenging issue. In terms of plagiarism, it has been noted that elements related to individuals, institutions, and the general environmental setting need to be examined. Individual factors (like gender self-esteem), institutional factors (like academic sanctions, codes of conduct), and contextual factors (like peer cheating behaviors and perceptions of plagiarism) have all been found to significantly influence this cheating behavior (McCabe et al 2001).

Academic achievement, age, social activities, study major, and gender are all frequently associated with cheating behavior (Gerdeman, 2001). According to other experts, the main reasons why students plagiarize include lack of comprehension, temptation and opportunity, time management, and a lack of deterrent rules (Silfiani et al., 2018). Students' inadequate research abilities and ignorance of what constitutes plagiarism are other aspects that are usually linked to plagiarism.

Another important aspect contributing to the problems of plagiarism is students' ignorance of what constitutes plagiarism (Power, 2009). Students mistakenly plagiarize in their study or academic papers. According to a related study by Park (2003), students' inexperience in paraphrasing, citing, referencing, or quoting original works is always the root of this lack of understanding. Plagiarism among students in higher education has increased due to this issue and the accompanying ease of access to a wealth of information on the web via the usage of Internet-enabled phones and other widely available technical information handling gadgets. According to Olivia- Dumitrina et al. (2019), accessing information is no longer a challenge when completing academic tasks, but the abundance of knowledge and the simplicity with which it can be acquired, store, changed and utilized have turned into a problem.

Researchers, such as Muluk et al. (2021), discovered elements that influence students to plagiarize in their study of EFL students' perceptions of plagiarism in higher education: triggering factors and avoiding techniques. According to

them, responses from students' interviews show that there are a number of factors that contribute to students plagiarizing, including: a lack of time to complete assignments, technological advancements that make it simple to access online sources, poor time management, a lack of research skills, and a lack of understanding of plagiarism.

Limited time to work on assignment is the main reason identified by students and is closely related to their time management strategy. Time becomes an issue as students often postpone to work on their assignments. This is closely linked to their time management. In order to succeed in their study, students need to always plan their study. This is advisable because students offer several courses during the semester. Time management is self-management, organizing oneself to better manage time related activities. Students can manage their time by developing "a to-do-list," overcoming procrastination, and developing time management techniques for effective time use (Rombe, 2016).

Lack of time management will cause students to hurry their assignments, which frequently leads to plagiarism because they did not take the necessary time to correctly paraphrase and quote their sources. This is consistently seen in students' survey data that displays a high level of similarity index. In a study by Muluk et al. (2021) on EFL students' perceptions of plagiarism in higher education: triggering factors and avoiding strategies, the interview results show that students who have poor research skills and a lack of understanding of what plagiarism is all about are more likely to plagiarize.

According to the respondents, students have trouble grasping academic writing rules related to paraphrasing, quoting, and properly citing sources used in other works. The majority of the students surveyed in a study by Igudia and Olagaju (2021) on undergraduates in science and social science at the University of Ibadan in Nigeria regarding their knowledge, perceptions, and attitudes toward plagiarism cited the short deadlines for submitting assignments, their lack of understanding of how to properly cite articles, the lack of sanctions for plagiarism, and their ignorance of the procedures in place to identify plagiarized works.

The development of electronic resources, according to Scanlon and Neumann (2002), has decreased the stress associated with plagiarism, which has increased participation in the practice. These results are consistent with Batane's (2010) theory that students plagiarize because they are lazy. In a related study, Dordoy (2002) found that lack of understanding of plagiarism's ethical norms, inability to manage one's time effectively, easy access to online resources, and laziness are the main factors that influence plagiarism.

METHODOLOGY

The study is a survey type through the use of questionnaire administered to 386 respondents out of a total population of 3,860 registered users of Yabatech library in the 2021/2022 academic year. It represents 10% of the total population. This is almost an equivalent population size of 368 in line with Yamane (1984) formula for the determination of study sample size. The simple random sampling technique was equally adopted in the instrument administration. Complete data subsequently collected from 368 respondents which represents 95.34% response rate were analyzed using descriptive and inferential statistics of frequency counts, simple percentages and chi-square via SPSS version 20.18 to arrive at the study findings as reported below.

Presentation of Data and Result

The study data and results are presented as follows:

Analysis Based on Research Questions

The research question one sought to assess the level of awareness about plagiarism issues among students and staffs of Yaba College of Technology, Yaba Lagos. In answering this question, the researchers relied on the statement presented in Table 1, in which a numerical value was assigned to the responses as 1 = Not aware, 2 = Rarely aware, 3 = Partially aware, and 4 = Fully aware. With this, the median values of 2.50 were obtained. Hence, any score below the median value indicate that the respondents do not aware (i.e. have low awareness) and any score above the median value indicate that the respondents are aware (i.e. have high awareness) of the plagiarism issue.

Table 1. Level of Awareness of Plagiarism Issues among Staff and Students in Yabatech

s/n	Proposition	NA (%)	RA (%)	PA (%)	FA (%)	Mean	Median
1	Copying original work of other another person without citing and referencing it is a form of plagiarism	8 (2.2)	8 (2.2)	47(12.8)	305(82.9)	3.71	4.00
2	Paraphrasing ideas and sentences in all forms of publications without citation and referencing is plagiarism	17 (4.6)	28 (7.6)	107(21.9)	216(58.7)	3.39	4.00
3	Using online information resources from websites and social media platforms without referencing the source is an act of plagiarism	27 (7.3)	22 (6.0)	99 (26.9)	220(59.8)	3.65	4.00
4	Anything act that involves taking another author's work without acknowledging the source constitutes plagiarism	18 (4.9)	7 (1.9)	68 (18.5)	275(74.7)	3.32	4.00
5	Purchasing already written projects or research works, both online and offline, and presenting same for award of certificate	17 (4.6)	28 (7.6)	107(21.9)	216(58.7)	3.40	4.00

Source: Field Survey, 2022

The result in Table 1 shows that nearly all (82.9%) of the respondents was aware that copying original work of another person without citing and referencing it is a form of plagiarism. Also, approximately two-third of the respondent (58.7%) were fully aware that paraphrasing ideas and sentences in all forms of publications without citation and referencing is plagiarism. While 86.7% of the respondent were fully aware and partially aware that using online information resources from websites and social media platforms without referencing the source is an act of plagiarism. In addition, 92.2% of the respondent were fully aware and partially aware that anything that involves taking another author's work without acknowledging the source constitutes plagiarism.

Lastly, 80.6% of the respondents were fully aware and partially aware that purchasing already written projects or research works both online and offline and presenting same for award of certificate is a form of plagiarism. Overall, the students and staff (library users) of Yaba College of Technology level of awareness as regards plagiarism was very high. This could be due to the management introduction and punishment of offenders as well as subscription to TURNITIN plagiarism checker for staff and students use. Moreover, this study findings is in agreement with those of Oyewole, Rasheed, and Ogunsina (2018), and who discovered that distance learners at the University of Ibadan, Nigeria have high awareness of plagiarism.

The research question two sought to assess the **library users' Perceptions about Plagiarism** among students and staffs of Yaba College of Technology, Yaba Lagos. In answering this question, the researchers relied on the statement presented in Table 2, in which a numerical value was assigned to the responses as 1 = Disagree, 2 = Strongly disagree, 3 = Agree and 4 = Strongly agree. With this, the median values of 2.50 were obtained. Hence, any score below the median value indicate that the respondents strongly disagree and any score above the median value indicate that the respondents strongly agree with the proposition statements.

Table 2: Library Users Perception of Plagiarism

s/n	Proposition	SA (%)	A (%)	D (%)	SD (%)	Mean	Median
1	Plagiarism affects creativity, ideas development and innovations	233(63.3)	116(31.5)	6 (1.6)	13 (3.5)	3.49	4.00

Table 2: continuation

2	Plagiarism breeds lack of critical thinking and reasoning	209(56.8)	131 (35.6)	2 (0.5)	26 (7.1)	3.02	4.00
3	Plagiarism entails academic dishonesty and misconduct	208(56.5)	118 (32.1)	6 (1.6)	36 (9.8)	3.11	4.00
4	Plagiarism is an academic sin that should be treated as criminal offense	161(43.8)	114 (31.0)	22(6.0)	71 (19.3)	3.14	4.00
5	Plagiarism leads to court cases and may affects the career and lifestyle of individuals	170(46.2)	149 (40.5)	12(3.3)	37 (10.1)	3.02	4.00

Source: Field Survey, 2022

The result in Table 2 shows that more than half (63.3%) of the respondents strongly agree that Plagiarism affects creativity, ideas development and innovations. Also, approximately two-third of the respondents (56.8%) strongly agree that plagiarism breeds lack of critical thinking and reasoning. While (88.6%) of the respondents agree and agree strongly that Plagiarism entails academic dishonesty and misconduct. In addition, (74.8%) of the respondents agree and agree strongly that plagiarism is an academic sin that should be treated as criminal offense.

Lastly, 86.7% of the respondents agree and strongly agree that Plagiarism leads to court cases and may affects the career and lifestyle of individuals. Overall, the students and staffs of Yaba College of Technology has similar perceptions about plagiarism.

The research question three sought to assess the **perceived factors that Push library users towards Plagiarism** in YabaTech. In answering this question, the researcher relied on the statement presented in Table 3, in which a numerical value was assigned to the responses as 1 = Disagree, 2 = Strongly disagree, 3 = Agree and 4 = Strongly agree. With this, the median values of 2.50 were obtained. Hence, any score below the median value indicate that the respondents strongly disagree and any score above the median value indicate that the respondents strongly agree with the proposition statements.

Table 3: Factors that Push Library Users towards Plagiarism

s/n	Proposition	SA (%)	A (%)	D (%)	SD (%)	Mean	Median
1	Desire to meet deadlines for projects, assignments and term papers in schools	235 (63.9)	115 (31.3)	3 (0.8)	15 (4.1)	3.49	4.00
2	Lack of creative thoughts and ideas	158 (42.9)	154 (41.8)	6 (1.6)	50 (13.6)	3.02	4.00
3	Absence of critical thinking and analysis skills	175 (47.6)	141 (38.3)	12 (3.3)	40 (10.9)	3.11	4.00
4	Poor knowledge and awareness of what constitutes plagiarism	162 (44.0)	163 (44.4)	5 (1.4)	38 (10.3)	3.14	4.00
5	Unlimited availability of diverse online information resources for library users	169 (45.9)	134 (36.4)	16 (4.3)	49 (13.3)	3.02	4.00
Overall Mean/Cluster Mean (3.156)							

Source: Field Survey, 2022

The result in Table 3 shows that more than half (63.9%) of the respondent strongly agree that desire to meet deadlines for projects, assignments and term papers in schools push students and staff of Yaba college of Technology to plagiarize. Also, (84.7%) of the respondents strongly agree and agree that Lack of creative thoughts and ideas. While (85.9%) of the respondents agree and strongly agree that absence of critical thinking and analysis skills leads to plagiarism. In addition, (88.4%) of the respondents agree and agree strongly that poor knowledge and awareness of what constitutes plagiarism leads to plagiarism.

Lastly, 82.3% of the respondents agree and strongly agree that unlimited availability of diverse online information

resources for library users leads to plagiarism. Overall, the students and staffs of Yaba College of Technology perceived several factors that push them towards Plagiarism in YabaTech. This finding is in collaborates that of Muluk et al (2021) who found that a number of factors contribute to students plagiarism issues which includes: lack of time to complete assignments, technological advancements that make it simple to access online sources, poor time management, lack of research skills, and poor understanding of plagiarism issues.

Research question four sought to assess the **users 'knowledge of strategies for preventing/mitigating plagiarism** in Yabatech. In answering this question, the researcher relied on the statement presented in Table 4, in which a numerical value was assigned to the responses as 1 = Disagree, 2 = Strongly disagree, 3 = Agree and 4 = Strongly agree. With this, the median values of 2.50 were obtained. Hence, any score below the median value indicate that the respondents strongly disagree and any score above the median value indicate that the respondents strongly agree with the proposition statements.

Table 4: Users Knowledge of Strategies to Preventing/Mitigating Plagiarism

s/ n	Proposition	SA (%)	A (%)	DA (%)	SD (%)	Mean	Median
1	Students should be engaging more in creative ideas, thoughts and innovations	268 (72.8)	94 (25.5)	3 (0.8)	3 (0.8)	3.68	4.00
2	Making critical thinking, reasoning analysis as significant part of students' education and training	268 (42.9)	94 (25.5)	3 (0.8)	3 (0.8)	3.63	4.00
3	Repackaging practical-based information literacy education for the benefits of students	220 (59.8)	137(37.2)	3 (0.8)	8 (2.2)	3.47	4.00
4	Using plagiarism detection software/tools like Turn-it-in for all academic works to be submitted by students	188 (51.1)	141(38.3)	10 (2.7)	29 (7.9)	3.21	4.00
5	Lecturers should be enabled with requisite facilities for checking plagiarized academic works by students	200 (54.3)	140(38.0)	9 (2.4)	19 (5.2)	3.34	4.00
Overall Mean/Cluster Mean (3.466)							

Source: Field Survey, 2022

The result in Table 4 shows that nearly (72.8%) of the respondents strongly agree that Students should be engaging more in creative ideas, thoughts and innovations to prevent plagiarism. Also, (68.4.7%) of the respondents strongly agree and agree that making critical thinking, reasoning analysis as significant part of students' education and training in order to avoid plagiarism in their project writing. While approximately two-third of the respondents (59.8%) agree and strongly agree that repackaging practical-based information literacy education for the benefits of students reduce or shun plagiarism. In addition, (89.4%) of the respondents agree and agree strongly that using plagiarism detection software or tools like TURNITIN for all academic works to be submitted by students reduces plagiarism.

Lastly, 91.3% of the respondents agree and strongly agree that lecturers should be enabled through requisite facilities for checking plagiarized academic works by students. This finding is consistent with Scanlon and Neumann (2002) outcome and recommendations that school management has to turn to TURNITIN to fight plagiarism among students; and that the application of technology and a number of software has helped to decreased the stress associated with plagiarism. On the overall, the students and staffs of Yaba College of Technology strategies for preventing/mitigating plagiarism is strong which shows that the College takes plagiarism as serious offence for anybody that involves in plagiarism.

The research question five sought to assess the challenges associated with managing plagiarism issues among library users in YabaTech. In answering this question, the researcher relied on the statement presented in Table 4, in which a numerical value was assigned to the responses as 1 = Disagree, 2 = Strongly disagree, 3 = Agree and 4 = Strongly agree. With this, the median values of 2.50 were obtained. Hence, any score below the median value indicate that the respondents strongly disagree and any score above the median value indicate that the respondents strongly agree with the proposition statements.

Table 5: Factors Associated with Managing Plagiarism Issues among Library Users

s/ n	Proposition	SA (%)	A (%)	DA (%)	SD (%)	Mean	Median
1	Inadequacy of courses involving creative thinking, ideas development, critical analysis and writing skills	210 (57.1)	132(35.9)	5 (1.4)	21 (5.7)	3.43	4.00
2	Absence of awareness and sensitization programs on the dangers of plagiarism	180 (48.9)	158 (42.9)	4 (1.1)	26 (7.1)	3.24	3.00
3	Lack of plagiarism detection software/tools for students' use in the polytechnic	188 (51.1)	141 (38.3)	8 (2.2)	31 (8.4)	3.22	4.00
4	Absence of commitment in checking plagiarism in academic works submitted by students	164 (44.6)	166 (45.1)	6 (1.6)	32 (8.7)	3.15	4.00
5	Lacks of policy that stipulates offences and penalties for plagiarized academic works by students, and even lecturers	183 (49.7)	149 (40.5)	6 (1.6)	30 (8.2)	3.22	3.00
Overall Mean/Cluster Mean (3.252)							

Source: Field Survey, 2022

The result in Table 5 shows that two-third of the respondents (57.1%) strongly agree that inadequacy of courses involving creative thinking, ideas development, critical analysis and writing skills is one of the problem facing the students and staffs in writing project. Also, (91.8%) of the respondents strongly agree and agree that absence of awareness and sensitization programs on the dangers of plagiarism is one of the causes of plagiarism among students and staff of Yaba College of Technology. While approximately two-third of the respondents (89.4%) agrees and strongly agrees that Lack of plagiarism detection software/tools for students' use in the polytechnic is one of the problems that encourage plagiarism. In addition, (89.7%) of the respondents agree and strongly agree that absence of commitment in checking plagiarism in academic works submitted by students is one of the problem that promote plagiarism.

Lastly, 91.2% of the respondents agree and strongly agree that lacks of policy that stipulates offences and penalties for plagiarized academic works by students, and even lecturers is also a problem that encourage plagiarism in the college. Overall, the students and staffs of Yaba College of Technology are well informed about the challenges associated with managing plagiarism issues among library users in Yabatech.

Test of Research Hypotheses

The hypotheses postulated were tested using chi-square analysis.

Hypothesis 1: *Users awareness of plagiarism issues does not have significant relationship on factors that Push library users towards Plagiarism.*

Table 6: Users awareness of plagiarism issues * factors that Push library users towards Plagiarism

Users awareness of plagiarism issues * factors that Push library users towards Plagiarism			
Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.051 ^a	9	.018
Likelihood Ratio	19.147	9	.024
Linear-by-Linear Association	9.320	1	.002
N of Valid Cases	368		

Source: Researchers' computation from SPSS 23

Interpretation

The value of chi square statistic is 20.051 and the P-value is (0.018). The result is significant since P value is less than alpha (normally 0.05). Hence we say the result is significant. The data suggest that the variables *Users awareness of plagiarism issues* can reduce the *factors that Push library users towards Plagiarism*.

Hypothesis 2: Significant difference does not exist between staff and students awareness and perception of factors that push library users towards Plagiarism

Table 7: Library user* perception of factors that push library users towards Plagiarism

Library user* perception of factors that push library users towards Plagiarism			
Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	65.203 ^a	9	.000
Likelihood Ratio	70.483	9	.000
Linear-by-Linear Association	56.712	1	.000
N of Valid Cases	368		

Source: Researchers' computation from SPSS 23

Interpretation

The value of chi square statistic is 65.203 and the P-value is (0.000). The result is significant since P value is less than alpha (normally 0.05). Hence we say the result is significant. The data suggest that the variables of *Library users awareness of plagiarism issues* can reduce the *factors that Push library users towards Plagiarism*.

Conclusion and Recommendations

Plagiarism issues have become major discuss among scholars and students in tertiary institutions in recent times due to its devastating effects. Awareness of its consequences is a paramount factor. Fortunately, the study revealed that library users are aware of plagiarism issues in Yabatech. It shows that awareness of plagiarism issues can reduce the factors that Push library users and other offenders towards plagiarism; and that plagiarism has several negative effects such as affecting creativity, development of ideas and innovations. It was also observed from the study results that several factors such as absence of critical thinking and analysis skills lead to plagiarism. The outcome of the study also shows that repackaging practical-based information literacy education for the benefits of staff and students would help scholars and students shun plagiarism, and the use of plagiarism detection software/tools like TURNITIN for all academic works submitted by staff and students will no doubt help to reduce plagiarism especially in tertiary institutions of learning. However, the absence or inadequate commitment in checking plagiarism in academic works is one of the problems that promote plagiarism, including lack of policy that stipulates offences and penalties for plagiarism.

The study therefore recommends that tertiary institutions management should devote increasing efforts to educate or create awareness of the negative effects of plagiarism on both individuals and corporate image; and the need to find means of learning requisite skills to overcome plagiarism to gain credibility in academia among others.

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