



Perception of Undergraduates on Use of Turnitin Plagiarism Checker in Federal University of Technology, Minna, Nigeria

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Abstract: Projects, theses and dissertations submitted to the library form the highest number of collections in most academic library holdings in Nigeria. Ensuring that such works are free from plagiarism becomes imperative for future use and reuse. In an attempt to help stem this ugly trend of plagiarism, the Nigerian Universities Commission directed that all Universities in Nigeria should adopt the use of Turnitin plagiarism checker. This study seeks to determine the perception, challenges, and support systems available for students regarding the use of Turnitin in Federal University of Technology, Minna (FUTMin). There are 3,033 final year undergraduate students in the 2017/2018 academic session. Using Krejcie & Morgan sample size table, 341 undergraduates and eleven (11) Turnitin Officers were randomly sampled across Departments and Schools (Faculties) in FUTMin. Structured questionnaire was used as instrument for data collection. A total of 338 (99%) copies of questionnaire from undergraduates and 11 (100%) from Turnitin Officers were filled, returned and found valid for this study. Descriptive statistics was used to analyze the data from which the results were presented in tables. Findings revealed that students were relatively unaware of what constitutes plagiarism. Recommendations included the need for awareness and orientation on what constitutes plagiarism, citation and referencing education.

Keywords: Academic integrity, Perceptions, Plagiarism, Undergraduate projects, Turnitin, FUT Minna, Nigeria.

Introduction

The advent of globalization, socialization and the need to have the

taste of different culture is gaining attention of scholars in the information age. In the 21st century, the world is no

longer global village, it has shrunk further that it can now be consider as global bedroom. The transformation of the world technologically and the pervasive innovation of Information and Communication Technology (ICT) has created unhindered access to information by everyone universally, via the Internet and Web in the digital era. Before the birth of internet and web, the conventional educational system was face-to-face between teachers and students physically in a confined classroom. Currently, this conventional mode of teaching and learning is gradually fading away, and many universities now provide distance learning as well as make the course materials available online (Razera, 2011). Though this is becoming a global practice and a welcoming development, it is not without its consequences. The internet, the web and the need to go digital has created easy access to an ocean of information and therefore heighten the issue of plagiarism.

Corroborating the above assertion, (Idiegbeyan-Ose, Nkiko & Osinulu, 2016) opined that higher education across the globe is experiencing heightened reported cases of plagiarism in the 21st century. The commonness or the pervasiveness of plagiarism is heightening by the introduction of information and communication technologies (ICTs) into the educational system as well as the availability of online resources (Gow, 2013). The consequence of this intellectual larceny of other scholars' intellectual property without proper referencing is a clear demonstration of the culture of mediocrity (Onuoha & Ikonne, 2013).

Academic Research Writing

Academic research writing is an intellectual research activity that is based on an extensive literature review, constructive criticism that is expected to be novel and set a new pace for innovation (Olasehinde-Williams, 2006). Academic research writing is pivotal in the realm of teaching and learning. Plagiarism defeats the main goal of academic research writing, thus it is highly condemnable in academic world. The aim of academic research writing is to discover, support or refute an existing believe, and create a new knowledge. This goal will be defeated when old knowledge is fraudulently presented as original and new.

Plagiarism has long been regarded with concern by the university community as a serious act of wrongdoing threatening core academic values. Originality and authorship are important in academic research writing, and therefore it is inappropriate to take other people's words without citing them. Although it is acceptable to develop new ideas while standing on the shoulders of giants who have researched earlier in that area (Coulthard, 2005), it is however, expected that it should be done skilfully in a manner that acknowledges these giants while providing evidence and authority for the author (Vardi, 2012).

There seems to be no operational definition for the term or the concept of plagiarism, this is due to the fact that there appears to be no common understanding. However, a widely agree definition is that plagiarism is the act of using another author's work without citation, thus portraying it as one's own work. For the purpose of this project,

the definition of plagiarism adopted from (Sutherland-Smith, 2010) is:

“Plagiarism is representing another author’s ideas or words as your own in course documents or electronic postings. This would include submitting an entire document by another author as well as using a portion of text or ideas from another author’s work and not citing the source” (Sutherland-Smith, 2010).

Plagiarism as a concept relates to various aspects of life. It is certainly viewed as an issue in academic sector, one which is growing and persistent (Park, 2003) despite several interventions (Sutherland-Smith, 2010). This is evident in several studies which have been carried out in different parts of the world (Nejati, Ismail, & Shafaei (2011); Babalola, 2012) over the years.

Intellectual Property

Intellectual Property (IP) is the original creative work manifested in a tangible form that can be legally protected. It refers to the protection of creations of the mind, which have both moral and commercial value. Intellectual Property grants the author of intellectual creation exclusive rights for exploiting and benefiting from their creation. Though, these rights, also called monopoly right of exploitation, are limited in scope, duration and geographical extent.

Plagiarism encompasses theft or misappropriation of intellectual property and the substantial unattributed textual copying of another’s work (Weber-Wulff, 2014). The theft or misappropriation of intellectual property includes the unauthorized use of ideas or unique methods obtained by a privileged communication, such as a grant or manuscript review.

Since information is made readily available by the Internet with a click of mouse, moral and ethical boundaries about using the available information are being challenged. There are lots of improper attributions of sources of information. The violation in proper attribution of information necessitates the introduction of copyright, the concepts and strategies for accurately using information. Copyright ensures that original creator of any intellectual information owns the exclusive right to distribute and profit from them. Copyright protection is to protect against unlawful theft of someone else’s intellectual property.

Anti-Plagiarism Software

Anti-plagiarism software is computer program that provide means for instructors or institutions to validate the students’ research work, assignment, thesis or dissertation to ensure that it is not plagiarized. The aim of anti-plagiarism software is to ensure originality and author contribution to the scientific world research community. These software tools rely on expansive databases and quick word matching algorithms to detect a plagiarised work. There are several antiplagiarism checkers such as: DupliChecker, Grammarly, Paperrater, Plagiarisma, PlagTracker, Turnitin, Plagium, and CopyLeaks.

Turnitin is considered as an effective anti-plagiarism detection tools available on the Internet. It eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that shows how much of a document is original, cited from other sources, or unoriginal.

Turnitin check students' work for improper citation or potential plagiarism by comparing it against the world's largest academic databases. The database contains 58 billion web pages, 570 million student papers and 150 million articles from academic books and publications (Turnitin, 2016). It is the most popular plagiarism checker commonly used especially in tertiary institutions in Nigeria, hence it is the anti-plagiarism software that the Federal University of Technology, Minna, subscribes to for her student's projects, thesis and dissertation (Abduldayan et al., 2017).

Turnitin Administration at Federal University of Technology Minna

Turnitin officers are appointed by the Deans of schools to monitor and advise students on the proper use of Turnitin software. Each school have one appointed Turnitin officer; departments under each school also have a departmental Turnitin officer. The school Turnitin officers are responsible for postgraduate students' compliance to Turnitin; while the departmental Turnitin officers are in charge of undergraduate students. School Turnitin officers might assist departmental Turnitin officers when necessary. All Turnitin officers are responsible to the University Turnitin Administrator through the Deans of Schools and Heads of Departments.

Organizing workshops/training sessions are expected to be done by Turnitin officers to assist the final year undergraduate students. Turnitin officers also register students on the Turnitin platform and generate username and password for each student. They also

assist in uploading student's project to check for plagiarism. At the satisfactory completion of project, the Turnitin officers' signs on the digital receipt generated by Turnitin and students are required to attach signed receipt to the final bounded copy of their project before they can be certified as graduates. The expected similarity index of all students' projects is 20% for undergraduates, 15% for master and PGD and 10% for PhD (Abduldayan et al, 2017).

Literature Review

A research by Adebayo (2011) titled "Common cheating behaviour among Nigerian university" was carried out in the University of Ado-Ekiti, Nigeria with a focus on common cheating behaviour among Nigerian students. The research investigated the frequency of occurrence of 21 types of cheating behaviours and reasons for engaging with these behaviours. The author adopted the questionnaire used for a similar research work in the United Kingdom (UK). According to the research, findings reveals that three out of the four types of cheating behaviours that were of the highest frequency of occurrence are: premeditated collusion during examinations; doing another student's coursework for them; allowing another student to copy their coursework and agreement to peer mark each other generously (Adebayo, 2011). Result of the analysis indicated that reason advanced for engaging in this unwholesome behaviour was 'to assist a friend'. The author further cited the fear of failure as a motivation for a student to allow his/her coursework to be copied

by another student; this reason was not too clear from the study.

Babalola (2012) examined the impact of awareness on the incidence of plagiarism among undergraduates in a Nigerian private university using a self-administered questionnaire. The study found a positive correlation between awareness and incidence of plagiarism levels and maintained that awareness of the behaviour that constitutes plagiarism may not deter students from engaging in it. The research advocate the discouragement of accidental plagiarism by educating students the proper techniques for resource usage, canvass for value reorientation and sanctions against intentional plagiarism.

Onuoha & Ikonne (2013) in their research titled "Dealing with the plague of plagiarism in Nigeria" carried out a review of literature on student plagiarism and propose a number of lessons for institutional governing bodies, lecturers and students which they believe will help to maintain and sustain academic integrity. The issue with this research was the assumption that the students understand what plagiarism is and the incidences of plagiarism were mainly intentional, therefore, they advocated that students should make effort to avoid unintentional plagiarism by using available resources in books and the Internet (Onuoha & Ikonne, 2013). But some plagiarism are unintentional; therefore the assumption that the students have an understanding of what plagiarism is might not be rational assumption. In addition, this research was somehow based on selection of international articles that focuses on

foreign university systems that differ greatly from what exists in the Nigerian university system. Therefore, the assumption that the use of available resources in books and the Internet are sufficient enough to deter plagiarism might not be correct.

Naik, Landge, & Mahender (2015) was of the view that plagiarism is becoming an issue of concern in the academic world. The study maintained that plagiarism was heightening by the easy and unhindered access to different forms of information available on the internet. The authors argued that the traditional manual detection of plagiarism by human is difficult, inaccurate, and time consuming process as it is difficult for any person to verify with the existing data. Therefore, they present existing tools regarding plagiarism detection. They maintained that plagiarism detection tools are useful to the academic community to detect plagiarism of others and avoid such unlawful activity.

Fish & Hura (2013) carried out a survey on students at a large urban college to determine their beliefs about plagiarism. The participants were asked how often they commit plagiarism and how often they think other students commit plagiarism. The participants were further asked about how serious the following plagiarism; using another author's ideas, phrases, sentences or paragraphs, and submitting an entire document written by another author. Most of the respondents were reported to have never committed plagiarism of any type and there was a systematic decline in the admissions of plagiarism as the amount of text that was copied

and the frequency of occurrence increased.

However, there is possibility that the participants who chose to respond to the survey may have been those who actually were less likely to plagiarize than their classmates and therefore their claim that others were more likely to plagiarize was accurate. More than half of the respondents had a grade point average of over 3.5, and studies have found that students with lower grade point averages are more likely to plagiarize (Belter & Dupre, 2009). Furthermore, the reliance on student self-reports about their behaviour might be a drawback of this research. This is because it is possible that some respondents were purposely untruthful or that they inaccurately reported they had not plagiarized.

Razera (2011) carried out a study to determine whether awareness, attitudes and perception of plagiarism among students and teachers were equivalent in writing and programming assignments as well as how online and classroom teaching impacted the issue of plagiarism. The research was carried out using paper-based and online surveys as well as semi-structured interviews. The finding revealed that the issue of plagiarism was vague among the students and teachers. Both the students and teachers appeared to have good understanding about code and text plagiarism, however, they appear to have a divergent view about code taken from a book or internet. Some group were of the view that it is acceptable in programming while the same did not apply in writing assignments. Taking this result into cognizance, the author

concluded that even though plagiarism was a common issue, there were some differences on what is allowed and not allowed in terms of code and text plagiarism.

Statement of Problem

Plagiarism is becoming an issue of concern in higher institute of learning. It is considered by many to be widespread and on the increase among tertiary students. Onuoha & Ikonne (2013) maintained that the occurrences of plagiarism seem to be on the increase especially with the advent of Internet which made information more easily available and accessible without any barrier; thus, researchers have unhindered access to any document from any part of the world. In line with the vision of the Federal University of Technology, Minna, to be one of the leading Universities and Centre of Excellence, recognized nationally, regionally and internationally for its quality, the issue of academic integrity is paramount and dear to the heart of the university management. Therefore, the management of the Federal University of Technology, Minna, keyed in to the idea of Turnitin, an anti-plagiarism software to perform originality checks on the students' projects, theses and dissertations to ensure genuine scholarly and intellectual contributions to science and technological development. The problem is how has the undergraduate students who are major stakeholders have responded to the use of the plagiarism checker. Their perception of Turnitin plagiarism checker affects the adoption of the checker towards improving the originality of the research output of the university.

Aim of the Study

The aim of this study is to investigate the perception of final year undergraduates in Federal University of Technology, Minna on the use of Turnitin plagiarism checker, with the view of determining the following:

1. Causes of plagiarism among undergraduates in Federal University of Technology, Minna;
2. Undergraduate students' perception of Turnitin plagiarism checker in Federal University of Technology, Minna;
3. Challenges encountered in the use of Turnitin plagiarism checker
4. Available support systems offered by appointed Turnitin Officers in Federal University of Technology, Minna

Methodology

The study adopted a survey research design using quantitative method. The population of this study comprised final year undergraduates of Federal University of Technology, Minna and Turnitin Officers from the eight Schools in the University. Table 1 shows the breakdown of the eight Schools based on Departments, the population of each Department and the selected Department which questionnaire was administered to. The selection of the final year students was due to the fact that they were the student involved in writing projects and the University law required that they checked their work for plagiarism using Turnitin. The selection of the Turnitin officers across all the school was due to the fact that they are responsible for the administration of the software on the student and ensuring strict compliance.

For efficiency, effectiveness and unbiased representation of the population, stratified random sampling was adopted for selecting respondents within the population. Krejcie & Morgan (1970) table of sample size determination was used to determine the sample size. According to the Krejcie & Morgan table for a population of 3000 students, 341 is the suggested sample size. Hence, the sample size for this study was 341. A structured questionnaire was used to collect primary data from final year undergraduate students and departmental or school Turnitin officers. The questionnaire for undergraduate final year students was divided into four (4) sections: causes of plagiarism, measures that can reduce plagiarism, perception of undergraduates on Turnitin, and challenges in using Turnitin. The questionnaire for Turnitin officers was divided into three (3) sections: support systems offered by Turnitin officers, proper citation and referencing, and measures to reduce plagiarism.

Copies of the questionnaire was therefore distributed to respondents from the three departments that were randomly selected in Schools with more than three Departments while in cases where there were just three Departments, the three Departments were simply used. Out of the 341 questionnaire distributed, a total of 338 (99%) were filled, returned and found valid for the study. The data was collated and results were presented using tables and simple percentages for ease of understanding and reference. Using a Likert scale of measurement,

agreements were reached on each variable examined.

In presenting the results and discussion for the study, the rating applied was a 5-point Likert Scale measurement as indicated with a score of 1-5 allocated to each category of measurement:

SA: Strong Agree (1)

A: Agree, (2)

N: Neutral, (3)

D: Disagree, (4)

SD: Strongly disagree (5)

Each category of answer was multiplied with the allotted score and the mean was derived thus: SA: Strong Agree, 1.0 – 1.49

A: Agree, 1.5 - 2.49

N: Neutral, 2.5 – 3.49

D: Disagree, 3.5 – 4.49

SD: Strongly disagree, > 4.49

Results and Discussions

Table 1: School and Departmental Final Year Students Population and Sample size

School	Departments	Population (Final Year Undergraduate Students)	Number of questionnaires distributed
School of Physical Sciences	Geography	120	-
	Geology	96	-
	Chemistry	65	15
	Physics	100	15
	Mathematics	90	15
	Statistics	60	-
School of Life Science	Biochemistry	68	15
	Biological Science	48	15
	Animal and plant	51	15
	Microbiology	57	-
School of Technology Education	Industrial and Technology Education	113	15
	Science Education	41	10
	Education Technology	1	1
School of Engineering and Engineering Technology	Bioresources Engineering	96	-
	Chemical Engineering	84	-
	Civil Engineering	119	15
	Electrical Engineering	86	15
	Mechanical Engineering	79	15
	Computer Engineering	60	-
	Telecommunication Engineering	35	-
School of Information and communication. Technology	Library and Information Technology	65	15
	Computer Science	86	15
	Cyber Security Science	67	-
	Information and Media Technology	62	15
School of Agriculture	Agricultural Extension	80	15

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

	Economic Technology (AEET)		
	Animal Production (APT)	60	15
	Crop Production (CRP)	61	15
	Horticulture (HRT)	17	-
	Soil Science and Land Management (SLM)	55	-
	Water, Aquaculture & Fishery Technology (WAFT)	69	-
	Food Science and Technology (FST)	78	-
School of Entrepreneur & Management Technology	Entrepreneurship and Business Studies	58	15
	Project Management Technology	65	15
	Transport Management Technology	47	15
School of Environmental Technology	Urban and Regional Planning	130	15
	Architecture	61	15
	Building	125	-
	Quantity Survey	135	-
	Geoinformatics	98	-
	Estate Management & Valuation	145	15
Total		3,033	341

Source: Collated from Department Examination Officers Submissions

Causes of Plagiarism among Undergraduates

In Table 2, it was observed based on the analysis that lack of research writing skills was the variable that was most agreed with as being the cause of plagiarism within students. The students were neutral about the variable that considered the effect of lack of research methodology at undergraduate study, this implies that if research methodology was introduced as a course at undergraduate studies without focus on the writing skills for research, the

aim of improving originality in thesis would still not be achieved. The pressure to submit assignments on time was also scored neutral, this implies that students will most likely plagiarise regardless of the time frame given for the assignment, hence this rating helps underscore the need to focus on research writing skill. Focusing on this research writing skill might not just involve the thesis alone rather other courses at the final year level could be tailored to assist in accomplishing this particular goal.

Table 2: Causes of plagiarism

Causes of plagiarism		SA X1	A X2		N X3	D X4	SD X5	Total	Mean	Decision
1	Inadequate knowledge of what plagiarism is	125 (37%)	113 (33.43%)	17 (5.03%)	38 (11.24%)	45 (13.31%)	817	2.42		Agree
2	Lack of research methodology course at undergraduate level	69 (20.4%)	76 (22.5%)	4 (1.18%)	91 (26.92%)	98 (28.99%)	1087	3.22		Neutral
3	Lack of research writing skills among the students	147 (43.5%)	117 (34.6%)	21 (6.21%)	17 (5.03%)	36 (10.65%)	692	2.05		Agree
4	Pressure to submit assignment on time	111 (32.8%)	97 (28.7%)	27 (7.99%)	57 (16.86%)	46 (13.61%)	844	2.50		Neutral

Measures that can reduce plagiarism

Every problem is believed to have a solution, the challenge is to find the best possible solution based on the nature of the problem. In tackling the issues of originality and plagiarism, many institutions in Nigeria and around the world have adopted different policies and methods to fight this menace. It is common to find that students have always sought out ways to beat the system that has been put in place by these authorities, this attitude creates a back and forth system where manpower is lost in double checking that the students operate within the laws of the institution. In the perception of the students as drawn from Table 3, proper training and education is considered as the best option in attempting to reduce plagiarism. The other two variables

examined came in as neutral yet these are options that most University administrators have focussed their energy and resources with minimum success. The training of the students could take different approaches such that it could be made part of a class or focus group. It could also be done on a periodic basis. The neutral score for the other variables does not imply that the solutions will not work rather their acceptance as an effective method by the students is what is rated. It opined that the focus should be on the proper training before the application of the other variable. In addition, respondents also observed that there should be early introduction of the idea so that students can learn the skills necessary for academic writing early and avoid plagiarism in future.

Table 3: Measure that can reduce plagiarism

Measure that can reduce plagiarism		SA	A	N	D	SD	Total	Mean	Decision
1	Creating awareness on the danger and penalty of plagiarism	98 (28.99%)	106 (31.36%)	7 (2.07%)	61 (18.05%)	66 (19.53%)	905	2.68	Neutral
2	Strict university policy against plagiarism	102 (30.18%)	108 (31.95%)	17 (5.03%)	49 (14.49%)	62 (18.34%)	875	2.59	Neutral
3	Proper training and education	111 (32.84%)	107 (31.66%)	21 (6.21%)	51 (15.09%)	48 (14.20%)	832	2.46	Agree

Undergraduates Perception of Turnitin

The main function of Turnitin software is to check for similarity and determine the level of originality of an article or thesis. The interpretation of the results is left to instructor and authority and the different interpretation given by these instructors and lecturers are based on the output of the submission. This interpretations usually go a long way in either educating or confusing the students on the issue of plagiarism. In Table 4, it is clear from the decision on each variable that knowledge of the students regarding the software used to check their submission is quite low, this could explain why the problems associated with plagiarism seems not

responding to possible solutions thrown at it. The respondents disagreed with the variable that they have been using turning to check for the originality of their work and also their awareness of the types of plagiarism. This further reinforces the need for training of the students along this line as many are not aware of the crime and only become exposed to it when their thesis is submitted to the platform. It implies that if these students have had the opportunity earlier in their study to use the platform, the level of plagiarism would be greatly reduced. A good number of students stated that they only know about plagiarism while writing their final project.

Table 4: Undergraduate perception of Turnitin

Variables		SA	A	N	D	SD	Total	Mean	Decision
1	I have been using Turnitin for my academic writings	21 (6.21%)	30 (8.88%)	19 (5.62%)	117 (34.61%)	151 (44.67%)	1361	4.03	Disagree
2	I am aware of different types of plagiarism	26 (7.69%)	35 (10.35%)	9 (2.66%)	109 (32.25%)	159 (47.04%)	1354	4.01	Disagree
3	I am unaware of penalties in plagiarism	149 (44.08%)	103 (30.47%)	17 (5.02%)	37 (10.95%)	32 (9.47%)	714	2.11	Agree

Challenges in using Turnitin

In ensuring the success of any programme or the fight against plagiarism, there is always need to examine the challenges encountered by the users who in this case are the final year students because the results of the test run through the Turnitin platform will go a long way in determining their fate in terms of graduation as practiced in many higher institutions. In Table 5, it was observed that the students found Turnitin platform easy to use which help solve the major problem of explanation of the operation of the platform and

reduction in time. The dependency on availability of Internet services for the platform to work is a major problem as expressed with score in Table 5. The general belief amongst students is that the poor internet services available to them affects their regular use of the platform and interest in checking their write up. The lack of guidance from the Turnitin officers is also considered as a barrier towards use of Turnitin platform as the common questions regarding its use and interpretation of the results were issues they required clarifications on which many Turnitin officer were not

available to provide answers. The students claim that they were left to find solutions to problems on their own

which could affect understanding of plagiarism.

Table 5: Undergraduates’ challenge in using Turnitin

Variables		SA	A	N	D	SD	Total	Mean	Decision
1	I find Turnitin easy to use	139 (41.12%)	106 (31.36%)	6 (1.78%)	51 (15.09%)	36 (10.65%)	753	2.23	Agree
2	Internet access is not a barrier to using Turnitin	20 (5.92%)	29 (8.58%)	21 (6.21%)	126 (37.28%)	142 (42.01%)	1355	4.01	Disagree
3	My departmental Turnitin officer offers guidance in using Turnitin	32 (9.47%)	17 (5.03%)	11 (3.25%)	127 (37.57%)	151 (44.67%)	1362	4.03	Disagree

Turnitin Officers perception on issues related to Turnitin

Turnitin Officers are essentially the officers in charge to make sure students research work, especially projects and thesis are subjected to Turnitin for originality test. A sample size of eleven (11) Turnitin officers selected using stratified random sampling method participated in the study. The focus of the study regarding these Turnitin officers was to determine their contribution towards use of Turnitin and avoidance of plagiarism by the students. The impact of the Turnitin officers is quite high as it would determine the success of the institution in the fight

against plagiarism and also the success of the use of the Turnitin platform or any other plagiarism checker.

Support Systems offered by Turnitin Officers

The results in Table 6 is a clear departure from the submission of the students in Table 5. In Table 6, the Turnitin officers agree that they offered support to the students regarding the use of Turnitin in their various schools and departments. If this information is to be believed, then, it implies that the issue of plagiarism would be on steady decline and the students would be better informed.

Table 6: Support Systems offered by Turnitin Officers

	Variables	SA	A	N	D	SD	Total	Mean	Decision
1	I organize training on Turnitin for undergraduate students	4 (36.36%)	6 (54.55%)	1 (9.09%)	0%	0%	19	1.73	Agree
2	I enlighten students on the danger of plagiarism	3 (27.27%)	6 (54.55%)	2 (18.18%)	0%	0%	21	1.91	Agree
3	I sensitize students on how to avoid	4 (36.36%)	5 (45.45%)	2 (18.18%)	0%	0%	20	1.82	Agree

plagiarism									
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Proper Citation and Referencing

In relating to proper citation and referencing, some of the Turnitin officers suggested proper education as very essential to cope with the danger of plagiarism. This view is slightly not supported by the result of the analysis as reflected in Table 7 as the decision is neutral in terms of variable 1 and 3 in Table 7. They however agree that exposure to proper training on citation was key to reduction in plagiarism, the question of who does the training has been answered when examining their response to issues raised in Table 6. The

nature and type of citations regarding avoidance of plagiarism is not clearly defined by the officers as they seem to believe that the lecturer in charge of research methodology or even supervisors should bear the responsibility solely. The agreement that proper citation would reduce plagiarism could be far from the reality as there are cases of good citations and references with cases of plagiarism, it implies that to reduce plagiarism, there should be a combination of several factors of which every educator must be involved.

Table 7: Proper Citation and Referencing

		SA	A	N	D	SD	Total	Mean	Decision
	Proper citation and referencing								
1	I train undergraduate students on proper citation and referencing style	0%	5 (45.45 %)	6 (54.55 %)	0%	0%	28	2.55	Neutral
2	Average level of exposure to training on proper citation and referencing is the key to avoid plagiarism	5 (45.45 %)	6 (54.55 %)	0%	0%	0%	17	1.55	Agree
3	Low level of exposure to training on proper citation and referencing is the major cause of plagiarism among undergraduate students.	4 (36.36 %)	2 (27.27 %)	0%	2 (18.18 %)	2 (18.18 %)	26	2.6	Neutral

Measures to Reduce Plagiarism

The perception of the Turnitin officers regarding reduction of plagiarism is quite different from those of the students as expressed in Table 4. The Turnitin officers were in strong agreement that the variables examined would help stem the problem of plagiarism. The agreement of these issues could easily

be understood as it does not place any responsibility on the lecturers unlike other issues examined. It is therefore imperative to find a common blend between the sets of perception results regarding measures for reducing plagiarism in the University. The provision of the required facilities such as access to fast internet services would

go a long way in encouraging the lecturers in assisting with checking students work to reduce plagiarism and

also enlighten the students on the dangers of such crime.

Table 9: Measures to Reduce Plagiarism

Variables		SA	A	N	D	SD	Total	Mean	Decision
1	Creation of awareness will reduce plagiarism	5 (45.45%)	6 (54.55%)	0%	0%	0%	17	1.55	Agree
2	Strict University penalty against plagiarism will reduce student’s involvement	3 (27.27%)	8 (72.73%)	0%	0%	0%	19	1.73	Agree
3	Training and educating the students would reduce plagiarism	5 (45.45%)	6 (54.55%)	0%	0%	0%	17	1.55	Agree

Summary of Findings

Findings of this study revealed that students of the Federal University of Technology, Minna are relatively unaware of what constitute plagiarism. This result is in tandem with Abukhattala (2012) who maintained that many students are ‘naïve’ about the concept of plagiarism. The findings are also similar to (Razera, 2011) where 50% of the respondents maintained that “Teachers should tell students what is allowed and not allowed through education and open discussions.” Inadequate education and lack of teaching about writing skills is largely responsible for plagiarism. This lack of education was also found to be responsible according to the research of Orim (2015), where it revealed that UK universities are setting up a dedicated course that addresses academic writing to enable students adapt to the new system without much difficulty. Internet accessibility, availability and lack of proper training are the major challenges students face in using

Turnitin software. Lack of proper training was also cited by Orim (2015), “lack of the requisite skills, unclear requirement in assessments, perception of plagiarism as ‘not-wrong’ and the belief that the lecturer will not find out” are the major causes of plagiarism. Training on citation and reference style is necessary to reduce plagiarism among students which also agrees with Idiegbeyan-Ose, Nkiko & Osinulu (2016), where it was argued that “training on proper citation and referencing is regarded as having the propensity to eliminate or reduce plagiarism”. Education is the surest way to curb or control plagiarism among students, this finding is also similar to opinion of Larsson & Hansson (2013), where they maintained that “continuing effort to educate both students, authors and supervisors about plagiarism and honesty in presenting one’s own and others’ academic work in a fair way” is sure to reduce plagiarism.

Conclusion and Recommendations

The study has revealed that the perception of the Turnitin officers and students varied greatly in cases where they needed to respond to causes of plagiarism and how plagiarism was to be tackled. The Turnitin officers refused to accept responsibility for training the students on issues related to plagiarism and if their view is a reflection of other lecturers then it is clear that plagiarism will not be on the decline. When it came to provision of support services to the students, the Turnitin officers were quick to score themselves high yet the students gave a better reflection of the situation as they are the end users. It is clear from the study that the awareness of the students on the issues related to plagiarism and the use of Turnitin in the university is quite low. The paper concludes that there is need to address the issues raised in the rating of the variables by the students as this will ensure that solutions are properly directed at the end users thereby increasing the possibility of its success. The following recommendations were suggested:

1. There is the need for the university management to create awareness

about plagiarism and orientation about what constitute plagiarism. Plagiarism education should be incorporated as a general studies where proper awareness about plagiarism and the punishments would be made clear to the students.

2. Lecturers and supervisors should be encouraged to become more concerned about the originality of student's assignment. The idea that plagiarism is only important to final year students when the students begin to write project should be discouraged.
3. The conventional mode of assessment which is mostly written examination or continuous assessment in university should be changed. Students should be trained to acquire the skills to present research findings through scientific and academic research writing and critical analysis. Lack of student's exposure to research or academic writing early enough in the university poses a challenge when they are faced with project writing in their final year.

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