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An investigation of plagiarism by Nigerian students in Higher Education

Orim, Stella-Maris

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An Investigation of Plagiarism by Nigerian Students in Higher Education

By

Stella-Maris Izegbua Orim

December, 2014

- *A thesis submitted in partial fulfilment of the University's requirements for the Degree of Doctor of Philosophy (PhD)*

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Supervisors:

Professor J. W. Davies, Ms. I. Glendinning and Dr. E. Borg

Abstract

Plagiarism is a worldwide problem that is widely recognised in developed countries. There is increasing plagiarism awareness in developing countries such as Nigeria. Problems can arise when students with a low level awareness of plagiarism move from developing to developed countries for further studies. Given their previous academic background which differs from that of the western education system, some students contend with issues of plagiarism for most of the period of their study overseas.

This thesis identifies a need to explore issues related to the Nigerian university system including Nigerian students studying in Nigerian universities and those travelling overseas for further studies. This investigation into student textual plagiarism was aimed at exploring the awareness, perception and attitude of Nigerian students to plagiarism. Furthermore, the research aimed to determine the types and causes of student plagiarism and Nigerian universities' responses, policies, guidelines and prevention mechanisms. The thesis proposes a conceptual model for managing the occurrence of student plagiarism that can be consistently used across the Nigerian universities as an approach to the deterrence of plagiarism amongst students.

A mixed methodology was adopted to harness the advantages of both qualitative and quantitative methods with a greater leaning on the qualitative data collected using a phenomenographic approach. Findings from this research confirmed the perceived occurrence of student plagiarism in Nigerian universities studied, showing that a significant proportion of students were unaware of the concept, and where they claimed awareness and understanding, their understanding was partial.

This research revealed that the major causes of the perceived occurrence of Nigerian students' textual plagiarism were associated with the students, staff, universities and the society. The thesis discusses these findings in the context of existing literature. Findings related to the students revealed issues in relation to the lack of: awareness, study skills, mastery of requisite academic writing skills, previous experience with virtual learning environments, mastery of information and communication technology skills. Findings also identified inadequate perception of the concept and inability to acquire and effectively transfer the skills from the learning outcomes of the 'technical writing' course offered in their first or second year to other courses offered.

Issues identified in relation to the lecturers were: perception and disposition towards teaching the requisite skills, the degree of emphasis they placed on the concept, poor monitoring of the students' use of the skills acquired and the type of roles they modelled.

Regarding the institutions, issues identified were related to the academic learning environment. This was with respect to the: academic climate and culture, infrastructure, pedagogy, perception of the institutions' views about the importance of plagiarism and institutional policies, procedures and guidelines on dealing with student plagiarism. On the part of the government, there were issues regarding inadequate financial commitment to the education sector.

The proposed conceptual model for managing the occurrence of student plagiarism is designed around the findings of this research. Findings from the research impacted on the Nigerian universities in several ways, particularly in the area of raising student plagiarism awareness and highlighting the need for upholding academic integrity which has contributed to the recent adoption of Turnitin as a standard tool for checking text matching in 115 Nigerian universities.

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Chapter 1

Introduction

With the increase in the number of overseas students studying in the United Kingdom and other Western countries (Hayes and Introna 2005) some challenging issues arise. This is partly because there is an assumption and expectation by lecturers in overseas universities that the incoming international postgraduate students are familiar with study conventions, rules of scholarly academic writing and have developed the requisite study skills. Although lecturers in overseas universities expect these skills from students studying at postgraduate level, it may not be the case for Nigerian students.

Generally, learning involves the development of new ideas, which are constructed in most cases. Although it is acceptable to develop new ideas while standing on the shoulders of giants (Howard 1999) who have worked earlier in that field (Coulthard 2005), it is expected that in addition to being done skilfully in a way that acknowledges these giants while providing evidence and authority for the author (Vardi 2012), learning should also take place.

Researchers, professionals (Flowerdew and Li 2007), academics (Onuoha and Ikonne 2013) and students around the world still get caught in the web of the complications involved in this skilful use of existing ideas. Sivell (2013) explained that difficulties are faced, not only by students attempting to master and employ the necessary academic writing conventions, but also by instructors struggling to explain and enforce them.

This chapter presents an overview of Higher education in Nigeria, statement of the problem, the research and its significance and an abstract diagram of the perceived problem.

1.1. Statement of the problem

It has been found that international students carry with them, a very different cultural, social and intellectual experience from that which awaits them in the overseas universities (Kutieleh and Adiningrum 2011). From previous studies (Burns 1991) it

has been suggested that their beliefs, values and attitudes to knowledge, to styles of learning and study can lead to academic challenges. Considering the high number of Nigerian students studying in overseas universities, there is a need to investigate the students' previous academic experiences in Nigeria, their experiences in UK universities (as a case of these overseas universities) as well as the impact of these experiences on their studies in relation to textual plagiarism.

In this research, plagiarism is viewed as the 'submission of someone else's work as your own for academic credit'. This definition is further unpacked in section 2.1.2. Plagiarism is a world-wide contentious issue particularly in the intellectual cycle. It has received a lot of attention in developed countries in recent years leading to several studies on diverse aspects of plagiarism. However, it appears that the same level of attention has not been observed with the developing countries; nonetheless there is a continuous influx of students from these developing countries to the developed countries mainly for postgraduate studies.

1.2. Research motivation

As a Nigerian student who had studied at undergraduate level in a Nigerian university and successfully completed two postgraduate studies in UK (MSc in Loughborough University and Masters of Telecommunication Management in Coventry University), the researcher had personal academic experiences that agitated her mind, leaving a lot of unanswered questions regarding Nigerian students' mobility, adaptability and learning. These questions were in relation to how Nigerian students adapt to learning in an educational system that she found different in several ways, bearing in mind the previous academic background of the students and whether this impacts on their ability to compete on the global platform.

Furthermore, while rounding up the MSc study in Coventry University, she worked as a researcher on the Impact of Plagiarism Policies on Higher Education across Europe (IPPHEAE) which is a European Union funded project (www.ippheae.eu 2010 - 2013). As a result of this involvement, she developed interest in the area of plagiarism, observing at the time that not much had been published on student plagiarism in Nigerian universities. As a result of being a Nigerian and a Nigerian student, the

researcher became curious to participate in exploring plagiarism in the context of Nigerian students.

1.3. Higher education in Nigeria

Nigeria is one of the largest countries in West Africa. It has a population of 174 million people and a rapid rate of growth (Clark and Ausukuya 2013). Clark and Ausukuya (2013) stated that 63% of the population of Nigeria is under the age of 24 years with an annual growth rate of 3.24%, 0.5% higher than the African average. As a result of the national demographic situation, the demand for higher education in Nigeria has outgrown supply.

The educational system starts with primary education which runs for 6 years after which an individual has the option of attending a junior secondary school or a Craft or trade centre for three years. Most people in the three main tribes, Yoruba (southwest), Ibo (east) and Hausa (north), speak a native language, though English is the official language of instruction (Onyukwu 2011). Clark and Ausukuya (2013) point out however, that some primary schools, especially in rural areas, teach only Hausa, Ibo or Yoruba languages during the first three years of study. Although some Nigerian primary and secondary schools offer compulsory courses on the three major languages, most Nigerian students are instructed in English in their institutions in Nigeria; hence they are not strictly second language users of English in the context of education.

On completion of the basic education, the routes vary for the individual as they have either an academic or a technical option (figure 1.1). Presently, a few secondary schools still have two years of study after the junior secondary (Route1 in the figure 1.1). On completion of this two years study, they take the West African School Certificate/GCE O-level and then A-level before admission to university. With the second option (Route2) the individual moves to a senior secondary school and on completion goes to a higher institution, which is either a university or a polytechnic.

With the third route, the individual goes to a technical college at an ordinary or advanced level. With the enormous number of young people in the Nigerian population, there is a high demand placed on the higher educational institutions as the number of

students has grown from less than 15,000 in 1970 to about 1.2 million in 2013 (Clark and Ausukuya 2013).

Figure 1.1. Nigerian education system

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Source: Clark and Ausukuya (2013) Federal Ministry of Education
Most of these higher educational institutions are owned, funded and run by the Nigerian government, although a number of them are owned and run by the state and private organizations or individuals. Besides the universities, the other higher institutions (polytechnics and colleges) are estimated at 139 in number (Moja 2000: 29). All the institutions have an academic year that runs from September to July. Clark and Ausukuya (2013) estimated tertiary enrolment at 1.7 million in 2012 with 128 universities, which places admissions at about 10,000 per higher institution of learning.

Even though polytechnics and colleges were intended to train and prepare technical mid-level manpower for technically inclined jobs, the quest for admission into

polytechnics is not as strong as for the universities. There appears to be a preference for university studies by students as employers seem to favour university certificates over those from other types of higher institutions. Also, society places much emphasis on the level of education for the achievement of societal status; hence there is a clamour for spaces, which the universities are unable to adequately provide (Moja 2000: 30), leading some students that can afford it to travel overseas for studies in popular destinations like the US and UK.

This has become a trend that is worthy of note, as observed by Stewart, a member of the British parliament, who predicted that about 30,000 Nigerian students would be studying in various universities across the UK by 2015 (PM News 18 March 2012 Issue No: 213). The population of students from Nigeria studying in UK Higher Education institutions is the third highest of all non-European Union countries, following the number of students from India (39,090) and China (67,325). With the influx of these students and differences between the Nigerian and UK academic systems, challenges occur in relation to learning, mobility and adaptability.

Some of these challenges also arise from the complex relationship between culture and educational practices (Kutieleh and Egege 2013: 67). These challenges include lack of proficiency in English; lack of appropriate study skills; unfamiliarity with the educational system; culture; financial difficulties; and separation from family and friends (Huang and Brown 2009). As a result of these challenges, particularly those relating to academic issues, international students sometimes struggle with learning and mastering academic norms alongside learning the required content.

1.4. Teaching, learning and assessment in Nigerian universities

Saint et al. (2003) in their paper 'Higher education in Nigeria: A status report', based on an extensive literature review, suggest the need for greater attention to innovation in both curricula and pedagogy in Nigerian higher education. They argued that although some effort is put into the educational sector to improve it, Nigeria's federal university system is not performing optimally in the area of teaching and learning. This they claimed is true not only in terms of the traditional quality standards for customary curricula employed in Nigerian University Commission accreditation exercises, but also

in terms of labour market absorption and employer assessments of graduates. They further claimed that:

- 'Much of university teaching in Nigeria is based on traditional pedagogy and conventional curricula.
- The content and method of Nigerian university teaching is often outdated, not responsive to employers' requirements, and disconnected from the labor market.
- Likewise, its research output is extremely low and unable to prompt innovation-based productivity gains'.

In the personal experience of the writer of this thesis, not much has changed in Nigerian universities in relation to the views of Saint et al. (2003). In a more recent study Zivkovic et al. (2013) investigated the students' perceptions of American expatriate and Nigerian national teaching faculty at an American style education setting in northern Nigeria. All the participating American expatriate lecturers had taught previously in a university in the U.S prior to their appointment. Likewise, all the Nigerian lecturers had taught previously in a university in the U.S or Nigeria prior to their appointment. The survey took place the fall semester of 2010 and involved studying the evaluations made by students of 9 courses taught by American expatriate lecturers and 9 courses taught by Nigerian lecturers.

They found that American lecturers scored higher than their Nigerian colleagues possibly because they had a more student-centred approach. Their findings suggested that the American lecturers:

- Have a greater ability to integrate their experience into the course through practical activities such as group discussions, debates, and case studies.
- Perform at a higher level incorporating up-to-date researched teaching methods.
- Are more experimental in their teaching approach, flexible with their behaviours and personalities which, in turn, may influence the perceptions of students and result in a more positive outcome

This university is privately owned and is quite different from other Nigerian federal, state and private universities in its management style.

In the experience of the writer of this thesis, the prevalent form of teaching and learning guidance in Nigerian higher institutions is that of a teacher-centered pedagogy which is often described as being based upon a model of an active teacher and a passive student (Mascolo 2009). This was what Saint et al. (2003) referred to as the traditional pedagogy where the teacher functions as the primary source of knowledge in the classroom. Where the student to lecturer ratios is very high, much of the assessments are through examinations and tests. This is not surprising as it could be impractical to use 'essay' for the assessment of knowledge or learning outcomes in such cases.

1.5. The research and its significance

Several studies have been carried out in the field of plagiarism and in relation to students in particular, although there are lots of views about Nigerian students and plagiarism, most are not based on findings from empirical research. Regardless of the high quality placed on education assessment by the National Policy on Education (FGN - Federal Government of Nigeria 2004); it appears that academic misconduct has not been properly addressed particularly with respect to student textual plagiarism. There have been reports on persistent occurrences of incidences of academic misconduct in Nigerian universities, which have been a major concern to Nigerian educationists (Aluede et al. 2006). Some researchers (Adeniyi and Taiwo 2011, Aluede et al. 2006), have written about academic misconduct in Nigerian universities, but there was less emphasis in research on student textual plagiarism in Nigerian universities when this research commenced in 2010.

Although Udotong, the provost of the West Africa Theological Seminary (Obinna 2012) identified plagiarism and poor writing skills as the 'bane of Nigeria's educational system' claiming that plagiarism has eaten deep into the Nigerian educational system, there has not been sufficient research carried out in this area. In the last two years, there have been some studies carried out on students' academic dishonesty and plagiarism in Nigerian colleges of education (Adeniyi and Taiwo 2011) and universities (Babalola 2012, Isiakpona 2012, Onuoha et al. 2013, Onuoha and Ikonne 2013).

As student plagiarism appears to be on the increase (Paldy 1996, Onuoha and Ikonne 2013), there is a need to investigate its occurrence in Nigerian universities and propose a holistic prevention structure as suggested by Okebukola (2010) with detection and penalty systems that are transparent and applied consistently (Oni and Alade 2010). This research, which explores plagiarism in relation to Nigerian students and Nigerian universities, is significant as it carries out an empirical exploration of the issues that pertain to Nigerian students and plagiarism, giving an insight to the educational background and previous experiences of the students.

This empirical research was carried out to fill the gap in the knowledge about student plagiarism as an important aspect of academic integrity in Nigerian universities. The results included designing and proffering a conceptual model for managing the occurrence of student plagiarism for promoting consistency in the management of its occurrence. This research not only considers some common variables or factors which are related to student textual plagiarism (student awareness and perception) as focused on by recent researchers (Babalola 2012, Isiakpona 2012, Onuoha et al. 2013, Onuoha and Ikonne 2013), but goes beyond these to examine other variables (attitude, cause, forms, policies, procedures, guidelines and mitigation) in depth.

1.5.1. Research aim

This research aimed at exploring the concept of student plagiarism in relation to Nigerian students studying in UK and Nigerian universities. This involved the investigation of: awareness, perception, attitude, plagiarism types, and causes in relation to Nigerian students and the universities' institutional policies, procedures, guidelines and prevention mechanisms. Furthermore, the target was to harness the findings for the creation of a conceptual model for managing the occurrence of student plagiarism which can be used in Nigerian universities.

1.5.2. Research questions

Considering the research aim, four core research questions were formulated. These questions and their components are as follows.

- Research Question 1(RQ1) - Are there perceived problems of student plagiarism in Nigerian universities?

- RQ1a – What are the findings on student awareness of the concept of plagiarism?
- RQ1b – What are the perceptions regarding the occurrences or instances of student plagiarism in Nigerian Universities?
- RQ1c – Is student plagiarism perceived as a problem or concern in (and to) Nigerian universities?
- RQ1d – What insight can be derived from the attitude of Nigerian students to plagiarism?
- RQ1e - What are the views on the existing forms and causes of Nigerian student plagiarism?
- Research Question 2 (RQ2) - What issues characterise the plagiarism perception of Nigerian students?
 - RQ2a - Are there any distinct themes emerging from the plagiarism perception of Nigerian students?
 - RQ2b – Is there a relationship between the awareness, perception and attitude of students in Nigerian universities regarding plagiarism?
 - RQ2c - To what extent do students' awareness, perception and attitude regarding plagiarism in Nigerian universities impact on the declared occurrence?
 - RQ2d - Are there any significant differences in attitude and perception towards plagiarism exhibited by Nigerian students studying in UK as compared to those studying in Nigeria?
- Research Question 3 (RQ3) – What are the findings on the present system in place for the mitigation of student plagiarism?
 - RQ3a - How do Nigerian universities respond to student plagiarism?
 - RQ3b - What approach is adopted in the mitigation of student plagiarism in Nigerian universities?
 - RQ3c - Is there a difference in the observed pattern of policies and procedures for mitigation of student plagiarism in Nigerian universities as compared to universities in the EU?

- Research Question 4 (RQ4) – What lessons can be learnt from the previous academic experiences of students in relation to plagiarism?
 - RQ4a – What insights are there from the previous academic background of the Nigerian students?
 - RQ4b – How does the previous academic background impact on the students' adaptability and learning experience in relation to the concept of plagiarism?
 - RQ4b1. How does the previous academic background impact on their overall learning experience?
 - RQ4b2. How does the previous academic background impact on their understanding of the concept of Academic Writing
 - RQ4b3. How does the previous academic background impact on their Academic Writing skills
 - RQ4b4. How does the previous academic background impact on their perception and attitude
 - RQ4c – What views are expressed on possible methods for the mitigation of student plagiarism in Nigerian Universities?
 - RQ4d - What views are expressed on ways to help enhance the students' experience with respect to this academic learning gap?

1.5.3. Research objectives

To achieve the research aim and provide answers to the research questions, the objectives set out in this research were as follows.

- Review existing plagiarism literature with a focus on theoretical and practical concepts
- Decide on an appropriate methodology to adopt for the research
- Design survey tools and refine them through a pilot survey
- Collect, examine, present and analyse qualitative and quantitative data for the investigation of student textual plagiarism awareness, perception, causes, forms, attitudes and prevention mechanisms amongst:
 - Nigerian Masters students studying in UK universities about their present and previous experiences in their universities in Nigeria
 - Students, lecturers and administrators/management staff (Vice Chancellors, Deputy Vice Chancellors and Registrars) in Nigeria universities

- Analyse the qualitative and quantitative data collected from three levels (student, lecturer and management staff) of enquiry
- Compare the data collected from Nigerian and UK Universities as well as some EU universities (from IPPHEAE research)
- Combine the analysed qualitative and quantitative data at the three levels of enquiry to present answers to the research questions
- Determine the impact on the overseas studies of the Nigerian students' previous academic background in relation to plagiarism awareness and perception
- Design a conceptual model for managing the occurrence of student plagiarism
- Present recommendations for implementation and change management
- Present the research conclusions

1.5.4. Research deliverables

The outcomes of the stated objectives were:

- Literature review on plagiarism in general and student plagiarism in particular, its theoretical and practical concepts and background in Nigerian universities
- Designed and refined survey tools following the pilot survey
- Qualitative and quantitative data collected and presented from participants across the survey scope at three levels (student, lecturer and management staff)
- Qualitative and quantitative results from the analysed data collected from three levels of enquiry
- Findings in relation to the research questions from the analysis of both the qualitative and quantitative data at the three levels of enquiry
- Information for the receiving Universities about the academic background in relation to plagiarism awareness and perception of incoming Nigerian students
- A conceptual model for managing the occurrence of student plagiarism based on the findings in the research
- Recommendations for implementation and change management
- Conclusions on the research findings

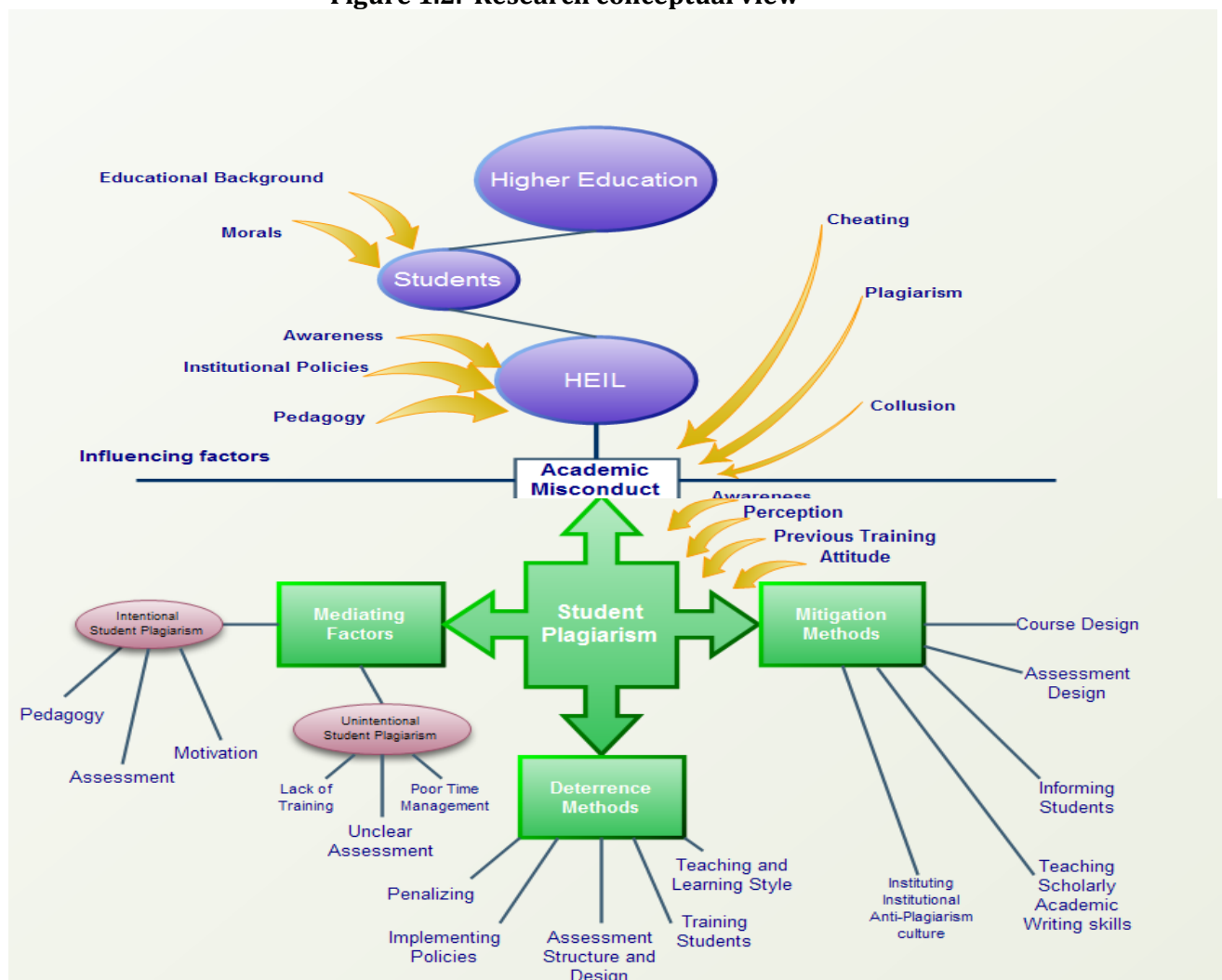
1.5.5. Research scope and target population

The research involved seven Nigerian and two UK universities focusing on *perceptions on* textual plagiarism in student academic submissions. The population sample 'entities' were students, lecturers, and senior management staff with a focus on the south-western part of Nigeria principally because of the political and religious unrest in other parts of Nigeria during the field-trip.

1.5.7. Research conceptual model

The research started with a preliminary overview of literature and consideration of what the research would entail resulting in a conceptual view of student plagiarism in Nigerian higher education. Key factors were identified in relation to the research along with the variables and the presumed relationships between them. This was presented diagrammatically as the research conceptual view (figure 1.2).

Figure 1.2. Research conceptual view



However, in carrying out this research, the focus was limited to universities as they form the largest section of Nigerian higher education. Furthermore only selected factors were explored in this research (as identified in the research questions).

1.6. Summary and thesis plan

In this chapter a brief overview of this research has been presented. An outline of the other chapters of this thesis is as follows.

Chapter 2: Literature Review - presents the reviewed literature on past research in the area of plagiarism in general and student plagiarism specifically.

Chapter 3: Methodology - presents the philosophy, methodology, methods and tools used for the research.

Chapter 4: Data Collection and analysis - explains the methods and tools used for the collection and analysis of the data for the research and a summary of the data collected.

Chapter 5: Results and Findings - focuses on the interpretation of the analysed qualitative and quantitative data to present the findings in the context of the research questions.

Chapter 6: Discussion - presents the interpretation of the analysed data and an evaluation of these in the light of the research questions and literature.

Chapter 7: Conclusion and Recommendations - provides the research conclusion, recommendations based on the findings and suggestions for further research.

Chapter 2

Literature Review

This chapter presents a review of literature considered most relevant to the aims and research questions set out in Chapter 1. The sections in this chapter are structured as shown in table 2.1.

Table 2.1 Outline of chapter 2

2.1	Overview
2.2	General views on student plagiarism
2.3	Views on some student plagiarism related factors
2.4	Possible causes of student plagiarism
2.5	Methods of detecting, deterring and mitigating student plagiarism
2.6	Overview of Nigeria universities
2.7	Summary and next steps

2.1. Overview

Plagiarism as a concept relates to various aspects of life. It is certainly viewed as a problem by some in the academic sector, one which is growing and persistent (Paldy 1996, Park 2003) regardless of several interventions (Sutherland-Smith 2010). This is evident in several studies which have been carried out on a large scale (such as IPPHEAE 2010-2013 - www.ippheae.eu in the UK and AISP 2010-2012 - www.aisp.apfei.edu.au in Australia) and also small scale (White 1993, Ashworth et al. 1997, Weeks 2001, Seppanen 2002, Nejati et al. 2011, Babalola 2012) emanating from several countries over the years.

2.1.1. The origin of plagiarism

To have an understanding of the recent debate expressed in literature about plagiarism and the relevance of this study, it will be useful to understand how plagiarism originated. The concept of plagiarism assumes a complex nature having originated from a simpler notion which initially emphasized the 'stealing' of another person's work or

idea. This later developed in intricacy to include copyright, legal, ethical, academic and technological issues.

Stout (2013) and Pennycook (1996: 207) observed that in early history, people reused text freely in a way we now call 'plagiarism'. However, over the years, the perception changed gradually. This change was in relation to the invention of the printing press by Gutenberg in 1450 which resulted to the expansion in publications with more people being able to read. The increased demand for the supply of literature by many more literate people created the desire for individuals to claim rights to their work (Sutherland-Smith 2008).

This idea led to devising ways the product of the intellect can be used and owned, resulting to the categorization of the thoughts and ideas of people legally as their properties. Hence the copyright laws of England emerged which, though could not actually protect the authors as they desired, legally recognised the idea of the written word as personal property (Sutherland-Smith 2008). Over the years, the act of indiscriminate borrowing of text, words, ideas or the works of others became viewed as seriously inappropriate (Pennycook 1996) leading to a need for academic guidance.

2.1.2. Plagiarism defined

There would be benefits in a commonly agreed definition of plagiarism (Fishman 2009 and Weber-Wulff 2014). Weber-Wulff (2014) points out that there are numerous definitions in English that focus on different aspects of the problem of plagiarism.

Several attempts at defining plagiarism have been made, both by academic institutions, researchers and organizations. They have similarities and some differences in relation to scope, complexity, focus on intentions and explicitness. For instance, Coventry University's policy document (Coventry University, 2013: 249) presents a very detailed view on plagiarism partly based on an acknowledged definition used by the Higher Education Academy for England and Wales: 'Plagiarism is the *unacknowledged use of another person's work* which could be in the form of:

- *The reproduction without acknowledgement*, of the work of others (including the work of fellow students), published or unpublished, either verbatim or in close paraphrase.

- *Poor academic practice which is unintentional.* It can occur in ‘open-book’ examinations and/or coursework assessments which may take a variety of forms, including, but not exclusively confined to: essays, reports, presentations, dissertations and projects’.

It covers the intentional and unintentional use of another’s work without acknowledgement. The document states clearly that the work of others includes ‘material downloaded from computer files and the internet, discussions in seminars, ideas, text and diagrams from lecture hand-outs’. In this context, intent relates to the purpose or aim for using another’s work without acknowledgement.

Unintentional plagiarism as a result of poor academic practice is still clearly considered as a form of plagiarism in the Coventry University definition. Some other definitions are not as clear as Coventry’s University definition on the aspect of *intent*. One such is the definition from Stanford University (2012). This definition states that plagiarism is the use ‘without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s)’. Their definition is similar to that of Coventry University in areas such as ‘use’ and ‘acknowledgement’.

A definition that is clear on intent but differs from the position of Coventry University is that from the Writing Program Administrators (WPA 2008). The definition states that plagiarism occurs when a writer *deliberately* uses the language, ideas or other original material of another without acknowledging the sources. Contrary to the definition of Coventry University that considers unintentional plagiarism as a form of plagiarism, this definition implies that a student has not plagiarized if he or she attempts (even if clumsily) to identify and acknowledge sources, but makes mistakes (with the citation format) or uses quotation marks incorrectly or other forms of identifying material taken from other sources. Rather, they argue that such a student should be considered to have failed to cite and document sources appropriately.

Besides these definitions, a number of researchers have presented their views about plagiarism which are clear on their position about students’ intent. Roig (2006) views

plagiarism as 'taking over the ideas, methods, or written words of another, without acknowledgment and with the intention that they be taken as the work of the deceiver'. This definition of Roig differs from that of Coventry University in that it only includes intentional plagiarism. It is similar to that of WPA (2008) as it refers to peoples' ideas and words. However, the WPA (2008) definition is more explicit as it also refers to processes, reviewed proposals, manuscripts, language and materials of others.

Park (2003) stated that plagiarism refers to the '*theft* of words or ideas, beyond what would normally be regarded as general knowledge'. Though similar to that of Coventry University definition aspect of intentional plagiarism, Park (2003) goes on to qualify the intent as '*theft*'. This use of '*theft*' suggesting fraud or deception is similar to the view of Sutherland-Smith (2008) as she takes her view from the Latin root word 'plundering'. She went on to explain this view as resembling the kidnap of the words of others. Moreover, Park (2003) pointed out that if the students do not know what plagiarism is, they cannot know if they have plagiarised, which further relates to the issue of the intent or purpose as earlier discussed.

The views presented by Carroll in 2002 and revised in 2007 are very relevant to the researcher's view of plagiarism in the context of this research. Carroll (2002: 9) presented a very concise definition of plagiarism as 'passing off someone else's work, whether intentionally or unintentionally, as your own for your own benefit'. This definition will be presented in some detail as Carroll (2002) explains it:

- Passing off: was explained in terms of giving a possibly deliberate false impression when presenting other peoples' work in the public. This implies that if it is done privately, or if it is not deliberate, it is not considered as plagiarism.
- Someone else's work: was used in order to include text, words, ideas, construction, images etc. As Carroll (2002) pointed out that this is a useful distinction as it goes beyond copyright in its scope.
- Intentionally or unintentionally: was used as a reminder to the student that regardless of the motive for such acts, it still constitutes plagiarism.
- As your own: is clearly a complex concept as Carroll (2002) pointed out; it asserts individual ownership of ideas, work and words. She recommended

having a detailed discussion with students and making them appreciate the benefits of citation.

- For your own benefit: was explained as inclusive of reasons such as more marks (grades), promotion, better bids and better reputation. This clause is vital as it clarifies that the scope of this definition is not limited to academia.

In 2007, Carroll presented a revised version of the definition as ‘submitting someone else’s work as your own’ (Carroll 2007: 13). In explaining this definition, Carroll (2007: 14) analysed the words as follows.

- Submitting: She changed the wording from ‘passing off’ to ‘submitting’ which she explained as a neutral term that describes an action without intent. She explained her shift away from emphasising ‘the intention of the act’ by stating that students needed to know that an act of submitting work can constitute plagiarism regardless of the cause or motive.
- Work: there was a careful limitation on what constitutes work in this revised version as Carroll (2007) clarifies that student plagiarism is concerned with work submitted for academic credit.
- Someone else’s work: Carroll (2007) pointed out that this phrase implies a complex set of academic traditions and controversial assumptions. The most basic of these is the practice of signalling ownership in terms of citations and quotations.
- As your own: in this regard Carroll (2007) explained when the student absorbs the desired content and is able to show understanding that the work becomes the student’s own. She explained that in the UK, this understanding is depicted in the transformation of words and ideas of others. She made a very useful differentiation between *student* and other forms of plagiarism when she referred to the link between ‘making your own work’ and ‘making your own learning’, clarifying that student plagiarism leads to the bypass of learning which could result either knowingly or unknowingly.

Carroll further clarified her views on intent and passing off and went on to explain the meaning of ‘public’ in the *presentation of other peoples work* as ‘when a student hands in work’ (Carroll 2007: 14).

Looking at the similarities between theft (Park 2003) and plundering (Sutherland-Smith 2008) one is drawn to consider what the implication of these words are and if actually plagiarism can be viewed in such strong manner. Fishman (2009), expressing a view that is similar to that of Carroll (2002 and 2007) but different from that of Park (2003) and Sutherland-Smith (2008) argues that plagiarism is not like theft, fraud and copyright infringement because there is no need to show that a third party has been victimised.

Fishman (2009) explained further that plagiarism is an academic offence, not because anyone has been deprived of their tangible goods as its harm does not rest entirely on taking, deceiving or distributing the plagiarised information. Rather, it is harmful because no benefit from doing the work has been gained by the students, yet they want to be recognised for receiving the benefits (learning outcomes) they have not earned. Fishman (2009, 2011), identified 'elements of plagiarism', proposing that plagiarism occurs when someone:

- Uses words, ideas or work products
- attributable to another identifiable person or source
- without attributing the work to the source from which it was obtained
- in a situation in which there is a legitimate expectation of original authorship
- in order to obtain some benefit, credit, or gain which need not be monetary

She explained the first three elements as non-attribution of sources when attribution is required. She stated that the second element also distinguishes between attributable information and common knowledge. She argues that the third element differentiates between plagiarism and formatting errors (although it could be argued that this does not come across clearly). She stated that the fourth element distinguishes plagiarism from legitimate re-purposing of words and information while the fifth establishes the purpose or intent, which is to gain credit that was not legitimately earned. This definition is quite comprehensive in its scope.

It is important to arrive at a definition of plagiarism for the purpose of this research as several attempts have been made at its definition (as explored above) and some studies have indicated that lecturers and students hold different understanding of the same

word (Delvin 2003, Shi 2004). In this study on student textual plagiarism, the researcher focuses on students and their submitted work for the purpose of assessment. As a result of the scope of this research, a modified version of the definition of Carroll (2007) is considered as appropriate and adopted for reference. Hence, as stated in chapter 1 (section 1.1), the author of this thesis views plagiarism as the 'submission of someone else's work as your own for academic credit'. The contextual meanings of these words are as follows.

- *Submission*: this refers to the act of a student tendering or putting in a piece of work for assessment or review. This assumes that the student consciously takes responsibility for what is handed in.
- *Someone else's*: this involves the completed or incomplete work of another student, lecturer, text-based or web-based author. It also includes work from other students as a result of collusion.
- *Work*: this work is not limited to the written text, but includes unacknowledged ideas, presentations, written and constructed or processed words of others. It could be in form of written coursework, oral presentation slides, and can occur in examination or open-book tests. The reference to text is in agreement with the definition of Pecorari (2008: 4) as 'use of words and/or ideas from another source, without appropriate attribution'.
- *As your own*: the researchers' view on this is similar to that of Carroll (2007) as the thesis author assumes a piece of work is implied to be original, i.e. 'As your own', when the student submits the work for assessment in their name.
- *For academic credit*: refers to the reason for submission which is for marks, merits or other academic benefits.

Elaborating on the meaning of plagiarism and the issue of 'intent', Pennycook (1996) presented his views and experiences. He focused on the complexities of text, ownership, memorization, and plagiarism. Arguing that plagiarism cannot be viewed as a simple issue whose prevention can be achieved via threats, warnings, and admonitions, he advocated a need for its understanding in terms of complex relationships between text, memory, and learning.

He first reviewed the background to the notion of authorship and ownership of text, arguing that the way ownership and creativity are understood within European and U.S. contexts needs to be seen as a very particular cultural and historical development. This claim suggests that the view of this concept in other parts of the world, such as Nigeria, may be different. He went on to review the pre-modern, modern, and post-modern understandings of text and authorship to show that the main modernist paradigm has always been filled with tensions and ambiguities he identified in relation to:

- the relationship between language and knowledge
- how to handle academic emphasis on repeating the ideas of others while doing so in our own words
- why many teachers seem to react to supposed acts of plagiarism with moral outrage
- the importance of the notion of intentionality - is the issue that certain words are not the students' own, or if it is more important to understand the intention behind the apparent borrowing
- distinguishing between notions of good and bad plagiarism

With this he established and discussed how these confusions around plagiarism lead to difficulties and hypocrisies in how textual borrowing is understood (Pennycook 1996: 211). He had believed and argued in the past that although memorization of texts might be a useful learning technique, it could never lead to productive, original language use. But following his experience in a Chinese and Hong Kong context, he changed his view and argued for a subtle appreciation of the relationships between different approaches to the use of texts.

He stated that 'all language learning is, to some extent, a practice of memorization of the words of others' (Pennycook 1996: 202). This he based on the premise that once one starts to take a closer look at the context of textual borrowing, 'it is hard not to view language use as more of the circulation and recirculation of words and ideas than a constant process of creativity' (Pennycook 1996: 207). These challenges he raised about the notion of the author, individual creativity, and the argument that meanings are in a sense in circulation, that language is constantly cycled and recycled, raise profound questions about how the notion of textual borrowing or plagiarism is viewed.

Furthermore, as students learn to write and abide by academic conventions, they are passing through a learning stage. This is the phase some writers pass as they try to meet the academic writing requirement by learning self-expression in a language that may not be theirs (Pecorari 2003). This phase usually results to substantial dependence of the student on the language of their sources and is referred to as patchwriting by Howard (2001).

She explained that patchwriting could be as a result of the students' insufficient reading comprehension, hence an inability to rephrase the idea, or it could be as a result of being new to the field and therefore not having a distinct voice, rather merging their voice with that of the source. This is in some way similar to what Sherman (1992) experienced in an Italian university. Hayes and Introna (2005) suggested that this act of patchwriting should be viewed as an inherent part of the teaching and learning process. They recommended that it should be made explicit that patch-writing and borrowing of words, when sources are cited, is a legitimate step toward independence of thought.

In agreement with this view, Pecorari (2003) explained that viewing patchwriting as a developmental stage rather than a form of intentional deception will require a pedagogical rather than a punitive response which is line with the argument of Ellery (2008) and Chandrasoma et al. (2004) in relation to plagiarism. In this line of argument then, if people do not have the knowledge of what constitutes plagiarism or the required skills (Carroll 2007, Vardi 2012) there will be no basis for holding them responsible for being plagiarists.

Although some researchers present patchwriting as a learning phase, some others view it as plagiarism framing it as a criminal offence as theft (Park 2003), having moral and ethical implications. Viewing plagiarism from an unethical perspective places it in the arena of 'right' and 'wrong', which effectively draws on morality and ethics and presupposes that the student is capable and culpable (Vardi 2012).

Briggs (2009) defines morality as the general principles that direct actions and ethics as focusing on practices and decisions which lead to consequences. He argues that where morality is directed at intentions, ethics focuses on capabilities. Hence this view

presupposes that people have the knowledge of plagiarism and what constitutes the right way to deploy several techniques for the appropriate use of sources, so they are able to write in an ethical manner (Martin 2004).

Consequently if students are capable and still decide not to write ethically, there could be a greater motivation behind plagiarism such as getting good grades without hard work. In view of these perceptions of student plagiarism, there is a need to understand the perceived forms, causes, methods of detecting and deterring these occurrences, existing student plagiarism mitigation models and frameworks which are presented next.

2.1.3. Forms of plagiarism

With the various views on how plagiarism is perceived by different institutions/organizations and individuals, it is not surprising that there are also variations in what different people believe constitutes plagiarism. Several researchers have identified different types of plagiarism and a few (Harris 2001, Park 2004, Roig 2006) are presented for illustration as listed in table 2.2.

From their views on the forms of plagiarism (Table 2.2), all these authors perceive plagiarism as acts which are consistent with the definition of plagiarism adopted in this research, although the scope varies in areas such as ideas and collusion. From table 2.2, Harris (2001) focused on inappropriate text use in writing which he described as: copying, translating, cutting and pasting, false citation, paraphrasing and summarising without attribution and he also mentioned source use: online and paper mills.

On the other hand, Park (2004), in addition to his view of plagiarism types as inappropriate text-use in writing (copying or paraphrasing inappropriately) categorised the type of plagiarism according to the source use such as 'online' and 'paper mills' while Roig (2006) looked beyond both text and source-use to introduce 'ideas'. Harris (2001) mentioned '*Use of false citations*', which though an academic misconduct may not be strictly considered as a form of plagiarism. However the underlying similarity between these authors is in their view of plagiarism in relation to: 'appropriation', 'acknowledgement' or 'concealment' of sources.

Table 2.2 some identified types of plagiarism

Harris (2001)	Park (2004)	Roig (2006)
<ul style="list-style-type: none"> • Copying a paper from another student 	<ul style="list-style-type: none"> • Collusion 	<ul style="list-style-type: none"> • Collaborating
<ul style="list-style-type: none"> • Buying from paper mills 	<ul style="list-style-type: none"> • Submission of a paper written by another person • Commission (buying a paper from a commercial service, contracting and buying of papers, essay mills) • Submission of some other student's work 	
	<ul style="list-style-type: none"> • Duplication of work for more than one submission 	<ul style="list-style-type: none"> • Self-plagiarism
<ul style="list-style-type: none"> • Use of free online resources without attribution • Copying from internet • Translating into English without acknowledgement • Cutting and pasting from different sources • Quoting without acknowledgment • Copying whole phrases and changing some words • Paraphrasing without attribution • Summarising without attribution • Use of false citations 	<ul style="list-style-type: none"> • Copying or paraphrasing a paper without appropriate acknowledgement 	<ul style="list-style-type: none"> • Use of ideas without appropriate acknowledgement • Copying text • Summarising without attribution • Paraphrasing without appropriate acknowledgement

Where 'appropriation' and 'acknowledgement' refer predominantly to occurrences which are related to the way and manner of using sources or working with others, 'concealment' of sources is usually intentional and sometimes in relation to commissioning of others to do ones work or buying ready-made work.

This review on types of plagiarism was important because this research explored the perceived types of plagiarism students engage in. This was necessary to be able to design a model that will effectively manage the occurrence of student plagiarism.

2.1.4. Possible consequences of student plagiarism

This section presents a review on the possible consequences of the occurrence of student plagiarism particularly when it goes unhindered. This aspect was chosen for review as it provides information on building a case for mitigating the occurrence of student plagiarism in Nigerian universities.

Plagiarism in higher education institutions is presented by Saeed et al. (2011) as a threat to academic standards. Where there is no appropriate understanding of academic ethical values or use of such, there will be breaches of academic conventions. These breaches result in consequences that affect not only the students but also the institution and the society as a whole. In pursuit of this view, Power (2009: 643) states that when students engage in plagiarism, they 'present a problem for all educators' in several ways.

When students engage with studies for qualifications or credit-bearing courses, not just studying for personal learning purposes, they are assessed for a number of reasons, including assignment of grades to students, getting feedback from the students and giving the students feedback. They are awarded grades or marks according to the extent to which they demonstrate that the learning outcomes have been met.

Where the students plagiarise in their assignments, there will be a distortion in the assessment results as the submissions will not be a true reflection of the students' understanding. Furthermore, the results may not provide useful feedback to the teachers for the improvement of the course design; neither will it help the teacher appropriately measure what the assessment claims to determine (Cooper 1984).

Besides affecting the students' learning potential, the quality of assessment and the regard for the intellectual property rights of the author, Gullifer and Tyson (2010) argue that student plagiarism by-passes learning and produces inadequately trained graduates who are potential threats to the society through lack of competence and skills at various levels. Furthermore, Marsden et al. (2005) suggest that the occurrence of student plagiarism could tarnish the image of the higher education institutions and

increase media scrutiny which could lead to negative publicity and reputational damage.

However Alschuler and Blimling (1995) suggest that failure to eliminate plagiarism is not the student plagiarist's problem, but that of the institution that supports them by providing the enabling environment (Olasehinde-Williams 2006).

2.2. General views on student plagiarism

This section considers views and experiences with student plagiarism focusing on occurrence and issues related to different practices. Although some of the papers selected for review are not recent in date, they are still important and of relevance to this study which focuses on the experiences of the Nigerian students. A small group of these papers (such as Sherman 1992, Pecorari 2003, Schmitt (2005), Sowden 2005, Kutieleh and Adiningrum 2011, Gilmore et al. 2010, Hayes and Introna (2005) and Kelm and Sharon 2013) were selected as the findings and experience of the authors resonate with some of the experiences the researcher has had with some Nigerian students she taught in the past.

Sherman (1992) shares her experience in an Italian university where the students' academic papers in English did not fulfil her expectations in a number of ways. She stated that this was as a result of different cultural attitudes to the functions of written word and the purposes of the writer, some of which she illustrated by referencing the Italian education system. She also discussed the possible content, value, and implications of a 'cultural syllabus'.

Some of the areas where she observed failure in fulfilling the academic expectations were as follows.

- In listening or reading comprehension exercises or tests, students lifted their answers verbatim from the text, instead of adapting, reducing, or rewording them as expected.
- In oral examinations (even sometimes in written ones) students occasionally learned some text by heart without regard to appropriateness of context or subject.

- In writing academic papers, student not only failed to name their sources but quoted from the sources extensively without acknowledging them.
- In writing academic papers, students did not present an argument, or if they did, did not support it convincingly with evidence.
- They did not organize their writing to reflect a sequential argument.

She stated that her students held that reciting rote-learned set speeches in oral examinations was regarded as a legitimate route to a pass mark, and what she regarded as plagiarism, they saw as not only legitimate but correct and proper. The students were unanimous that it was a good idea to reproduce large tracts from source material when dealing with an academic subject. In relation to their attitude towards plagiarism, they found her requirements for 'own wording' and 'insistence on paraphrasing' old-fashioned. This aspect of her experience is similar to the findings of Power (2009) in her study in the US.

Sherman (1992) stated that the students pointed out that they could not improve the work of an expert so *taking over* the expert's words was not only a mark of respect but also necessary in order to adequately cover the subject. Furthermore, whilst she viewed English academic writing as basically argumentative, the students had no competence with that type of structure. She said that they presented factual information when she demanded that they made a case. They gave lengthy descriptions when she demanded to know the argument.

What she perceived could be the cause was a predominantly text-based study style seen in the educational system. She explained this as follows.

- The Italian education system uses a very text-based format for homework, tests, and examinations for both school children and university students.
- Students are expected to learn passages and certain books almost by heart and provide detailed answers to questions on these texts verbatim. Hence they feel the *word* is what is required and not the understanding.
- For many courses there is only one textbook available which at university level is often written by the lecturer, who is also the examiner and expects to have his own work repeated to him in the examination.
- The students could barely separate facts from opinion.

She surmised that it appeared that what the participating Italian student (a particular case in her paper) had done when she accused her of 'plagiarism' was exactly what she had been doing throughout her successful academic career, which is 'presenting the appropriate words of the expert on demand' (Sherman 1992: 192).

Pecorari (2003) explored the topic 'Good and original: plagiarism and patchwriting in academic second language writing'. The study was carried out with 17 postgraduate students in three British universities. Her participants were international students and non-native speakers of English and her justification for selecting this group was because she believed that their own writing style was often quite different from that of published sources.

The method utilized student-generated texts and compared them with the original sources. Additionally, interviews were used to collect primary data from the students and their supervisors. The study was carried out in two phases of collecting writing samples. In the first phase nine master's students sent in sections of their draft dissertation. In the second phase a minimum of ten consecutive pages of writing samples were taken from the completed theses.

She checked for clarity in relation to the use of language, presence of citation and secondary citation and also the students' intent. She also established that the students did not try to cover up any tracks since they participated willingly, showing their work and answering questions eagerly. Her findings suggested that, although some of the students' writings had textual features that could be described as plagiarism, the outcome of the interviews suggested that the students did not intend to plagiarize.

These findings suggested that there could be other reasons why the student writings had plagiarism-related features. She cited cultural difference as a likely reason for these incidents and explained that non-prototypical plagiarism (lacking the intention to deceive) is seen in the writings of some of the students because of their educational background and as such, they were unaware that unattributed copying is inappropriate. From the findings, she concluded that unlike the findings from a number of previous studies, culture was not the major reason the students indicated as the cause of

plagiarism. She perceived that possible reasons culture did not arise as a fundamental issue was because of the set of students that participated and the method of data collection. The use of unstructured interviews enabled the students to discuss other issues they found more relevant to them than cultural differences.

The issues the students identified were in relation to their perception of plagiarism and their skills gaps (such as note-taking and citations). She recommended proactive teaching as an effective way to prevent the occurrence of student plagiarism. This study by Pecorari (2003) is relevant to this research as it explores possible reasons why student writing could have plagiarism-related features when the occurrence of plagiarism is not actually deliberate.

Schmitt (2005), in a book chapter on 'writing in the international classroom' expressed her views on teaching international students. She stated that they bring diversity to the classrooms and went on to identify a number of related factors which could impact on their ability to write with accurate grammar. She found that the major challenge for educators of international students from different backgrounds is successfully guiding them to achieve the set learning outcomes of the respective courses.

In conversation with international students she found that students claimed to have had very minimal exposure to reading and writing exercises. This limitation impacted on the extent of their vocabularies which in turn influenced their ability to create their own meaning from sources which they read. When these students travel overseas to different educational system that requires more rigorous or critical reading, writing and ability to construct understanding from sources that they have read, it becomes a challenge. In most UK universities, students are faced with a variety of writing tasks which places different demands on the skill set of the students. When they struggle with expressing their understanding in writing in their own words, it could result to unintentional inappropriate use of sources as stated by Marsh et al. (1997) who argued that plagiarism could be unintentional and due to defective cognitive processing.

As Schmitt (2005:65) pointed out, often, neither students nor lecturers are fully aware of 'the conceptual demands of the assigned tasks or the variations in complexity across

assignments'. Where both groups lack a full understanding of the requirements, the situation will inevitably result to a case where the students do not put in adequate effort into meeting the requirement of the task, and also the lecturers' will not give the required feedback. This will lead to a situation similar to what Sherman (1992) experienced with her Italian students whom she claimed failed in fulfilling the academic expectations. Also, it will result to the students' inability to acquire the 'skills' required by that particular course (Schmitt 2005:65).

As a result, there is a need for an understanding of the assessment requirements between both students and lecturers. Even when this understanding is achieved, international students could still face challenges while communicating their understanding as they have what Schmitt (2005:65) refers to as 'fewer language resources'. Where this challenge becomes unmanageable, the students may use sources inappropriately and fall into the trap of plagiarism.

As Angélil-Carter (2000) explained, complex learning difficulties refers to the inability of the student to achieve the set learning outcomes and self-expression in a way that is academically appropriate. In a case where there has not been the ability to gain knowledge in some specific area, or fail to understand the requirements of the assignment (Schmitt 2005), when plagiarism takes place, the issue goes beyond whether or not students have copied but instead, whether or not the work which the students submits as 'their own' displays the student's own learning (Carroll 2008).

Schmitt (2005:66) stated that plagiarism is 'an imprecise concept with ill-defined boundaries which assigns ownership of words to individual writers'. She raises concern on how the western academic community expect students who are unfamiliar with the words of their disciplines to meet the academic assignment requirements while still acquiring the language of the discipline. Writing for a particular purpose or subject area requires 'acculturation into the discipline' (Schmitt 2005:69) since learning to write for a specific discipline could present the problems associated with source use, citation and referencing.

She explained that it can be 'extremely difficult for students to reference effectively until they have spent a considerable amount of time reading around the discipline to

understand its key concepts, theoretical underpinnings, values and controversies' Schmitt (2005:69). Furthermore, she said that when students are advised to avoid a particular behaviour, if there is no understanding of the reason or what else they can do, they will try to find ways of making sense of these expectations and where their attempts do not align with the expectations of their teachers, they are evaluated negatively. She stressed the need for lecturers to focus on the writing strengths of the students rather than their weaknesses.

Schmitt (2005:71-72) explained some ways lecturers can guide students' towards successful learning in their discipline.

- Collaborating with the English language unit and identifying the literacy skills that underpin their specific disciplines.
- Finding out what the students can or cannot do or are not aware of regarding academic writing in their discipline.
- Clarifying the characteristics of a good assignment to the students.
- Avoiding cognitive overload in the set assignments.
- Setting realistic targets for the language use of international students bearing in mind that they are still language learners.
- Providing incentives for students to read.

This book chapter by Schmitt (2005) is relevant to this research as it presents some complex reasons students could plagiarise. Highlighting the concern on how students who are unfamiliar with the words of their disciplines can meet academic assignment requirements, she proposed ways the lecturers can help the students. These views are important as this research is also exploring the reasons student plagiarism occur and recommending ways to manage the occurrence.

The paper by Sowden (2005) focuses on 'plagiarism and the culture of multilingual students in higher education abroad'. He argues that 'cultural values of multilingual students are sometimes at variance with 'Western' academic practice, in matters such as plagiarism' Sowden (2005: 226). This study is of direct relevance to the research as Nigerian students can be perceived as multilingual students since they speak English in

addition to their native languages. Some of the cultural values he observed amongst Asian (Chinese and Japanese) students were that:

- Ownership of knowledge is communal.
- The reproduction of the words of respected philosophers without citation as their own words is commendable.
- Good students do not challenge their teachers or other authorities but copy them faithfully.
- There is a correct answer to every question which it is the teacher's duty to provide and the student's duty to learn.
- Achieving group consensus is more important than demonstrating one's own understanding and abilities.

It is observed that these ideas contradict the findings of Pecorari (2003) and are different from what was experienced or propagated in most UK universities. Sowden (2005) pointed out that while it is easy to make assumptions based on the awareness of the cultural predispositions of multilingual students, care must be taken while interpreting behaviours. This is to prevent inappropriate generalisation since individuals that make up a group of people are inherently different from each other.

He observed that the usual response to the issue of plagiarism by multilingual students is to 'encourage them to adopt the norms of their host culture, including those related to plagiarism, and become proficient at the skills involved' (Sowden 2005: 229). However, he argued that this may not be the best approach as it assumes that the host culture will replace that of the students' culture and he suggested rather that the students should learn to operate in both cultures. Hence a practice like memorization should not be discarded, but harnessed to achieve a status of deep learning. This study by Sowden (2005) is relevant to this research as it provides insight as to how multilingual students hold on to values and practices that encourage plagiarism.

The observations from all the studies are very relevant to this field of study particularly in giving an insight to the experiences of international students regarding plagiarism. Furthermore, they present possible causes of student plagiarism amongst international students. Some similarities were observed in the papers and book chapter although the

experience of Sherman (1992) was with Italian students, Pecorari (2003) had 17 international and non-native speakers of English, Schmitt (2005) wrote about International students generally and Sowden (2005) observed Asian (Chinese and Japanese) students. Some of these findings were that:

- The educational system in these other countries (Italy, China, Japan etc.) differ from that in the English speaking countries, in relation to the value placed on plagiarism and the prevailing pedagogy (teaching, learning and assessment styles).
- The students' perception (understanding) of plagiarism was incomplete as the Italian and Asian students (Sherman 1992 and Sowden 2005) seemed to believe that some plagiarism-related practices are commendable. An example of such practice is the use of memorization without acknowledgement.
- The observation (Sherman 1992) that Italian students respect the work of experts was similar to that found among the Asian students in the study of Sowden (2005)
- Where both teachers and students lack a full understanding of an assessment requirement (Schmitt 2005:65), it will lead to a situation similar to what Sherman (1992) experienced with her Italian students who failed in fulfilling academic expectations. Also, it will lead to ineffective lecturers' feedback and students' inability to acquire the skills required for the course (Schmitt 2005:65).

Sherman (1992) and Schmitt (2005) observed cognitive-related issues and institutional culture as the major causes of the occurrence of student plagiarism, while Pecorari (2003) cited ignorance of the students that plagiarism was unacceptable and the lack of related skills and cultural values. Then Sowden (2005) observed issues with cultural values and practices, but there was disagreement in their views of these three authors about the influence of cultural factors.

Kutieleh and Adiningrum (2011) carried out a study on 'How different are we? Understanding and managing plagiarism between East and West'. The study which was carried out in an Australian university focused on Indonesian students' understanding of the notion of plagiarism and the challenges it presents to them. They argued in this study that plagiarism is a 'culturally-based concept which sometimes disadvantages

students from non-Western educational traditions' (Kutieleh and Adiningrum 2011: 88) using the case of Indonesian students.

They adopted a qualitative methodology using five focus group sessions comprising Indonesian postgraduate students. They explored the students' perception of the issue and tried to ascertain their views on how plagiarism could be addressed in their country and at Australian universities. Their findings suggested that cultural values and educational backgrounds had impact on students' engagement in plagiaristic behaviours.

Data analysis revealed that Indonesian students perceived plagiarism as a foreign concept which was either completely unknown or not important for the students. Twenty-six out of thirty-three (79%) participants agreed that the concept of plagiarism was never introduced during their study in higher education in Indonesia. Three students who had completed a degree in English literature in Indonesia reported a limited exposure to the concept and only students who were taught by overseas-educated lecturers said that they were required to avoid the use of unacknowledged sources.

Students' understanding of plagiarism was not influenced by their profession as the students who held academic positions in Indonesia before commencing their postgraduate studies in Australia were as confused and concerned as others (Kutieleh and Adiningrum 2011: 94). Further findings were as follows.

- Indonesians do not give priority to the notion of intellectual property rights which is contrary to the perception held in 'Western' culture.
- The influence of religious teachings was a reason preventing students from critiquing 'accepted knowledge' and discouraging creative and analytical thinking which, according to the participants, led to plagiarism.
- Students complained about confusion and insecurity resulting from the inconsistencies in the understanding of plagiarism and the implementation of plagiarism policy by teaching and administrative staff.
- The student felt that lecturers usually work on the basis of an ill-informed assumption that students have a sufficient understanding of plagiarism.

- The Australian university should not assume that providing facilities automatically means that international students would use them.
- Some of the students felt that sessions on plagiarism should not be provided as soon as students arrive at the university, because at that point, they are busy with social and academic adjustment.

They stated that the implications of the findings support the perception of plagiarism as a culturally-based notion. The cultural misunderstanding of plagiarism has, as their findings suggest, adverse effects on students' academic performance and their attitudes towards their courses and institutions. This is compounded by the inconsistencies in the understanding of the lecturers and the application of plagiarism and the policies associated with it.

This study is relevant for review as its findings provide a basis for comparing the plagiarism perception of Indonesian students in the study of Kutieleh and Adiningrum (2011) with the Nigerian students in this research. Also their views on how the issue of student plagiarism can be addressed in Indonesia will provide a basis for comparison with that of the Nigerian students in this research who are studying in the UK.

Gilmore et al. (2010) carried out a study on 'Weeds in the flower garden: an exploration of plagiarism in graduate students' research proposals and its connection to enculturation, ESL, and contextual factors'. The study investigated the occurrence and possible causes of plagiarism amongst graduate students in some master's and doctoral programs across three universities in the US. They decided to focus on this group because they observed that plagiarism was occurring at a substantial rate with this group. Most of the 113 graduate student participants were in the first year of their graduate studies.

The methodology adopted to make the study more reliable was mixed and involved several strategies:

- The use of proposals written by students in their area of study in an attempt to bypass reliance on self-reported occurrence of plagiarism.

- A scope of different contexts comprising three institutions, six disciplines, and two levels of study (master's and doctoral programs).
- The examination of the association between prior research experience and occurrence of graduate student plagiarism.
- Examination of the relationship between ESL status and the occurrence of graduate student plagiarism and use of Test of English as a Foreign Language (TOEFL) scores to determine if English as Second Language (ESL) students plagiarise due to enculturation issues or language barriers.

Findings from the study indicated that plagiarism was a prevalent issue which was more common amongst ESL participants. The same evidence emerged from each of the three university sites sampled and across all of the investigated disciplines, although it may have been largely unintentional and due to a lack of disciplinary enculturation (gradual acquisition of the characteristics and norms of a discipline).

The findings also suggested that the potential causes of plagiarism were due to inadequate research experience and lack of awareness of the role of primary literature in the research process. The authors suggested a need to provide additional training to ESL students which may include developing skills in areas such as: English language, appropriate paraphrasing, citation methods and identifying and locating high-quality resources in one's discipline including primary literature. Although this training could be very useful, it may not suffice to fully resolve the problems identified.

Solutions to plagiarism among the ESL population are discussed and it was recommended that the universities should:

- Establish a comprehensive definition of plagiarism
- Provide mechanisms for identifying and addressing student plagiarism
- Raise awareness about plagiarism issues by engaging faculty and staff in discussions
- Provide explicit training in the role and use of primary literature to aid the development of graduate students' research skills
- Enable structured introduction of graduate students to the culture of research in their discipline.

The study carried out by Hayes and Introna (2005) in the UK focused on values that could be related to culture among overseas students in relation to plagiarism and the implications this may have for postgraduate education in a 'Western' context. 126 participants of 13 different nationalities participated in the mixed methods study involving the use of focus groups and questionnaire. Their findings in relation to this study suggested that as a result of complex previous educational influences, practices related to plagiarism can occur.

They also found that the approach to learning in China is different from what students experience in Europe. These findings are similar to those reviewed earlier from the paper written earlier by Pennycook (1996). While none of the participants of the Hayes and Introna (2005) study were Nigerians, the results of the study provide much insight to different aspects of this research on student plagiarism.

Kelm and Sharon (2013) carried out a study in a UK university which they titled '*When It Comes to Plagiarism-Nationality Matters! Results of an Empirical Study*'. The aim was to determine whether nationality has an influence on the occurrence of student plagiarism. Questionnaires were used for the collection of data from all their new master's level students. Their findings from a survey administered over two years suggested that there was a perceived significant difference in the rate of student plagiarism occurrence by particular nationalities in their first year of studies.

They found that the rate of student plagiarizing from Africa (26.9%) and the middle east/gulf countries (25.4%) were significantly more than students from other areas of the world, while students from the USA/Canada plagiarise the least (10.3%). This suggested link between the nationality and occurrence of plagiarism could imply a deeper reason which might be in relation to the educational background/systems these groups of students studied in previously.

Although these authors draw a link between culture (which relates to nationality) and student plagiarism, some others are of the view that there is no such link. Also, it is not quite clear how they detected the occurrence of the students' plagiarism, it will be important that the method is reliable. If it is through detection by the tutors, it could be

an inconsistent method which could be biased unlike if it is initially through text-matching which is further analysed.

In Abukhattala's (2012) study on plagiarism and culture which was carried out in Libya, he investigated the belief that *plagiarism is culturally approved in non-western countries*. He used both qualitative and quantitative methods to collect his data from 25 participants. After the study, he suggested that plagiarism is not related to culture.

He stated that student plagiarism could occur as a result of the Libyan students' poor understanding of plagiarism, language proficiency, previous educational practices and a lack of exposure to punitive measures. However, it may be difficult to generalize this finding to all Libyan students as the 25 participants were master's students with previous experiences of learning in English. As a result, they could have more related skills and understanding than an average Libyan student.

Hayes and Introna (2005) suggested that educators need to appreciate the cultural differences to be able to act ethically when responding to issues of plagiarism among international students. However, with international students there are also socio-economic challenges which make plagiarism a big motivator for to enhancing academic credentials and gaining financial benefits as seen in the study of Saeed et al. (2011).

While Kelm and Sharon (2013) strongly believe that nationality is an important issue for consideration when it comes to student plagiarism, it is appropriate to consider the caution of Sowden (2005) about the danger of slipping into stereotypes and shifting the appropriate educational focus which should be teaching and learning. However, culture is just one of the other intrinsic issues (such as student awareness of the concept, perception, attitude towards the concept etc.).

Knowing that culture, in terms of nationality (Kelm and Sharon 2013) or previous educational background (Sherman 1992) can have effects on the occurrence of student plagiarism, it becomes necessary to explore Nigerian students in relation to their previous academic background and how this can affect them. Some of the variables that

emerge in relation to perceptions of student plagiarism will be discussed in the following sub sections.

A number of these authors/researchers (Hayes and Introna 2005, Sowden 2005, Gilmore et al. 2010, Kutieleh and Adiningrum 2011, Kelm and Sharon 2013) seem to have a strong belief that student plagiarism is a nationality or culture-related issue, while others contradict that. Some (Sherman 1992, Pecorari 2003, Abukhattala's 2012) feel it has to do with skills gap and different educational systems, expectations and norms. Although there are differing opinions, it is a problem that has to be addressed regardless of the differences in views. Hence, the destination (overseas) universities have to take some responsibility for addressing the issue.

It is observed that the perception of the word 'culture' by the different researchers is not entirely the same. Culture is perceived by the researcher of this thesis as the practices, 'beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how an institution [university] functions. This encompasses the way things are done in relation to teaching, learning, assessment, lecturer and student attitude in an academic environment.

2.3. Views on some student plagiarism related factors

Several factors which impact on student plagiarism have been identified. Three of them will be reviewed further in this sub-section as they were selected for investigation in this research. These were student awareness about the concept of plagiarism, student perception of the concept and their attitude towards plagiarism.

2.3.1. Students' awareness about plagiarism

Although there can be various degrees of 'awareness', the term 'awareness', in this research refers to the state of being conscious of the existence of the concept of plagiarism. Ramzan et al. (2012) in their study in Pakistan focused on 'awareness about plagiarism amongst university students in Pakistan'. Their purpose of carrying out the study was to highlight the seriousness of plagiarism among graduate and post-graduate students in Pakistan, explore the university students' awareness about plagiarism and explore teachers' and universities' effectiveness in its detection and management.

The study was an empirical exploration that made use of questionnaires as a method of data collection from 365 participating undergraduate and postgraduate students selected randomly from both public and private sector universities. Although the title (*awareness about plagiarism amongst university students in Pakistan*) suggested possible findings in relation to students' awareness of the existence of plagiarism, the findings were actually about students' understanding of plagiarism, their views on what it constitutes and how the universities responded to it.

They reported that their findings included poor understanding of both plagiarism and university plagiarism policies and processes among the students. Furthermore, the findings suggested that many of the students did not understand what plagiarism is although a significant number admitted that they had intentionally plagiarised written materials.

Similarly, in carrying out his study on plagiarism and culture in Libya, Abukhattala (2012) also found, from the data collected from his 25 participants, which many Libyan students were naïve about what plagiarism is. He said they could not distinguish what constitutes plagiarism and this was evidenced in their belief that plagiarising information from the internet is less offensive than from textbooks.

Davis (2012) carried out a study on 'International postgraduate students' experiences of plagiarism education in the UK: student, tutor and 'plagiarism expert' perspectives'. She used interviews as a means of data collection from her eight international student participants and their tutors. The participating students were from China, Japan, Sri Lanka and Algeria serving to enrich the data. The following findings emerged from this study:

- The university definition of plagiarism was unclear to students, who did not interpret it in the same way as the tutors
- Tutor expectations for source use by the students was very high, while the levels of pedagogical support with source use was low
- 'There is a tendency for tutors to perceive a connection between international students and plagiarism' (Davis 2012: 32)

The students and their tutors had a different understanding of the university's plagiarism definition resulting to different opinions. Furthermore, different problems were identified with the availability of education on avoiding plagiarism. This difference in their views was not surprising as the students stated that they had inadequate access to support resulting in numerous concerns about plagiarism.

The tutors expressed concerns about their lack of time and felt that the students should receive the instruction on this aspect elsewhere. However, the 'plagiarism expert' that participated in the survey advised that there should be a greater focus on learning rather than adhering to regulations while being more careful to avoid the tendency to connect international students with plagiarism. The study pointed out the need for a continuous pedagogical support throughout the studies of international students. This study is one of those that point out the difference in the understanding of plagiarism by students and tutors.

2.3.2. Students' perception of plagiarism

Several studies (Sutherland-Smith 2005, Pickering and Hornby 2005, Power 2009, Tsintzoglou 2011 and Roig 2012) have been carried out on students' perceptions of plagiarism. These have explored the way students perceive and understand the concept of plagiarism. The relevance of these studies to this thesis is that they provide an insight to how students perceive, understand or view the concept of plagiarism, which has an effect on both deliberate and accidental plagiarism, depending on the level of knowledge. The author of this thesis refers to student perception as students' views and interpretation of plagiarism as well as their understanding of the concept and its requirements.

Sutherland-Smith (2005) carried out research in Australia on 'The tangled web: Internet plagiarism and international students' academic writing'. She investigated the notion of plagiarism and the internet by surveying English as Second Language (ESL) teachers and students. The purpose of her research was to provide insight to the students' and teachers' understanding of plagiarism of Internet texts, perspectives on Internet plagiarism and ideas of attribution when using Internet sources.

A mixed methodology was adopted, administering a questionnaire in the first instance to 11 ESL teachers and 186 ESL students, followed by semi-structured interview with 11 ESL teachers and 41 ESL students. The findings suggested that the students were unclear about how to attribute sources, with 62% of the participating 186 students indicating they had received no previous anti-plagiarism instruction in their home countries and did not know about plagiarism until enrolling in the college.

Furthermore, 31% of students stated in the questionnaire that they did not cite Internet information. At the follow-on interview, 12 out of the 30 student participants explained that they do not cite information taken from the Internet because they believe the information to be common knowledge. The results presented conflicting views between teachers and students concerning the notions of authorship and attribution as it related to the use of information on the Internet.

Pickering and Hornby (2005) carried out a study in a New Zealand university on 'Plagiarism and international students: a matter of values differences?' The focus of their study was on different perceptions of students about what plagiarism involves and the possible sources of these differences. They adopted a quantitative survey approach with the use of a questionnaire which was administered to thirty-one Chinese students about to start their university study and sixty-three New Zealand students in their first year of university study.

The questionnaire included six scenarios depicting different types of plagiarism and the students were required to make a value judgment about the behaviour described on a nine point Likert scale from 'extremely good' to 'extremely bad'. Results from the analysed data suggested significant differences in views on the gravity of plagiarism. Chinese students were generally more tolerant of the action of the student in the scenarios than the New Zealand students. In fact, many of the Chinese students saw some of the actions described in the scenarios as good, when all the scenarios were different types of plagiarism. Another difference was that in a crisis the Chinese students were three times more likely to engage the help of a friend to write an essay for them.

None of the New Zealand students thought it good (or even neutral) to cut and paste an essay from the Internet, whereas 13% of Chinese thought it good, and a quarter in total did not think the action bad. The data also suggests that the attitude towards plagiarism of both the Chinese and New Zealand students was different from the stated requirement in the regulations. In this study, it is observed that the New Zealand students were ahead of the Chinese on their programmes so would have had time to become familiar with the expectations. The Chinese students were just about to start and this gave a rather unfair advantage to the New Zealand students, potentially distorting the statistics and findings.

The study of Power (2009) carried out in a university in the US, focused on university students' perception of plagiarism. The purpose of the study was to have an insight into the ways first and second year university students understand the concept of plagiarism. The research method, as opposed to that used by Pickering and Hornby (above), was qualitative using interview and focus group sessions to collect data with the use of phenomenology and grounded theory as an approach to exploring the students' understanding and experiences.

Since all the participants were home students, probably due to the location of the university, she did not explore cultural differences. Although there were no Nigerian students participants, the findings are of relevance to this research as they are indicative of the perceptions of students of other nationalities.

From her findings eleven themes on students' perceptions of plagiarism emerged and were grouped under two core themes: agency and externalization. She used the term 'Agency' to code the student responses that suggested they made their own decisions which could result in plagiarism (2009: 648). She grouped as 'Externalization' the responses which reflected the things the students had been told about plagiarism but did not reflect their own understanding or reason for avoiding plagiarism.

She claimed that a few students were comfortable with avoiding plagiarism because of the reasons they have been given by their teachers (externalization). However many other students expressed a stronger need for a personal reason (agency) because they

found that an external reason for adhering to a rule proved to be an insufficient motivation (Power 2009: 645). Her findings further revealed that labelling students who plagiarise as immoral could be as a result of lacking a deeper understanding of the motivation. Many of the students 'craved a sense of agency surrounding the issue' (Power 2009: 659). They wanted to be able to make informed decisions that would not result in plagiarism.

In Australia, Tsintzoglou (2011) carried out a doctoral research study on 'Japanese postgraduate students' perceptions of and attitudes towards plagiarism'. The study which took place in the University of Melbourne adopted a mixed methodology using phenomenology as the approach. The participants were four postgraduate Japanese students who all participated in completing a questionnaire while three participated in a follow-up interview.

Analysis showed that the development of the student' perceptions of and attitudes towards plagiarism started in Japan with some instruction on citation techniques, although the regulations were not very strict. On arrival at Australia to study they were met with very strict regulations, more teaching on plagiarism and more emphasis on written essay work. He observed that when the students were introduced to plagiarism in Australia, they did not find it difficult to understand the concept of plagiarism or to learn more specific attribution techniques but felt and expressed the need for more explicit instruction for each of the required referencing styles.

On the attitude of the Japanese students, Tsintzoglou (2011) observed that there were some variations in attitude which were in compliance with Australian university regulations. He explained that the three students interviewed showed a connection with their primary academic context. It appeared that the initial introduction of the concept of plagiarism and the academic regulations had a lasting impact on the students that participated in this study.

There is value in the methodological approach adopted by Tsintzoglou (2011) for his research, but the sample size is quite small and findings from phenomenological research are usually not generalisable. However, this study provides insight for

education providers and other stakeholders to better understand and help this specific category of students, knowing that they have preliminary understanding of plagiarism issues and can adapt successfully to new academic context without much difficulty.

The findings of the doctoral research by Tsintzoglou (2011) are relevant to this research because it provides different evidence to other studies with international students successfully adapting to a more stringent set of regulations for plagiarism. It will be interesting to find out if the Nigerian students were introduced to plagiarism in Nigerian universities and compare the impact it has had on them with the findings of the impact on the Japanese students.

In summary, Pickering and Hornby (2005) expressed their views on the perceptions of the Chinese and New Zealand students based on questionnaire results. These views portrayed largely incomplete understanding of the concept of plagiarism among the group of students. Sutherland-Smith (2005) revealed widely differing conceptions of plagiarism by students, staff and the institution. Power (2009) suggested that students were unclear about plagiarism evidenced in their inability to differentiate between quoting, citing and paraphrasing. These were similar to the findings of Roig (2012) that students are often unclear as to what constitutes plagiarism and do not understand correct forms of paraphrasing.

Tsintzoglou (2011) asserted that where there is an early introduction and education on the concept in the home country of the international students, it can have a long-lasting impact. Power (2009) found that students who understood the concept of plagiarism and its requirement wanted a personal reason to adhere to the 'rule' or requirements for proper academic writing. It can be deduced from these findings that where students have a good foundation of understanding and they also have a personal reason to adhere to the requirements, they are likely to have a better attitude to plagiarism.

2.3.3. Students' attitude towards plagiarism

Attitude refers to the perceived stance of an individual. In this research, it is referred to as the tendency to intentionally partake in unacceptable academic conduct which could result in plagiarism or condoning the act of plagiarism. Several researchers (Tran 2012,

Murtaza et al. 2013 and Ghajarzadeh et al. 2013) have explored the attitude of students towards plagiarism arriving at different findings which suggest that there could be many influences on their attitude.

Tran (2012) investigated the perceptions and attitudes of international students towards plagiarism through action research. The study carried out in Australia presented plagiarism views and attitudes among students enrolled in a core subject in the Diploma in Business Administration at La Trobe University Melbourne. These students were mainly from China, Vietnam, Thailand, Japan, Oman and Saudi Arabia.

Tran (2012) argued that culture is not decisive in shaping students' understanding and attitude towards referencing and plagiarism. Since the researcher believed that these students need timely support and a structured guidance to learn to manage plagiarism they designed an action research project in which citation and referencing was explicitly taught in one of their subjects.

Following the teaching embedded in the action research, the researcher used mixed methods: a questionnaire was completed by 72 students and a focus group session in which eight students participated at the end of the 13-week course. Another source of data was the researcher's field notes on students' feedback regarding referencing during the trimester. Although the study of Tran (2012) did not centre entirely on student attitude, the main focus was on factors that could affect the development of students' attitude towards plagiarism which explores how they behave rather than how they understand the concept.

The findings suggested that plagiarism is the outcome of complex personal and situational factors. Some of the factors identified were students' English proficiency, the inherent writing style in their home country, their motivation, their learning style (passive or active), together with the different approaches to referencing adopted by different teachers. Findings included the following.

- Forty-five per cent of the students surveyed indicated that they still did not believe they could write a good essay and manage referencing correctly.

- At the end of the course some students reported that they were still not sure what plagiarism meant and how this word was pronounced
- They found referencing to be confusing
- They felt that they needed more time to practice citation and referencing and generally more guidance with plagiarism requirements which they found particularly difficult
- Although by the end of the course, most students understood the importance of citation, some students still believed that referencing was not that important

Tran (2012: 21) suggested that these factors need to be considered while designing activities aimed at familiarising international students with issues of academic integrity in 'Western' institutions and providing them with adequate support. In a similar vein, Murtaza et al. (2013) carried out a large scale study on the 'Evaluation of student's perception and behaviour towards plagiarism in Pakistani universities'. The focus was on students' knowledge of related policies, their attitude towards plagiarism and their views about penalties.

This mixed methods study used both interviews and questionnaires as data collection tools from 25,742 participating students across 6 disciplines in 35 Pakistani universities. The conclusions were that there was an extensive lack of student understanding of plagiarism across all the 35 universities surveyed. From their findings, 94% of the students reported that they were unaware of the plagiarism policies.

Taking a different approach from those adopted by Tran (2012) and Murtaza et al. (2013), Ghajarzadeh et al. (2013) carried out an empirical study on the attitude towards plagiarism among Iranian medical students of Tehran University of Medical Sciences. The researchers aimed at assessing the attitude of these medical students with the use of questionnaires (of which 198 were completed out of 230).

They found that the interns (those that will be specialists soon) gave more correct answers to questions in the '*attitude towards plagiarism questionnaire*' than the other participants. They had a relatively higher score of positive attitude towards plagiarism (fewer tendencies to plagiarise) than the other participants. This suggests that they

were less likely to participate intentionally or condone unethical academic practices in relation to plagiarism because they had a better understanding.

They concluded that resident doctors training in developing countries were not sufficiently familiar with plagiarism and therefore more training should be provided for them. This study gives an insight to the potential problems that could result from inadequate exposure and education of students on the concept of plagiarism.

2.4. Possible causes of student plagiarism

Section 2.3 focused on student plagiarism related factors that will be investigated in this research (awareness, perception and attitude) and this section considers other possible causes of student plagiarism. It is of interest to the researcher as it provides further insight to the possible reasons Nigerian students plagiarize which will inform the conceptual model for managing the occurrence of student plagiarism that will be proposed to reduce the occurrence of plagiarism in Nigerian universities.

Some researchers argue that in their academic institutions, the academic integrity climate may be the most important factor affecting the incidence of student cheating (McCabe and Trevino 1996: 29, Olasehinde 2006). Although cheating is not necessarily plagiarism, deliberate plagiarism is a type of cheating and Saeed et al. (2011: 123) suggested that the students' act of deceit could be mainly due to lack of awareness. This could be the case in a number of institutions where there is inadequate awareness created about plagiarism. However, there are other possible reasons to consider.

In her study in a Nigerian university, Babalola (2012: 53) identified the most significant causes of student plagiarism as the 'ease of copying from the internet', desire to earn good grades, poor knowledge of appropriate citing principles and pressure to meet assignment deadlines. In addition to lacking the skills to adhere to academic conventions and to manage their time, these students seemingly plagiarised deliberately for other personal academic gains.

However Ellery (2008) observed in her study in South Africa, that when students plagiarise, they do so with little deliberate intention to deceive, but rather, as a result of

a poor understanding of technical matters (such as correct referencing norms). Additionally, she identified ignorance of higher-order issues such as writing as a process, knowledge as a constructed entity, establishment of one's own voice through language, and referencing, together with a lack of awareness of plagiarism, as problems. Hence, the students could plagiarise accidentally either because they were not aware or lacked the requisite skills. They could also plagiarise intentionally because they want to achieve certain objectives.

From reviewed literature Park (2003: 479-480) identified some reasons why students plagiarise that were in relation to students.

- Thinking the lecturer will not care
- Thinking they will not get caught
- Running out of time
- Not having any moral or ethical reason not to plagiarise
- Not wanting to learn anything but to just pass the assignment
- Not seeing the difference between group work and collusion
- Not being aware of penalties
- Having a poor attitude towards their teachers
- Being unable to cope with workload
- Getting themselves to believe there is nothing wrong with it
- Feeling the task is completely beyond their ability
- Believing it is easy to cut and paste from the internet
- Feeling external pressure to succeed
- Have always written like that
- Viewing it as a means of showing lack of regard for authority
- Having the impression about their lecturers as not being thorough
- Attempting to trivialize the act
- Finding it tempting to have so much available information
- Believing policies will not be enforced
- Believing there are no deterrence mechanism in place
- Believing penalties are not given if students are discovered

Although the Council of Writing Program Administrators (WPA 2008: 2) observes in their article on 'Defining and Avoiding Plagiarism: The WPA Statement on Best Practices' that 'no excuse will lessen the breach of ethical conduct that such behaviour represents', understanding the reason students plagiarize can help teachers determine how to reduce the opportunities for plagiarism. They identified the following as possible causes:

- The fear of failure or taking risks in their own work.
- Poor time-management or planning skills.
- View the course, the assignment, conventions of academic documentation, or the consequences of cheating as unimportant.
- The fact that teachers may present students with generic assignments.
- Failure of Instructors and institutions to report cheating and enforce appropriate penalties when cheating occurs.

WPA (2008) pointed out that students could engage in some practices and conditions that could result in texts that falsely appear to represent plagiarism as it is defined. Some of these are:

- Not knowing how to integrate the ideas of others and document the sources of those ideas appropriately in their texts.
- Making mistakes as they learn how to integrate others' words or ideas into their own work.
- Not knowing how to take careful and fully documented notes during research.
- Coming from an earlier education background where plagiarism was viewed differently or less stringently.
- Being viewed by lecturers in the new institution as having already learned appropriate academic conventions of research and documentation.
- Receiving insufficient support from instructors when learning how to research and document sources.
- Failure of instructors to appreciate the difficulty of novice academic writers to execute these tasks successfully.
- Lack of familiarity with the conventions governing attribution and plagiarism in foreign institutions.

Park expressed that plagiarism is 'often complex and multidimensional with no simple cause and effect link' (2003: 479) and as such there has to be a complex approach to addressing it (Carroll 2007, Macdonald and Carroll 2006, Park 2003). So beyond the reasons in the aforementioned lists (Park 2003 and WPA 2008) there are complex issues which could result to instances of students' inappropriate use of sources or texts. In relation to possible causes of student plagiarism, some other authors have expressed their views on pedagogy, previous educational background, language of origin, skills gap and internal and external pressure. Some of these are summarised as follows.

Pedagogy refers to the teaching, learning and assessment style the students have been exposed to (Ellery 2008: 507). Where they have become used to the 'rote' learning approach unlike the 'student-centred' approach to learning they would struggle to express themselves. In a system where students believe they do not have a right to their own expressions (Abasi and Akbari 2008) they struggle to be 'heard' and at the same time, reproduce what they are taught. The high level academic writing skills (such as critical thinking) become elusive and they may not fully understand what they study.

Some international students studying in UK come from countries where it is believed that knowledge is held as universal and adherence to international conventions on copyrights is not appropriately emphasised as seen in the study of Carroll (2007: 29). Furthermore, Walker (1998: 93) observed that many students assume that the standard from the previous study background should still be applicable in the new. So in cases where the previous institutions did not put emphasis on the issue of plagiarism, the students may expect no more stringent requirements in the new institutions they may attend.

Besides these possible causes of student plagiarism, Williams (2002) observes that other causes of student plagiarism irrespective of the student's ability could be grouped as pressure to plagiarise arising internally within an institution (e.g. poor time management, inability to cope with workload, lack of motivation to excel, illness) or externally (e.g. finance, parents, desire to test the system).

2.5. Methods of detecting, deterring and mitigating student plagiarism

As a result of the perceived complexities and diversity in the way student plagiarism occurs, it follows that its detection and mitigation may also be varied depending on the situation.

2.5.1. Detecting student plagiarism

The detection of plagiarism is a difficult process which involves checks for similarities in texts, words, phrases and writing styles. It further entails the analysis of identified instances to understand why they occur and furthermore to determine the intent to deceive, which is difficult to establish. As Pecorari (2008: 4) stated, demonstrating intentional deception is not straightforward and in certain cases it may be difficult to arrive at a conclusion about whether deceptive intent was present.

Plagiarism detection from similarity checks can be approached in different ways which can be categorised broadly as manual and automated. Most manual strategies use approaches such as visual examination of written documents, manual use of computer systems to search for text matches, examination of the writing style and forensic analysis of documents. Based on the approach to detection, Maurer et al. (2006: 1056) categorized plagiarism detection into three methods: Manual search of characteristic phrases, Text-matching and Stylometry.

Manual search of characteristic phrases – this involves taking any paragraph from a written document and carrying out a search on a single or multiple search engines (e.g. Google). Harris (2011) suggested some defined steps for this manual detection as looking for the clues such as writing going off the topic, identification of unusual formatting, mixed citation styles, lack of references or quotations in the piece of work, anachronisms (where the submission refers to long-past events as current), anomalies of diction and style and where there are obvious indicators of copying.

Following the identification of the clues, he suggested locating the source by checking:

- The list of sites for ‘free’ or ‘for-sale’ term papers
- All publicly mounted Web pages and those with articles free to users and accessible only by going directly to the site

- Paid databases over the Web
- CD-ROM resources having encyclopaedias and some databases.

Then, if the source is not yet found, he proposed searching for the paper online by checking search engines (like Google, AltaVista etc.), some appropriate databases on the Web and the institutions' library's online database. Finally, he suggested that plagiarism detection software can be used where there is still no success at the manual detection although; the software is usually only able to carry out text matching.

The second category proposed by Maurer et al. (2006: 1056) was **Text matching** which involves the word by word comparison of one document against another set. Pecorari (2008: 4) explained that checking the textual features involves not only checks on text similarities but also the absence of other textual features, such as quotation marks, which would make the similarity acceptable. Hence she asserts that to determine that a piece of writing has plagiarism features, it must be established that the document in question:

- contains words and/or ideas that are also present in another writing
- has similarity to another writing that is not accidental
- fails to adequately attribute its relationship to the earlier one

This text matching approach differs from the first category which basically checks for similarities by using phrases. This text matching category was further differentiated by the location of the operation into cases where the comparison takes place:

- Locally on the user computer, performing the analysis on local databases of documents or using internet searches
- Remotely on the server when the user uploads the document and the detection processes take place remotely as well

In both cases, the detection can only show similarities but there is still the need to examine these occurrences to determine if they are instances of plagiarism or whether there are other reasons for similarities detection. In the second option the use of text-matching software is employed. Where there are large class sizes as is the case in most Nigerian federal and state universities, it will be challenging to use these approaches

manually as most lecturers would be unwilling to engage. In view of this, the use of digital tools for automating the process of detecting text matches becomes appealing.

These tools (Turnitin, CopyCatchGold, Eve2, Ephorus, Urkund, Kopi, WordCheck etc.) work in different ways but are usually based on the comparison of two or more documents to detect levels of similarities and identification of inconsistencies between texts (Culwin and Lancaster 2000). Lukashenko et al. (2007) state that in order for this comparison to take place, there is a need to assign numeric values called similarity scores to each document. These scores are usually based on different metrics which could be parameters and aspects in the documents.

Culwin and Lancaster (2000) stated that the plagiarism detection task is not the same as basic authorship attribution checking but also relates to content. Even though text matches is relatively easy to detect, a number of some forms of plagiarism (ideas, processes, unpublished work, large amounts of copyrighted material, non-digitised sources and ghost-written work) may not be detected by text matching tools.

The third category Maurer et al. (2006) suggested was Stylometry. This is based on understanding the individual and unique writing styles of different persons which will enable the analysis of these writing styles. This manual process can be carried out within the same document where there is a check for instances of plagiarism or it could be compared with earlier written document by the same author (student). The disputed writing can be evaluated using different factors within the same writing. These factors could include common spelling mistakes, a change of vocabulary, use of punctuation and common structural features such as word counts, sentence length distributions etc. (Maurer et al. 2006: 1056).

Very large class sizes means that this approach will be difficult to adopt in most Nigerian universities except the private ones where the class sizes are manageable so the lecturers can understand the students' writing styles and keep record of their previous writings. Although a number of these approaches and the present text-matching software work well in detecting similarities, Maurer et al. (2006) pointed out that software tools may not always detect these similarities due to plagiarism when:

- There is a deliberate attempt to interfere with the way they work by using extensive paraphrasing with the help of synonymising tools, syntactic variations or different expressions for same contents
- Plagiarism is based on documents that are not available in the electronic format
- Plagiarism crosses language boundaries

In Nigerian universities where students use textbooks and lecturer hand-outs and rarely submit coursework electronically into databases, instances of plagiarism could be based on documents that are not available electronically, or in accessible databases. In cases like these, it becomes difficult to detect instances of the occurrence of plagiarism digitally; hence, manual use of search engines for text-matching and checking on the writing style becomes a very useful option where the class size is manageable.

2.5.2. Deterring student plagiarism

The occurrence of plagiarism takes different forms as explored in section 2.1.3. Several attempts have been made by researchers to deter these different types of plagiarism. Macdonald and Carroll (2006) observed that the main concern was how best to use different electronic systems to detect student plagiarism. They argue that there was a missing aspect in the debate which was the recognition of plagiarism as a complex problem.

Other researchers (Carroll and Appleton 2001, Park 2004, Relph and Randle 2006) were of similar opinions and expressed that attempting to mitigate student plagiarism is not just about detecting it but is all encompassing involving the institutions, lecturers and students. To some extent this is a historical account about research circles because the debate has now moved on and the complexity is more generally recognised. However there is still a lot of catching up to be done in some countries that have been less engaged with the earlier research.

In line with these views, Wellman and Fallon (2012) carried out research on deterring inappropriate collusion as a form of student plagiarism. They reported their progress and findings on an action research project designed to address the problem of collusion among postgraduate students on an international MBA program at a management school in a UK university. The action research resulted in findings that a case study

approach to assignments had largely designed-out plagiarism (as recommended by Carroll 2007) but collusion between students had taken its place.

The researchers used mixed methods involving the use of 25 student-interview sessions, 3 focus group sessions and self-administered questionnaires with 182 participants. They adopted a strategy where all MBA assignments were submitted to the Turnitin text matching software with a wide broadcast of the dangers and penalties resulting from malpractice before or after the survey.

The findings were as follows.

- Students believed that assignments requiring reference to common sources of information meant that submission similarities could not be avoided
- Mixed reactions were observed in relation to sharing of materials, some were of the view that it was inevitable and others felt it was as a result of not wanting to fail or in some cases lack of ability to avoid its occurrence
- Self-reporting of low level of occurrence

These findings led to some specific changes in relation to:

- Induction was revised to include formative assessments specifically on anti-plagiarism
- The Module content was increased to include core skills taught throughout the first semester to address the difficulties these students face
- Staff support systems and staff development were adjusted to achieve greater awareness within the teaching team

Wellman and Fallon (2012) conclude that their prevention strategy was effective, resulting in the reduction of the overall rate of collusion among the investigated cohort. This strategy is a good one because it does not focus on one group of stakeholders which would have been insufficient to discourage the occurrence. Carroll (2007) articulated methods for discouraging student plagiarism which are reinforced by other researchers. These ideas are described next.

2.5.2.1. Informing students

Informing students about institutional academic conventions can be challenging as they receive so much information when they commence their studies so that it becomes difficult for them to identify which is most relevant. Carroll (2007) observed that regardless of the option adopted for informing the students, the critical facts should always be stated. She suggested being positive, by stressing the link between good marks and attributing ideas and references before mentioning punishment. She also emphasised the need to signpost or indicate where help can be received on related issues.

2.5.2.2. Teaching the skills

Park et al. (2011: 46) observed in their study that there was an on-going debate on who was responsible for providing plagiarism and citation instruction between the English department, writing centre, tutoring centre, instructor who incorporates research component, or library. A much earlier study by Scanlon and Neumann (2002) argued that faculty should focus on acting as educators and are in agreement with the idea of viewing students as learners who may lack the requisite academic writing skills.

Carroll (2007: 59) recommended some ways of teaching the skills such as: offering a compulsory general course on study skills, making the skills a required aspect of the study, incorporating skills into discipline-based teaching and providing optional guidance and academic support as suggested also by Ellery (2008). Some of the required skills are related to basic note-taking, proper citation and referencing procedures, use of referencing management software, essay writing, paraphrasing, summarising etc.

Similar to this approach Roig (2006: 597) had advocated concentration on an instructional system of prevention through the development of courses on responsible conduct of research which would explore a variety of research integrity issues. He identifies the need for the incorporation of research integrity into continuing education with instructions on plagiarism and a focus on ethical writing.

2.5.2.3. Instituting and implementing institutional policies and culture

Kenny (2007: 14) suggests the need to foster a culture of honesty and integrity which clearly states that 'plagiarism in any form is unacceptable' among its academic community. Where an all-inclusive approach is desired, there is a need to have an institutional culture and effective plagiarism policies, which will make it difficult for plagiarism to take place.

However, Onuoha and Ikonne (2013: 104) observed that while institutional policies provide guidelines for plagiarism prevention, the task of its detection lies directly with lecturers due to their close contact with the students. As Harris (2012) noted, a lot can be done to detect plagiarism, though there is a need to report the cases to the right people so the students can be consistently judged in line with institutional guidelines and procedures.

Where these institutional policies are present, Carroll (2007: 110) observed that if they have not been reviewed, evaluated and updated in the 'last few years', they are probably not fit for purpose. Macdonald and Carroll (2006) listed some ways of identifying an institution requiring policy review as lacking:

- Clear documented evidence of teaching students the required skills to adhere to academic writing conventions
- Clear evidence of institutional promotion of academic integrity for both staff and students
- Clear approach to creating awareness of academic regulations
- The creation of awareness of the academic responsibilities of the students
- Staff development activities in the deterrence of plagiarism
- Staff update processes on current procedures and regulations, course design, plagiarism detection and legal responsibilities
- Systematic and coherent approach to collecting and archiving data on plagiarism cases
- Consistent approach to deterring plagiarism which may be evident in staff taking individual decisions in handling identified cases of plagiarism in student work
- Accurate statistical figures of cases

2.5.2.4. Using assessment to deter plagiarism

Some researchers argue that the structure of the assessment is a factor in student plagiarism as the students may view assessment as purely a means to 'pass' (Le Heron 2001: 261) and make progress in life. Some other researchers are of the view that the likelihood of copying is minimised where assignments are made difficult for students to easily get their answers by using search engines. Christie (2003: 58), referred to this strategy as 'setting up roadblocks within the course'. In line with this view, a number of researchers have identified that focus on the 'process' over the 'product' is an effective way to deter student plagiarism (Carroll and Appleton 2001; Harris 2001; McKeachie 2002).

In order to design out plagiarism, Harris (2011) in agreement with Carroll (2007: 36) suggested that giving clear and specific instructions and using a signed statement of originality. Davies (2004) however suggested the use of peer review process in assessment as a tool for the improvement of learning and discovering plagiarism. Carroll (2007: 47) suggested that learning can be assessed by requiring an outline or annotated list of sources and drafts instead of an essay in some instances.

Another innovative method in assessment also suggested as a possible deterrent is the use of reflective journals (McDowell and Brown 2001: 6). Furthermore, Carroll (2007: 48) stated that other assessment types can be used to verify authenticity in the form of open-book tests, in-class or supervised tasks and random viva voce examinations.

2.5.2.5. Instituting and implementing penalties

The implementation of all the foregoing suggestions without instituting penalties may not result in the desired result. Carroll (2007: 88) argued that an all-inclusive or holistic approach to the deterrence of plagiarism should include informing students of the possible consequences of their failure to adhere to the academic regulations.

Since Lambert et al. (2006) reported from their findings that one of the strongest deterrents is the fear of being caught and what might happen as a result, it seems clear that instituting and implementing penalties should be a part of the holistic approach of the deterrence of plagiarism. However, a case for uniformity is made by Park (2003: 484) in the process of applying penalties across faculties and institutions.

2.5.2.6. Sustainable reforms

Although some universities are aware of issues surrounding academic integrity and are managing plagiarism in several ways, Sutherland-Smith (2010) pointed out that most of these management strategies are basically detection, deterrence and provision of information about plagiarism. She expressed the view that such measures may not lead to sustainable management practices for plagiarism and academic integrity.

She explained in agreement with Macdonald and Carroll (2006) that 'sustainable' reform refers not just to engaging the student in ethically sustainable academic practices, but also enabling the institution to engage in discussions about its overall plagiarism management philosophy and practices (Macdonald and Carroll 2006, Sutherland-Smith 2010). Sutherland-Smith (2010) suggested a holistic approach to the management of plagiarism, through the adoption of proper dialogue about the association between academics, universities and students.

2.5.3. Frameworks and models for deterring student plagiarism

Several attempts have been made towards the systemic reduction of student plagiarism in the form of frameworks, models and strategies. Some of these are as follows.

2.5.3.1. Park (2004)

In his highly cited article on 'Rebels without a clause: towards an institutional framework for dealing with plagiarism by students', Park (2004) made a case for an institutional framework for addressing the occurrence of plagiarism by students. The paper outlined the elements of the framework which was developed for use in a university in the UK. It focused on the use of prevention and education, backed up by detection and punishment procedures.

The framework which was developed by a working party at Lancaster University took into account experiences from other institutions, lessons from the literature (Park 2003) and widespread consultation with staff across that university. The working party attempted moving beyond detection and punishment to a cohesive framework that tackled the root causes as well as the symptoms of plagiarism. They went on to specify

roles and responsibilities for the different stakeholders, develop procedural steps and define sanctions and penalties that are to be used consistently and transparently.

The framework covers transparency, ownership, responsibility, academic integrity, compatibility with the institution's academic culture; focus on prevention and deterrence and support for and development of students skills (Park 2004: 291). He advocated that the key criteria in assessing the usefulness of this institutional framework are transparency, appropriateness, fairness and consistency.

The framework prescribed by Park (2004) involved anticipation that assessors make efforts to detect plagiarism and inform students of the detection procedures. Where mitigation fails and there is suspicion of plagiarism, the following takes place:

- the assessors refer the material to the course convenor;
- submission to the academic officer (AO) of the annotated material, a report along with a hardcopy of the source;
- investigation of the case by the AO along with giving the student the opportunity of self-defence;
- receipt of information by the AO from the student registry on previous incidents;
- panel meeting is set up if required;
- arrival at a decision based on the investigation or panel meeting and where necessary application of penalty without discretion;
- update of student registry database through a report sent by AO.

2.5.3.2. Macdonald and Carroll (2006)

Macdonald and Carroll (2006) were of the view that rather than expecting students to take responsibility for solving the student plagiarism problem, there is a need to integrate an institution-wide, coherent, principled and evidence-informed approach to the mitigation of plagiarism. Their approach presents a solution to the problem by:

- Ensuring students have the appropriate information and skills within the context of a scholarly/academic approach to learning
- Developing approaches to curriculum design and assessment that ensure that skills development is built in and that assessment does not encourage or reward plagiarism

- Focusing on low-stakes formative assessment for learning and using high-stakes assessment sparingly to genuinely measure student learning
- Supporting the other steps by appropriate staff development and support from educational developers

They pointed out that rules are not just designed for the sole purpose of penalties. They are also a means of re-educating students which makes the institutions 'fair and robust' (Macdonald and Carroll 2006: 235).

2.5.3.3. Singer (2010)

Singer (2010) presented 'Fostering Pride in International Students' Authorship'. The project was carried out in the University of Hertfordshire in the UK and it focused on improving information literacy, reducing plagiarism and developing pride in authorship of written work among international students. Data collection on the evaluation of the workshops adopted a mixed method approach.

The research tested a holistic approach to dealing with these issues having its key objectives as:

- Raising awareness of the issue of plagiarism among students
- Developing understanding of academic integrity and authorship
- Encouraging the use of 'quality' information and correct referencing
- Improving academic writing skills
- Informing educational policy within the Business School and the wider University

The project was carried out with thirty-four international students studying a module in the Business School. The project used:

- A series of re-usable blended learning workshops
- Input from an academic skills tutor
- The use of the university's online information skills tutorials (i-spy)
- The use of a plagiarism detection software (Turnitin) as an educational tool for formative feedback to develop their authorship skills

The workshops were used for raising plagiarism awareness and understanding, empowering and giving students tools for creating original writing. The tutors from the Academic Skills Unit (ASU) provided the required support and the ASU website was used for advertising skills workshops run daily on areas such as: academic essay/report and dissertation writing, Harvard referencing, editing, proof reading, team work, presentation skills, reflective writing, creativity, critical evaluation, statistics and numeracy, exam revision tips, self-management workshops. In this project, there was an accessed piece of coursework (group assignment) which did not have any credit attached to it except in the form of attendance as the students were told that attendance was compulsory and non-attendance would lead to a drop in their grade (Singer 2010: 14).

The project was evaluated in several ways. Feedback from students was collected through students' reflective blogs, questionnaire, online evaluation form and a focus group session. Feedback was obtained from tutors, module leader and external examiner through interview and the external examiner also provided written reports. The workshops were found to have improved the skills of the sample cohort as students used a wider range of sources, referenced them correctly without plagiarising (as stated by the tutors). The findings suggested that the students and the external examiner found the workshops useful as 90% of the students had acquired skills covered by the project (Singer 2010: 22). However, both students and the external examiner felt the workshop should have occurred earlier in the semester.

The recommendations were:

- Introduce workshops early in the programme
- Embed skills-related materials into assessed work and continue to make engagement compulsory
- Carry out further work in critical thinking and challenging the lecturer
- Run the workshop through blended learning
- Build in more advanced critical thinking tutorial into i-Spy
- Use materials for all Masters Students; use the Research Methods module as a platform with the allocation of some marks.

This is a very relevant paper for this research as it presents findings on the implementation of approaches to the mitigation of student plagiarism in a stepwise manner. In this case, there was an application of strategies to a small section of the course and moving from there to adopt a modality of applying it to the whole Masters' students.

2.5.3.4. Owens and White (2013)

Owens and White (2013) carried out a large-scale longitudinal research study on mitigating student plagiarism which they entitled: 'A 5-year systematic strategy to reduce plagiarism among first-year psychology university students'. The very rigorous study was carried out over 10 consecutive semesters in an Australian university, followed up by several strategies to reduce plagiarism by students. The participants were 14,338 students which made up about 70 – 80% of the students enrolling annually from 2007 – 2011 in two courses of studies.

The approach ensured that the students encountered the survey twice during their study time. The research had four key questions to determine: the extent of plagiarism reduction their strategy will realize; if any decrease will be sustained in the following years with the students who participated and new ones; if there will be gender-related differences in the reported cases of plagiarism; and if the strategy will have different impacts on their identified types of plagiarism.

A mixed methodology was used comprising both of qualitative and quantitative methods at different stages of the research. They developed an educational based strategy (framework) which addresses plagiarism by students by creating awareness and understanding of plagiarism and encouraging the students to create original writing. Their strategy was made up of the following steps:

- Deterring plagiarism by the introduction of students to plagiarism software and subsequent warnings
- Use of a written in-class exercise on plagiarism with online feedback and examples
- Use of developed and assessed 'writing-mastery-quizzes'
- A new writing tutorial with in-class peer review

In the first year (2007), the students were required to submit a written assignment online. Then basic plagiarism software was introduced to the students and used to scan their submissions. Students that were found to have unattributed text matches were cautioned. Furthermore, the module presented the opportunity to introduce the following concepts in the course manuals: plagiarism policy, penalties and use of plagiarism detection software.

In the second year (2008), they adopted a qualitative approach of reviewing submitted in-class writing exercise and also provided the students with constructive feedback online. They used 17 examples developed from 676 responses of good writing and some common bad writing habits (such as over quoting, omission of primary sources) to develop an online learning module for use in the subsequent years. In the third and fourth years (2009-2010), several online quizzes were developed and used as part of regular continuous assessments for the students.

These were used in the following years and the researchers attempted to simulate through these quizzes the interactivity of a writing exercise without time lapse and feedback delays. By the fifth year (2011), since the researchers observed that the students had a better conceptual understanding of plagiarism but with little experience in writing, they developed and used a new writing tutorial. This focused on engaging the students in self-directed learning which would develop higher writing and thinking skills such as critical analysis.

Their findings revealed a strong decrease in the rate of occurrence of plagiarism over the period of study. They found that the most significant reduction within the cohort was in the first year when the in-class writing exercise and online constructive feedback was used. Also it was observed that by the last year, the occurrence reduced further, but the marginal difference was too low to give any statistical significance.

Owens and White (2013), unlike the framework proposed by Park (2004), did not focus on the aspect of penalizing the students but were more focused on educating them. Furthermore, this research was it has been evaluated with very encouraging results.

However, though they attempted to achieve writing skills mastery in the students during this period, it was observed that even after the five years, some students still held only a vague view of the concept of plagiarism.

This review on the framework by Owens and White (2013) is of significance to this research as it provides a detailed account of a longitudinal approach that was adopted and implemented.

2.5.3.5. Mahmud and Bretag (2013)

Mahmud and Bretag (2013) report on the project 'Academic integrity standards: aligning policy and practice in Australian universities' carried out between 2010 and 2012 in Australia. The project had a two-fold aim of developing a common understanding of academic integrity standards across the Australian Higher Education (HE) sector and the improvement of the alignment between the academic integrity policies and their implementation.

Their methodology was qualitative and the method involved the collection of policy documents from 39 Australian universities, 28 focus group and 28 interview sessions.

The project was designed to occur in four stages:

- Collection and analysis of the academic integrity policies of 39 Australian universities
- Collection and analysis of academic integrity breach data from the six project partner institutions
- Determination of the key elements of good practice
- Organization of a colloquium as an interactive workshop with a high level of expertise in academic integrity issues across the higher education sector.

Their key findings were that:

- While there had been a move away from a negative and punitive approach towards a positive focus on integrity there were still other issues such as policies with mixed messages
- There was need for clear indication of responsibilities for all academic integrity stakeholders

- There was inconsistency in the way that academic integrity was both represented and responded to in university policy
- No single policy was an exemplar in its own right but the research identified fundamental elements of exemplary academic integrity policy: Access, Approach, Responsibility, Detail and Support (Bretag et al. 2011).

The researchers stated that these elements were neither separate nor was any one element more important than the others. They also asserted that in the absence of long-term, sustainable and practical support resources even a well-articulated policy cannot be completely effective. Bretag et al. (2011) give the 'Core elements of exemplary academic integrity policy in Australian higher education' as:

- Access: the policy is easy to find, clear, concise and well structured.
- Approach: academic integrity as an educative process is placed in the introductory material to provide a context for the policy.
- Responsibility: responsibilities for all relevant stakeholders are clearly outlined.
- Detail: detailed description and explanations of a range of academic integrity breaches are provided.
- Support: systems (procedures, resources, modules, training, seminars, and professional development activities) are created to enable implementation of the academic integrity policy.

They pointed out the need for the 'approach' to be one that runs through all other elements of the policy. This is depicted in their conclusion that a good policy is one which provides an upfront, consistent message across the entire policy indicating a systemic and sustained commitment to the values of academic integrity and the practices that ensure it.

2.5.3.6. Morris and Carroll (2011)

Morris and Carroll (2011) wrote a guidance booklet entitled 'Policy works' which was produced by the Higher Education Academy for England and Wales in conjunction with the JISC (Academic Integrity Service) to enable higher education institutions (HEIs) to review and develop policy for managing student plagiarism and related cases of unacceptable academic practice. It highlighted the need to view regulations and the

adoption of educational support strategies as part of a wider institutional approach in responding to unacceptable practice.

These recommendations (Morris and Carroll 2011) were built on existing and relevant good practices with a scope and content informed by a review of a range of institutional regulations and guidelines. The set of recommendations are to:

- Establish a cross-institutional group or committee
- Ensure that there are several strategies and mechanisms to inform and educate students about the policy
- Establish a central web area on the institutional website
- Develop online strategies for staff engagement and development
- In the policy ensure there is clarity over what constitutes unacceptable academic practices
- Develop a document for policy and procedures that is clear and structured
- Include statements to reflect the academic integrity and practices
- Clarify the responsibilities of the institution, staff and students
- Consider terminologies, definitions and related examples
- Present clear and detailed procedures and guidelines for reporting and managing cases
- Establish a set of penalties and guidance for determining their appropriateness
- Establish a centralised data management system to record and monitor cases

Beside the recommendations, very useful examples and case studies were presented for each set of recommendations which made the points clearer and served as an exemplar for other institutions. Since the examples and cases are based on institutional experiences, the ideas from them would need to be tailored to other institutional contexts if they were to be applied elsewhere.

2.5.3.7. Glendinning (2013)

The author of this thesis was a UK team member of the 'Impact of Plagiarism Policies in Higher Education across Europe' (IPPHEAE) project that was carried out in the UK about the same time as the AIS (2010 - 2013). Where the AIS (Mahmud and Bretag 2013) aimed at developing a common understanding of academic integrity standards

across the Australian HE sector and improving the alignment between AI policies and their implementation, the IPPHEAE project aimed to establish how the growing problem of student plagiarism was being tackled by Higher Educational Institutions (HEIs) across the European Union (Glendinning 2012).

The project (Glendinning, 2013) involved the investigation of 27 EU member states' HE plagiarism policies to determine the present situation. The methodology they adopted was mixed, collecting both qualitative and quantitative data from focus groups, interview sessions, and online questionnaires on academic integrity policies targeting bachelor and master's degree level. The three sets of questionnaires (student, teachers and management staff) were completed by almost 5,000 participants in fourteen different languages.

The key findings suggested that:

- Majority of the European Union HE institutions have inadequate policies and procedures for detecting and deterring plagiarism and academic dishonesty.
- In many institutions individual academics applied ad-hoc sanctions to student work with no oversight or transparency.
- It was not possible to determine the number of cases of student plagiarism or 'cheating' that was detected because there were no reliable statistics.
- UK, Ireland, Sweden, Austria and Slovenia, had some good practice in their national policies; however, their institutional policies require reinforcement.

Although Glendinning (2012) stated that the findings represent a very small contribution to solving the problem of plagiarism in academia and the wider community, their findings could serve as an informed platform for the start of any further research by each country that participated and other countries that need case studies.

2.5.3.8. Summary on deterring student plagiarism

The review in this section has presented some of the several attempts at mitigating student plagiarism through:

- Implementing a comprehensive mitigation framework as proposed by Park (2004), Macdonald & Carroll (2006) and Singer (2010) in the UK in addition to Owens & White (2013) in Australia
- Developing a common understanding of academic integrity standards in Higher Education for the improvement of the academic integrity policies alignment and their implementation, which was carried out in Australia (AIS project 2010-2012)
- A guidance booklet to enable higher education institutions (HEIs) to review and develop policy for effective management of student plagiarism and related unacceptable cases in the UK
- Establishment of how the growing problem of student plagiarism is being tackled by Higher Educational Institutions across the EU (IPPHEAE project 2010-2013)

Park (2004)'s framework was similar to that of Macdonald and Carroll (2006), Singer (2010) and Owens and White (2013) as they all had an institution-wide focus. Park (2004) focused on the use of prevention and education, backed up by detection and punishment procedures and Owens and White (2013) used course manuals and online quizzes as part of regular continuous assessments for the students and also focused on student development of higher writing skills. While the key focus of Morris (2011) was to come up with recommendations, examples and cases, the main objective of the Academic Integrity Standards project was to align policy with practice and develop related exemplars. The findings from the AIS project conducted in Australia had an alignment with and served to validate the recommendations by Morris (2011).

This is observed in figure 2.1 where Bretag et al. (2011: 8) relates the identified elements from the AIS project (2010-2012) in Australia with the recommendations for academic integrity policy by Morris (2011). The element identified as *detail* (figure 2.1) in the Morris (2011) is captured in the recommendation by the AIS project (2010-2012) in a detailed manner which includes: making strategies for detecting plagiarism clear, developing well-structured and clear policy and procedural documents, clarifying terminologies with examples, clarity and details on reporting and managing cases, establish penalties and a centralized system for recording and monitoring detected cases.

Figure 2.1. Identified core elements of academic integrity policy

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Source: Bretag et al. (2011: 8)

Bretag et al. (2011) clarified that the AIS project determined to develop a more sophisticated approach for responding to academic integrity issues which goes beyond a policy-level mechanism. These projects were selected for review because they are relevant to the Nigerian university context in different aspects this research is focusing on.

2.5.4. Framework implementation and change management

Some frameworks and models used in the management of student plagiarism have been reviewed in section 2.5.3. In introducing new strategies to any organization, significant changes are bound to take place. However if not properly managed, the changes may not bring about the intended reforms for the organisation. Prosci (2014a) stated that only one third of change management teams used a formal change management model, although the teams that applied a model showed an increased Return On Investment (ROI) for their project. Several models can be used which focus on the target organization in general. Hence it is good practice to frame the implementation of these student plagiarism mitigation (management) frameworks or models as a change management process.

According to the Educational Business Articles (EBA 2014) the management of change typically involves *prepare, design, implement* and *sustain* phases, where *prepare* involves an investigation of the problem, *design* focuses on understanding the requirement for the changes and what needs to be put in place to bring about the change. The *implement* phase focuses on the deployment of the plan accompanied by good communication with all the stakeholders while the *sustain* phase is about upholding the idea or vision and encouraging continuation with the new way of doing things.

The way change is managed and how successful it is, depends largely on the type of business, the change, the people involved and how well the organization and people understand the need for the change and the process involved. Since it is not organisations that change, but the people within an organisation, there is a need to focus on the individuals in the organization. Consequently, effective change management requires the understanding and appreciation of how each person makes a change successfully (Bourda 2006).

Change management is a structured approach for ensuring that changes are thoroughly and smoothly implemented and for achieving long-term benefits of change (Bourda 2006). The change management focus is on people and how they move from the current state to the future state. Models are used for moving from the current organizational state to the preferred future state with steps which, although presented sequentially are not always sequential in practice. Some of these change management models are:

- **ADKAR Model**

Managing organizational change starts with understanding how to manage change with a single person. The ADKAR model was developed by Prosci (2014a) with a focus on the individuals in an organization. ADKAR is an acronym for Awareness, Desire, Knowledge, Ability, and Reinforcement. Usually, for a successful change to take place, an individual needs: awareness of the need for change, desire to participate and support the change, knowledge on how to change, ability to implement required skills and behaviours and reinforcement to sustain the change.

- **Kotter's 8-Step Change Model**

Kotter introduced his eight-step change process and suggests that for change to be successful, 75% of a company's management staff needs to buy into the change, and he introduced eight-steps for implementing successful change (Prosci 2014a). These are based on communication, empowerment, and focus. Following the change, it is important to embed new approaches so that people do not revert to old habits. Also, Kotter's model suggests that monitoring, feedback, and intervention are necessary for a period after the changes have occurred.

- **Lewin's 3-Stage Model of Change**

Lewin's 3-Stage Model of Change, known as Unfreeze–Change–Refreeze likens organizational change to the changing shape of a block of ice (Prosci 2014a). Lewin's change model presents a framework for managing change through these three distinct stages. It starts with creating the motivation to change (unfreeze) and getting through the change process by effective communication and empowering people to accept new ways of doing things (change). The last stage of the process is when the organization returns to a sense of stability (refreeze). Each of the three phases proposes specific tasks that relate to motivation, implementation, and adherence to organizational changes.

- **CHANGE Model**

The CHANGE Model consists of six steps which present tools and techniques that help to improve skills as a change leader (Biech 2007). The steps involved are: challenging the current state, harmonizing and aligning leadership, activating commitment, nurturing and formalizing a design, guiding implementation, and evaluating and institutionalizing the change. The first two steps of the CHANGE Model address Lewin's 'unfreezing' concept, ensuring that the organization begins the process of unlearning its current habits.

- **Ulrich's Seven-Step Model**

The Ulrich's Seven-Step Model involves: lead change, create a shared need, shape a vision, mobilize commitment, change systems and structures, monitor progress and

make change last (Gilley et al. 2009). The difference with the Kotter's 8-step model is the last step in the Kotter's model: Institutionalize new approaches.

- **Nadler's Cycle of Change**

Nadler focuses on the leaders in a change management process. Kaminski (2000) observed that, although participation of all the employees is necessary, the role of the leader in the change process is crucial. The guidelines produced by Nadler and Tushman (1999) on implementing change were: motivating the individuals, managing the transition, shaping the political dynamics of change, building in stability of structures and processes.

- **Quinn's model**

Quinn suggests that an organization and its employees/individuals can only stand a certain amount of uncertainty and turbulence so he suggests an incremental approach. Quinn (2010) emphasizes the need to: create awareness and commitment incrementally, broaden political support, manage coalitions and empower champions.

A brief review of some of these available models shows that a number of them focus on the organization, while some focus on the individuals and the change leaders. Although there are several overlaps across the different models, effective change management will need to focus on both the individual (how a single person makes a change) and the organizational (the process and tools change practitioners use) change management process. Managing change without both perspectives will be ineffective.

The Prosci (2014b) Change Management Methodology integrates individual and organizational change management. They are integrated in action when a practitioner applies the Prosci 3-phase process: preparing for change, managing and reinforcing change.

2.6. Overview of Nigerian universities

Following the end of Nigeria's civil war in 1970, the federal government took over the three existing regionally owned universities which are known as Nigeria's first generation universities (Agboola 1993). Afterwards, the second and third generation of

Nigerian universities were established in 1975 and between 1980 and 1998 respectively (Ifidon 1995), to cater for the number of students seeking admission. There are currently 129 (40 federal, 38 state and 51 private) universities in Nigeria (NUC 2013).

Most of these universities offer courses in all academic disciplines with the exception of Medicine which is offered in only 33 of the universities due to availability of adequate infrastructure. The curriculum is regulated by the federal government through the Nigerian Universities Commission. The tuition and other fees vary between the federal, state and private universities. In relation to the individual universities, taking the University of Ibadan as a typical Nigerian federal university, the student population is made up of; 13,000 undergraduate; 7,000 postgraduate and 14,000 distance learning students (Fatunde 2013).

2.6.1. Issues in Nigerian universities

There has been a remarkable increase in the number of universities and other type of institutions which have been set up to meet the requirement of students seeking admission in Nigeria. However, the need is still largely unmet despite the fact that most of the universities operate at a higher capacity than they were established for initially. This has resulted to a number of issues with the key ones being admission, infrastructure, staffing difficulties, funding, quality and standard, international mobility and graduate unemployment.

2.6.1.1. Admission

Admission into Nigerian universities is a big problem with the number of applicants that secure spaces every year less than half of those who apply for admission. Access is usually based on merit with some geographic catchment-area preference in the federal universities where a quota system operates. The state universities are obliged to admit students from their geographic location before other students and the private universities are more at liberty to admit based on merit provided the requirements are met.

The examination requirement is a minimum of 5 credits including English and Mathematics in addition to a prescribed minimum cut-off mark in the Joint Admission

and Matriculation Board (JAMB) Entrance Examination. Findings from the study of Clark and Ausukuya (2013) revealed that in 2011 the most popular universities among JAMB applicants were respectively University of Lagos (UNILAG); Ahmadu Bello University; University of Nigeria Nsukka; Nnamdi Azikiwe University and the University of Benin. For admission places of about 6,000 in each of these universities, the applications made were 99,195 for 6,106 places in UNILAG; 89,760; 88,177; 84,719 and 80,976 respectively for the other universities.

From these figures, barely 6.2% of the qualifying applicants for Lagos state university could be admitted in 2011 which is quite similar to very competitive universities in the UK and USA. However, this finding is similar to what obtains in other Nigerian universities and this occurrence places a lot of pressure on the students to succeed in the qualifying (JAMB) examinations. Saint et al. (2003) explained that the quota-based admission was as a result of the attempts of the government to give equal opportunity of access to learning to all. As a result, 30% of the spaces were allotted to applicants from respective geographical areas, 20% for the educationally disadvantaged, 10% for the Vice Chancellor's discretion and 40% on the basis of merit.

The approach is commendable in its achievement of granting more access to those who may be unable to gain admission. The consequence however is the impact it has on the retention and completion rate of the students as Saint et al. (2003) asserted that the drop-out and repetition rate for students who were admitted from the catchment area was three times higher than the results for those that went in on merit. The issue with preference for the federal university is linked to the tuition fee which is free for the federal universities, moderate for the state universities, but relatively high for the private universities.

2.6.1.2. Staff numbers

The efforts at increasing access while generally positive in a simplistic manner, have created concerns related to the quality of teaching and learning. This is because the lecture halls have not been expanded to cater for the increase in intakes hence they are overcrowded in most cases. Furthermore, the number of staff has not increased in the same proportion as the increase in student enrolment. Saint et al. (2003) give the

example of Obafemi Awolowo University which had a 56% rise in student enrolment between 1988 and 1998 and a corresponding rise in staff recruitment of 1%.

2.6.1.3. Staffing difficulties

Even when new staff are recruited, retaining them is an issue as the remuneration and working conditions are not commensurate with the requirements of the job. There are also issues with the increasing workload as a result of the student numbers and ability to stay up-to-date in an academic and competitive global market. As a result, there is movement of the better qualified lecturers overseas when the opportunity arises as observed by Timilehin et al. (2010).

They (Timilehin et al. 2010) identified several factors as being responsible for this situation. These were issues such as poor pay package, poor funding of the university education system, social unrest and conflicts between the government and the academic union, poor working environment and inadequate research facilities. They argued that the exodus of these experienced lecturers results to a lower standard of education as it impacts on the quality of the university outputs (Timilehin et al. 210:158).

2.6.1.4. Funding

Before 1975, the funding of university education was shared almost equally between the Federal and State governments of the Federation. After 1975 and with the take-over of university education by the Federal Government, the Government became the sole financier of the Universities. Ogunu (1990) states that since then, there has been a downward trend in the funding of universities in the country.

Unavoidable expansion has been one of the most remarkable features of university education in Nigeria and as a result, although the amounts of grants to the universities increased (Ogunu (1990) claims that universities are becoming increasingly poorer financially. Also, Timilehin et al. (210:157) opined that the underfunding of the university system is largely due to economic crisis of the mid-eighties to early nineties. This has made it difficult for the students to secure grants and bursaries from the universities.

2.6.1.5. *Inadequate research facilities*

Timilehin et al. (210:157) explained that as a result of poor funding of the universities, quality of water, electricity and decay of the infrastructural facilities, there is a problem with achieving meaningful research. There are inadequate information and communication systems for the use of researchers. This is not surprising as there is a challenge with using the available computer systems to connect to the internet due to issues with poor power supply and internet connection.

2.6.1.6. *Quality and standards*

Several studies and research in recent times have pointed to the drop in quality in Nigeria higher education depicted in some cases as the inability of graduates to perform their functions in their places of work (Oni and Alade 2010: 5). The identified reasons for the drop in academic quality have ranged across problems in the higher institutions in Nigeria such as inadequate institutional infrastructure (Okebukola 2010, Oni and Alade 2010), student cultism (*group of students operating as gangs of criminals*) or *confraternity* (Nwana 2000) and inappropriate curriculum content (Okebukola 2003).

This view about the academic curriculum of Nigerian universities is similar to that expressed to the media by Dr. Lekan Are (the Chairman, Board of Directors, University Press Plc), who stated that ‘there are defects in the nation’s academic curriculum’ (Are 2014). He explained that these defects have led to limited teaching techniques and ‘death of thinking abilities among the youths’. While contrasting other educational approaches, he argued that the US and Asian educational systems were designed to test the ability to think independently and develop individual creativity.

This could have a direct impact on the creative ability of the students in some of the Nigerian universities. Furthermore, with a teacher to student ratio of one lecturer to 100 students (Obinna2012), it becomes a challenge to maintain a high quality of education in relation to teaching, learning and assessment.

2.6.1.7. International Mobility

Admission into the universities through the Joint Admission and Matriculation Board (JAMB) is believed to be a very difficult and unpredictable process with lots of difficulties in passing the examination due to the level of rigorous standards. This could be due to the fact that the secondary schools are not keeping up with the required standards. As a result, those who cannot gain entrance and have the means, leave the country to study in various destinations overseas. Findings from the UNESCO Institute of Statistics (UIS) suggested that amongst African countries, besides Morocco, Nigeria sends the most number of students overseas for education. Their data estimated the total number of Nigerian students overseas in 2010 at about 39,000.

However, subjective evidence from the *National Mirror* (2012) proposed that the number is considerably higher, with many students taking up places at private institutions in neighboring countries such as Ghana. They went on to report that the president of Nigeria conceded that on account of Nigeria's huge population, the number of domestic universities and other tertiary institutions is not enough to meet the needs of the country's youth in need of tertiary education.

Clark and Ausukuya (2013) stated that a number of overseas universities are being funded indirectly by the Nigerian government due to the number of students they send for studies. They stated that Nigerian students in the UK were about 17,500 in both 2010/11 and 2011/12 academic years. They also found that the top five overseas study destinations of Nigerian students, in order of preference were: UK, USA, Malaysia, Ghana and Canada.

2.6.1.8. Graduate unemployment

Regardless of the difficulty in getting admission into higher institutions, on completion of the study it is still difficult to secure a job. Clark and Ausukuya (2013) suggested that the unemployment level could be as high as 60% of graduating students annually. They stated that one of the reasons could be because the students do not have the required skills for employment. This premise poses a number of questions about the standard and quality of the training the students receive at the various higher institutions. However, Are (the Chairman, Board of Directors of the University Press Plc) believes

that increasing unemployment in the country was the result of poor policy planning and implementation of the nation's educational system (2014). If this is the problem, then there could be a need for a review of the system.

As a result of the unemployment, some more students decide to travel overseas for further/postgraduate studies with the hope that when they return, they will stand a better chance in the job market.

2.6.2. Academic misconduct in Nigerian universities

Olasehinde-Williams (2006: 153) stated that it is no longer news that academic dishonesty remains one of the major challenges encountered by the Nigerian educational system. She further said that much research has gone into what she termed the '*culture of academic integrity*' in Nigerian universities (Olasehinde-Williams 2006: 153) though there was not much emphasis on student plagiarism. In her study carried out in one university in Nigeria, she identified the presence of an enabling environment for academic dishonesty and the motivation to engage in such malpractices.

However, the focus of the identified malpractices was largely related to examination conditions because examinations are the most common form of assessment. Some of these were listed by Olujuwon (2006: 12 – 13) as the prevalent forms of academic misconduct in Nigerian universities. These were identified as insult / assault of examination officials, irregular activities inside and outside the examination hall, smuggling of answer scripts, contractor '*paying someone to sit in*', refusals to submit answer script at the end of examination, impersonation, networking, dubbing '*copying another's written exam paper*', microchips '*taking in notes/scribbles*', examination leakages, mass cheating, collusion, hi-tech microcomputer, bullets or missiles '*taking in notes/scribbles*', expo '*having access to the questions ahead of the examination*' and super print '*taking in notes/scribbles*'.

2.6.3. Student plagiarism in Nigerian universities

A review of available literature at the start of this research in 2010 revealed that of all identified forms of academic misconduct the recurring area of focus in Nigerian universities was primarily examination malpractice and cheating (Adebayo 2011,

Aluede et. al. 2006, Olasehinde-Williams 2006). If the major assessment method is examination, the students will not get the chance to gradually develop writing skills before they write a dissertation which is part of their final assessment.

In the last two years, there have been a small number of studies (relative to those carried out in developed countries) carried out on student plagiarism in Nigerian universities. In these studies, student plagiarism has been framed as an academic offence, which presumes that the students know what is ethically right. This raises the question of the appropriateness of this framing because it has an underlying assumption that the students know how to define plagiarism, how to recognise it and what it constitutes.

Onuoha and Ikonne (2013: 102) stated that although plagiarism is a universal problem, 'incidents of plagiarism are becoming increasingly popular in Nigerian higher institutions evidenced in students employment of 'cut and paste' while doing assignments or carrying out research projects'. Reviews of a number of these recent studies are presented in the succeeding paragraphs.

Adebayo (2011) carried out a study in a Nigerian state university with a focus on 'common cheating behaviour among Nigerian students: a case study of University of Ado-Ekiti'. He investigated the frequency of occurrence of 21 types of cheating behaviours and reasons for engaging with these behaviours. He made use of the questionnaire designed and used by Newstead et al. (1996) for a similar study in the UK. In his study, 150 students at their second and third years of undergraduate studies participated in the survey.

His analysed data suggested that three out of the four types of cheating behaviours that were of the highest frequency of occurrence were (in order of the most occurring): 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. The findings suggested that the most frequent reason offered for engaging with these behaviours was '*to help a friend*'. However, an aspect of the findings

which was unclear was how '*fear of failure*' would motivate a student to allow his/her coursework to be copied by another student as argued by the author.

Although the arguments of Newstead et al. (1996) are supported by results from analysed primary data, the findings are actually *perceptions* on the common cheating behaviour among Nigerian students as questionnaires were used in determining the views of the participants on the occurrences. The author generalised a great deal when he suggested that *Nigerian students* get involved in academic cheating for altruistic reasons. The findings from this student sample may suggest that there are unselfish reasons why they cheat, but the scope of the research was one university out of 129 Nigerian universities and is not enough to generalise the findings for all of Nigeria.

The author's argument that adopting an ethical approach by reorienting students will be an effective way to respond to academic cheating because of his claim that Nigerian students get involved in academic cheating for altruistic purposes is not fully convincing. However, this work by Adebayo (2011) contributes greatly to the researcher's understanding of how he, as a Nigerian lecturer, views plagiarism and how students in that Nigerian university respond to plagiarism. Furthermore, it lends a view to this research in the area of the occurrence and type of plagiarism the Nigerian students in Adebayo's (2011) study engaged with.

Approaching the aspect of student awareness, Babalola (2012) investigated the impact of awareness on the incidence of plagiarism among undergraduates in a Nigerian private university using a structured questionnaire. She found a significant positive relationship between awareness and incidence of plagiarism levels and explained that awareness of the behaviour that constitutes plagiarism may not deter students from engaging in it. The study recommended the discouragement of unintentional plagiarism by teaching students the techniques for proper source use, embarking on value reorientation (to encourage honesty, diligence, fairness and academic integrity among student) and by adopting strict policies and sanctions against intentional plagiarism. Since it is difficult to differentiate between intentional and unintentional plagiarism as suggested by Babalola (2012), there might be challenges to the application of sanctions

in a fair manner. However, she did not emphasize the procedure and guidelines for the application of these policies that would ensure consistency.

A paper by Onuoha and Ikonne (2013) was titled 'Dealing with the Plague of Plagiarism in Nigeria'. Their aim was to review existing student plagiarism literature and they came up with a number of lessons for institutional governing bodies; lecturers and students which they perceive will help maintain academic integrity. The lessons they presented on how to deal with what they called the *Plague of Plagiarism* were for the three levels of stakeholders.

Lessons for governing bodies:

- The quality of student admission should be reviewed through:
 - Proper screening by examiners prior to admission using both oral and written examinations
 - Assessment of applicants' level of self-expression and motivation for pursuing a university education
- Need for clearly written institutional policies on plagiarism (that is well understood by lecturers and students) which will clarify the institution's stand on plagiarism and aid in its prevention.

Lessons for lecturers

- Provide proper guidance for the students with the use of creative assignments which focus on originality and discourage a *cut and paste* mentality.
- Detect student plagiarism due to their close contact with students.
- Identify acts of plagiarism and report such to appropriate authorities.
- Set a good example to students (they explain that situations where lecturers are caught in the act of plagiarism are not only disgraceful but can be an impetus for students to engage in the act themselves).
- Use each class period as an opportunity to impact positive academic values.

Lessons for students

- They should make efforts to avoid unintentional plagiarism
- They should use free citation management tools available on the Internet to assist with different citation styles
- They should discourage the act of permitting their classmates to copy their assignments

While the lessons for each stakeholder were quite relevant, the roles Onuoha and Ikonne (2013) identified as stakeholders in the university community could have been further clarified. Their review approached plagiarism from an assumption that the incidents of plagiarism were mainly intentional. They recommended that the students should make effort to avoid unintentional plagiarism by using available resources in books and the Internet (Onuoha and Ikonne 2013: 105). But they did not recommend that the teachers should inform the students about plagiarism, hence, they assume that the students have an understanding of what plagiarism is and this may not be a justifiable assumption.

Furthermore, their review was on a fairly limited selection of international articles that are based on university systems that differ from what exists in the Nigerian university system. As a result, they seem to assume that the use of available resources in books and the Internet are sufficient for the avoidance of plagiarism but earlier review suggests that a holistic approach is required. However, where some of these lessons can be transferred directly to the Nigerian universities, some may not be directly transferrable due to several differences between the Nigerian and other education systems.

They concluded that plagiarism is ‘a menace and an epidemic which is eating through the fabric of academic integrity’ (Onuoha and Ikonne 2013: 105), but this thesis author’s view is that their findings from a review of literature were not strong enough to support such claims.

2.7. Summary and next steps

As challenges with university admission, infrastructure, funding, quality and standards, research and development and a high rate of graduate unemployment prevail, students are placed under continual pressure. They are under pressure to secure admission and thereafter, succeed. Where fewer than 40% of students get places to study every year, the rise in student mobility will most likely continue (Clark and Ausukuya 2013). This poses some concern in the area of the preparedness of these students in relation to their Nigerian academic background as opposed to that which they will meet at the universities overseas.

These issues coupled with very few studies into most aspects of student plagiarism in Nigerian universities have confirmed the need for this research. Though some of the researchers (Adebayo 2011, Babalola 2012, Onuoha and Ikonne 2013) have explored Nigerian student experiences, awareness, perception and some aspect of referencing, they were in relation to single universities, presenting the opportunity for more broad-based research that would focus on addressing areas that have not been considered so far.

This chapter has presented the findings from the review of literature on student plagiarism. In summary, the findings were that:

- Sometimes, plagiarism may be a form of academic misconduct which impacts on the ability of the student to actually learn and satisfy assessment requirements or it may be an indication of a deep seated learning difficulty.
- Plagiarism is a great concern in intellectual circles depicted in literature mainly by developed countries (e.g. Australia, United States of America and United Kingdom) and more sparsely by developing countries (e.g. Egypt, South Africa and Nigeria).
- There has not been adequate research on plagiarism as a form of academic misconduct in Nigerian universities (relative to the number carried out in developed countries).
- In the last two years, some researchers have started to carry out studies on student plagiarism in Nigerian universities.
- Student plagiarism may be the result of the existence of an enabling environment where there is lack of awareness, information with minimal or no checks in place.
- The creation of awareness and teaching of the appropriate skills is not a complete strategy to adopt for dealing with student plagiarism; rather, there is a need for a holistic approach.

In the next chapter, the research philosophy, adopted methodology, methods and tools used for the data collection and analysis of this research will be discussed.

Chapter 3

Research Methodology

In this chapter the research philosophy, methodology, approach, strategy, design and tools used for this research are presented. Further to laying out the methodologies, the logical steps are presented that were taken to link the research questions to the data collection, analysis and interpretation in a coherent way as suggested by Yin (2003:19-21), Hartley (2004: 326) and Saunders, et al. (2007).

The outline of this chapter is as presented in table 3.1:

Table 3.3 Outline of chapter 3

Section	Focus
3.1	Overview
3.2	Research philosophy
3.3	Research method
3.4	Research strategy
3.5	Research design
3.6	Research tools
3.7	Validity, reliability and triangulation
3.8	Research phases
3.9	Pilot study
3.10	Summary and next steps

3.1. Overview

Research methodology is 'a structured set of guidelines or activities to assist in generating valid and reliable research results' (Mingers 2001: 242). An approach to informing the choice of the different aspects of the methodology was recommended by Saunders et al. (2003) which is depicted as an 'onion'. The 'onion' model has five layers from the outside of the 'onion' moving towards the core the layers represent the research: philosophy, approaches, strategy of conducting the research, time horizons and methods used to collect data, as depicted in figure 3.1.

Figure 3.1. The research methodology 'onion'

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Source : Saunders et al. 2003

The next section presents each of the five aspects of the methodology adopted for this research as a result of making informed choices based on the guidelines presented by Saunders et al. (2003).

3.2. Research philosophy

In the opinion of Saunders et al. (2007), the philosophical assumptions of the researcher and how he/she views and understands the world impacts on the choice of the research methodology, strategies, methods and procedures. The need for a philosophy in carrying out research is crucial for three reasons identified by Easterby-Smith et al. (1997) in relation to helping the researcher:

- Refine and specify the most appropriate methods for the research
- Identify the limitation of several approaches and settle for the most appropriate
- Become creative while choosing the methods or adapting them to suit their purpose.

The positivist philosophy is explained by Smith (1998) as believing that things can be studied as facts, with their relationship being established as scientific laws. A major

problem with the positivist approach as identified by Moccia (1988) and Parahoo (1997) is its inability to effectively measure the behaviour of human beings in an in-depth manner.

Some other researchers (Bond 1993, Moccia 1988, Payle 1995) further argue that the data yielded by the positivist approach in the course of examining a fact is limited and superficial. Given the foregoing reservations about the positivist philosophy, it is said that the examination of human behaviours such as perception, attitude and feelings are beyond its scope of analysis (Crossan 2003: 52).

The post-positivist philosophy seeks to provide valid evidence (Forbes et al 1999) and, contrary to the positivist, focuses on an attitude of inquiry which recognises the relationship between individual behaviour, attitude, external structures and socio-cultural issues. To achieve this enquiry, it relies on both qualitative and quantitative research methods in the same research (Letourneau and Allen 1999).

Though having a number of advantages, a major identified limitation of the post-positivist philosophy is the proximity of the researcher to the investigation (Parahoo 1997), which may present some bias. Other limitations are: its lack in the ability to generalize, the inability to reproduce the results and the fact that the qualitative results could be merely a collection of themes.

Part of this research focused on the investigation of several interacting variables concerning student plagiarism with an emphasis on deductive reasoning. The other aspect focused on inquiry into human views, opinions and feelings involving inductive reasoning and interpretation of findings in the context of the reviewed literature.

After considering the full scope and nature of the research and the available alternatives, the post-positivist philosophy was adopted as the most appropriate for this research.

3.3. Research method

With a post-positivist philosophy, a coherent research method was seen to be a mixed methods approach. The idea was first introduced by Jick (1979), as a means of seeking

convergence across qualitative and quantitative methods within social science research (Creswell and Clark 2007). Mixed method or multi-strategy approach is described as that which combines both qualitative and quantitative methods (Robson 2011). The approach involves collection of more data (Donovan et al. 2002: 768), providing additional insight for a better understanding of the factors under investigation (Weine et al. 2005: 560, Hartley 2004) and enabling data triangulation (Yin 2003).

Furthermore, it brings about the possibility of using qualitative data to explain quantitative data or vice versa (Creswell and Plano-Clarke 2011: 12), one method offsetting the limitations of the other with its own strengths hence resulting in a more complete understanding of the research problem (Creswell and Plano-Clarke 2011: 8, Jick 1979), and it provides the possibility of methodological triangulation. Since a mixed method was adopted for this research, it implied the collection and analysis of data which were carried out separately for the qualitative and quantitative set.

3.3.1 Qualitative

Qualitative method explores the human elements of a given topic; qualitative approaches are typically used to explore new phenomena and to capture individuals' thoughts, feelings or interpretations of meaning and process (Given 2008). For the qualitative data, the research used a phenomenographic procedure. Phenomenography is a 'research method adapted for mapping the qualitative different ways in which people experience, conceptualise, perceive, and understand various aspects of a phenomenon in the world around them' (Marton 1986: 31).

Phenomenography differs from phenomenology though both have human experience as their object. Marton and Booth (1997) explained that where phenomenology is a philosophical method, with the philosopher engaged in investigating their own experience, phenomenographers investigate the experience of others. In line with this view Hitchcock (2006) stated that the focus of phenomenography is the essence of the experiences and subsequent perceptions of the phenomenon.

Marton (1986) and Booth (1997) stated that phenomenography focuses on the ways of experiencing, perceiving, knowing about concepts and having skills related to different

phenomena. It was used for the first time by Marton (1981) as a means of analysing and presenting an approach of learning about the different ways students think about things.

It differs from many other qualitative approaches because it focuses on the collective understanding of groups without making claims on the position of the individual participants (Walker 1998, Harris 2008: 61). Data collection methods include close interviews with a small, purposive sample; where the researcher 'works towards articulation of the interviewee's reflections on experience that is as complete as possible' (Marton and Booth 1997:130).

On the issue of trustworthiness of the data, Åkerlind (2002) stated that in a phenomenographic study member-checking is not a standard practice because follow-up interviews are considered as new set of data and cannot be used to validate the initial data set. Though the data may have some similarities, the language and description of concepts are likely to vary (Harris 2008: 61). Marton et al. (2004) explained that this change happens because the concepts which are identified in a data set are seen as the understanding of the sample group at the time when the interview took place.

Hence to ensure rigour, and establish validity and reliability there is a need to outline key theoretical principles and clearly define data collection methods and the processes of analysis (Harris 2008: 61). The primary assumption of phenomenography is that conceptions are the product of an interaction between humans and their experiences with their external world (Orgill and Sutherland 2008).

The phenomenographic method was chosen for the aspect of qualitative procedure in this research because of the benefits of being able to identify variations in the qualitative data collected from the experiences of the participants. A further advantage was the ability to capture richness and unpredictable responses that would be missed and could not be anticipated if relying solely on quantitative data capture methods.

3.3.2. Quantitative

Quantitative research focuses on the collection of numerical data for the purpose of analysis and generalization across groups of people. Dealing with numbers, it aims at determining the relationship between independent and dependent variables in a population sample. Quantitative methods emphasise objective measurements and numerical analysis of data collected through polls, questionnaires or surveys (Babbie 2012).

Babbie (2012) identified its main characteristics as having:

- Structured research instruments
- Results based on large sample sizes which are representative of the population
- Attributes of replicability which makes it highly reliable
- Clearly defined research questions
- All aspects of the research designed before data is collected
- Data in the form of numbers and statistics
- Ability to generalize concepts more widely, predict future results or investigate relationships

The major reason for adopting quantitative methods is because it is useful in collecting, classifying, counting, analysing data and creating statistical models in an attempt to explain what is observed in this research.

3.4. Research strategy

Research strategy refers to the general comprehensive orientation adopted while seeking answers to research questions (Robson 2011). Saunders et al. (2009) identified several research strategies (figure 3.1) such as: experiment, survey, case study, action research, grounded theory, ethnography and archival.

The strategy adopted for this research was both survey and case study, which Robson (2002: 178) defines as an approach to research involving 'empirical investigation of a particular contemporary phenomenon within its real life context, using multiple sources of evidence'. Furthermore, Hartley (2004: 323) views a case study as an approach

consisting of a detailed investigation of phenomena studied within the specific context often with a process of data collection over a period of time.

The real life context of investigation was quite important and a deliberate part of the design as Hartley (2004: 323) further points out that the aim of a case study is to provide an analysis of the context and processes that illuminate the theoretical issues being studied. This choice of strategy is ideally suited to situations when the focus is in a current, real-life context and the research questions are probing questions (Ghauri and Gronhaug 2002) as was the case with this research.

3.4.1. Case study

Gillham (2000: 1) defines the term 'case' as 'a unit of human activity embedded in the real world, which can only be studied or understood in context'. In this study, a case would constitute one university. Multiple case studies include two or more cases within the same study with each of the cases predicting similar or contrasting results for different reasons.

A multiple case study approach was chosen because as Yin (2003) pointed out that the results attained from one case can serve as a means of confirmation for other cases. To select the cases both in the United Kingdom and in Nigeria, decision was made on a purposeful criterion sampling technique which Patton (2001: 40) describes as selecting the most 'information rich' cases. Since Reigeluth and Frick (1999: 645) recommended that the selected cases need to fit within the context the research theory applies, the researcher came up with a list of suitability criteria for the cases as follows:

- The cases were universities either in UK or in Nigeria
- Engineering, Computing and Business departments would be surveyed (where the universities have them)
- The UK university should have a minimum of 30 Nigerian postgraduate students who were willing to participate
- The Nigerian universities:
 - Could be federal, state or private
 - Must be listed with the Nigerian Universities Commission (NUC)

It has been suggested that a single case is not enough to develop a model or theory (Olt 2007), and it is also argued that where a multiple-case study approach adds breadth to the research and increases the possibility of generalising; the end-result may have less depth (Patton 2001). In the light of these assertions, a decision was made to select two cases in the United Kingdom and seven in Nigeria (names withheld for ethical reasons).

3.5. Research design

Research designs are ‘procedures for collecting, analysing, interpreting and reporting data in research studies’ (Creswell and Plano Clark 2011). They represent different models of carrying out research with distinct procedures associated with them. They are useful as they serve as a guide to the researcher in adopting a suitable model which will impact on the way the research is carried out and what interpretation is made at the end of the study.

The fixed mixed methods design was adopted which involves the decision to utilise both qualitative and quantitative strands of research from the onset. A strand refers to a research component that incorporates the basic process of conducting qualitative or quantitative research. This basic process involves: the design of the research questions, data collection, data analysis and method for interpreting results (Teddlie 2009).

Robson (2011) explained further that this approach involves the different ways research methods and strategies can be combined in a research study, based on the order or sequence of the design elements and the priority they are given. These design elements identified by Creswell and Plano Clark (2011) in relation to the qualitative and quantitative strands are the level of interaction between them, priority given to either strand and timing, and where or how to mix them.

Some of these multi-strategy designs which focus on the sequencing and status of data collection methods are identified by Creswell and Plano Clark (2011) as the: convergent parallel, explanatory sequential, exploratory sequential, embedded design, transformative and multiphase design, as presented in figure 3.2.

**Figure 3.2. Six major mixed methods research designs:
(Creswell and Plano Clark 2011)**

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The convergent mixed method research design was adopted for this research as it was the most suitable. It requires the researcher to use concurrent timings in the implementation of both strands of the research, give equal priority to the execution of both strands, keep the strands independent during analysis and mix the results during the overall interpretation (Creswell and Plano Clark 2011) as shown in figure 3.2.

3.6. Research tools

Several tools may be used in mixed method research for the collection of both qualitative and quantitative data. In this research, questionnaires, interviews and focus groups were utilised as they were suitable tools for the collection of data covering both research methods.

3.6.1. Questionnaire

The design of the questionnaire presents one of the most obvious threats to the validity of a survey. Using a poorly designed instrument can result in misconception or misinterpretation of the questions and generate misleading responses. The questionnaires used for this research were modified versions of those designed by the Impact of Plagiarism Policies on Higher Education across Europe (IPPHEAE) team for surveying students and the lecturers. (Working with this team as a research assistant, the researcher contributed to the design of the original questionnaires).

The questionnaires were aimed at collecting data from the students and lecturers about the institutions. These questionnaires were designed with both open-ended and closed-ended questions. The closed questions were of Likert scale and checklist types. Attached in Appendix 1 and Appendix 2 are copies of the student and lecturer questionnaire.

3.6.2. Interview protocols

Kvale (1983: 174) stated that the use of interviews in qualitative research provides a description of 'the life-world of the interviewee with respect to the interpretation of the meaning of the described phenomena'. Cousin (2009: 193) recommended that the interview, which can be structured, semi-structured or unstructured, should not have too many questions planned in advance; rather, the idea should be established with as many related questions as possible to fully exhaust the idea.

Ashworth et al. (2003) were of the view that interviews about plagiarism would not be effective if the questions were left open. However, Power (2009) observed that participants needed some structure in the form of questions to explore their perspectives. In line with these views, a few questions related to those in the

questionnaire along with some other guides and prompts were placed in the semi-structured interview schedule.

Optional investigative routes were designed that could be applied where interviewees were not responding to some aspects of the interview. For the purpose of this research, the designed interview schedules varied in content/format according to the role of the participant (students, lecturers and senior staff (*VCs, registrars, librarians*)). The questions used for the interviews were designed in conjunction with the IPPHEAE team though the researcher modified them slightly to suit the specific research questions selected. Copies of the interview schedules are in Appendices 6, 7 and 8.

3.6.3. Focus group protocol

A focus group is a 'carefully planned series of discussions designed to obtain perceptions on a particular area of interest in a permissive, non-threatening environment' (Krueger and Casey 2000: 5). If the process is properly directed gathering participants in a group will help bring out relevant ideas which could lead to further discussions and add some more details to the collected data.

In view of the potential benefits, focus group sessions were organised for the students in each of the institutions as a means of collecting information on their views and their responses to the research questions. The focus group prompts were designed in line with the interview questions and a copy in is in Appendix 7.

3.7. Validity, reliability and triangulation

In any research, key factors of high consideration are validity and reliability. Maxwell (1992: 284) on these issues stated that 'a method in itself is neither valid nor invalid but can produce valid data or accounts in some circumstances and invalid ones in others'. However, there is a need to ensure that the data is valid and the results are reliable for the findings or output of any research to find usefulness. The relevance of these cannot be overemphasised and as such, much consideration was given to building validity and reliability into this research.

3.7.1. Validity

Validity is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores or other modes of assessment (Messick 1990). In the same view, Hammersley (1987: 73) defines validity as 'an account which is true if it represents accurately those features of the phenomena, that it is intended to describe, explain or theorise'. This can be quite difficult to achieve in practice.

Descriptive validity is that which is relevant at the beginning of the research where it involves data collection. Winter (2000) stated that the choice of language and selection of 'relevant data' are the greatest threat to 'validity'. Maxwell (1992: 287-288) identifies many possible areas of error within this process concerning data selection and initial interpretative biases. To reduce these threats the researcher ensured that there was clarity in the design of the questions.

This was ensured by adapting the IPPHEAE project questionnaires which went through several reviews and piloting by partner countries before they were approved and adopted as appropriate. Furthermore, the questions used by some other researchers (Gullifer and Tyson 2010, Harris 2011) were used as part of the questionnaire and since they had been tested and yielded good results, they were relevant to this study.

Wainer and Braun (1988) describe the validity that concerns quantitative research as construct validity. This is referred to as the ability of the tool to measure what it was designed to measure (Robson 2011). In agreement Gall et al. (2003: 58), describes this as the 'extent to which a measure used in a case study correctly operationalizes the concepts being studied'. An attempt at establishing construct validity was to pilot the questionnaires to determine if the data collected were as expected.

External 'validity' is the 'extent to which findings of a case study can be generalised to similar cases' (Gall et al. 2003: 460). Maxwell (1992: 293-295) observes that the degree of generalizability of an account is a factor that clearly distinguishes qualitative and quantitative research approaches. This research survey covered a wide range of participants who satisfied the criteria for participation but the results were specific to

the institutions studied and could not be generalised across other cases of universities in Nigeria. The key to the validity of the interpretation of the responses from interview participants was the ability to reflect on the participants' true meaning and this was achieved by verifying with the participants if what was understood was what they meant where their responses were unclear.

3.7.2. Reliability

Additionally Howit and Cramer (2005) stated that reliability is about the consistency of a measure and the items within the measure. This refers to the ability of the questions and related sub-questions to achieve the required result. In line with this, Sekaran and Bougie (2010: 161) further stated that the reliability of a measure indicates the extent to which it is free of error or bias ensuring consistent measurement across time and various items in the instrument. In order to ensure reliability in data capture of both the questionnaires and interview sessions, the following approaches were adopted:

- The questionnaires were piloted and the results checked to see if the design met the data collection requirement. Following the pilot study some amendments were made to the tool;
- Adhering to an evolving data-collection process as recommended by Guba and Lincoln (1981), the first data collection process was carried out in UK;
- The collected data was checked to ensure that the research questions could be answered;
- The second aspect of data-collection process was then carried out in Nigeria;
- In the course of the interview sessions, the theoretical position and biases were clarified as recommended by Sekaran and Bougie (2010);
- Observations and actions were recorded in a detailed.

3.7.3. Triangulation

Olsen (2004) defines triangulation as the mixing of data types or research methods to achieve a situation where a research area receives illumination from diverse viewpoints. She identified a deeper form of triangulation as the mixing of methodologies. In this research, the benefits from both data and methodological triangulation would be achieved as a result of the adopted design.

A further advantage identified by Gillham (2000:13) was the achievement of a reasonable sense of confidence that the researcher is arriving at a true picture of the researched situation if results derived through various research methods agree. This confidence arises because of the premise that the weaknesses in each method will be compensated by the counter-balancing strengths of another (Jick 1979: 604). Kohlbacher (2006) identifies two levels where triangulation takes place while using qualitative content analysis in case study research. These are deployed while integrating various data collection and analysis methods.

Since a mixed method approach was adopted for this research, there was a resultant advantage of triangulation by gaining understanding from several sources of data thereby reducing errors and biases that could be present in single study or sample.

3.8. Research phases

The research was divided into three separate phases for effective management. Selltiz et al. (1981: 50) suggested that the design of the research phases should be an arrangement of the collection of the data and its analysis in a manner that aims to combine relevance to the research purpose. As a result of following their suggestion, the collection and analysis of data were placed in a coherent manner with each of the three phases contributing partially to generate the answers to the research questions.

3.8.1. Phase one

The first phase involved design and piloting of the research tools, contacting participants and conducting the first set of data collection at the participating UK Universities. The tools used for data collection were designed together with the IPPHEAE team. Following the successful design of the tools and ethical clearance (Appendix19), the pilot survey was carried out. The aim was to test whether the data collected would provide answers to the research questions and to determine if there were ambiguities in the questions. A detailed report of the pilot run is provided in section 3.9. Following the successful piloting of the tools, the content and structure of the questionnaire was modified based on the participants' feedback.

Two universities in the United Kingdom (names withheld for ethical reasons) were selected based on accessibility and availability of sufficient number of Nigerian students studying at postgraduate level. The first set of data was collected in the UK and the target participants were the newly arriving Nigerian Masters students. The desired views from the students concerned their experience at the universities in Nigeria where they carried out their undergraduate study.

3.8.2. Phase two

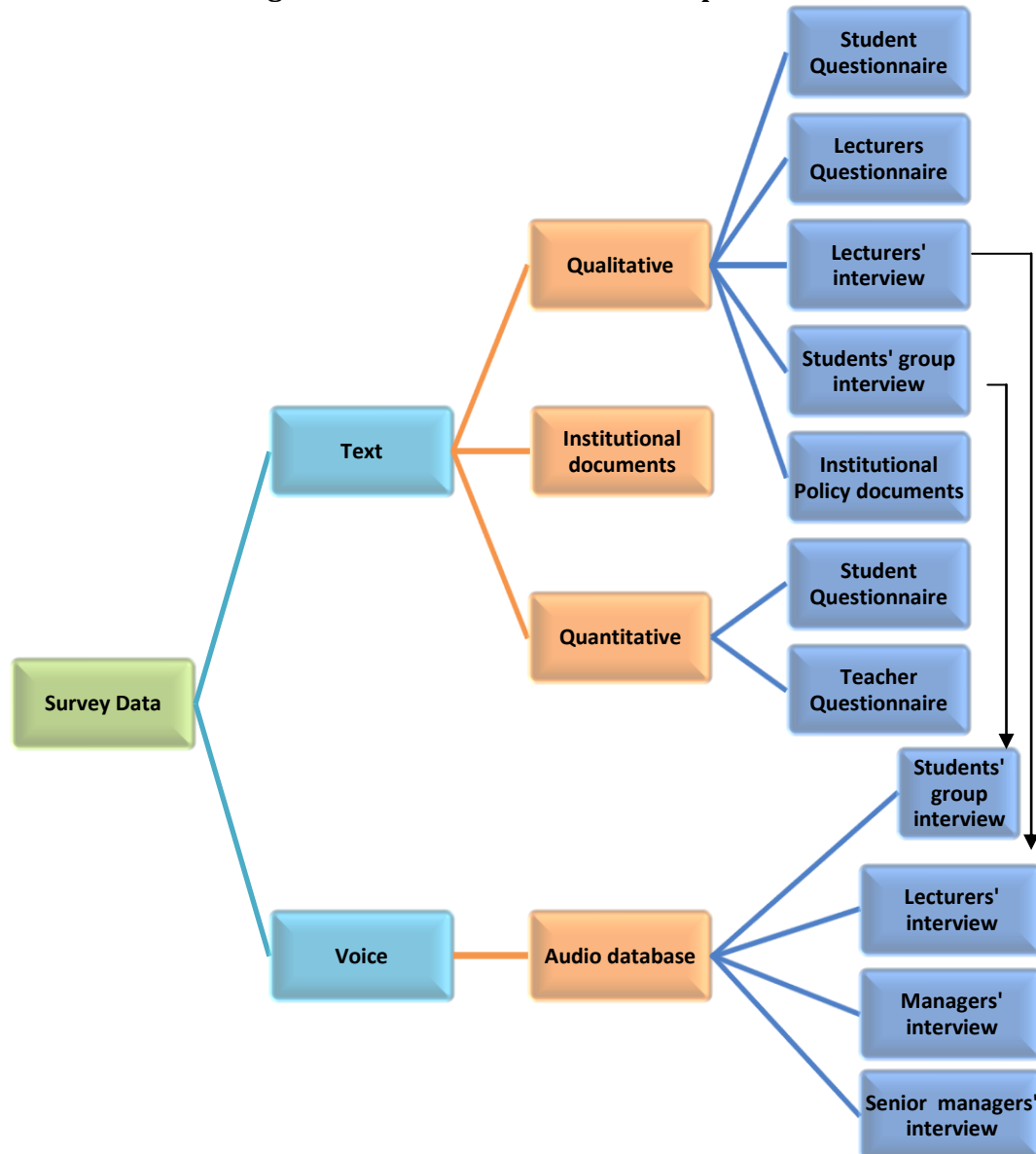
This phase involved finalising the methodology, carrying out the remaining collection of data from the UK Universities, the Nigerian universities data collection process as well as commencing the collation and analysis of the data. After the research tools were designed and the pilot survey carried out, the methods adopted were finalised resulting to questionnaires for lecturers and students, interview schedules for students (at the beginning (appendix 7) and after their study (appendix 8)), lecturers and an approach to examine policy documents. The examination criteria focused on the age of the policy, update, monitoring, number of student plagiarism elements etc.

In this second phase of data collection in UK universities, the target participants were the Nigerian Master's degree students from the Engineering and Computing and Business faculties. Two different sets of interviews were conducted; the first set of interviews captured further views from the newly arrived students on their previous universities in Nigeria. The second set of interviews were conducted with the group of postgraduate students (a sub-set of those interviewed in the previous year) who were completing their one year study and questions focused on how the UK universities could have enhanced their learning experience.

The survey in Nigerian universities was conducted in a similar way to those in the UK. The student questionnaires were administered in a classroom environment in several meetings with the students and their respective lecturers who served as the contacts. Following the survey, the data collected were collated into voice and data (qualitative and quantitative) collected from the interview, focus group sessions, questionnaires and institutional documents. The data were separated into text (qualitative, institutional document and quantitative data) and voice.

The 'text' data which were responses to the open-ended questions in both the Lecturer and student questionnaires along with the institutional policy documents were stored in Atlas.ti as qualitative data along with the transcribed interview and focus group sessions, while responses to the closed questions were stored in SPSS as depicted in figure 3.3.

Figure 3.3. Research data collation process

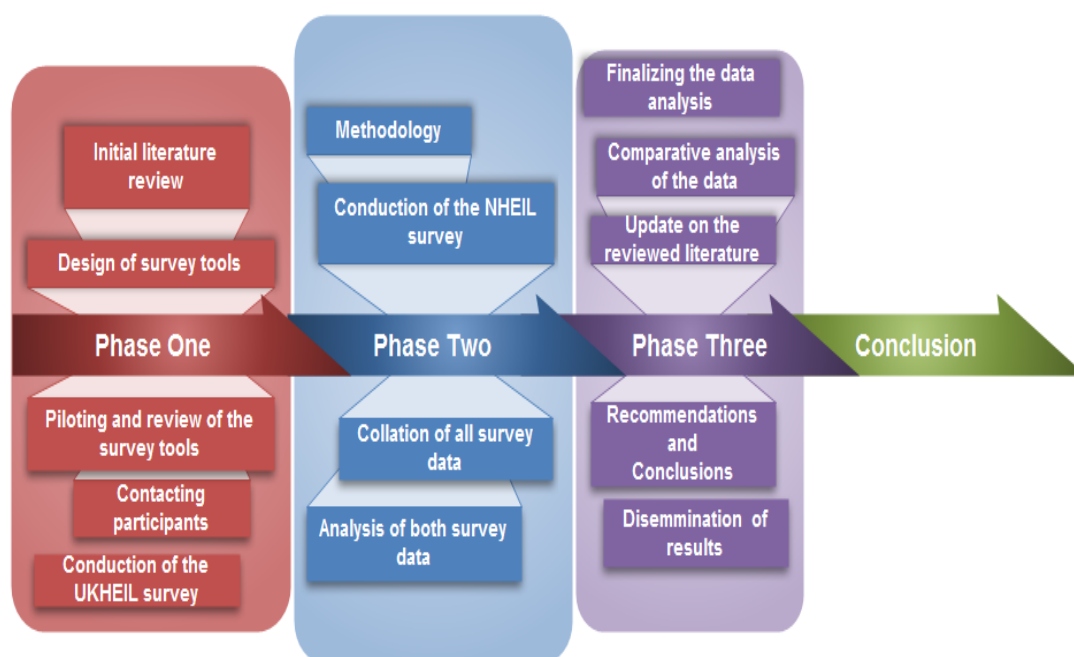


Since the participants were promised anonymity, all the data collected were stored with the demographic information separate from the actual data, with the Data Protection Act (1998) and the ethical considerations in mind. The analysis of the data was carried out separately for the qualitative and quantitative set of data and afterwards, they were both combined at the interpretation stage.

3.8.3. Phase three

This phase involved finalizing the data analysis and dissemination of the results. The SPSS and Microsoft Excel were used for statistical analysis of the quantitative data while Atlas.ti and content analysis were used for the qualitative data. The qualitative data comprised both the open-ended data collected from the questionnaire and audio data transcribed to text. The participants (Nigerian university lecturers) were sent copies of the draft findings and their feedback was invited. The reactions from those that responded informed further work that will be carried out in this field of study. The results were harnessed for developing a model for the deterrence of student plagiarism in Nigerian universities. As a result of the research phases, the research roadmap was arrived at as depicted in the figure 3.4.

Figure 3.4. The Research Roadmap



3.9. Pilot study

A pilot study was carried out in order to test the tools in the adopted methodology before undertaking the larger study. It explored the prior awareness, perceptions and attitude to plagiarism of some Nigerian students studying in a UK university. In this study, additional to the organization of focus group sessions, questionnaires were disseminated to some Masters level students. Thematic analysis was carried out on the qualitative data while descriptive analysis was carried out on the quantitative data.

The findings revealed prior levels of plagiarism awareness, attitude to plagiarism, several themes of perceptions suggesting a need for more training on scholarly academic writing for Nigerian students who have come to study in the United Kingdom for the first time. During the pilot, a few comments were made in relation to the ambiguity in one of the questions in the questionnaire which was amended subsequently and did not affect the validity of the actual data collected. The preliminary results were presented in the paper on 'An insight into the awareness, perception and attitude of Nigerian students to plagiarism' (Orim 2011).

3.10. Summary and next steps

In this chapter, the philosophy governing this research, methodology, methods and tools adopted for this research were discussed. Following the discussion of the process, the research phases, validity, reliability and triangulation of the data were presented. The findings from a pilot led to some modifications of the final tools. In chapter four, the data collection process and the data collected will be examined.

Chapter 4

Data Collection and Analysis

Following the discussion on the research methodology in chapter three, this chapter presents the adopted data collection and analysis procedures that are coherent with the philosophy and methodologies adopted by the author of this thesis. The processes were for both qualitative and quantitative data. As stated by some researchers (Creswell and Plano Clark 2011, Tashakkori and Creswell 2007) the data collection exercise for each strand had to be executed separately with persuasive and rigorous approaches to both aspects hence the steps followed in this research. The outline of this chapter is presented in table 4.1:

Table 4.1 Outline of chapter 4

Section	Focus
4.1	Overview
4.2	Data collection in a convergent mixed method design
4.3	Qualitative data collection procedure
4.4	Quantitative data collection procedure
4.5	Mixed methods data analysis design
4.6	Qualitative data analysis
4.7	Quantitative data analysis
4.8	Summary and next steps

4.1. Overview

Further to the earlier discussion in chapter three about the approach to data collection for both qualitative and quantitative strands of the research, it is vital to remember that the ultimate purpose of the data collection in a mixed method approach is to develop or collect answers to research questions (Teddlie and Yu 2007). Hence Creswell and Plano-Clarke (2011: 179) emphasized the need for the researchers not to lose sight of that objective by repeatedly checking that the data will provide the answers to the questions. This view served as a guideline for the data collection exercise.

The data collection for the research was carried out in an ethical manner. Following the approval of the ethics form completed by the researcher (Appendix19) the data were

collected from willing participants, who, in advance of their contribution, were informed about the research (Appendix 1), read the participants' information sheet (Appendix 2) and completed consent forms (Appendix 3).

4.2. Data collection in a convergent mixed method design

This design focuses on the collection of both qualitative and quantitative data that are separately analysed. The strategy was to conduct a survey plus case studies. The case study involved multiple cases as described in chapter 3. For the data collection, the questionnaire that was used had some open-ended questions, also independent qualitative data collection tools were used (interviews and focus groups) as recommended for a mixed methods study by Creswell and Plano-Clarke (2011: 184) and Luzzo (1995: 320).

This research design was the parallel convergent mixed method type, where the qualitative data had some priority over the quantitative data due to the nature of most of the research questions which are basically interpretivist. As a result, the representation was capitalised for the method whose data had a slightly higher priority (Qualitative + Quantitative): 'QUAL + quant'. The choice of a sample size and sampling scheme is usually based on many factors consistent with the researcher's philosophy, methodology, strategy, approach, context, method of data collection and type of generalization.

Usually, in a qualitative or quantitative research study, some form of generalization occurs from the results (Curtis et al. 2000). Statistical generalizations in quantitative research tend to be associated with the representativeness of the sample size as noted by Onwuegbuzie and Collins (2007). The ability to generalise the findings from the qualitative research on the other hand, relates to how best the selected cases fit with general constructs (Curtis et al. 2000: 1002).

In the opinion of Onwuegbuzie and Collins (2007: 287), if the goal is not to generalize to a population but to obtain an insight into a phenomenon (as is often the case in the qualitative component of a mixed methods study), then the researcher can purposefully

select individuals, groups, and settings for this aspect or strand of the research that would maximize the understanding of the underlying phenomenon.

In this line of argument, Patton (1990: 169) suggests that where purposeful sampling takes place, the individuals, groups, and settings are considered for selection if they are 'information rich'. With these views in mind, it was possible to make decisions on the selection of participants bearing in mind the need to include participants or cases that would provide the richest data set. A few authors have provided sample size guidelines for several of the most common qualitative research designs and techniques:

- With respect to phenomenological studies, sample size recommendations range from 6 (Morse 2000) to 10 (Creswell 1998)
- Creswell (2002) recommended that 3-5 participants be used for case study research
- Regarding the use of focus groups, the following recommendations have been made on the number of participants:
 - 2 - 12 (Wilkinson 2008)
 - 6-9 (Krueger 2000)
 - 6-10 (Morgan 1997)
 - 6-12 (Johnson and Christensen 2004) (Bernard 1995)
 - 8-12 (Baumgartner et.al. 2002)
 - 10 – 12 (Krueger and Casey 2000)

Though there is no prescriptive size for a phenomenographic study (Yates et al. 2012), there is a need for a sufficient number of participants to enable the collection of a rich description of people's diverse conception of the phenomenon. Additionally, the data collected has to be manageable (Bowden 2000, Trigwell 2000).

In view of these recommendations, for the interviews using the phenomenographic procedure, a minimum number of five participants was set as the target in each university which was perceived as manageable and suitable for the collection of various views. Furthermore, a minimum of six focus group sessions per university with a size of six participants per group was set as the target. The target for the student

questionnaires for each participating university in UK was 50 and 150 for the Nigerian universities.

The target for the lecturer and management was four questionnaires and two interviews, and for each of the UK universities, and six questionnaires and two interviews for each of the Nigerian universities. There were inconsistencies in the set sample sizes between UK and Nigerian universities, and though it raises an issue in the way the results from the analysis of the data can be mixed, it is however not a problem because in view of the different population sizes the defined targets were realistically achievable and overall intent was to enrich the set of data.

Participants were selected from lecturers and students from the Computing, Engineering and Business Schools. The reasons for this choice were available access to potential participants and to enable the collection of a wide range of views. This approach to selecting participants has been suggested by Creswell and Plano-Clarke (2011: 179) and used effectively by Morell and Tan (2009).

Overlapping questions were designed for both the qualitative and quantitative strands of the research. This parallel design of the questions was advocated by Creswell and Plano-Clarke (2011: 184), as it makes the basis for merging and comparison of data from both strands of enquiry easier to achieve.

4.3. Qualitative data collection procedures

Tashakkori and Teddlie (1998), Saunders et al. (2009), Creswell and Plano-Clarke (2011: 172) recommend that, for the data to be valid the qualitative data collection has to be through *persuasive* procedures (explained in this sub-section) while the quantitative data collection should be through *rigorous* procedures (explained in the next sub-section). The recommended steps involved deciding on the sampling procedure, obtaining permission and collecting the data.

The participants in the United Kingdom universities were Masters level postgraduate students from different regions of Nigeria while those in Nigerian universities were from seven Nigerian universities and at different levels which included students,

lecturers and management staffs or administrative staff. Since a phenomenographic approach was adopted for the qualitative data collection strand, a minimum target of 30 participants from the UK universities and 30 from the Nigerian universities was set. The inclusion criteria included the regions the participants came from with the aim of providing diversity in the location and type of universities (federal, state and private) to have a more informative dataset (Patton 2001).

Following the researcher's ethical clearance receipt (Appendix 19), plans were made to contact universities that were willing to participate in the study. Since permission was required from several people and at multiple levels at the universities, there was a need for a contact person at the participating universities. These contacts helped to facilitate clearance and assist in the data collection process at the collaborating universities. However, there was a need for the researcher to clarify what the research was about (Appendix 1) and give out the information sheet (Appendix 2) and consent forms (Appendix 3). Some of the lecturers indicated their interest in the tools, results and desire to write collaborative academic papers from the data collected.

Semi-structured interview and focus group sessions were the approaches taken for data collection. Copies of the interview procedure and reflection sheets used are in Appendix 4 and Appendix 5 respectively. The interview schedules (Appendix 9, 7 and 8) and focus group schedules (Appendix 7) were used to ensure some level of consistency in administration of the sessions with the various participants at the different institutions. Interviews and focus group sessions were carried out with the students, while only interview sessions were scheduled with the lecturers and management staff.

The first set of questions focused on the experiences of the participants with student plagiarism in their respective institutions where they had experiential knowledge (Appendix 7). The second set (Appendix 8) was administered to the Nigerian students in UK that had participated in one of the earlier focus group sessions. The questions were in relation to the impact their Nigerian and UK Universities had on their study experience, what was helpful to them and how they could have been assisted better.

Audio recording of the sessions and field notes were employed in recording the data from the administered interviews and focus group sessions at the various universities. There were also considerations on how to deal with ethical issues such as data protection, handling of sensitive data and disclosure of the participants. The data were separated from the demographic information of the participants, though there was a code relating both for the purpose of audit trail, in the event of a participant deciding to withdraw from participating.

Document examination involved the content analysis of the institutional documents collected to determine the type of student plagiarism policies operational in the various universities; differences where they existed between the policies in UK universities and the Nigerian universities. The criteria examined as recommended by Carroll (2007) were: age of the policy, update regularity, if student plagiarism was specifically addressed, number of student plagiarism elements referred to and existence of records of implementing the policies in the detection and penalising of incidence of student plagiarism.

4.3.1. Qualitative data collection from UK universities

In both universities in the UK, data were collected through focus group sessions. In the first university, the participants were from three different cohorts of incoming Nigerian students for the academic years 2010/11 and 2011/12. This was to enable the researcher arrive at the target number of participants. In the second university, just one focus group session was conducted due to the reluctance of the students to participate.

With the use of semi-structured individual interviews, 24 Nigerian postgraduate students in the first UK University participated at the onset of their study and 13 from the previous years' intake participated at the end of their one year study while only 5 students participated in the second UK University. The data collected from the 24 students interviewed at the start of their study had a more in-depth focus on the students' definition and understanding of the concept of plagiarism, their personal experience with plagiarism in Nigerian universities, where and when they became aware of plagiarism, what was obtainable in their previous universities regarding policies, mitigation and general approach to the issue of student plagiarism.

In contrast with the interview with the earlier group that participated at the onset of their study, the data collected from the 13 Nigerian students at the end of their one year study threw light particularly on the challenges they encountered with the concept and what provided them with the best support while studying at the universities in the UK. The data collected from the lecturers' sessions gave a different view on the concept of student plagiarism in Nigerian Universities and also had more detailed information on the policies, procedures, guidelines and pedagogy at the Nigerian Universities.

A policy document was collected from each of the two UK universities. The data collected from the content analysis of these documents focused on the age of the document, evidence of revision, institutions' attitude to the concept, definition and understanding of the concept (policies, guidance, support and procedures) in place regarding student plagiarism.

4.3.2. Qualitative data collection from Nigerian universities

Following the completion of the first year of study when the researcher had already secured consent from the universities that were to participate in the survey, she sought funding for her field trip from several organizations and received partial funding from iParadigms. This funding was towards the field trip with an offer of three months free Turnitin license to any Nigerian university that participated in the survey. This offer was to help motivate participation of the universities in the survey.

In each of the Nigerian universities, several undergraduate, postgraduate students, lecturers and management staff participated in the research. Nigerian undergraduate students were included in this data collection phase because they had the required experience of studying in a Nigerian university. The focus of the data collection was the same as that for the Nigerian students in UK Universities.

In all the universities visited in Nigeria, although the staff stated that the universities had institutional policy documents which address the issue of student plagiarism. However, no copies made available to the researcher.

4.4. Quantitative data collection procedure

The intent of the quantitative non-probabilistic sampling was to select a substantial number of participants who were information rich, available and willing to participate in the research. In identifying the case study sites, a non-probabilistic sampling technique was used in the selection of the participating universities in UK and Nigeria. The sites used for the quantitative survey were same as those for the qualitative; two universities in UK and seven in Nigeria. The selected participants were not fully representative of the university population however; they were a segment of three levels of enquiry (students, lecturers and management) and mostly from three different departments in each university that was surveyed.

The target sample size was fifty in each of the UK Universities and one hundred and fifty in each Nigerian university as seen in earlier recommendation (section 4.2). Though this was not a representative sample of the population, it served to collect the data that can provide an overview to the particular research questions. The procedure for obtaining permission to collect the quantitative data was the same as that for the qualitative data (section 4.3).

The collection of the quantitative data from the staff and students was through hard copy questionnaires. These were administered to the students in monitored classroom settings with the assistance of the contact lecturers, while those for the lecturers and non-academic staff were administered in their offices. These questionnaires were made up of both open and closed questions. However, the closed questions were of Likert type and were grouped thematically (table 4.2) for easy sorting, analysis and to make the results from the analysis more reliable. Attached in Appendix 9 and Appendix 10 are copies of the student and lecturer questionnaires.

Table 4.2. Relationship between the research questions and questionnaire

Research questions	Questionnaire questions
Are there any distinct themes emerging from the plagiarism experiences of Nigerian student that are unique to them?	<ul style="list-style-type: none"> • Perception of the concept of plagiarism (26 questions)
How do Institutional responses to student plagiarism feature in Nigerian Universities' policies?	<ul style="list-style-type: none"> • Institutional plagiarism policies, guidelines, procedures and penalties (9 questions)
Is there a relationship between the awareness, perception and attitude of students in Nigerian Universities to plagiarism?	<ul style="list-style-type: none"> • Awareness of plagiarism (15 questions) • Perception of the concept of plagiarism (26 questions) • Attitude towards plagiarism (12 questions)
To what extent is student plagiarism mitigated in Nigerian universities?	<ul style="list-style-type: none"> • Plagiarism prevention, detection and mitigation (8 questions) • Penalties (14 questions)
How does the previous academic background of Nigerian student impact on their ability to adapt to studies overseas?	<ul style="list-style-type: none"> • Plagiarism competency (12 questions) • Awareness of plagiarism (15 questions) • Penalties (14 questions)
Are there any significant differences in attitude and perception towards plagiarism exhibited by Nigerian student studying Overseas as compared to those studying in Nigeria?	<ul style="list-style-type: none"> • Attitude towards plagiarism (12 questions) • Perception of the concept of plagiarism (26 questions) (UK Vs. Nigerian Universities Data)
Comparing with other international students in UK Universities and from IPPHEAE data	<ul style="list-style-type: none"> • Policies and Procedures (9 questions)

4.4.1. Quantitative data collection from UK universities

In both UK Universities surveyed, Nigerian students and lecturers who were willing to participate completed questionnaires. Over 200 questionnaires were completed by different sets of Nigerian students at various instances in classroom settings in the first UK University. The students were from three cohorts in the academic study years 2010/2011 and 2011/2012. The questionnaires were administered to five sets of students in the academic year 2010/2011 and four sets of students in the 2011/2012 academic years respectively. In the second university, fifty questionnaires were completed in one visit.

Completed questionnaires from both universities in the UK had participants who, in total, had studied in 29 different universities (state, federal and private) in Nigeria prior to their postgraduate study in the United Kingdom.

4.4.2. Quantitative data collection from Nigerian universities

A number of students and lecturers participated in the quantitative data collection exercise. The questionnaire administration procedure was the same as that for the UK Universities. Of all the administered questionnaires, 839 were completed appropriately (Table 0.5) and the rest were deemed to be not valid as they had less than 10% of the questions completed.

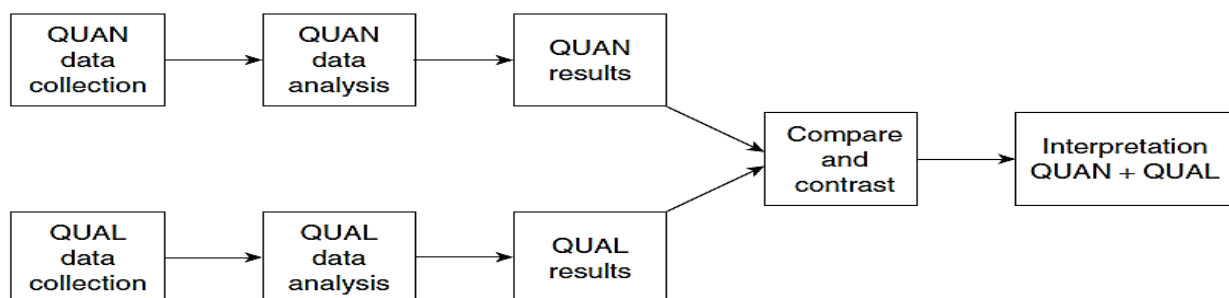
Table 4.3 Quantitative data collected from the universities

		Frequency	Percent
Valid	UKHEI Case 1	134	15.97
	UKHEI Case 2	37	4.41
	NHEIL Survey	668	79.62
	Total	839	100.0

4.5. Mixed methods data analysis design

Following the data collection, the data were analysed in line with the mixed methodology. The mixed methods design was used to directly compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data. Creswell and Plano-Clarke (2011) suggested that the most common approach to mixing methods is the Triangulation Design which aims at collecting both sets of data at the same time, analysing them separately and then combining the results for more in-depth understanding as depicted in figure 4.2.

Figure 4.1. The mixed method convergent design procedure



Source: Adapted from Creswell and Plano-Clarke (2011: 79)

This design was adopted in this research as it enables the collection of 'different but complementary data on the same topic' (Morse 1991: 122) for a rich data set, which will foster a better understanding of the research problem. Data from both the qualitative and quantitative strands were collected independently from three levels of enquiry (student, lecturers and management staffs) in the UK and Nigeria with the aid of interview schedules, focus group sessions and questionnaires. The quantitative and qualitative data were collected at the same visit for each institution visited since one of the strengths of the convergent design is the opportunity it provides the author of the thesis to collect both data types during the same phase of the research.

Considering the research questions and the amount of data to be analysed, it was suitable to use Atlas.ti as a software tool for the qualitative data and SPSS as a software tool for the analysis of the quantitative data. Comparing across dimensions typically involved looking at one set of results in the light of another. The data analysis in the convergent design occurs usually at three distinct stages: independently with each data set, when the data comparison or transformation occurs and after the completion of the data comparison or transformation.

In a bid to specify the extent of the results that are compared in both databases, from the onset, all the results from the data were collected independently from the qualitative data-set to compare with those collected independently from the quantitative data-set from the different levels. The data from the open-ended questions in the questionnaire were added to the qualitative data. Hence, these were compared with respect to the research questions, across the:

- Student level (Student QUAL vs. Student quant results)
- Lecturer (Lecturer QUAL vs. Lecturer quant results)
- Management staff (Management staff QUAL vs. Management staff quant results)

The results across the different levels for the purpose of data triangulation were then compared across:

- Student, Lecturer and Management staff (QUAL results)
- Student, Lecturer and Management staff (quant results)
- Student, Lecturer and Management staff (QUAL vs. quant results)

Considering specific information compared across the dimensions, the following comparison took place:

- Student qualitative data (interview and focus group) and quantitative data (questionnaires) collected from the UK and Nigerian universities.
- Lecturer qualitative data (interview) and quantitative data (questionnaires) collected from the UK and Nigerian universities.
- Student qualitative data (interview and focus group) and lecturers' qualitative data (interview) collected from the UK and Nigerian universities.
- Student quantitative data and lecturers' quantitative data (questionnaire) collected from the UK and Nigerian universities.

All the options considered are shown in table 4.6. The choice of each option was based on the potential to provide answers to the research questions.

Table 4.4. Dimensions of the analysis

Levels	UK universities Student QUAL	Nigerian universities Student QUAL	UK universities Lecturer QUAL	Nigerian universities Lecturer QUAL	Nigerian universities Manager QUAL
UK universities Student quant	UK universities Student QUAL+ United Kingdom universities Student quant	Nigerian universities Student QUAL+ United Kingdom universities Student quant	UK universities Lecturer QUAL + United Kingdom universities Student quant	Nigerian universities Lecturer QUAL + United Kingdom universities Student quant	Nigerian universities Manager QUAL + United Kingdom universities Student quant
Nigerian universities Student quant	UK universities Student QUAL+ Nigerian universities Student quant	Nigerian universities Student QUAL+ Nigerian universities Student quant	UK universities Lecturer QUAL + Nigerian universities Student quant	Nigerian universities Lecturer QUAL + Nigerian universities Student quant	Nigerian universities Manager QUAL + Nigerian universities Student quant
Nigerian universities lecturers quant	UK universities Student QUAL + Nigerian universities Lecturer quant	Nigerian universities Student QUAL + Nigerian universities Lecturer quant	UK universities Lecturer QUAL + Nigerian universities Lecturer quant	Nigerian universities Lecturer QUAL + Nigerian universities Lecturer quant	Nigerian universities Manager QUAL + Nigerian universities Lecturer quant

4.6. Qualitative data analysis

Analysis of the qualitative data was conducted using the phenomenographic process described by Marton (1986). The purpose of the data analysis was to identify qualitatively unique categories that describe the ways in which the different participants perceived the concepts they were discussing. Booth (1997) suggested that to extract the most important threads or themes from the data, there is a need for immersion in the interview transcriptions. In terms of interpretation, themes were derived inductively from categories, which were themselves derived inductively from codes grounded in the data (Strauss and Corbin 1998).

The structure recommended by Creswell and Plano-Clarke (2011: 205) was adopted to provide a framework for the process and the steps are elaborated in the following sections.

4.6.1. Bracketing preconceived ideas

Bracketing is the process where researchers set aside preconceived ideas they hold about the phenomenon before examining the data. An attempt was made at transcribing the data from the perspective of the participant, so their data, while compared with that of other participants, was not judged against the knowledge of the author of the thesis. As far as possible, the data was allowed to speak by letting the codes emerge from the data rather than taking themes from existing literature.

4.6.2. Preparing the data for analysis

The next step was to prepare the data for analysis by grouping and transcribing the data. The data were grouped in the order of the levels of the participants: students, lecturer and management staff. The audio recordings were saved on the systems which were backed on offsite external hard drives for maximum protection. After the grouping of the data, manual transcription was used for the first UK data and then the data from the seven Nigerian universities were transcribed. After the transcription of the data, the audio recordings were replayed and compared with the transcribed notes.

This was to ensure that no data were omitted. Since Atlas.ti was chosen for the analysis, the transcriptions were set in a format which could be recognised by the Atlas.ti

software. This process was successful because Atlas.ti could handle all the types of data collected for this research.

4.6.3. Transcript examination

Following bracketing and organising the data, the next step taken was to examine the transcripts of several student interviews looking for 'utterances found to be of interest for the question being investigated' as stated by Marton (1986: 42). The notes made during the semi-structured interview sessions and transcribed data collected from both the United Kingdom and Nigerian institutions (from the students, lecturers and non-academic/management staff) were read. The purpose was to have a general understanding of the data.

The author of the thesis made short notes based on her initial thoughts in the form of phrases on the margin of the field notes and transcripts and these became the first step in letting the data speak by using them in forming broader categories and themes. They were also useful as further insights and comments when analysing the data with Atlas.ti commenced. At this point, a qualitative codebook showing the statements for the different databases was developed in Atlas.ti to help organize the various data collected. The codes that emerged from the data during the analysis of the data at the first instance were used and at the point of evaluating and discussing the findings, there was some form of dialogue with existent literature.

4.6.4. Analysing the data

After the examination of each transcript, the next step was to attempt to develop an outcome space. This was carried out by looking for both similarities and differences among the statements of the participants in the transcripts to form a pool of meaning (Marton 1986) or grouping of similar concepts. These pools of meaning were carefully compared and contrasted. Pools with many similar criteria were combined and others that were significantly different were noted. The meaning of the data was checked to be contextually correct.

Analysing the data entailed bringing the research questions before the database to see how the data collected provided answers to the questions the research posed. The data

analysis process involved data coding, assignment of labels and codes and interrelation of the themes and categories. Having developed an outcome space, initial themes were established in Atlas.ti, by dividing the transcribed texts into smaller units of paragraphs, sentences and phrases. With these initial categories in mind, the interview transcripts were re-examined to determine if they were sufficiently descriptive and indicative of the data as suggested by Orgill and Sutherland (2008). This resulted to the modification, addition and deletion of some category descriptions for internal consistency of the categories of description.

This process continued until the modified categories appeared to be consistent with the interview data. This is explained by Marton (1986: 43) when he recommends that definitions for categories should be tested against the data, adjusted, retested, and adjusted again until there is a decreasing rate of change, and eventually the whole system of meanings is stabilized.

Within Atlas.ti, appropriate labels which were sufficiently descriptive were assigned to the codes. Code words such as 'awareness' and broader themes such as 'no system in place', 'no prior knowledge of the concept' emerged from the data. Following the emergence of the codes, labels were assigned to each unit. Having arrived at similar themes from the different data sets, an attempt was made at connecting these to other related smaller categories. Hence a theme like 'perception' was linked to a smaller theme called 'understanding'. This brought about a greater synthesis of the data and more convincing results which are presented in chapter 5.

4.7. Quantitative data analysis

The quantitative analysis procedure recommended by Creswell and Plano-Clarke (2011: 205) was used in a linear manner. In carrying out the analysis, the data was prepared, explored and analysed.

4.7.1. Preparing the data for analysis

As with the qualitative data, the quantitative data was organised, coded, prepared for analysis, new variables were computed (Appendix 11) and a codebook established (Appendix 12). On collection of completed hard-copy questionnaires, they were

organised into countries (UK and Nigeria) and levels of enquiry (students and lecturers). Apart from questions 1, 13, 14 and 16 which required qualitative responses, all other questions were 'closed' with responses ranging from strongly agree to strongly disagree. Numeric values were assigned to each closed question response as it was in the questionnaire with 'strongly agree: 5, agree: 4, unsure: 3, disagree: 2 and strongly disagree: 1'.

The formats of the 98 closed questions in the questionnaire were checked to ensure they could be represented appropriately in the software. The few questions which had reversed logic or inverted score were assigned the appropriate scores to the response values where it was required to sum them. This can be observed in some of the attitude questions e.g. *Q10h. Plagiarism is against my ethical values* as opposed to *Q10a. Sometimes I feel tempted to plagiarise because so many other students are doing it.*

On inspecting the questionnaires, new variables were computed by aggregating the different variables that explored the same concept. These were the sub-questions that made up the different sections of questions. This involved taking an average of the sub questions (computed variable in Appendix 11) for further analysis. At the end of this exercise, a codebook that listed all the questions, their associated variables, the labels and the description of the labels, the width of the variables, type and measure was developed. A copy is presented in Appendix 12, but the description of the labels that represented the questions in the questionnaires are omitted (as given in Appendix 1 and Appendix 2).

4.7.2. Exploring the data

After the data preparation, the data were examined for general trends in the distribution by visual inspection and descriptive analysis. Inspecting the data involved looking through the responses to gain a general overview. It was observed, for example, that quite a number of participants responded to question 13 (*presence of any digital tool*) with 'None' or 'Not Applicable'. Also a general view of student responses to question 1 (*definition of plagiarism*) gave an initial insight to the students' perception of the concept amongst other questions.

With the data ready and keyed into the SPSS Software, descriptive analysis was conducted on the quantitative data to determine the general inclination of the responses. Descriptive tests were carried out on cumulative variables in the questionnaire and the results are presented in Appendix 13. Besides giving an overview of the data, this helped ascertain if the data was normally distributed so that the appropriate statistical tests for the data analysis could be determined. Following the generation of the descriptive statistics from the data, it was observed that the general trend and distribution was skewed in a number of cases. This is seen both in Appendix 13 and visually in Appendix 14.

4.7.3. Analysing the data

Analysis involved examination of the quantitative data in a bid to find answers to the research questions. The choice of the appropriate tests was based on the: type of question, number of independent and dependent variables, and type of scale used to measure the variables and the distribution of the variable score. These considerations enabled the author of the thesis to decide on the data analysis method to be employed.

To effectively analyse the data, the Statistical Program for Social Science (SPSS) was used because of its robustness in the analysis of numerical data, both for descriptive and inferential tests. To carry out analysis on the quantitative data with the use of SPSS, there was a need to decide on the use of either parametric or non-parametric tests. Parametric tests assume that the data is distributed normally; non-parametric tests do not require data that have any specific structure. Non-parametric tests are also referred to as distribution-free tests because of the assumptions underlying their use which Siegel and Castellan (1988:34) claim are 'fewer and weaker than those associated with parametric tests'. Hence, non-parametric tests require few, if any assumptions, about the shapes of the underlying population distributions of the data.

On the contrary, parametric tests are found to be much more flexible, permitting a greater range of tests such as the test for interactions between variables in a way that is not possible with non-parametric alternatives. Since parametric testing could be used only when some assumptions are met, there was a need to determine if the data

collected for this research met the required assumptions. On carrying out the various checks, it was established that:

- The values for the standard errors of the mean were mainly 0.05 or less.
- The standard deviations from the mean values were mostly less than one.
- The values for the skewness (a measure of the tendency of the deviations in a dataset to be larger in one direction than in the other) were mainly less than zero, where they should have been zero for normality to be established (Appendix 13).
- The values for the kurtosis (measure of the *slant* or peakedness of the probability distribution (Appendix 13) were not zeros though they should have been zero for normality to be established.
- The normality check result depicted in the plotted histogram (Appendix 14) showed that most of the data-set did not have a normal distribution appearance.

Since not all the data collected for this research satisfied the normality requirements, and the required tests were available amongst the non-parametric group of tests, non-parametric tests were used for analysis. A tabulated summary of the research questions, methodologies and methods adopted for the data collection and analysis used is presented in Appendix 15. Following the selection of the appropriate tests, the data were analysed in order to find answers to the research questions.

4.8. Summary and next step

In this chapter the discussion was on the procedure adopted for the qualitative and quantitative data collection and analysis. Furthermore summaries of the amount of data collected from the nine universities with the use of both methods were presented. In the next chapter the analysed data will be presented along with the results and findings.

Chapter 5

Results and Findings

Chapter four explained the data collection and analysis process based on the mixed methodology approach, which permits a parallel mixed analysis. In this chapter, the data from both quantitative and qualitative strands of the research are analysed and findings discussed based on each research question.

5.1. Overview

In this research plagiarism was defined as the ‘submission of someone else’s work as your own for academic credit’; this was the definition used while administering the questionnaires to the participants (where they requested it). For the analysis, the research questions were mapped to the appropriate data sources to determine which data would provide answers to the different research questions. Results obtained from both the qualitative and quantitative data across the three levels of enquiry (students, lecturers and management staff) were then presented together (combined). For the identification of the source of quotes, the following acronyms are used.

- NS in UKU: Nigerian student in a UK University
- NS in NU: Nigerian student in a Nigerian university
- NL in UKU: Nigerian Lecturer in a UK University
- NL in NU: Nigerian Lecturer in a Nigerian university
- NMS in NU: Nigerian management staff in a Nigerian university

The analysis is presented in the form of a response to each research question in turn.

5.2. Research question 1 (RQ1)

Are there problems of student plagiarism in Nigerian universities?

RQ1a – What are the findings on student awareness of the concept of plagiarism?

It was observed that not all participants had the same understanding of what plagiarism is. From the qualitative data, the predominant theme arising from the students’ data was that they were not previously aware of plagiarism. The Nigerian students studying in Nigeria were not aware while the Nigerian students studying in the UK explained that they were not aware while studying in Nigeria. A number of students stated that they

became aware while studying in Nigeria with assistance of family members and not as a result of institutional interventions. Another source of support they mentioned was through corrections and advice by supervisors during their undergraduate dissertation.

NS in NU: ‘...I knew about plagiarism from my undergraduate programme (first degree). Basically the reason why I knew about plagiarism was not about the structure that was put in place by the school but primarily because of the experience of the lecturer (my project supervisor) who insisted on referencing...and through him I knew how serious plagiarism is and I also knew plagiarism as an academic theft...’

NS in UKU: ‘...In Nigeria we have not really heard about plagiarism, in fact before arriving here I had not heard about plagiarism and I don’t think it has really gone wide as such in Nigeria...’

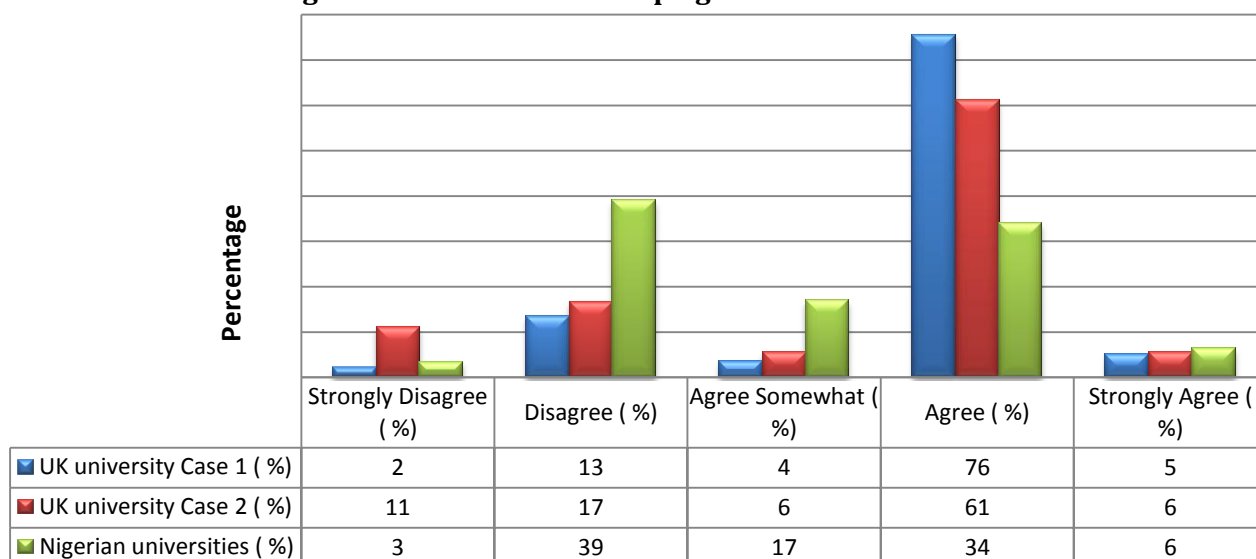
One of the students said he was informed about plagiarism while being interviewed for a place on the UK Masters’ programme. However, he stated that he still did not know much about it until he enrolled at the university.

NS in UKU: ‘...I got to know it when I was being interviewed for this MSc program ...as a result of the job [written submission] I had done which contained plagiarism ... but I got to know in depth about it after I came into this university.’

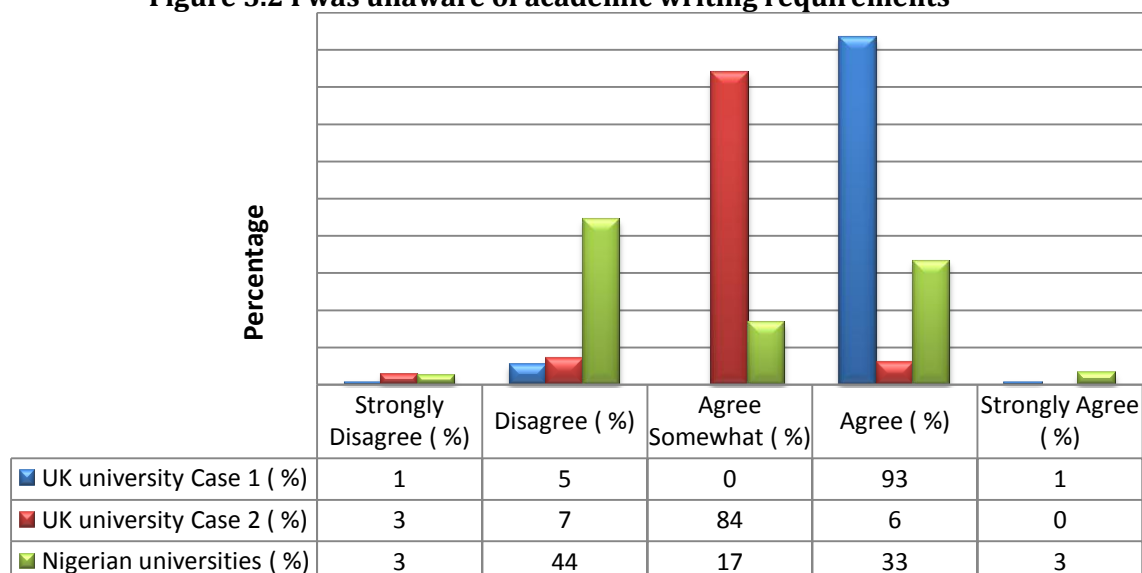
Based on the qualitative data, it was noted that a lot of the students might not be aware of plagiarism while studying at home (Nigeria). The students pointed out that the use of examinations as the major form of assessment until the final year when they were required to write their dissertation was also responsible for the lack of awareness of the concept.

NL in UKU: ‘...a lot of students are not aware of the problem of plagiarism even though the school sometimes tries to inform them because predominantly, majority of the work done in most of these institutions is...mainly exam based and some of these exams are even open book exams. So they are not totally aware of the issue of plagiarism until they come to the point that they are writing up their theses’

From the descriptive analysis of the questionnaire data on the students’ awareness of plagiarism in response to ‘I was unaware of plagiarism’ (figure 5.1), 34% of the students who study in Nigeria agreed while 6% agreed strongly and 17% were unsure. In the first UK University, 76% agreed with 5% agreeing strongly that they were unaware of plagiarism while studying in their Nigerian universities. For the second UK University, 61% agreed and 6% agreed strongly that they were unaware of plagiarism.

Figure 5.1 I was unaware of plagiarism – Student data

On the awareness of the requirements for academic writing, in response to '*I was unaware of academic writing requirements*' shown in figure 5.2, 36% of the students studying in Nigerian universities claimed that they were unaware while 17% were undecided. In the first UK universities, 94% of the students claimed that they were unaware of these requirements while 6% of those in the second UK universities declared that they were not aware of these requirements while 84% were not sure.

Figure 5.2 I was unaware of academic writing requirements

In addition to the students' views, some of the lecturers and management staff claimed that the students should be aware of the concept of plagiarism as most of them explained that the universities have a General Studies Subject (GSS) referred to as

‘technical writing’. The lecturers and management staff claimed the subject was meant to educate students on academic writing; however, the students did not appear to have learnt about plagiarism as a result of the course.

RQ1b - Are there perceived occurrences or instances of student plagiarism in Nigerian universities?

Some of the revealed experiences of the students suggested that due to the teaching, learning and assessment styles used in Nigerian universities that participated in the research, most of the students perceived that there were widespread occurrences of student plagiarism. They explained that since there were no penalties attached to writing without adherence to academic writing norms, it was assumed to be acceptable to use or copy sources without acknowledgement.

NS in UKU: ‘...in Nigeria I just copied and referenced particular blogs and there was no particular style or standard of referencing, so a lot of things can actually affect the issue of plagiarism and in Nigeria as a whole, there is no such thing as plagiarism...’

NS in NU: ‘...most of the lecturers encourage their students to do exactly what others are doing or do exactly what others are being taught in the classroom whereby everybody does the same thing, the output will all be the same. In this regard we do not really talk about plagiarism in Nigeria...’

While most of the lecturers agreed with the students that it was as prevalent as the students stated, some still claimed that the occurrences were not significant enough to constitute a problem. Some of the lecturers went further to explain that cases of student plagiarism were low in examinations, but on the increase during the period of the student dissertation.

NL in NU: ‘It is everywhere...the students plagiarise...’

NL in NU: ‘In this institution for instance, we do not have the problem of plagiarism...’

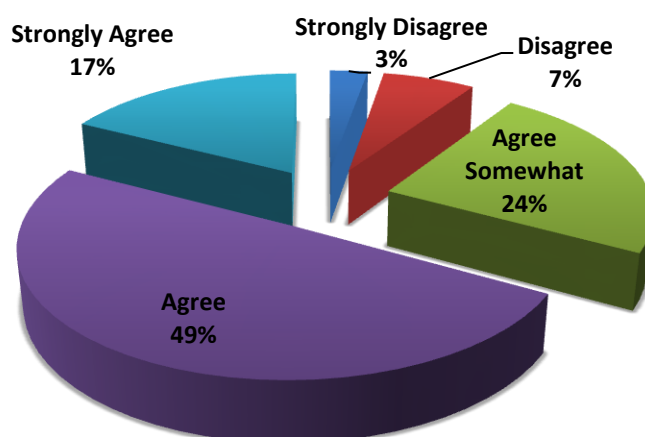
NL in NU: ‘...I would say probably yes, there are incidences...and a bit of increase in terms of project or final thesis final project submissions ... typically for exams, the case of plagiarism is low but in the case of writing thesis... that’s been on the increase...’

Management staff of the universities offered varied views. Though most of them confirmed that these incidents occurred, one management staff stated that there was no

plagiarism amongst students in his university. Some of those interviewed were slightly evasive, but still affirmed that the incidents exist. Furthermore, some were quite troubled about the situation and attributed it to societal influence. They claimed that organizations and society placed more emphasis on the certificate than on learning.

The quantitative data collected from the students on their previous experience and possible involvement with plagiarism was analysed and the responses of the 839 students to the question: '*I may have plagiarised in the past*' presented in figure 5.3. It showed that 66% of the students agreed that they might have plagiarised in the past while 24% were unsure and 10% were certain they had not plagiarised.

Figure 5.3. Students' self-declaration of plagiarism (I may have plagiarised)



Synthesising and triangulating the results from the three perspectives and two methods, it is seen from the student qualitative data, that most students did not know the concept by that name previously (while studying in their Nigerian University) and had accidentally plagiarised at some point or seen others do so. From the questionnaire, 66% of students stated they had plagiarised themselves and 40% stated that they were aware of other students plagiarising.

RQ1c - Is student plagiarism perceived as a problem or concern in and to the Nigerian universities?

The data from the students reflected views which suggested that plagiarism was not considered to be of concern in the Nigerian universities they attended at home as emphasis was rather placed on cheating during examinations. Furthermore, they claimed that the lecturers encouraged them to write in a manner in which they

inadvertently reproduced essentially the lecturers' work in examination, assignments and other academic work.

NS in UKU: 'No! By any stretch of the imagination no! It was never brought up as a problem, only cheating in the examination hall. You can write an idea without referencing it and it is accepted even in your final year project.'

NS in UKU: 'From my own experience, students were discouraged by their lecturers from bringing up their own ideas in assignments and examinations. You have to write exactly what you have been taught, nothing more nothing less.'

They claimed that the higher grades went to the students that were able to regurgitate what they were taught.

NS in UKU: 'This is true because students who are gifted in cramming and writing word for word or from a text book or lecturers material usually get the highest grade. If you write an idea the lecturer has not seen or heard of, you are likely to score low marks.'

Some of the students tried to justify why they believed it was not considered a problem. They referred to the lack of awareness of the consequences of plagiarism, submission of written tasks in hard copies and the lack of tools in place to detect or penalise the occurrence. Furthermore, their statements reflected their lack of awareness of plagiarism digital tools.

NS in UKU: 'It wasn't really considered a problem as there was little or no awareness on the damaging implications it had'

NS in UKU: 'No, xxx University never considered plagiarism a problem because they do not have the systems in place e.g. Turnitin'

From the perspective of the lecturers in Nigerian universities, basically three themes emerged indicating that some of them perceived that there was no problem of student plagiarism in their universities. A few thought otherwise while others observed that it becomes a problem at the point of writing a project or dissertation.

NL in NU: 'It becomes a problem when they start to write their 'projects' [dissertation]...'

NL in NU: 'It is a big problem'

A few of the management staff observed that it was not a problem because the students were taught to write properly at the early stage of their study. They seemed to assume that the students will transfer the knowledge to other areas of study and educational

levels. However like the lecturers, they perceived that it could be a problem when the students start writing under an external peer review process. Some pointed out that it is a problem that is difficult to manage with the Internet in place, in addition to use of published textbooks.

NMS in NU: *'In my institution for instance, we teach them to write properly and I have personally taken some of these courses in the past...'*

RQ1d – What are the insights from the attitude of Nigerian students to plagiarism?

Themes on the attitude of students to plagiarism in the data collected suggested that the students were tolerant of plagiarism. Those in the UK believed that plagiarism was regarded as important in UK universities because there were detection systems in place. They also hinted that the end result of plagiarism was profitable to them.

NS in UKU: *'...Now the reason why so much importance is attached to plagiarism and why you can actually say someone has plagiarised is when you have a feedback system which assess when someone has plagiarised...'*

NS in UKU: *'...you have the degree and it does not matter whether you plagiarised or not as you have a platform to radiate from...'*

Some of the students studying in the UK universities stated that the lack of concern on their part while in Nigeria led to their sloppiness while referencing during their studies in Nigeria. They also pointed out that they did not perceive it as being unethical and that it was a way to get the edge over other students.

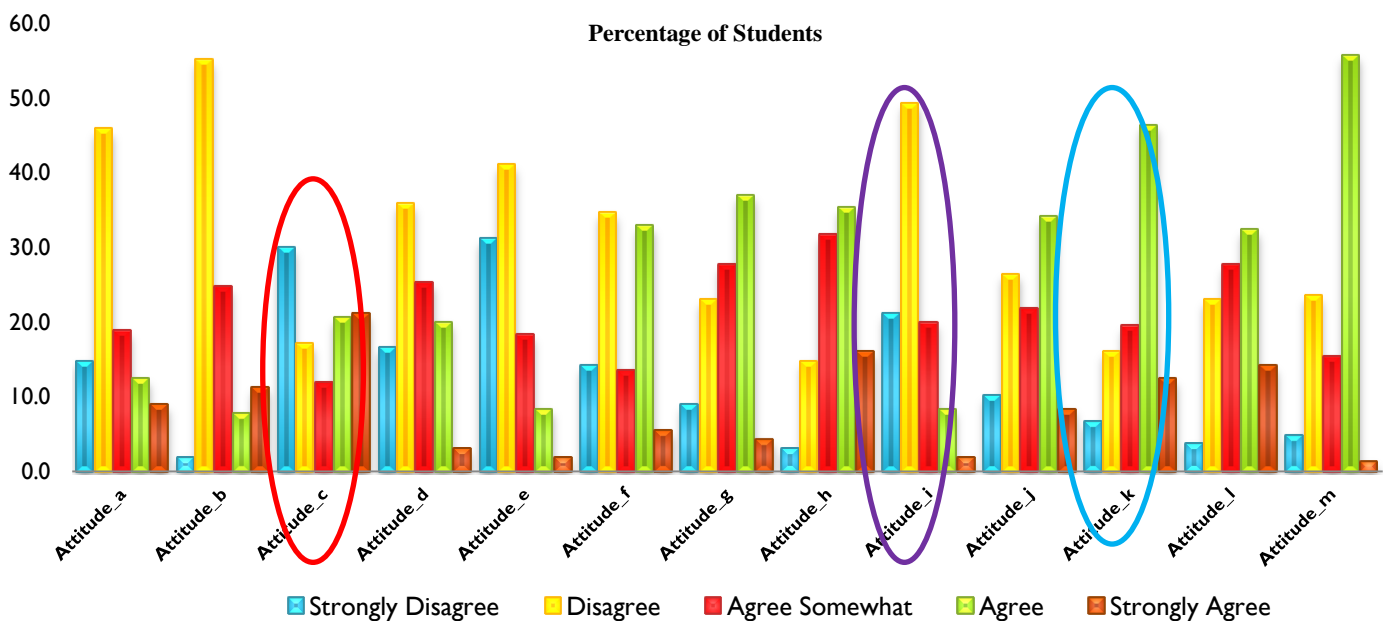
NS in UKU: *'...I do not think I attached much importance to referencing then as much as I do now...then we copied and we did not see any fault in the act of copying...'*

NS in UKU: *'...Fundamentally, it's my opinion of myself that matters to me not your opinion of me. Plagiarism in Nigeria is not an issue. It was only when I got to the UK...'*

In the questionnaire, several aspects of the students' attitude to plagiarism were examined with different questions on their propensity to plagiarism, their ethical values and their views on penalties and collusion. Some key results which were direct pointers to their attitude are depicted in figure 5.4. The questions 'c', 'I' and 'k' are highlighted for illustration.

Figure 5.4. Students' attitude/disposition towards plagiarism

This is an attitude scale, which measures how you feel about plagiarism (Please tick as appropriate):
a. Sometimes I feel tempted to plagiarize because so many other students are doing it
b. I believe I know accurately what constitutes plagiarism and what does not
c. Plagiarism is as bad as stealing the final exam ahead of time and memorizing the answers
d. If my roommate gives me permission to use his or her paper for one of my classes, I don't think there is anything wrong with doing that
e. Plagiarism is justified if the professor assigns too much work in the course
f. The punishment for plagiarism in University should be light because we are young people just learning the ropes
g. If a student buys or downloads free a whole research paper and turns it in changed with his or her name as the author, the student should be expelled
h. Plagiarism is against my ethical values
i. Because plagiarism involves taking another person's words and not his or her material goods, plagiarism is no big deal
j. It's okay to use something you have written in the past to fulfil a new assignment because you can't plagiarize yourself
k. If I lend a paper to another student to look at, and then that student turns it in as his or her own and is caught, I should not be punished also
l. If students caught plagiarizing received a special grade for cheating (such as an FP - Fail for Plagiarizing) on their permanent transcript, that policy would deter many from plagiarizing
m. I do not really understand what plagiarism fully entails and might have been plagiarizing in the past



In response to the ethical statement '*Plagiarism is as bad as stealing the final exam ahead of time and memorizing the answers*' (sub-question 'c'), 16% of disagreed while 32% strongly disagreed. In response to '*Because plagiarism involves taking another person's words and not his or her material goods, plagiarism is no big deal*' (sub-question 'i'), about 50% disagreed and 20% strongly disagreed.

On the issue of collusion, they were not willing to take responsibility or be penalised. They responded to *'If I lend a paper to another student to look at, and then that student turns it in as his or her own and is caught, I should not be punished also'* (sub-question 'k'), with 45% of them agreeing, and 12% agreeing strongly.

RQ1e - What are the perceived identified forms and causes of student plagiarism

The perceived forms of plagiarism engaged in by the Nigerian students studying in the UK and Nigerian universities identified in the qualitative data collected were: 'copy and paste', 'copying from text', 'sloppy referencing', 'essay mill', 'collusion' and 're submitting another's dissertation as theirs in a different university'.

NS in NU: '...various cases have been found where students submit entire dissertation from other universities changing only their names. As we have over 124 universities in Nigeria, the students simply duplicates academic work in other universities and submit it at theirs. Since there is no way of comparing their works, they use the system to their advantage.'

NS in UKU: '...copying directly from other classmates or lifting from textbooks with referencing. This copied work is not checked because there is no software like turn-it-in to check similarities of your work with that of others...'

The views of the lecturers were similar and reflected the same issues as the students such as *copy and paste without acknowledging the sources*. Although the management staff were of similar views they stressed the aspect of the resubmission of another students' work for assessment.

NMS in NU: 'The more troublesome one is when it comes to research where students lift whole thesis... you know... and pass it off as their own. The instances are few, but they are there... they are very few, but they are there...'

From the student data collected there were themes suggesting that students were of the opinion that some of the motivation to plagiarise was the desire for academic success. They also expressed the notion that the outcome is beneficial and no one cares how they arrive at their results. The students seemed to also hold the view that the educational system is responsible as hard work is not encouraged and there are inadequate resources for effective learning.

NS in NU: '...plagiarism is not just an institutional issue but a national one because when you have a system that does not encourage hard work it is a problem... when your academic qualification does not give you a good job you will do anything to get it, as that is just a minimum platform to radiate in life...'

NS in NU: ‘...One of the major problems with higher learning in this country has to do with the quality of information passed to the development students. The type of the technology used and books available to the students for research works.’

The views of some of the lecturers had themes relating to the easy access to information and possible ignorance by students of what plagiarism actually is.

NL in NU: ‘... with the easy access to the internet currently and people knowing that they can easily get whatever sort of research they are doing...’

NL in NU: ‘... ignorance about the gravity of plagiarism and/or what constitutes plagiarism’

For some lecturers, the themes were on the reluctance of the students to engage with hard work coupled with the confidence that they will not be caught.

NL in NU: ‘Students plagiarise because they are not ready to put in the work necessary for the award of the degrees they enrolled for...’

NL in NU: ‘...they may plagiarise because they believe they would get away with it.’

The management staff expressed their views in relation to the large class sizes which they suggested, does not encourage proper student engagement with learning. Additionally, they expressed the views in relation to students’ lack of understanding of what they have been taught. Other themes that emerged were concerns in relation to the institutional pedagogy and curricula.

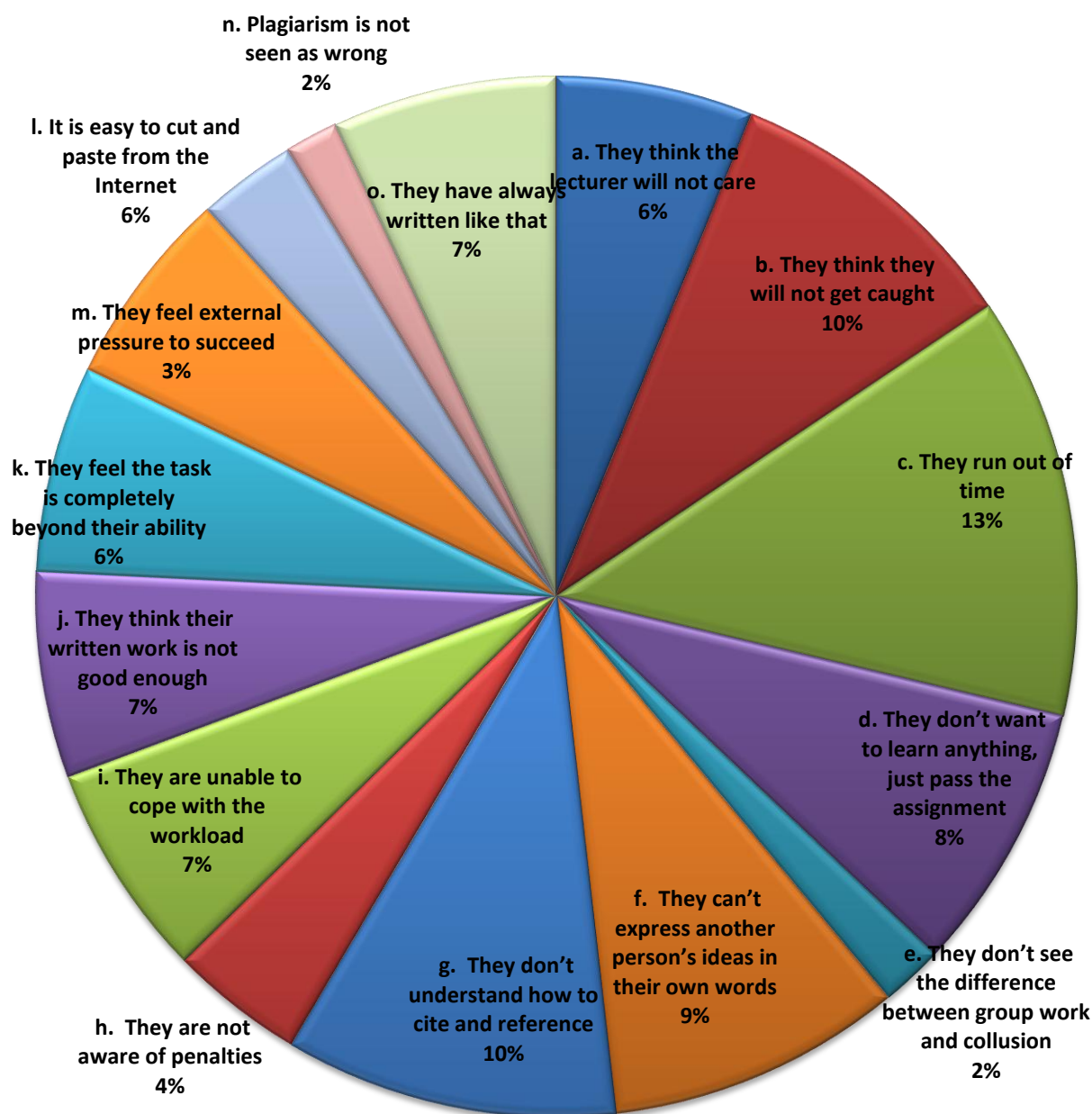
NMS in NU: ‘...there should be better student-lecturer engagement and then, they are dealing with such large numbers...’

NMS in NU: ‘what they are learning, how they are learning...are they actually able to grasp the material that they are learning ... you know... the method of learning, what is being given to them...’

The possible causes of student plagiarism in Nigerian universities from analysed quantitative data are presented in figure 5.7 and 5.8. Several different views emerged from responses of 839 students giving their perception of what leads students to decide to plagiarise. The students were allowed to choose as many options as they wanted. The most common selections relate to *lack of time management skills* (13%), *thinking the system cannot detect it* (10%) and *not knowing how to cite and reference* (10%). All these views are depicted in figure 5.5.

Figure 5.5. Students' views about the causes of plagiarism they practiced

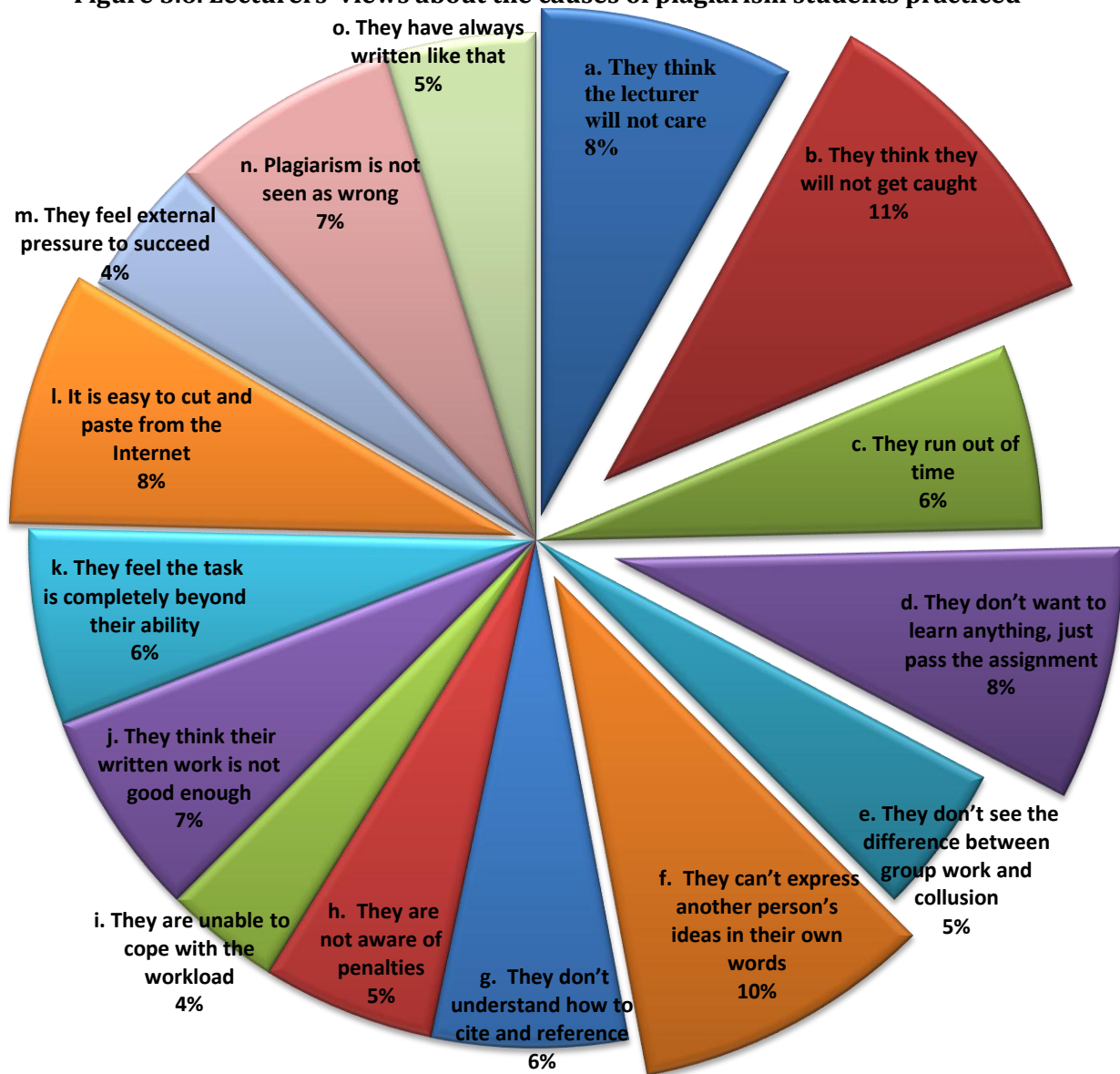
What leads students to decide to plagiarise?



Answering the same question (what leads students to decide to plagiarise) about '*the causes of plagiarism students practiced*', the two most popular reasons lecturers gave for student plagiarism were: '*they think they will not get caught*' (11%) and '*they can't express another person's idea in their own words*' (10%). Other common choices were: '*thinking the lecturer will not care*' (8%), '*they don't want to learn anything, just pass the assignment*' (8%), '*easy to cut and paste*' (8%). This view relates to their perception of

students' inability to express themselves coupled with their belief that they will not get caught as the lecturers do not care. The responses are depicted in figure 5.6.

Figure 5.6. Lecturers' views about the causes of plagiarism students practiced



The result from the data from both the students and lecturers confirms the suggestion that the occurrence of student plagiarism could be a result of a lack of relevant skills (*'they can't express another person's idea in their own words'*) by students and a belief that the lecturers do not care and that those who plagiarise will not be caught (*'they think they will not get caught'*).

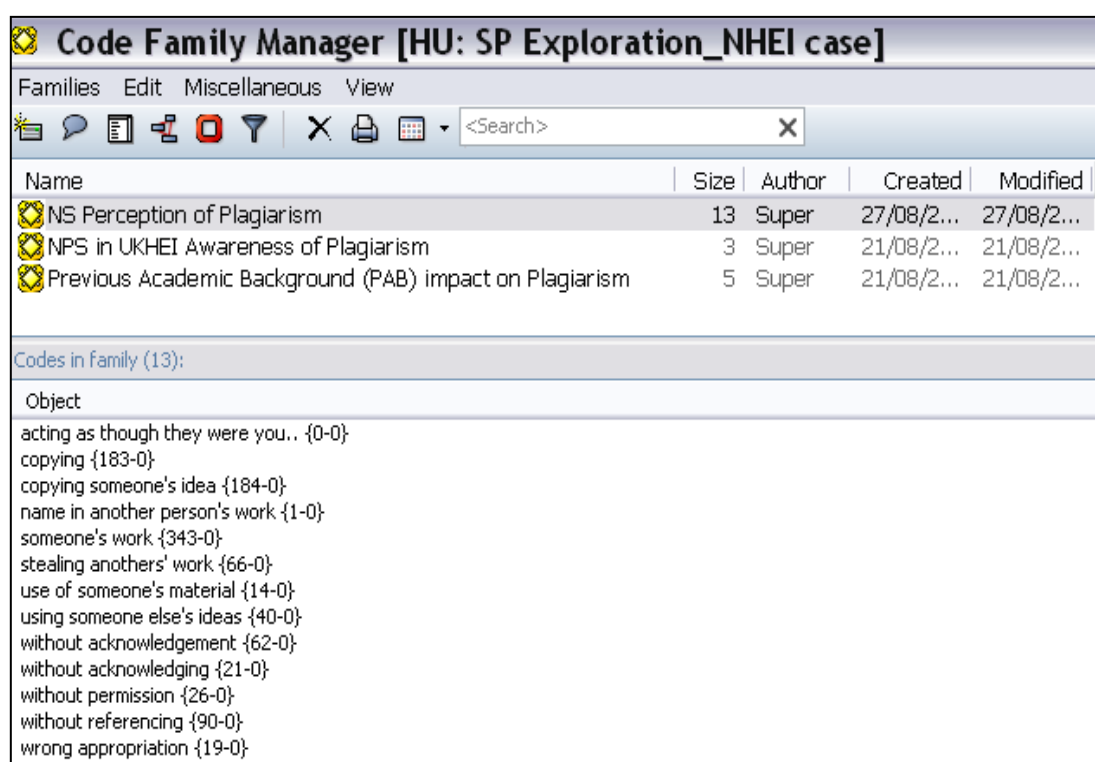
5.3. Research question 2 (RQ2)


What issues characterise the plagiarism perception of Nigerian students?

RQ2a - Are there any distinct themes emerging from the plagiarism perception of Nigerian students?

Qualitative data were collected from 505 out of 839 students with the questionnaire question *'define in one phrase or sentence what you understand by the word plagiarism'* (question 1). The data were uploaded into Atlas.ti for analysis and a screen shot has been presented to provide some insight into typical Atlas.ti output (figure 5.7). They were then coded as described earlier and the codes emerging from the data in addition to their frequency of occurrence were captured. Codes such as 'copying someone's ideas' and 'someone's work' had high level of occurrences of 184 and 343 respectively, while codes such as 'name in other person's work' had only occurred once.

Figure 5.7. Atlas.ti code management staff view of some of the students' data



Code Family Manager [HU: SP Exploration_NHEI case]				
Families Edit Miscellaneous View				
 <input type="text" value="<Search>"/>				
Name	Size	Author	Created	Modified
NS Perception of Plagiarism	13	Super	27/08/2...	27/08/2...
NPS in UKHEI Awareness of Plagiarism	3	Super	21/08/2...	21/08/2...
Previous Academic Background (PAB) impact on Plagiarism	5	Super	21/08/2...	21/08/2...

Codes in family (13):	
Object	
acting as though they were you..	{0-0}
copying	{183-0}
copying someone's idea	{184-0}
name in another person's work	{1-0}
someone's work	{343-0}
stealing anothers' work	{66-0}
use of someone's material	{14-0}
using someone else's ideas	{40-0}
without acknowledgement	{62-0}
without acknowledging	{21-0}
without permission	{26-0}
without referencing	{90-0}
wrong appropriation	{19-0}

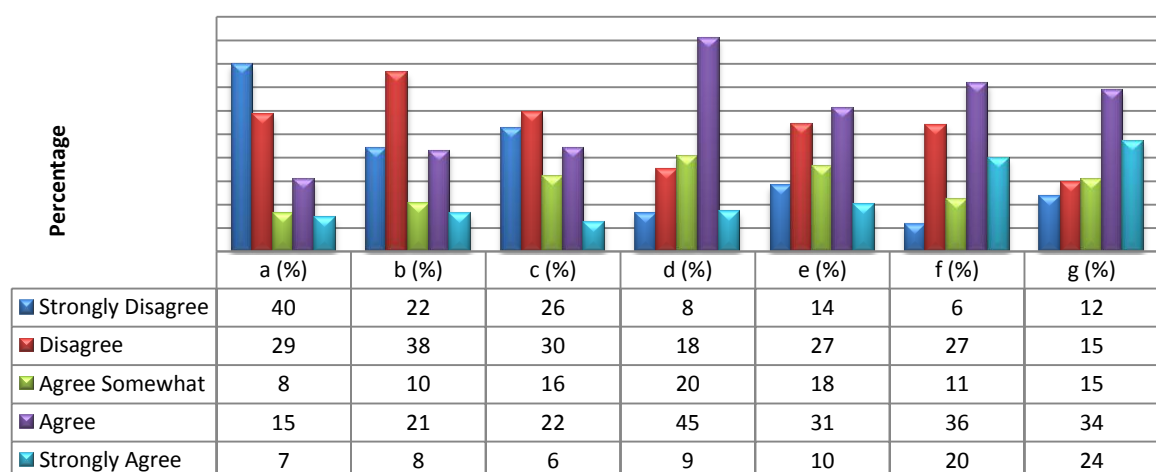
Atlas.ti was used to identify the most frequently occurring single words in the actual responses. These were: 'work', 'without', 'copying' and 'someone's' with frequencies of occurrences of: 365, 232, 178 and 135. This can be taken to suggest that a common understanding of plagiarism by students was probably *'copying of someone's work without ... acknowledgement'*. Some referred to it as 'work' while others mentioned 'material' or 'ideas'. It is not clear if they were referring to the same things.

The questionnaire questions: 2 (*When you are writing a piece for submission, which of these statements (a-g) refer to your approach?*), 3 (*In your opinion, what are the reasons (a-e) for using correct referencing and citation in scholarly academic writing?*) and 4 (*Assuming that 40% of your written piece is from other sources, would you be given to copying as described in 'a-f' below?*) were on various aspects of plagiarism perception.

These were questions relating to the students' approach to: writing a piece for submission, referencing and copying. They had various sub-questions (options) with assigned scores that were aggregated to arrive at the total scores. The descriptive statistics are depicted in figures 5.8 to 5.10. Seven sub-questions were used to examine the understanding of the students. In response to option 'a', 40% of the students strongly disagreed and 29% disagreed that they would use someone else's words as theirs (figure 5.8).

Figure 5.8. Student understanding of plagiarism (PQ2)

When you are writing a piece for submission, which of these statements (a-g) refer to your approach?	
a.	Using someone else's words as if they were your own
b.	Using someone else's ideas as if they were your own
c.	Using someone else's results as if they were your own
d.	Sharing work with someone else and pooling ideas for individual submission
e.	Getting your ideas from a text book without appropriate acknowledgement
f.	Copying a paragraph and making small changes with only some quotation marks
g.	Taking short phrases from different sources, adding your own words without citing the sources

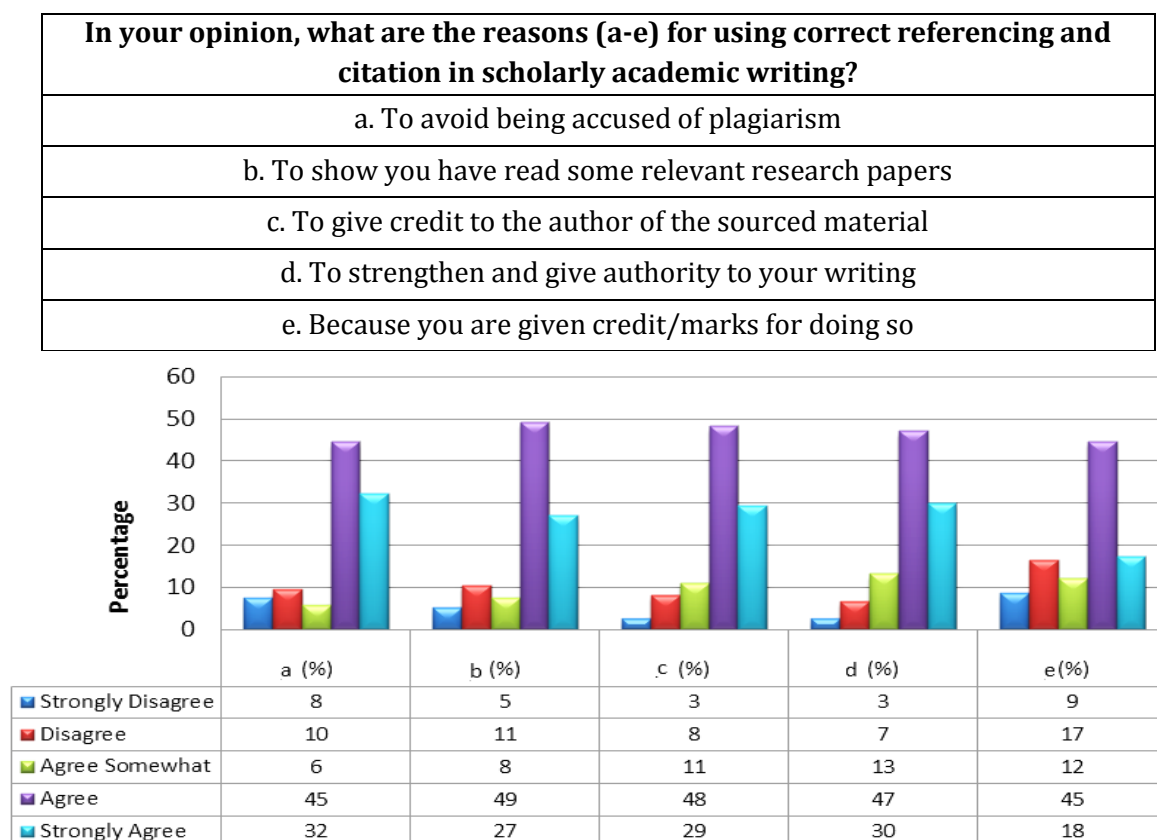


On the aspect of collusion, option 'd', 26% suggested that they would not collude as 18% disagreed and 8% strongly disagreed that they would not collude with others. The

results for question 'g' shows 15% disagreeing and 12% disagreeing strongly that they would not modify text without acknowledging the source (figure 5.8). Focusing on the responses (Strongly Disagree and Disagree), it is observed that for the initial option which is a basic case of plagiarism ('a. Using someone else's words as if they were your own') the students seemed to be clear on their view, but as the options moved from the basic to more complex options, there are observed inconsistencies in the charts which could suggest some inconsistency in their understanding.

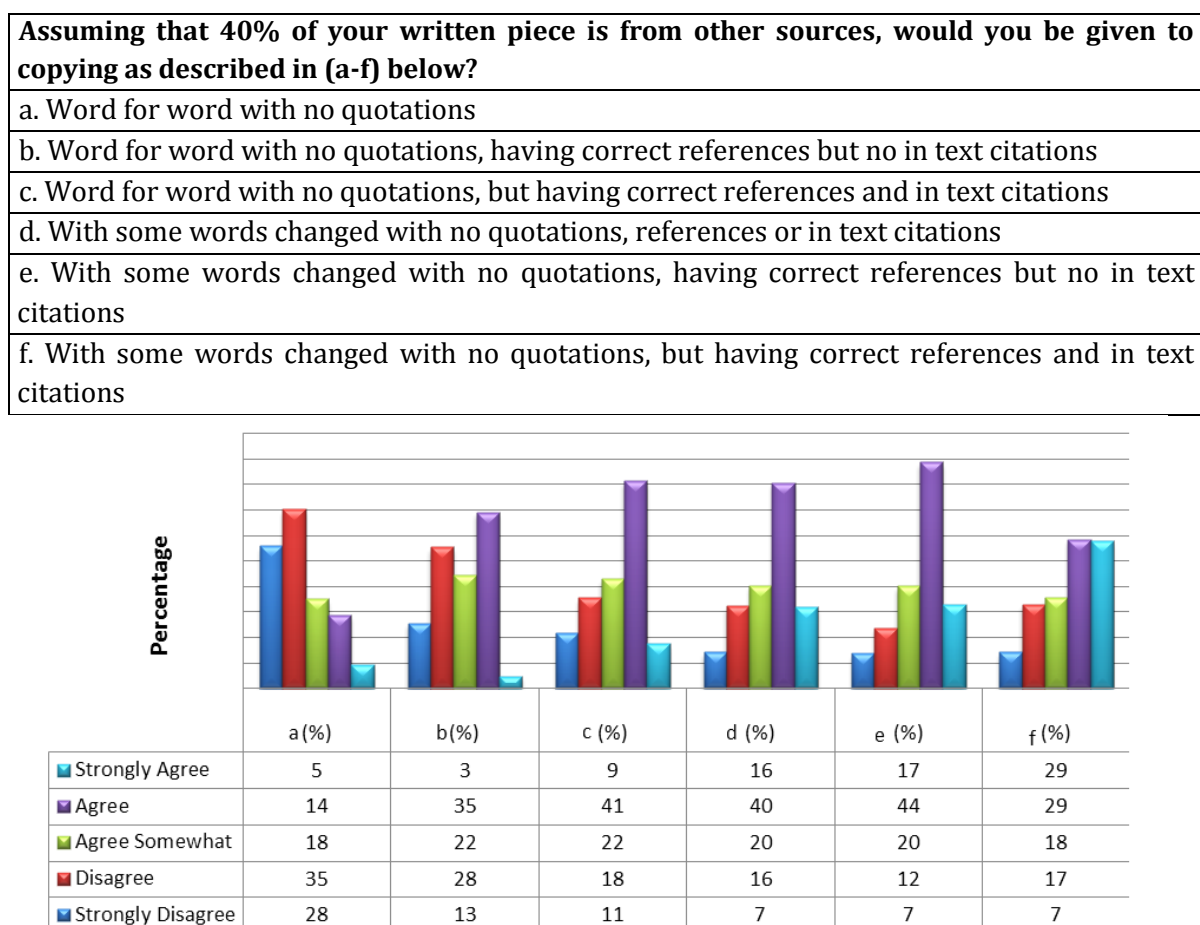
Following the check on the students' understanding of plagiarism, some questions were asked in relation to their understanding of citation and referencing. In response to the question on the value of citation and referencing (figure 5.9), most of the students perceived it was useful to use correct referencing and citation for all the stated reasons based on their understanding, as seen in all the 'purple bars'. The question with the highest percentage was in relation to *showing that they have read some relevant research papers* followed by *give the author the credit*. This is shown in figure 5.9.

Figure 5.9. Student understanding of citation and references



The question that focused on their mastery of academic writing was designed in a way that collected data on the perceived manner the students would apply academic writing skills while using sources. All the options in these sub questions were actually ways of writing that could be perceived as plagiarism, from the basic *cut and paste* to some other variations of citation and references. From figure 5.10 it can be seen that quite a number of the students were given to copying of sources in ways that are associated with plagiarism. However, the majority disagreed when the statement was worded as 'Word for word with no quotations' (sub-question 'a'), yet some 19% agreed that they will use sources in this way even though this is a clear form of plagiarism.

Figure 5.10. Student mastery of academic writing



RQ2b – Is there a relationship between the awareness, perception and attitude of students in Nigerian universities regarding plagiarism?

Correlation analysis is used in determining the strength and direction of the linear relationship between two variables. Non-parametric Spearman 'rho or r_s ' is used in this analysis because it is designed for ordinal data correlation analysis (Pallant 2011:128).

The variables (presented in table 5.1.) and their labels are defined as follows:

Table 5.1 Correlated variables

Focus of the questions	Label	Number in questionnaire
Perception of plagiarism	PQ2	Question 2
Perceived use of academic writing skills	PQ4	Question 4
Lack of awareness of the concept of plagiarism	UnAwareQ6	Question 6
Disposition or attitude towards plagiarism	AttQ10	Question 10

In drawing up the questions on awareness, perception, use of academic writing skills and attitude in the questionnaire, reverse logic: 1 (strongly disagree) implies positive or high perception and 5 (strongly agree) means negative or low perception of plagiarism etc. As a result, one of such questions is that on ‘perceived understanding’ – *Question 2* which states: ‘when you are writing from a piece for submission, which of these statements (a-g) refer to your approach?’ It had seven options and with ‘**Option a**. Using someone else’s words as if they were your own’, if a participant ticks the option ‘Strongly agree’ with a value of 5, it denotes a lack of perception of plagiarism.

Total score of the summed sub-questions of these variables were correlated to find out which variables have a significant relationship with each other and the results for the correlation analysis shown in table 5.2 is explained next.

Table 5.2 Significant results from the correlation analysis

	TotalPQ2	TotalPQ4	TotalAttQ10	TotUnAwareQ6
TotalPQ2	-	0.334**	-0.216**	
TotalPQ4		-	-0.253**	0.144**
TotalAttQ10			-	

PQ2 and PQ4: There was a medium, positive correlation between the two variables, $r_s = 0.334$, $n = 838$, $p < 0.001$, with high levels of students’ perception of plagiarism scores associated with high scores/levels of students’ mastery of academic writing skills.

PQ2 and AttQ10: There was a small, negative correlation between the two variables, $r_s = -0.216$, $n = 838$, $p < 0.001$, with high levels of students’ perception of plagiarism associated with low scores/levels of students’ attitude to plagiarism.

PQ4 and AttQ10: There was a small, negative correlation between the two variables, $r_s = -0.253$, $n = 838$, $p < 0.001$, with high levels of students' mastery of proper academic writing skills associated with lower scores/levels of students' attitude to plagiarism.

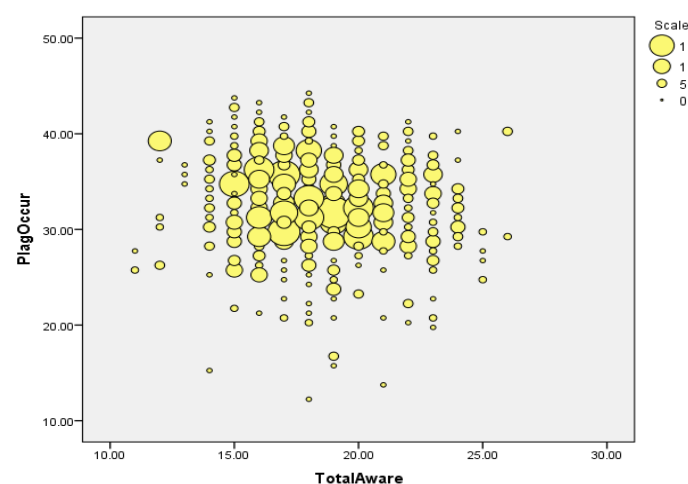
PQ4 and UnAwareQ6: There was a small, positive correlation between the two variables, $r_s = 0.144$, $n = 838$, $p < 0.001$, with high levels of students' mastery of proper academic writing skills associated with high scores/levels of students' lack of plagiarism awareness.

RQ2c - to what extent do students' awareness, perception and attitude regarding plagiarism in Nigerian universities impact on the declared occurrence?

A quantitative approach was adopted for answering this question. There was a need to determine the influence of each of these variables on the declared occurrence of plagiarism. Again, non-parametric test of the Spearman's rho correlation coefficient was used and the following results were arrived at for the four relationships:

Student awareness and perceived occurrence of plagiarism: There was a very small, negative correlation between the two variables, $r_s = -0.105$, $n = 839$, $p < 0.001$, with high levels of students' awareness of plagiarism associated with lower scores/levels of students' plagiarism. This is depicted in the scatterplots in figure 5.11.

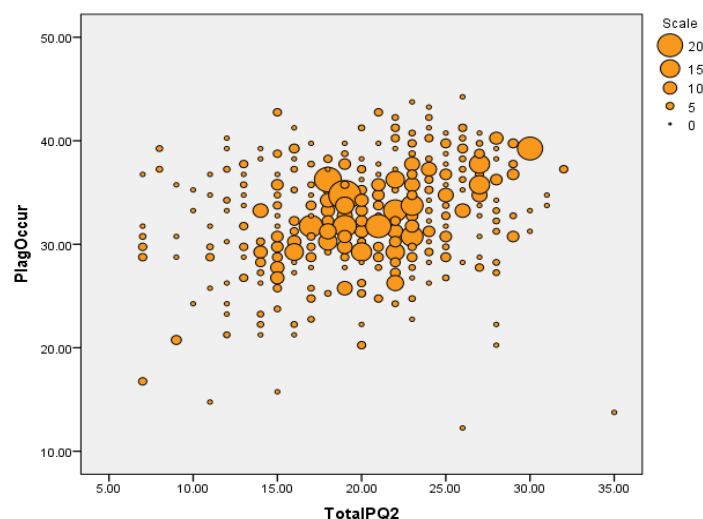
Figure 5.11. Correlation between student awareness and perceived occurrence of plagiarism



Students' perception and perceived occurrence of plagiarism: There was a positive correlation between the two variables, $r_s = 0.343$, $n = 838$, $p < 0.001$, with high levels of

plagiarism occurrence associated with high scores/levels of students' perception (PQ2) of plagiarism depicted in figure 5.12 as scatter plots. The higher the perception values, the less the students understand the concept, hence higher occurrence of plagiarism.

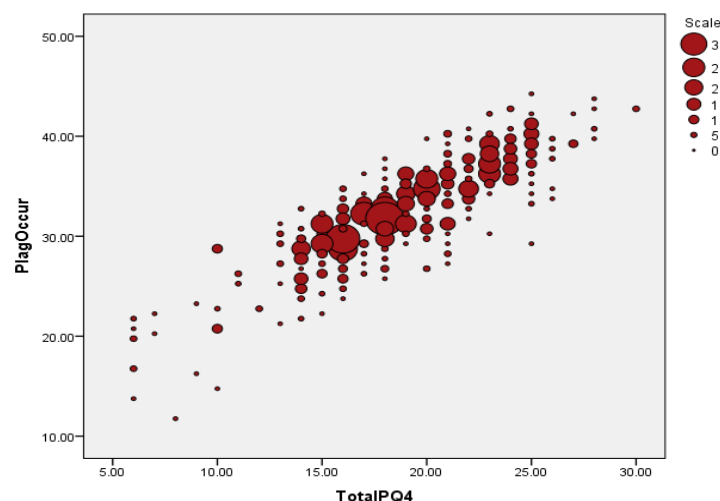
Figure 5.12. Correlation between perception and occurrence of plagiarism



Students' mastery of ethical writing skills and perceived occurrence of plagiarism

There was a positive correlation between the two variables, $r_s = 0.862$, $n = 838$, $p < 0.001$, with high levels of perceived plagiarism occurrence associated with high scores/levels of students' (lack of) perceived mastery of proper academic writing skills shown as scatterplots in figure 5.13. The relationship suggests that as long as the students do not master the requisite skills, they will keep on plagiarising albeit unintentionally.

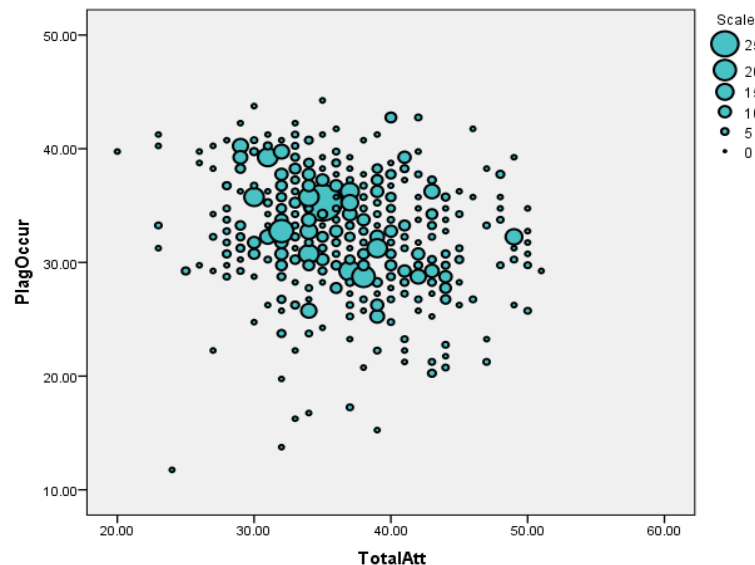
Figure 5.13. Correlation between skills mastery and occurrence of plagiarism



Students' attitude to plagiarism and perceived occurrence of plagiarism

There was a small, negative correlation between the two variables, $r_s = -0.277$, $n = 839$, $p < 0.001$, with high levels of students' attitude (where all the attitude questions are changed to a positive logic) to plagiarism associated with lower scores/levels of students' plagiarism as seen in the scatterplots in figure 5.14.

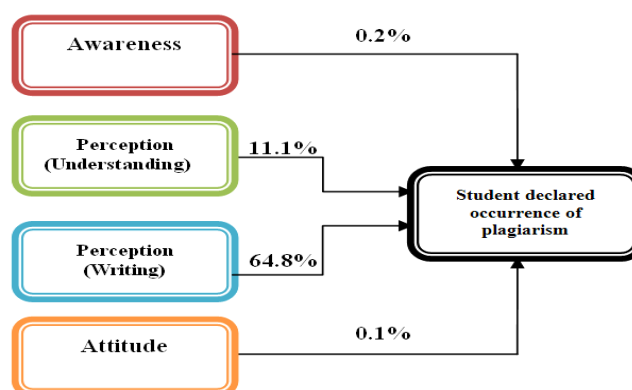
Figure 5.14. Correlation between attitude and occurrence of plagiarism



The key finding, which is very significant, is the strong correlation (0.862) between the mastery of academic writing skills and the perceived occurrence of student plagiarism (Figure 5.13). Since it was established from the data that the variables had a relationship among themselves (Table 5.2), there was a need to investigate the singular impact of each variable and determine which of the variables had the greatest impact on the occurrence of the students' self-declared plagiarism.

Following a stepwise regression analysis of the variables, to determine the actual impact of each variable, the results revealed (figure 5.15) that 64.8% of the reasons stated by the Nigerian students as the cause of their self-declared plagiarism were due to their lack of mastery of academic writing skills (P4), 11.1% were due to their understanding (P2), 0.1% were due to their attitude and 0.2% due to their lack of awareness.

Figure 5.15. Conceptual relationship model depicting the correlation of the variables



RQ2d - Are there any significant differences in attitude and perception towards plagiarism exhibited by Nigerian postgraduate students studying Overseas as compared to those studying in Nigeria?

In data from the focus group sessions with the students in Nigerian universities, 'surprise' was one of the key themes that emerged after the students understood what plagiarism was and what it entails. They went on to explain that most times the requirement of the assessment is unclear but they find it difficult to ask the lecturers because they do not wish to appear ignorant.

Furthermore, the scarcity of required textbooks for reference to clear doubts and limited access to the internet, which is usually at a fee in a cyber café, makes it easy to resort to copying and pasting any relevant portion of the text.

NS in NU: '...how will we not copy and paste when we don't understand the assignment...?'

NS in NU: 'There is no internet here, not enough books in the library, how do we cope?'

Another attitude found in their responses was that which relates to their use of unauthorised work without appropriation because of the way their lecturers demonstrated adherence to academic conventions. They explained that the course 'hand-outs' they buy or receive from their lecturers are mainly from the internet. They then wondered why they should be told that it is wrong to use materials from the internet or even get penalised for doing so. With the students, it was more than using online sources; it also involved the students' inappropriate use of materials from the few textbooks they could find in the libraries and the lecture notes.

NS in NU: '...even our lecturers copy their hand-out from the internet'

Moreover a number of them expressed surprise at the fact that an approach to writing which has been the norm in the past without any kind of problem could be said to be wrong.

NS in NU: 'We all do it...how can it be wrong?'

The attitude of Nigerian students studying in the UK had themes of concern, acceptance and resignation about plagiarism in UK universities. Quite a number of them felt that it was a new concept to learn and apply consistently across all their assessments while trying to meet up with coursework deadlines. They then expressed concern about what could happen in the event that they plagiarise unintentionally and asserted that the penalty was too grievous. This suggests again that they neither fully understood the concept nor the possible consequences it could have on them and the universities that condone its occurrence.

NS in UKU: '...the cost is too high...'

NS in UKU: '...how can somebody lose his degree because of plagiarism?'

It was obvious from their views that their attitude relates to accepting what they could not change and seeing how they could get through their studies without any problems.

NS in UKU: '...I will keep turning it in till it is okay...'

NS in UKU: '...I will learn ...but it is hard with all the coursework deadline'

Results from the qualitative data from the Nigerian students studying in Nigerian universities focused on 'non-attribution' of sources. Quite a number of them did not have any prior knowledge of the concept of plagiarism which was evident by their request for explanation during the focus group sessions.

There were themes suggesting regret at the little amount of information received on plagiarism prior to coming to study in the UK. They claimed that the UK universities should have posted the requirement for proper academic writing on their website so prospective students could prepare themselves. They also expressed concern on the possible outcome of their academic performance considering they will have to learn about the concept as well as the content of their course. They perceived that this workload will impact negatively on their results which are not desirable as they came over to study in UK to boost their CV and get better jobs or promotion on their current jobs.

The Mann-Whitney U Test is used in testing for differences between two independent groups on a continuous measure (Pallant 2011: 227). It was used to analyse the quantitative data in a bid to answer research question 2d. This particular test was selected because it is the non-parametric alternative to the t-test for independent samples and it converts the data to a continuous set before analysis. Instead of comparing the means of the two groups, as in the case of the t-test, the Mann-Whitney U Test actually compares medians. It converts the variable scores to ranks across the two groups and evaluates whether the two groups differ significantly. As the scores are converted, the actual distribution of the scores is not critical.

In carrying out the investigation of the attitude and perception (understanding and mastery of academic writing skills) towards plagiarism exhibited by Nigerian postgraduate students studying overseas as compared to those studying in Nigeria, three hypothetical statements were made and tested. The statements were as follows.

- H_0 : The distribution of the Attitude (TotalAtt) scores is the same across the data collected from the UK and Nigeria.
- H_1 : The distribution of the understanding of plagiarism (TotalPQ2) scores is the same across the data collected from the UK and Nigeria.
- H_2 : The distribution of the mastery of writing skills (TotalPQ4) is the same across the data collected from the UK and Nigeria.

On testing the first hypothesis: The Mann-Whitney U Test results suggested the need to reject the hypothesis. This implied that the attitude towards plagiarism was not the same for Nigerian students studying in UK and those studying in Nigeria. The Mann-Whitney U Test revealed a significant difference in the Students' attitude to plagiarism between the Nigerian Students in the United Kingdom universities and those studying in Nigeria (statistical data is in appendix 16). The results suggested that Nigerian students in United Kingdom universities had a less tolerant attitude (positive logic) towards plagiarism than their counterparts studying in Nigeria.

On testing the second hypothesis: The Mann-Whitney U Test results suggested the need to reject the hypothesis, implying that the perception of plagiarism was not the same between the Nigerian students studying in UK and Nigeria. However, the

significance was quite low as it was close to the borderline (0.048). A Mann-Whitney U Test revealed a small significant difference in levels in the Students' understanding/perception of plagiarism for Nigerian Students in the United Kingdom universities (statistical data is in appendix 16). This data suggested that the Nigerian students in United Kingdom universities had a slightly higher score on the perception of plagiarism (slightly better perceived understanding) than the ones studying in Nigerian universities.

On testing the third hypothesis: The Mann-Whitney U Test results suggested the need to accept the hypothesis. This was because there was no significant difference in the levels of the students' mastery of academic writing skills between the Nigerian students in the United Kingdom universities (statistical data is in appendix 16). This result suggests that the students' mastery of ethical writing skills was similar for Nigerian students studying in UK and their counterparts in Nigeria.

5.4. Research question 3 (RQ3)

Are there variations in the findings from the European Union universities and Nigerian universities in relation to policies, procedures and guidelines for dealing with student plagiarism?

RQ3a - How do Nigerian universities respond to student plagiarism?

In a bid to answer this question, views were sought from the three levels of participants during the interview and focus group sessions. Their views were solicited on how the institutions provide support as well as penalise the students in the event of plagiarising in their dissertation. A number of questions were asked with respect to training needs such as: *'do you think training is provided for students in Nigerian Institutions about plagiarism on how to avoid it'* and *'do you also think that lecturers are taught or trained about plagiarism'*.

The students were quite unanimous in their views that there was no institution-wide training provided for them by the Nigerian universities, though a few of them stated that their lecturers talked about ethical writing but did not provide the necessary support.

NS in UKU: ‘...You don’t give what you don’t have. I did not hear anything like training in my institution...’

NS in UKU: ‘...Such thing is not in place.’

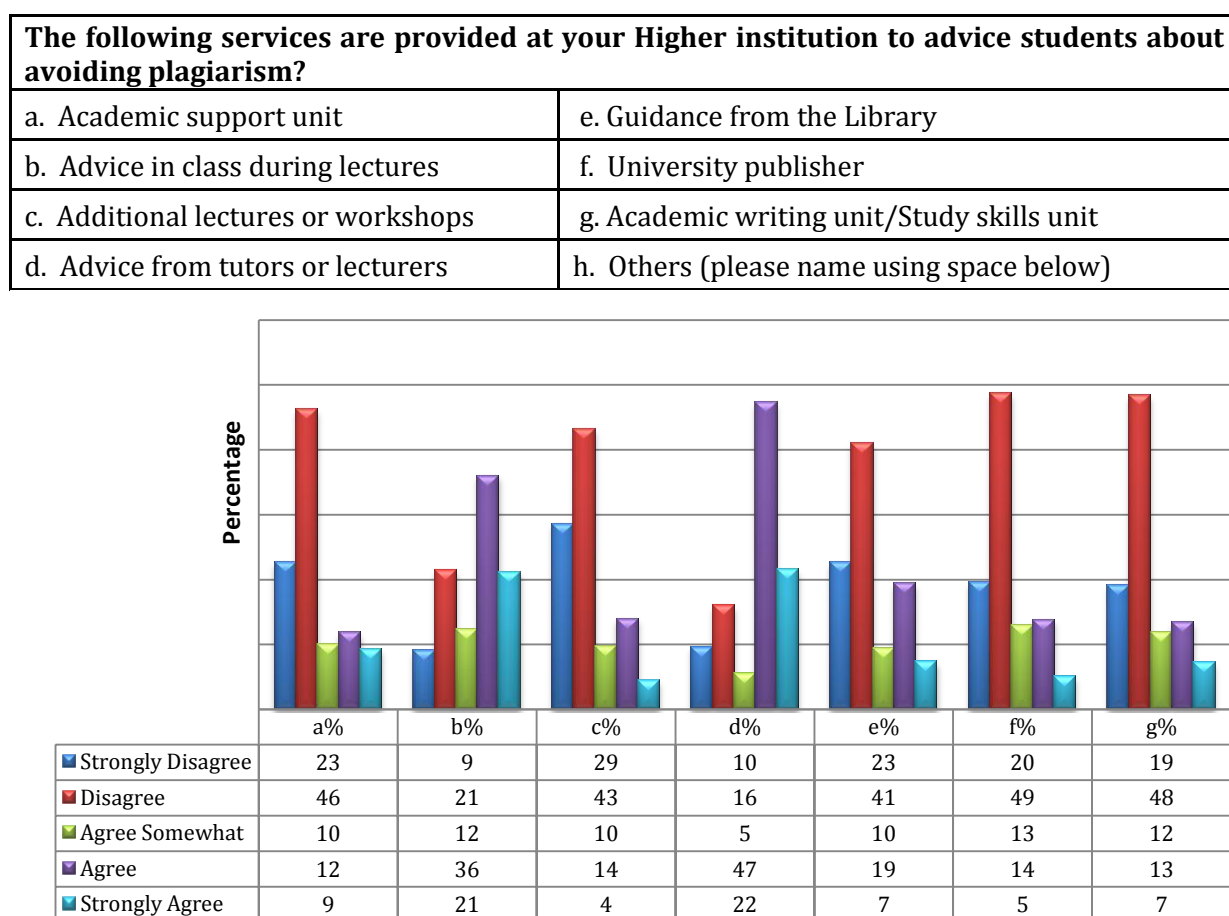
Though most of the lecturers stated that there were no institution-wide training provided for them on how to respond to issues in relation to plagiarism and academic dishonesty or support the students, some were not sure.

NL in NU: ‘I don’t think trainings are provided for lecturers on dealing with cases of plagiarism and academic dishonesty’

NL in NU: ‘No trainings are provided for lecturers on dealing with cases of plagiarism and academic dishonesty’

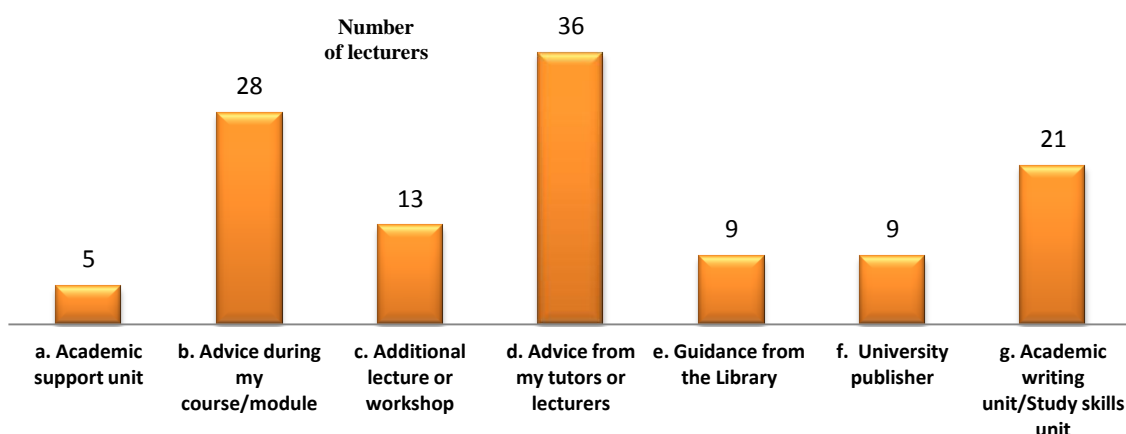
From the quantitative data the students indicated low levels of provision of institutional infrastructures for academic support, though they agreed widely that the lecturers advised them (57%) and sometimes in class (69%) as seen depicted in figure 5.16.

Figure 5.16. Student views - Nigerian universities response to student plagiarism



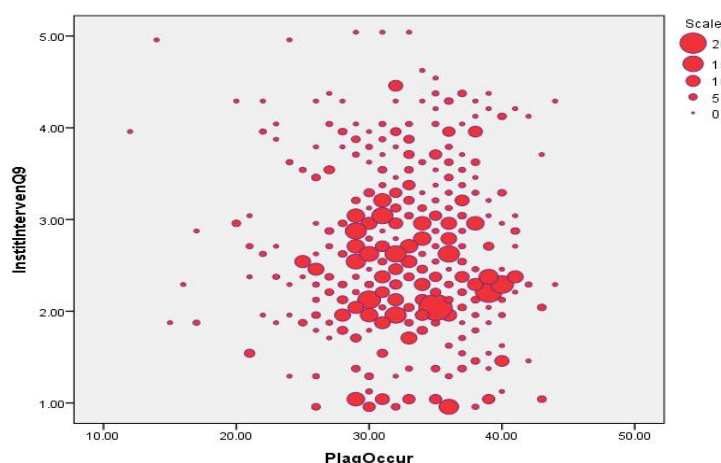
In the staff questionnaire, a question was asked about the services provided at institutions to advise students about plagiarism prevention. Of the 39 lecturers, 92% were of the view that the students received advice from their lecturers and 72% mentioned that they advised the students during their lectures. On the structured interventions in place, the numbers were much lower with 14% (5 out of 39) stating that their universities had academic support units (figure 5.17).

Figure 5.17. Lecturers' view - Nigerian universities response to student plagiarism



A correlation of these institutional interventions represented as *IntervenQ9* (the sum of the scores for the intervention or support options) with the perceived occurrence of student self-declared plagiarism (represented as *PlagOccur*) depicted no significant impact as shown in the scatter plots in figure 5.18. This suggested that the amount of support or intervention that the Nigerian universities surveyed have in place for the students do not appear to make any difference.

Figure 5.18. Impact of institutional intervention on the perceived occurrence of student plagiarism



RQ3b – What approach is adopted in the mitigation of student plagiarism in Nigerian universities?

This section presents findings in relation to the institutional policies, procedures and guidelines. It also explores how plagiarism is tackled when it is found in a students' dissertation. In response to this question, there were both qualitative and quantitative responses from the three levels of enquiry as presented below.

The qualitative data collected from the focus group and interview sessions with the students revealed that some of the students were ignorant of the existence of institutional policy documents while studying in Nigerian universities. Some others explained that what they were given were 'student handbooks'. Majority of the students were of the view that no form of mitigation takes place in Nigerian universities which some linked to the lack of the adequate tools or systems in place. A few others stated that their lecturers and project supervisors presented some form of checks during writing of their dissertation.

NS in UKU: 'My own supervisor insisted on appropriate citing and referencing in the final dissertation...'

NS in UKU: '...it actually depends on the lecturer. Some emphasised more on the rudiments while some others glossed over it.'

From the interviews with the lecturers, most noted that the institutions they worked with had policy documents which stated clearly how students should conduct themselves ethically in their academic pursuit. However, a few lecturers indicated that though student plagiarism is not mentioned in the document, *copying* and *cheating* were mentioned as a form of examination malpractice. The data suggests that academic misconduct issues were treated collectively without clear distinction of plagiarism related issues.

Some of the lecturers stated that the staff and students were hardly informed of any institutional policies or procedures. They claimed that the lecturers rarely had guidelines and only some of the students were informed at the start of their dissertation.

NL in NU: 'The truth is that ...they very hardly inform staff ...they just act on the basis of oh, I've read this somewhere before and I think I should do this.'

NL in NU: 'Em ...the student is just warned especially during exams or at the beginning of their project that that they will be penalized if they plagiarise so...and that's the only way they are informed.'

They explained that the universities deal with the student plagiarism cases on an individual basis depending on the level of study. Furthermore, they indicated that there were no standard penalties as instances of occurrence are dealt with individually without consistent guidelines. They explained that the institution can be very strict in dealing with such occurrence when they detect them, but they lacked the tools for its detection.

NL in NU: '...they are actually very strict when they are caught, it's just that they don't have the mechanism for easy detection of plagiarism ...but when they do...they are actually very strict...'

NL in NU: '...on standard penalties...some schools do have...cases where if you are caught plagiarising ...majority of this is in the final year project submission and when you are caught plagiarising, you either withdraw or you are asked to repeat that particular project'

NL in NU: '... I think it depends on the level of plagiarism... it has to be looked at on basis to basis...based on specific case rather than a general punishment for plagiarism'

The management staff however stated clearly that there were institutional policy documents, which address the issue of student academic misconduct including plagiarism. They explained that since the occurrence was detected mainly by the supervisors, the lecturers would need adequate knowledge in their area of specialty to be able to detect plagiarism in students' work.

NMS in NUC: '...you need to be one step ahead... that is you need to be able to keep up with your own work by doing constant reading to be sure that what they are giving you is not ... is from them or is not from them...'

NMS in NUC: 'As far as I know, they have been caught, one or two of them have been caught...and I think that em...most of the time it's the supervisors that actually detect them...'

Other themes from their views were also related to the way the lecturer or project supervisor handled the situation when plagiarism was detected. The data suggests that discretion was applied in taking a decision if plagiarism was discovered before the work is sent out to external examiners, else the penalty is failure.

NMS in NUC: 'If it's for instance, at the level of supervision, the supervisor may decide to handle it quietly, insist on a change of topic, insist on putting certain

measures in place to ensure that the student is able to bring out his or her own ideas, and they become more critical of the work, in which case the engagement with the student becomes a very very active one, where the supervisor is constantly questioning, whatever concept, whatever ideas are being presented.'

NMS in NUC: '...where it is that the work has been sent out for external examination, it is outright failure... and that person can appear before a disciplinary panel'.

Owing to the absence of any policy document being provided during the field research, two Nigerian universities' student handbooks which were found online were analysed. The analysis showed that the sections relating to academic writing in these two documents were identical in their wordings without appropriate attribution. This was disappointing as the universities are meant to show good examples.

A number of questions were placed in the questionnaire to find out from the students and lecturers what their views were about the institutions' approach to policies, guidelines and penalties on student plagiarism. Students were invited in the questionnaire to state their views on the forms of penalties that would be used when a student is seen to have plagiarised in his/her dissertation. From the students' responses (figure 5.19), about 58% of them disagreed that no action would be taken. Most of them appeared to disagree with penalties with very high consequences (such as 'e, g' and some seen in the 'region of high penalties: 'h-m') but rather, they seemed to believe that the penalty would be repeating the module 'f'.

Figure 5.19. Student views on Nigerian universities penalties for student plagiarism

What would happen if a student at this University was found guilty of plagiarism in their final project/dissertation?	
a. No action would be taken	h. Repeat the whole year of study
b. Verbal warning	i. Fail the whole programme/degree
c. Formal warning letter	j. Exposure to the school community
d. Request to re write it properly	k. Suspension from the institution
e. Zero mark for the work	l. Expulsion from the institution
f. Repeat the module or subject	m. Suspension of student grant
g. Fail the module or subject	n. Other

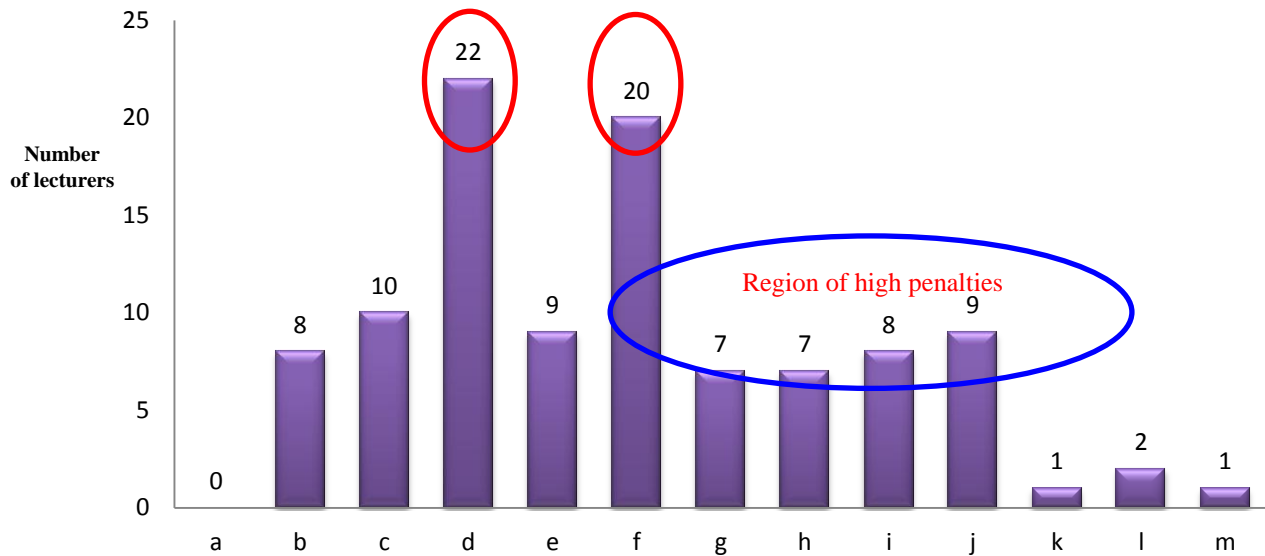


The data collected from the lecturers' questionnaire, in which they were required to tick all that would apply, showed that they were unanimous that some action would be taken since none indicated that no action would be taken ('a'). Also, '*Request to re-write it properly*' and '*Repeat the module or subject*' (d and f) had the highest scores of 22 (56%) and 20 (51%) out of the 39 lecturers as seen in figure 5.20.

A few (less than 25%) were of the opinion that the penalties with higher tariffs (region of high penalties: 'h-m') would be applied. Amongst these (h-m), the one with the highest score was '*exposure of the student to the school community*' (23%).

Figure 5.20. Lecturers' views on Nigerian universities penalties for student plagiarism

What would happen if a student at your institution was found guilty of plagiarism in their assignment or final project/dissertation ? (Select by ticking all that could apply)	
a. No action would be taken	h. Repeat the whole year of study
b. Verbal warning	i. Fail the whole programme/degree
c. Formal warning letter	j. Exposure to the school community
d. Request to re write it properly	k. Suspension from the institution
e. Zero mark for the work	l. Expulsion from the institution
f. Repeat the module or subject	m. Suspension of student grant
g. Fail the module or subject	n. Other



The lecturers' views regarding the penalties associated with the occurrence of plagiarism in student assignments or essays (figure 5.21) were slightly different from when plagiarism is detected in student dissertation. The highest scores were now 'd' and 'e'. Which are 'request to re write it properly' (62%) and 'zero mark for the work' (51%).

There were others with high scores such as: b 'Verbal warning', f 'Repeat the module or subject' and g 'Fail the module or subject'. However, from 'h' to 'm' which lie within what the author of the thesis refers to as 'region of high penalties', there are low scores below 10% except for 'i' 'fail the whole programme/degree', which is quite surprising.

Figure 5.21. Lecturers' views on Nigerian universities penalties for student plagiarism (Assignments and Essays)



In response to the question on the digital tools in place for the mitigation of plagiarism in Nigerian universities, the views of 426 of the 839 students that responded are presented subsequently. It is seen that the response with the highest frequency of occurrence was 'none'. Most of the students were of the view that there were no digital tools in place for the mitigation of student plagiarism

A free-text question in the student questionnaire asked the question '*What digital tool are available in the university you studied in Nigeria for helping to detect plagiarism?*' The qualitative responses have been analysed using Atlas.ti (presented in a cloud format) to determine the most frequently occurring single word in the text of the responses. The result of the analysis is presented on Figure 5.22 and it is clear that the word is 'none'.

Figure 5.22. Student views on the use of digital tools for deterring student plagiarism in Nigerian universities



From the views of the 39 lecturers, following the same procedure, some of the recurring terms were 'none', 'not sure', 'not aware'. Most of the responses were: 'None', though the data further showed that quite a number of them were *not sure* and *not aware* if the

institutions had digital systems in place for dealing with student plagiarism (figure 5.23).

Figure 5.23. Lecturers' views on the use of digital tools for deterring student plagiarism in Nigerian universities



Institutional policies, procedures and guidelines

The views of the students were mainly that they were not aware of any policies, or guidelines which their lecturers adhered to in mitigating student plagiarism. In response to the interview question on the policies, procedures and guidelines, the lecturers expressed their views that there are no clear policies on the issue of student plagiarism. They believed it would be a useful development to institute them.

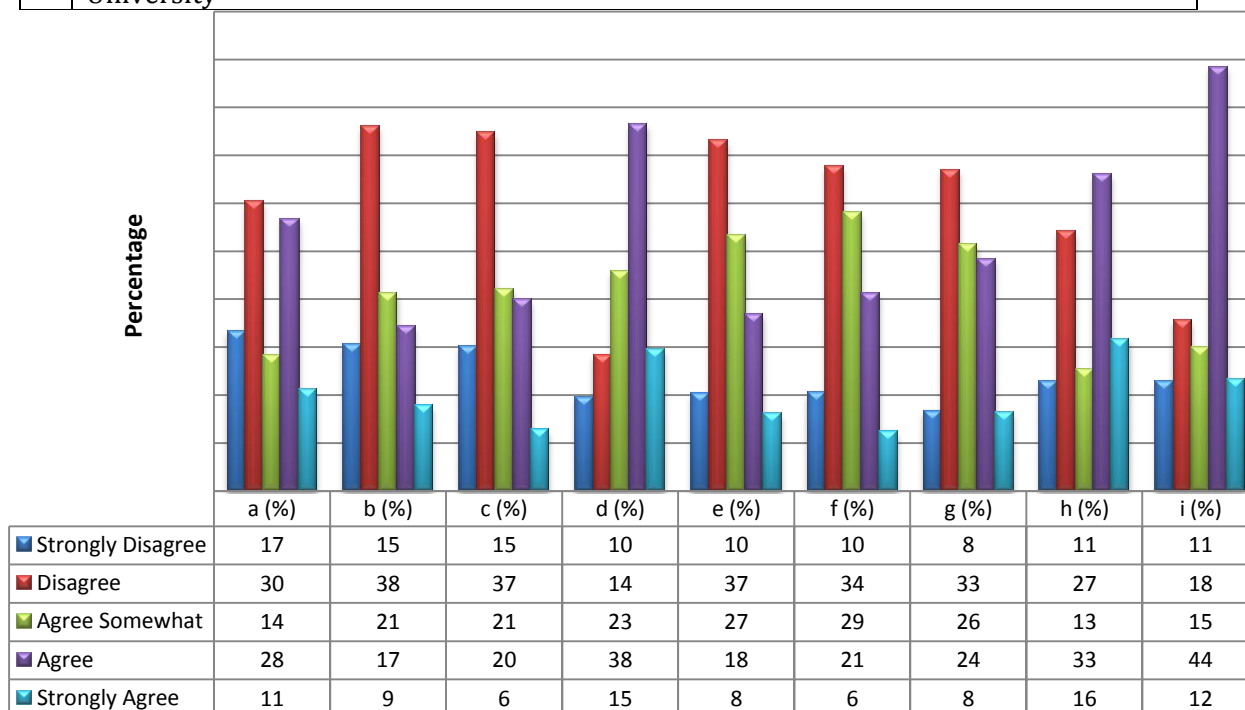
NL in NU: 'I think for most universities in Nigeria, there are no clear policies handed out to students on the issue of plagiarism, what is plagiarism and what the students are supposed to do and not do...and so, such institutional policies will go a long way to help students to understand the implications of plagiarising and the need why they should stopnot getting involved in anything plagiarism'.

In the questionnaire the students were asked regarding their views on their universities' policies, procedures and guidelines for dealing with student plagiarism. The options given and the results are as shown in figure 5.24. From the responses, 56% of the students claimed that they did not know of any institutional policies, procedures or penalties for plagiarism in their Nigerian university ('i').

Though 53% agreed that their universities had policies and procedures for dealing with *academic dishonesty* ('d'), (53%) of them disagreed that the universities had policies regarding plagiarism ('b'). On issues that relates to the consistency of approach, availability of the policies (f), the students were mostly not in agreement (44%).

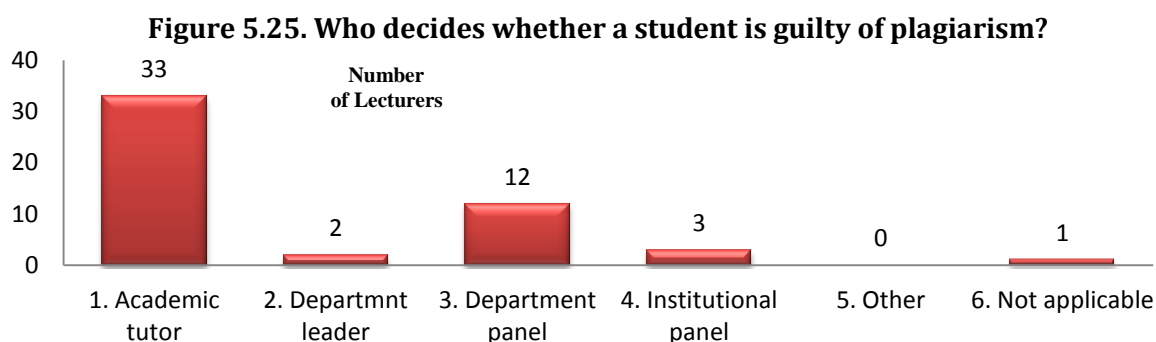
Figure 5.24. Students' views on institutional policies, procedures and guidelines for student plagiarism in Nigerian universities

	Policies, guidelines, procedures and penalties (please tick as appropriate)
a.	Students are required to sign a declaration about originality and academic honesty in this University
b.	This institution has policies and procedures for dealing with plagiarism
c.	Plagiarism policies, procedures and penalties are available to students in this institution
d.	The institution has policies and procedures for dealing with academic dishonesty
e.	I believe that all lecturers in this institution follow the same procedures for similar cases of plagiarism
f.	I believe that the way lecturers treat plagiarism does not vary from student to student in this institution
g.	I believe that when dealing with plagiarism lecturers follow the existing procedures in this University
h.	There was a referencing style we were required or encouraged to use in written work for my course
i.	I really did not know about any policies, procedures or penalties for plagiarism in this University



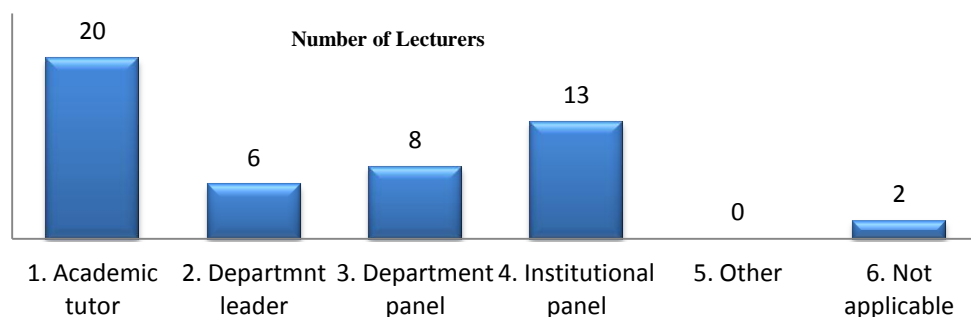
On the institutional policies, procedures and guidelines, the lecturers were asked where the responsibility for decisions regarding plagiarism and collusion reside. The lecturers were allowed to select the relevant options in the different sections of questions. From the findings (figure 5.25), 33 of the 39 lecturers (85%) felt that the academic tutors (lecturers) were responsible for decisions on whether the student have plagiarised in their university. Twelve of the lecturers (31%) believed that the decision was with the

departmental panel. The others suggested departmental leaders (5%) and institutional panel (8%).



The response to the question on 'where the responsibility for the decision on students' involvement in inappropriate collusion' rests is presented in figure 5.26. Twenty (51%) of the lecturers stated that the academic tutors were responsible, while thirteen (33%) stated that the institutional panel was responsible. 5% felt that such responsibility was not applicable to their university while 15% and 21% stated that the responsibility was with the departmental leader and departmental panel respectively.

Figure 5.26. Who decides whether a student is guilty of inappropriate collusion?

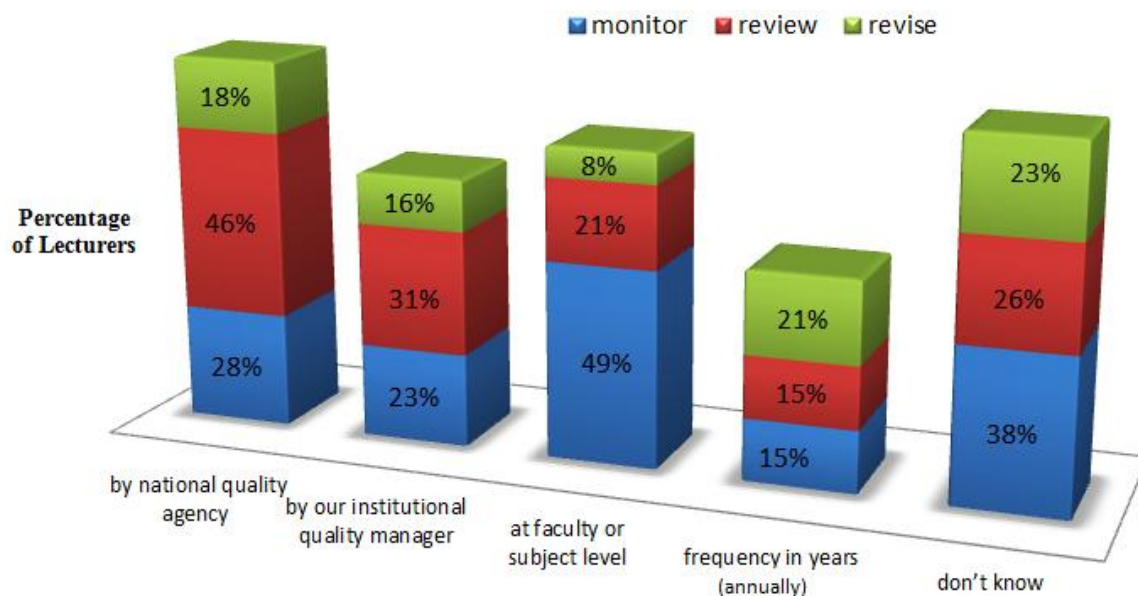


Views of the lecturers on the 'monitoring', 'review' and 'revision' of the policies

Data was collected from lecturers via the questionnaire in response to the question '*plagiarism policies and procedures are monitored, reviewed and revised (tick all that apply)*' and a range of options (*by the national quality agency, institutional quality manager, faculty subject level, frequency in years*) which were given. This is presented in figure 5.27. Analysing the lecturers' views on the monitoring, review and revision of the policies, 46% and 31% of the lecturers asserted that the national quality agency and institutional quality managers respectively were responsible for the review while 15% of them asserted that it was carried out on a yearly basis.

A good number (49%) stated that monitoring took place at faculty level and 38% claimed ignorance while 15% said it was carried out yearly. A further 18% of the lecturers expressed the view that the national quality agency was responsible for the revision, 16% affirmed that the institutional quality managers were responsible, 23% claimed ignorance while 21% stated that it was revised on a yearly basis.

Figure 5.27. Lecturers' view on the 'monitoring', 'review' and 'revision' of the policies



The one thing coming out of the result was inconsistency in the views of the lecturers about the monitoring, review and revision of their universities' institutional policies.

RQ3c - Is there a difference in the observed pattern of policies and procedures for mitigation of student plagiarism in Nigerian universities as compared to universities in the EU?

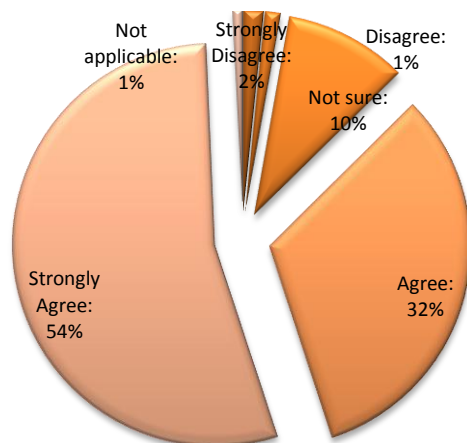
At the initial data collection stage of the IPPHEAE project (www.ippheae.eu), access to the existent data was granted to the thesis author. This was data of 719 students studying in 27 universities across the European Union who completed the IPPHEAE project questionnaire (as described in chapter 3). Some questions in both questionnaires addressed the issue of policies although there are minor differences in question wording as a result of the different questionnaire designs.

On the *existence of institutional policies*, 86% of the EU university students stated that their universities have policies and procedures for dealing with plagiarism. In the case of Nigeria, 26% agreed while 21% disagreed that their universities had policies and procedures for dealing with plagiarism (figure 5.28). However, this question did not

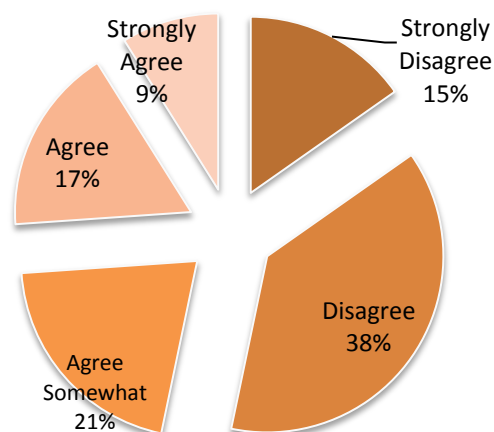
explore whether the policies in EU and Nigeria are implemented as intended or not but only that they are existent.

Figure 5.28. Student views on institutional policies: EU vs. Nigerian universities

EU 5.c. The institution where I now study has policies and procedures for dealing with plagiarism (719 participants)



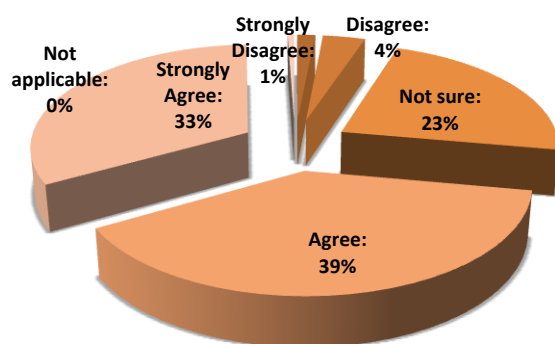
NU 11.b. This institution has policies and procedures for dealing with plagiarism (839 participants)



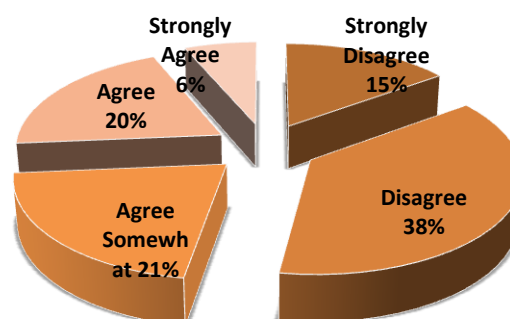
Results on the *availability of institutional policies, procedures and penalties* shows that 72% of the EU students and 26% of the Nigerian students agreed that the institutional policies in their universities were made available to the students while 5% and 53% EU and Nigerian students respectively disagreed (figure 5.29).

Figure 5.29. Student views on the availability of policies, procedures and penalties: EU vs. Nigerian universities

EU 5.d. Plagiarism policies, procedures and penalties are available to students (719 participants)



NU 11.c. Plagiarism policies, procedures and penalties are available to students in this institution (839 participants)

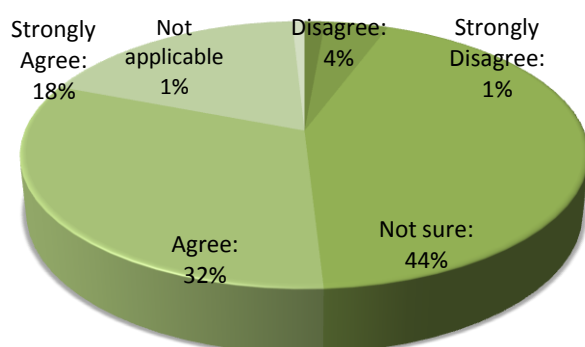


Regarding the *consistency in adherence to procedures*, 50% and 32% EU and Nigerian students respectively agreed that there was a consistent guideline adhered to while

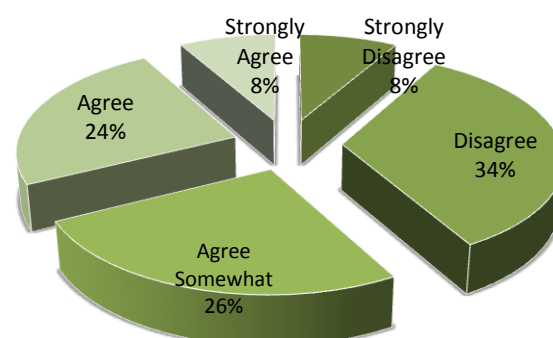
administering penalties. 5% and 16% of the EU and Nigerian students respectively disagreed while 44% and 26% of EU and Nigerian students respectively were unsure 'that when dealing with plagiarism lecturers follow the existing procedures in this University'. The results are depicted in figure 5.30.

**Figure 5.30. Student views on consistency in adherence to procedures:
EU vs. Nigerian universities**

EU 5.e. Penalties for plagiarism are administered according to a standard formula



NU 11.g. I believe that when dealing with plagiarism lecturers follow the existing procedures in this University



There were observed differences as the EU universities seemingly had student plagiarism policies (86%), guidance and procedures in place which were made available to the students (72%) and applied more consistently (50%). There is a seeming contradiction in the response of the Nigerian students as 32% affirmed that there is consistency in the way lecturers deal with plagiarism when only 26% stated that they were aware of the existence of these policies, procedures and guidelines.

It appears that students are saying that lecturers need to and as far as they know do follow university procedures, whether or not the students know what they are. It could also be that they were unclear about what these policies were. This 'seeming lack of clarity' suggests the need for other data collection methods as used in this research for triangulating the results.

5.5. Research question 4 (RQ4)

How does the previous academic background of Nigerian postgraduate students impact on their ability to adapt to studies overseas?

RQ4a – What insights can be seen in the previous academic background of the Nigerian students?

During the focus group and interview sessions with the Nigerian students, some insights into their previous academic background were identified that could impact on their learning or academic experiences. A key issue was the mode of teaching, learning and assessment they had experienced. The educational system they were exposed to was also an important factor, as most of them pointed out that the traditional (transmissive) type of teaching and learning was what they experienced.

They also explained that they had little awareness of plagiarism and it was not considered much of a problem. It revealed that most of the assessment was based on examination rather than essays.

NS in UKU: ‘...assessment types were examinations – 70%, continuous assessment – 20% and attendance – 10%...’

NS in UKU: ‘...plagiarism wasn’t really considered a problem as there was little or no awareness on the damaging implications it had’

They expressed that due to their previous academic background, they were not used to effectively using on-line material for the purpose of research or essay assignments.

NS in UKU: ‘...because of our background, we are not able to use all the available resources as there is no background to using things online, though they were there...’

The student responses were analysed thematically and the identified categories (main branches of figure 5.31) from their previous background were: academic writing, teaching, learning, assessment, research skills, study skills and Information and Communication Technology (ICT) usage. Each of these categories had more detailed ideas (sub branches of figure 5.31) presented next.

Figure 5.31. Impact of the previous academic background of Nigerian students on adaptability and mobility



Pedagogy: this theme in the student data had other categories listed as follows.

- Teaching methods: students explained that they still had the 'rote' learning system in most cases involving the use of the lecturer dictating notes or using a blackboard to write and also giving out written lecture materials ('Hand-outs').

- **Learning approach:** the approach they described was predominantly the 'transmissive' type as opposed to the constructivist. The students experienced a 'lecturer-centred' approach to teaching and learning where they stated that they could not conceptualise the topics that were delivered or achieve the learning outcomes, because they were not clear to them. They felt that they did not need to take ownership of their learning or engage in deep learning to achieve high grades.
- **Assessment types:** the types of assessment they were exposed to were in form of 'in-class' test, examinations, problem solving, management related assessments and dissertation. The predominant types of assessment were examination/tests. Over time, their examination related skills were progressively developed, however the essay-type of assessments were few with the exception of the dissertation.

Academic writing: This theme captured the students' views where they indicated that though they had an introductory level course on 'technical writing', what constituted academic writing and its technicalities were not clearly defined in this course offered in the Nigerian universities they studied. Likewise, they were of the view that there was no emphasis on academic writing across the courses the students offered which cause the students not to see it as a major academic requirement.

Research skills: The themes from their data suggested that the students rarely engaged in research related assessments but accepted using the internet occasionally for information but were in most courses not encouraged to use internet resources as they could do well in assessments by just reproducing what they are given in class.

ICT usage: Regarding their experience with the use of Information Communication Technology the recurring themes were related to the categories:

- **Computers:** virtually all the students explained that there were insufficient numbers of computers systems in their universities. As a result, they had to buy 'computer time' in cyber-cafes to carry out any internet or typing related assignments. Since they pay for the time to use the computer, they felt it was more cost-effective to pay for 'typing' rather than pay for 'computer-time' due to their low ICT proficiency.

- **Access:** this had to do with the ability to have free, constant and unrestricted computer systems in the universities to practise the skills they are taught. The students claimed that most of what they knew about computer systems was theoretical as they were not able to practice the skills on computer systems as they were insufficient or not available.
- **Need:** from their comments, they said that since there was rarely any assessment marks tied to their use of computer systems, they did not really think that it was necessary to use them or acquire the related ICT skills.
- **Not required:** with this category, they reflected the fact that it was cheaper and more cost effective to give the job to a typist to do for them, implying that the computer related skills were not required.
- **Study skills:** The students claimed that there was no particular emphasis on study skills in Nigerian universities. They stated that they had to read hand-outs or lecture notes and were not systematically taught any particular way to study or study related techniques and skills.

RQ4b – How does the previous academic background impact on the students' adaptability and learning experience in relation to the concept of plagiarism?

From the earlier categories identified in figure 5.34, the perceived impact of these differences and their resultant challenges posed to the students with respect to mobility, adaptability and plagiarism were depicted with blue connecting lines across branches in figure 5.34. With the background of low exposure to the usage of Information and Communication Technology (ICT), there were direct impacts on the students' capability to carry out research effectively, develop their study and research skills which include the mastery of proper academic or ethical writing skills (depicted by the blue connecting lines on the left of figure 5.34).

This was related to several challenges (figure 5.34 yellow branches) which the students acknowledged as difficulty with concepts such as: critical writing, case analysis, report writing, essay writing, literature review and paraphrasing. Furthermore, the teaching, learning and assessment styles the students were exposed to in their previous universities impacted on their academic writing skills. They were exposed to a rote-

learning system where teaching and learning involved the use of blackboards and hand-outs.

Assessment of learning outcomes was predominantly through examination, hence, even when they had some earlier orientation on technical writing, they had very few assessments through essays where they could practise, let alone master the skills for academic writing which are required in foreign universities. As a result, movement to a different learning environment and compliance to a new set of academic requirements posed some difficulties particularly in areas relating to inappropriate use of sources.

RQ4c – What views are expressed on possible methods for the mitigation of student plagiarism in Nigerian Universities?

There were suggestions from the Nigerian students studying in the UK on possible ways to mitigate student plagiarism in Nigerian universities. Based on their experience of two different institutional regimes, they made suggestions that would help to mitigate the occurrence of student plagiarism in Nigerian Universities.

Some students expressed the views that the creation of plagiarism awareness will go a long way to reducing the incidences. Others noted that where awareness is created, there will also be a need for a system to be put in place for detecting the occurrence with some useful feedback and also guidelines for penalising such students.

NS in UKU: ‘...I think awareness should be created because most Nigerians do not really know if such thing as plagiarism exists. If the awareness is created amongst Nigerian’s I believe they would embrace it ...’

NS in UKU: ‘...Even if awareness is created, it is never enough in addition, there has to be a mechanism (system) in place to check your level of plagiarism and with feedback as well as disciplinary measures (consequences) for plagiarising in Nigeria...’

Besides the idea of awareness creation and having a system in place, the students also noted that early introduction in the education system to the concept of plagiarism would help with learning and mastering the skills required to write ethically and reduce student plagiarism.

NS in UKU: ‘...The issue of plagiarism in Nigeria should be dealt with holistically and not only academically. I think plagiarism has to be inculcated beginning from

Primary School level or Post-Secondary or Post-Primary in education so that students or pupils grow to learn these things and it can be part of their life. It still all boils down to the same thing which is structure. If a structure is in place they would ensure the implementation or the awareness of plagiarism from the grass root so that as you grow up, it becomes a habit...'

NS in UKU: 'Plagiarism can only stop if it is being introduced to the academic system of learning'

The students had a unanimous belief that an involvement by the government to establish an organization with the mandate of addressing student plagiarism issues would be helpful.

NS in UKU: '...It is my suggestion that top Nigerian Government offices in Nigeria such as the Ministry for Education, the Universal Basic Education or Nigerian Universities Commission have to set up a special body to address plagiarism issues...'

RQ4d – How can the UK universities help enhance the students' experience with respect to any academic learning gap?

The Nigerian students studying in UK universities made several suggestions on how the UK universities can help enhance their studies. Their responses were analysed thematically, some of the key quotes are presented subsequently while the categories and ideas arising from the thematic analysis of the responses are shown in figure 5.33. A number of the students were of the opinion that the UK universities should give orientations; create awareness and an understanding of academic writing conventions.

NS in UKU: '...orientation should be given at the right time and time should also be given to incorporate or integrate a proper awareness about the act and the punishments that follow should be made clearer...'

NS in UKU: 'They should make students to be fully aware of what plagiarism is, make them understand the conventions required in academic writing, teach them general study skills, ensure that students understand referencing and citation practices and insist on drafts of assignments in advance.'

They also expressed the need for ample time to get accustomed to the infrastructures in place such as the library, virtual learning systems and academic conventions.

NS in UKU: '...If there can be adequate time allowance to familiarise ourselves with available infrastructure, we will perform better...'

The students suggested that the universities should not assume that because they are postgraduate students, they have the prerequisite knowledge for studying in a different

environment. A few alleged that the UK universities do not take enough responsibility for bridging the identified skills gap.

NS in UKU: ‘...they will always tell you, you are a master’s degree student and you should know what is expected of you... and it just ends there...’

NS in UKU: ‘...we need more training, if xxx university can have more training ... because you cannot just expect us coming from our background and getting here to do the first coursework to do the referencing and citation correctly...’

The students held that the UK universities could set up a dedicated course that addresses academic writing to enable them adapt to the new system without much difficulty.

NS in UKU: ‘To teach student how to write properly, referenced their work when required and be patient with students as well.’

NS in UKU: ‘UK Universities can be of help if they can set up course called academic writing, this is to support international student to adjust quickly to the system’

Another area that was suggested was on the use of digital tools for the detection of the occurrence of student plagiarism. They hoped that since the concept and the tool are new to them, it could be helpful to introduce the system to them before being required to use it.

NS in UKU: ‘A practical testing of the plagiarism software (Turn-It-In) should be performed for us so we can know how it works’

5.6. Summary and next steps

In this chapter, the results and findings from the analysis of the data for the qualitative and quantitative methods were presented. In the next chapter, both the qualitative and quantitative results in relation to the main points would be discussed, interpreted and evaluated in the light of the research questions and available literature.

Chapter 6

Discussion and Recommendation

In chapter five, the data collected were presented and analysed for the qualitative and quantitative strands of the research, in relation to the research questions. In this chapter, the results will be discussed in relation to the five major findings identified and relevant literature, citing similarities and differences with findings from the reviewed literature and trying to ascertain why these variations and/or similarities exist. A conceptual model for managing the occurrence of student plagiarism will be developed from the findings and recommended for use in Nigerian Universities. The outline of the chapter is presented in table 6.1.

Table 6.1. Outline of chapter 6

Section	Focus
6.1	Discussion
6.2	Achieving a consistent approach for student plagiarism management
6.3	The conceptual model
6.4	Recommendation for implementation and change management
6.5	Summary and next steps

6.1. Discussion

From the analysis of the data in relation to the research questions presented in Chapter 5, five major findings have been identified. These are now discussed, and compared where appropriate with sources in the literature.

6.1.1. Perceived occurrence of student plagiarism

The first major finding is that analysed data from this research indicates there are perceived occurrences of student plagiarism in the Nigerian Universities surveyed. 66% of the participating students self-declared that 'I may have plagiarised in the past' with 40% of students stating that they had witnessed cases of other students plagiarizing. The students also perceived that it is a common occurrence although

managers sometimes denied it. This corroborates with the findings of Babalola (2012: 53) who observed that plagiarism is very common as admitted by 60% of the students in her study carried out in a Nigerian university. It is also similar to the finding of Adebayo (2011) and the perception of Onuoha and Ikonne (2013: 102) who stated that incidents of plagiarism are becoming increasingly common in Nigerian higher institutions.

In line with the above views were: Park (2003) who reviewed general literature on plagiarism and Saeed et al. (2011: 123) who focused on educational institutions in developing countries. Both researchers affirmed that it is a prevalent phenomenon among students. Sentleng and King (2010) also confirmed that in the South African university they explored, student plagiarism was fairly common. Although their findings suggested that the occurrences they observed were intentional as opposed to the findings of this research which suggested that the major cause of the occurrence (86%) is due to inadequate mastery of academic writing skills.

Also, the findings suggested that other causes of plagiarism amongst the Nigerian students are related to the traditional pedagogy, their struggle with the creation of meaning as observed by Schmitt (2005:64) and the belief by the students that plagiarism has its rewards as they will not get caught. This struggle to understand assignments was also related to the students' minimal exposure to reading and writing as observed by Schmitt (2005:64) in international students. This in turn influenced their ability to create their own meaning from the different sources which they read.

The result of this study showed that the students perceived that the forms of plagiarism that were common were in relation to copying without acknowledgement, collusion, collaborating and resubmission of others' work. This is similar to the findings of some other researchers such as Harris 2001 (in US), Park 2004 (in UK), and Roig 2006 (in US). This resubmission of others' work was aided by the fact that the students' submissions were usually hand-written or printed paper-based submissions. Insistence on digital submissions with the use of compact discs and also online submissions with the use of virtual learning platforms would help address this issue.

Concerning the occurrence of student plagiarism in Nigerian universities, the themes arising from the data suggested causes related to the lack of awareness of its attendant penalties, the students' perception of plagiarism as acceptable, unclear requirements in assessments, the ease of 'copy and paste', lack of the skills and confidence to express themselves. Similar results were also found in the study of Abasi and Akbari (2008) with some international students (from Japan, Chile, Lebanon, China, India, Somalia and Spain) studying in a Canadian university).

The reasons for plagiarism occurrence also involved social pressure to succeed, as seen in the findings of Williams (2002) who observed that internal and external pressures could lead students to plagiarise. The desire to enhance their academic credentials and gain financial benefits as seen in the study of Saeed et al. (2011) was also found as one of the themes of this study.

The students also mentioned the challenge of studying in English. This is an awkward theme considering most Nigerian students have always studied in English; however, their concerns were in relation to understanding complex words and in a few cases, the accent of the lecturers. This lack of understanding of complex words relates to the observations of Schmitt (2005) that with very minimal exposure to reading and writing exercises their vocabulary is limited. This is linked to the students' ability to understand and write in their own words without relying heavily on the words of others in expressing themselves.

Another finding was in their view of the lack of institutional involvement and poor management of time. This was also found in the literature review by Park (2003). Also, the Nigerian students' background depicted in their views ('they have always written like that') which also impacted on them. This was reported in Pennycook's (1996) study of Chinese students.

Analysis of data collected from interviews with the lecturers included views suggesting that the students were not properly taught skills that will help them avoid plagiarism, which corroborates claims by most of the students. Furthermore, the results suggested that another factor could be due to a deficit in academic writing skills created because

examination is the predominant method of assessment that students are used to in Nigeria. This view about the skills gap is similar to the findings of Ashworth et al. (1997) who pointed out that coming from an educational background which relies mainly on examinations for assessments, overseas students studying in the UK University (in their study) lacked the experience required for essay writing thereby contributing to the tendency to plagiarise.

Further views of the lecturers on possible causes were in relation to: poor time management, 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. The corruption in the society in which they studied was cited by a good number of the management staff as one cause of plagiarism in Nigerian universities. This is similar to the findings of McCabe and Trevino (1996: 29) in their study carried out in the US about cheating in academic institutions in the US.

However, a view opposing this idea that there are occurrences of student plagiarism in surveyed Nigerian Universities was presented by the vice chancellor of one state university who claimed that there were '... no such things as student plagiarism' in that university. This objection is neither established nor convincing, as the data from all the Nigerian universities studied upheld the view of the occurrence of student plagiarism, at one or more levels of enquiries (student and/or lecturer and/or management staff). This view about the occurrence of student plagiarism in all universities is also widely believed and depicted in the findings of several other researchers (Shen 1989, Sherman 1992, Pennycook 1996, Shi 2004, Hayes and Introna 2005, Pecorari 2008 and Gilmore et al. 2010).

Regardless of this finding, it was a surprise that the data also suggested that most of the staff were unconcerned about the occurrence of student plagiarism as some believe that it becomes important when the students begin to publish which rarely happens while they are still studying.

6.1.2. Consequences of the perceived occurrences

The second major finding is that the occurrence of student plagiarism has serious consequences for the Nigerian students and universities. This is true particularly due to ineffective intervention or perceived unrestrained occurrence of student plagiarism as a result of the institution's lack of adequate concern. These consequences not only apply to institutions but also lecturers (Punchng1 2013, informationng 2013) and students. The impact on the Nigerian students is based on the claims that student plagiarism has a negative impact on their learning and acquisition of anti-plagiarism related skills.

This finding about impact on student learning was seen in the study of (Park 2003) while that on by-pass of learning resulting to the production of inadequately trained graduates was seen in the study of Gullifer and Tyson (2010). In higher education institutions, the negative impact of plagiarism as discussed by a number of authors are that it may distort the results of assessment (Cooper 1984); it could be a threat to academic standards (Saeed et al. 2011) and could tarnish the image of the higher institutions (Marsden et al. 2005). In addition, when students engage in plagiarism, they present problems to all educators in several ways (Power 2009: 643).

This research results suggested that the perceived occurrences of plagiarism identified were due to several factors such as time management, lack of skills and belief that they will not get caught. Nevertheless, **the four main reasons** found in this research were lack of awareness, incomplete understanding, incomplete perception of plagiarism and the student attitude towards plagiarism. These are discussed further:

6.1.2.1. Lack of awareness

Lack of awareness of the concept, as observed in the qualitative and quantitative student data. This data reveals that about 40%, 81% and 67% of the students surveyed in the Nigerian, first UK and second UK universities respectively reported that they had not been aware of plagiarism while studying in their universities in Nigeria. It is surprising though that only 40% of the students in the Nigerian universities claimed to be unaware as compared to those in the UK. Surely the 40% figure reflects the fact that the researcher explained the concept to them which might have distorted this response. It could also be that a number of them were still unclear about the concept as the

researcher had to define it to enable them have a general idea before they attempted answering the questionnaire.

However, a number of lecturers and management staff claim that students should have been aware as they were taught 'technical writing' in their first or second year of study. Where a few of the students agreed that they were taught this course, they also explained that they did not learn any skills and as such there was no transfer of the requisite skills to other courses. From what the lecturers claim is usually covered in this course, it appears that there is a lot of information and the students are possibly unable to sift out the most important aspects. This observation corroborates with the view of Carroll (2007) that, when students' first start their degree programme and receive a lot of information, it could be difficult for them to appreciate what is most relevant.

This finding on the students' awareness is similar to that of Abukhattala (2012) who ascertained that many Libyan students are 'naïve' about the concept of plagiarism. The findings of this research also showed similarities with that of Kutieleh and Adiningrum (2011) about Indonesian students whom they claim perceived plagiarism as a foreign concept which was either completely unknown or unimportant to them.

6.1.2.2. Inadequate understanding of plagiarism

Inadequate understanding of plagiarism as seen in the analyzed data collected from the students. Most of the students' understanding of plagiarism depicted in their definition was largely incomplete in comparison with the researcher's definition. This is evidenced in their definition which focused largely on 'non-attribution', 'inappropriate references', 'in-text citations' and 'essay- mill', with a few mentioning copying ideas and photocopying. However there was inconsistency in their views about poor academic practice and they rarely distinguished between intentional and accidental plagiarism.

It was observed that as the questions increased in complexity, there were inconsistencies depicted in the understanding of the concept. Results from the sub-questions suggested that 69% would not use someone else's words as theirs but only 26% and 27% respectively stated that they would not collude or use short phrases from different sources with little addition of their own words without citing the sources.

However, their responses suggested that they understood the reason for appropriate citation and references.

These inconsistencies depicted in the Nigerian students' understanding are similar to what Sherman (1992) and Ramzan et al. (2012) found in their study of Italian and Pakistan students respectively, where they observed that the students seemed to lack the understanding of what constitutes plagiarism. Murtaza et al. (2013) carried out a similar investigation and reported an extensive lack of student understanding of plagiarism across all the 35 universities surveyed in Pakistan.

Also, in line with Sherman's (1992) belief that the cause of plagiarism was as a result of different cultural [educational] attitudes to the functions of written word and the purposes of the writer, similar findings emerged from this research. This observation may be because of the claims of most of the Nigerian students that they were not formally introduced to and adequately taught the required skills. However, this research presents evidence of lack of mastery of academic writing skills as the perceived factor most responsible for student plagiarism in Nigerian universities.

The findings of Sutherland-Smith (2005) in relation to introduction of the concept to the students are similar to these research findings. She suggested that most of the students in her study in Australia were unclear about attribution and indicated they had received no previous instruction about avoiding plagiarism in their home countries.

6.1.2.3. Inadequate perception of plagiarism

The students' perception or opinion of the seriousness of plagiarism seemed largely inadequate as seen in the analyzed data collected on their responses to plagiarism scenario questions. Findings suggested that Nigerian students studying in Nigerian universities largely perceived plagiarism as insignificant and their responses indicated that they were tolerant towards plagiarism. This meant that they condoned or supported plagiarism as an acceptable practice. The data also revealed lenient values in relation to academic writing and accommodating views on penalties and collusion. The results suggested that respondents studying in the UK and Nigeria had low mastery of

scholarly writing skills, depicted in their views about what scenarios describe plagiarism.

A good number of the Nigerian students in Nigerian universities had a high plagiarism tolerance which was not surprising since over 55% stated that they did not really understand what it entails. These findings were largely similar to the findings of Pickering and Hornby (2005) in relation to Chinese students but dissimilar to that of their New Zealand colleagues who were less tolerant of the actions presented in the plagiarism option scenarios in the questionnaire.

6.1.2.4. Inappropriate attitude towards plagiarism

The data from this study of Nigerian students suggested that this disposition was due to the belief of most of these students that they will not be caught because they alleged that the authorities were not bothered about the issue. Moreover, they claimed that the universities did not have a tool or the framework for detecting plagiarism. Hence the Nigerian universities' academic climate and culture appeared to be lenient towards student plagiarism as expressed by Olasehinde-Williams (2006). When students and teachers hold these kinds of views it can be anticipated that the environment will be conducive and encouraging for plagiarism-related activities.

However most of the Nigerian students that were studying in the UK were less tolerant in their attitude towards plagiarism, but rather, they were concerned about how to respond to writing requirements. This is not a surprise as findings suggested that a number of them, at the end of their study had not improved their academic writing skills as compared to the Nigerian students surveyed in Nigerian universities. This development in their attitude towards plagiarism was possibly due to their exposure to a different academic regime which promoted awareness, better understanding of plagiarism and consequences for defaulting. This finding about observed intolerance agrees with several different studies (Tsintzoglou 2011, Tran 2012, Murtaza et al. 2013 and Ghajarzadeh et al. 2012).

In her study in the US, Power (2009: 645) observed that many students expressed a strong need for a personal reason (agency) to adhere to the requirements of plagiarism.

In this study of Nigerian students, most of the students that depicted a casual attitude towards plagiarism were trying to adhere to the required institutional rules as they did not have personal convictions, although there were some exceptions. It was obvious from this research that Nigerian students studying in the UK were more interested in understanding the concept as opposed to those studying in Nigeria who seemed to be barely interested in trying to adhere to the requirements.

It was assumed that after the definition of plagiarism was provided by the researcher, the students had an idea of what it was which enabled them respond to the related questions. In the data, a correlation was observed between students' awareness, perception and attitude, with the perceived occurrence of students' plagiarism. A similar correlation was also observed in some studies on international students studying in Australia (Tran 2012), Pakistan (Murtaza et al. 2013) and Iran (Ghajarzadeh et al. 2012) showing that an understanding of, and familiarity with the concept of plagiarism could lead to a positive attitude towards avoiding plagiarism.

This was also observed in the case of some Nigerian students studying in the UK, where their reasons for avoiding plagiarism were not entirely because they agreed with what the lecturers in the UK told them, but because they just wanted to adhere to the requirements and complete their studies. This was similar to the findings of Power in her studies in the US (2009: 645).

6.1.3. Variation in the responses of Nigerian lecturers

The third major finding is that **lecturers in Nigerian universities differed in their views and actions towards student plagiarism** within the same university and between universities which could lead to inconsistency in standards. The research findings suggested that the variation in their attitude was as a result of two reasons.

- A good number of the lecturers appeared to have a similar (inadequate) understanding of plagiarism to the students, which seemed to impact on how the students perceived the concept of plagiarism.
- Most of the Nigerian lecturers did not appear to be concerned about student plagiarism (as indicated by the students). Perhaps the students' views were based on their belief that there was no institution-wide awareness creation by lecturers

about the concept or training on plagiarism, which a number of the lecturers confirmed. Hence the claims emerged that the lecturers were not committed to giving the right training, monitoring of academic writing skills and making effort to detect student plagiarism incidences.

Irrespective of the view that lecturers in the Nigerian universities were indifferent towards plagiarism in relation to institutional awareness creation and training on plagiarism, 69% of the students and 72% of the lecturers stated that some lecturers advised the students in class. In the same vein a few other lecturers were said to make comments to students about plagiarism particularly while supervising their final year project (dissertation).

The lecturers who commented during supervision were identified by the students as people who had been exposed to overseas studies themselves and possibly a regime where plagiarism was taken seriously. The data of this thesis further revealed that much of what takes place when the lecturers make comments about plagiarism were basic authorship attribution checks which did not go deeply into assessing the written content as is required for checking plagiarism. This was similar to the findings of Culwin and Lancaster (2000). This finding is not surprising because it would be a very demanding exercise for these few lecturers to carry out in-depth plagiarism checks due to large class sizes and largely manual methods of detection.

Furthermore, the use of the ideal method of understanding the individual and unique writing styles of different persons (Maurer et al. 2006) may be difficult to implement due to the high ratios of students to lecturer (100:1) as observed by Udotong (Obinna 2012) particularly in federal and state universities in Nigeria. However, determining if students have plagiarised is more than simply ascertaining that text has been copied by students without appropriate acknowledgement of sources as stated by Angélil-Carter (2000), Howard (1999) and Pennycook (1996).

6.1.4. Lack of effective response structures

The fourth major finding is **the lack of an effective structure for responding consistently and fairly to student plagiarism**. Responses to incidents of student

plagiarism are inclusive of what several authors identified as pedagogical (Pecorari 2003, Chandrasoma et al. 2004, Martin 2004 and Ellery 2008) and punitive (Park 2003). In this research, the findings suggested three major reasons for this claim of lack of an effective framework.

6.1.4.1. Inadequate support or interventions

Students suggested inadequate support or interventions were provided by the Nigerian universities surveyed. The students stated that most of the support services were not institution-wide or structural. Some of these claims were seen in the negative score on options such as academic support units (69% claiming they were non-existent); workshops (72% claiming they were non-existent); library guidance (64% claiming this was non-existent). Instead students claimed that support was rather in the form of advice from lecturers (69%).

Also, a comparison of the statistics on available institutional support for the perceived occurrence of student self-declared plagiarism depicted no significant correlation; hence whatever interventions the universities had in place appeared to be having little impact on the perceived occurrence of student plagiarism. This was not a surprise as the data suggested that academic misconduct issues were treated collectively without more emphasis on examination rather than plagiarism related issues.

6.1.4.2. Plagiarism management policies

Little evidence was found that policies for managing plagiarism were implemented in the Nigerian universities surveyed. While the university authorities claimed the policies were in place, the staff were unable to make copies available to the researcher during the field trip. The inability of the staff to produce copies of the policies could possibly suggest either they are not in use or there are nonexistent.

However, following an online search, the researcher was able to access copies of two Nigerian universities' policy documents. On analysing their contents, it was observed that both documents were predominantly about academic misconduct in relation to examinations with little emphasis on plagiarism and stakeholder responsibility was not clearly stated.

This was in agreement with the views of a few of the lecturers who stated that their policy documents emphasize more on examination malpractice. This finding in relation to observed inadequacy of the plagiarism policy documents is similar to the finding of IPPHEAE project where it was established that, although institutional policies may exist, the majority of the European Union HE institutions surveyed had inadequate policies and procedures for detecting and deterring plagiarism (Glendinning 2012).

Commenting on the inadequacy of policies in general, Bretag et al. (2011) stated that generally, no single policy is an exemplar in its own right but there are some desirable fundamental elements of exemplary academic integrity policy: access, approach, responsibility, detail and support. Findings from this research suggest that these elements are lacking in most of the Nigerian universities studied.

It is important to note that over 20% of the lecturers were not aware about institutional processes and responsibilities for monitoring, reviewing and revising policies concerning student plagiarism. However, of the others who stated that they were aware, the highest scores on the different areas of responsibility are as follows. On the issue of the policy review, the highest score was 46% of the lecturers suggesting that the national quality agency as responsible. On the responsibility for monitoring, 49% suggested that that faculty was responsible. However for responsible on revising the policies, the highest score was 23% which represented the lecturers that were not sure.

An important factor arising from the analysis was inconsistency in the views of the lecturers about the where responsibility lies for the monitoring, review and revision of their universities' institutional policies. This highlights the need for Institutions to keep the lecturers informed and promote a consistent approach.

6.1.4.3. Process of detection and response to detected cases

There appeared to be no consistency in the universities' response to detected cases of student plagiarism as the findings from the students' data suggested that some students' cases went undetected, while some others were detected. Even with those that were identified in the same institution and department, the responses from the lecturers were quite different, possibly due to the lack of adequate record keeping and use of

policies and guidelines. Institutionally, it was observed that in cases where penalties were applied, it was mainly if the occurrence was in a student's dissertation which often accounts for almost all the written work done by students.

Although all the lecturers agreed that when plagiarism is detected in the students' dissertation an action of some sort would be taken, 30% of the students were of a different view, stating that no action would be taken when plagiarism is detected in their dissertation. While most of the other students believed that there are consequences, their views suggested that these consequences are very lenient, which was in line with the findings from the lecturers. These penalties were observed by the students and lecturers to be mainly a request to re-write (55% and 56% respectively), repeat the module or subject (35% and 51% respectively) and verbal warning (37% and 21% respectively).

However, a few of the students and lecturers believed that penalties with severe consequences would be applied. Some of these are: suspension from the institution (14% and 3% respectively), expulsion from the institution (13% and 5% respectively), and suspension of student grant (12% and 3% respectively). Some of the lecturers pointed out that even when they follow-up with identified cases, when it gets to the academic malpractice committee, the case could be waived in the favour of the student and they would have wasted their time.

Three reasons were identified for this variation in the responses of the lecturers. Firstly, the decision on how to respond to the situation rested on the lecturers hence they could decide either to ignore or respond to the issue. Secondly, some lecturers seemed to adopt a pedagogical approach; seeing it as a case for further educating the students. Lastly some saw it as a case for penalizing the students. However, there appeared to be no checks, accountability procedure or consequences for the decisions of the lecturers.

Furthermore, there seemed to be no adopted or implemented policies, effective guidelines and procedures as seen from the students' and staff responses. However, in the few cases where it was reported that some reasonable measures had been adopted, the task of detection rested directly on lecturers due to their close contact with the

students, as observed by Onuoha and Ikonne (2013: 104) in their article on plagiarism in Nigerian Universities. This corroborates the findings of this research on 29 Nigerian universities expressed by 85% of the lecturers. The danger then lies in the inconsistencies in their response in dealing with the situation compared to the approach taken by their colleagues, which leads to a lack of standards in the detection and management of student plagiarism.

6.1.5. Unpreparedness of Nigerian students for international studies

The fifth major finding is based on the results from the data on the experiences of the Nigerian students that studied in the UK. This finding suggested that Nigerian students are unprepared for the challenges of international studies. Their current Nigerian experience in education puts them at a disadvantage. The identified challenges experienced by these groups of students were in five key areas.

6.1.5.1. Different educational systems

The previous educational system they were exposed to in Nigeria was quite different from the one they met in the UK. They recognized differences in relation to the teaching and learning styles which they asserted were more student-focused in the UK. With their previous experience and educational culture, their expectation of the academic culture overseas was quite different in relation to response to student plagiarism.

6.1.5.2. Different forms of assessments

Assessment, which was predominantly through written 'examination' in most of the Nigerian universities, was different in the UK. Students had to learn to present their results in formats such as posters, critical writing, critical analysis etc. Since they were not previously exposed to these forms of assessments, it posed a challenge to them as they had not developed the relevant skills.

6.1.5.3. Study expectation in the UK

Study expectations were quite different in the UK Universities that the Nigerian students went for further studies. These differences were primarily in the area of the reading and writing skills requirement. Coming from a background where it was sufficient to read the lecturers' notes and regurgitate the same in assignments to

achieve a high grade, it was surprising and demanding for them to get used to a system where that did not suffice. They found that to be able to excel, they had to spend a lot of time reading widely to be able to understand concepts, theoretical underpinnings, values and controversies which involved citing and referencing appropriately as observed by Schmitt (2005).

6.1.5.4. Perceived assumptions by the UK Universities

A perceived assumption by the UK universities that the students were aware of proper academic writing conventions, even though a great number of the students stated that they were not previously aware of such conventions. Consequently, even when they were required to study, make notes and understand text to enable them to critically analyse, summarise, paraphrase these, they found it challenging.

Some who sought assistance from the academic writing support centre in their UK universities still had some reservations in paraphrasing the writings of some authors which they believed they could not present suitably. The students also asserted that lecturers in their universities in Nigeria expected them to regurgitate what they had learnt to be able to score high marks and so did not think memorizing and using lecturers' notes, textbooks etc. without acknowledgement was inappropriate. This is similar to the findings of Sherman (1992) and Sowden (2005) about Italian and Asian students who make use of memorization without acknowledgement.

6.1.5.5. Lack of ICT and Virtual learning Environment skills

The Nigerian students asserted that the UK universities in which they studied were dependent on technological systems that were new to them, such as the virtual learning environment which was used for study materials, assessment, feedback and 'text-matching' software. As such, they had to learn to work in virtual learning environments as well. Faced with the challenge and inadequate time to learn, understand and adhere to the recurring warnings to avoid plagiarism, some of the students made mistakes.

This findings corroborated with the observation of Schmitt (2005:70) that when students are advised to avoid a particular behaviour, where there is no understanding of the reason or what else they can do, they will try to find ways of making sense of

these expectations and where their attempts do not align with the expectations of their teachers, they will be evaluated negatively.

These last two claims about the UK universities perceived assumptions and heavy reliance on technological systems placed them in a vulnerable position as they had to learn to master these conventions as well as use the new systems while doing their coursework. This created problems of time management and ambiguity in coursework requirements that in some cases led to the presentation of writing which did not adequately reflect their understanding.

6.1.6. Synthesizing the findings

Bringing together the five main findings of this research set out above presents an argument in support of the adoption of a consistent approach to the management of student plagiarism in Nigerian universities. However, considering the problems associated with the education systems in Nigerian universities, the implementation of such an approach will be challenging, will need to be gradual, and will require the involvement of all stakeholders. There would be a need for a shared view of what plagiarism is and of its importance. The data suggests this is currently lacking among stakeholders.

Due to the differences cited between the UK and Nigerian universities such as the Nigerian educational system, pedagogy, assessment styles and institutional infrastructures, in order to adopt a consistent approach to the mitigation of student plagiarism, there would be a need for some changes. Structural changes will be needed to the Nigerian university educational system, such as modifying the curriculum, which could be framed to support intensive training on academic writing and cognitive skills of the students during their study. This could improve the students' ability to think independently and develop individual creativity, which was a problem identified by Are (2014).

In the same vein, adopting a consistent approach to the mitigation of student plagiarism in Nigerian universities presumes that there will be changes to the pedagogy; which refers to the teaching, learning and assessment style the students are exposed to. This

corroborates with the recommendations made by Ellery in her study in South Africa (2008: 507). This is because it will necessitate a shift from the present teacher-centered principal teaching and learning style to a more student –centered style. Adopting such a style will foster better student engagement and understanding of what is being taught and this in turn could help in the knowledge transformation process. This will be very challenging considering the staff-student ratios and extra time/costs involved for lecturers, but should be seen as a desirable goal, and one that would be achievable in smaller private universities.

Another consideration is the inadequacy of the institutional infrastructure in Nigerian universities (such as access to internet and Information Communication Technology ICT systems) that can support a different approach to teaching, learning, assessment and feedback. However, there will be the need to consider the cost implications of changes, teacher re-training and buy-in of the staff. Also, the availability of the required infrastructure will facilitate variation in the method of assessment from the predominantly examination-based approach currently applied.

As observed by earlier researchers (Sherman 1992, Ashworth et al. 1997, Carroll and Appleton 2001) coming from an educational background which mostly uses examinations for assessment of learning, students lack the experience required for essay writing and are said to plagiarize as a result when required to use such skills.

Some researchers have argued that the occurrence of student plagiarism in the absence of set standards and principles is an innocent act of borrowing, which should arguably not be perceived as a problem (Briggs 2009), but presenting a case for informing and educating the plagiarist (Ellery 2008). Along the lines of Ellery (2008), Chandrasoma et al. (2004) argue for an approach to plagiarism, which this research supports, that views it as the use of text in the light of the students' competence. This places the problem in the purview of addressing academic writing issues rather than focusing on detecting if students plagiarise.

Although this research advocates effective responses to student plagiarism through adequate training in a holistic approach, there are basic differences between Nigerian

and European educational systems in areas identified earlier. This difference is clear in the importance placed on plagiarism. As pointed out in section 5.4, 86% of the EU student respondents were certain that their universities had plagiarism policies as opposed to 26% of the Nigerian students, and 72% of the EU students affirmed these were made available to them as opposed to 26% of the Nigerian students.

When Nigerian students find themselves in a different academic system, they are likely to encounter the challenges identified in this research (pedagogy, academic writing, study skills, research and ICT skills). As a result, there is need for them to learn to acknowledge sources they use in the construction of their written ideas submitted for assessment and refrain from plagiarism. This research also advocates addressing academic writing issues as a means of preparing Nigerian students for studying in different educational systems because of the high percentage of Nigerian students who choose to study overseas.

This high percentage is supported by Clark and Ausukuya (2013) when they stated that Nigerian students in the UK were about 17,500 in both 2010/11 and 2011/12 academic years while PM News (18 March 2012 Issue No:213) observed that about 30,000 Nigerian students would be studying in various universities across the UK by 2015. This student mobility is principally due to few admission spaces in Nigerian universities (Saint et al. 2003), low staff to student ratio (Saint et al. 2003), inadequate funding for the universities (Ogunu 1990) and the difficulty in gaining employment after undergraduate study (Clark and Ausukuya 2013).

It is evident that there are inconsistent approaches to dealing with student plagiarism in the 29 Nigerian universities studied. This may be due mainly to the current situation or profile of institutions and their internal and external governance structures (state, federal and private), infrastructure and resources which promote different administrative and management styles in the institutions. From the foregoing, there is a need to adopt a consistent response to the management of student plagiarism within individual Nigerian universities. Furthermore, if Nigeria aspires to have universities which are comparable with the best in the world, they will need to adopt the same

values and standards as institutions that are internationally respected for research and publications.

6.2. Achieving a consistent approach for student plagiarism management

The results from this research study have enabled the researcher to propose a conceptual model for managing the occurrence of student plagiarism in Nigerian universities. This model is in line with insights from previous attempts at responding to or managing student plagiarism through views on: establishment of how this problem is tackled by Higher Educational Institutions across the EU (IPPHEAE project 2010-2013); comprehensive holistic mitigation framework implementation (Park 2004, Macdonald and Carroll 2006 and Singer 2010 in the UK and Owens and White 2013 in Australia); development of a common understanding of academic integrity standards (Bretag et al. 2011 - AIS project 2010-2012 carried out in Australia); design of a guidance booklet (Morris and Carroll 2011) - Policy Works 2011 in the UK); and implementation of a holistic mitigation approach (Fostering Pride in International Students' Authorship - FPISA project (2010) in Hertfordshire University UK).

This proposed conceptual model for managing the occurrence of student plagiarism is made up of elements based on the findings of this research and influenced by other research and frameworks. These elements were selected based on the identified issues with Nigerian students and universities in relation to plagiarism as shown in Table 6.2 which presents the relationship between the research questions, findings and proposed conceptual model elements. These various aspects of the model are in relation to the need for:

- A unified understanding of what plagiarism is:
 - Institutional responsibility for ensuring staff and students have a similar understanding of the concept
- Clarifying where responsibility lies:
 - Institutional and staff responsibility for plagiarism awareness creation
 - Institutional responsibility for organising periodic and recurring training for staff
- Plagiarism awareness creation:
 - Organising academic integrity orientation for new students
 - Institutional and staff responsibility of awareness creation

- Empowering and mandating staff for training the students:
 - Organising periodic academic integrity workshops for staff
 - Staff responsibility for teaching, training and mentoring of the students
 - Institutional and staff responsibility of creating and organising seminars and workshops for students
- Enhancement of the pedagogy (teaching and learning) system:
 - Institutional responsibility for adapting the curriculum to include technical/academic writing at all levels of study
 - Institutional responsibility in encouraging online submissions
 - Deployment and implementation of digital text matching software
 - Institutional responsibility for designing or adopting and implementing a system for responding consistently and fairly to plagiarism
 - Creating awareness among all students about this system
 - Staff responsibility to devise other suitable means of assessment while making more use of other form of written work also formative written assessment
- Institutional level plagiarism policy, procedure and guideline design, update and/or review:
 - Institutional responsibility for reviewing, designing or modifying and implementing policies and guidelines for dealing with student plagiarism
 - Creating awareness among all students and staff about the institutional policies, procedure and guidelines for student plagiarism
 - Institutional responsibility for ensuring regular periodic review and benchmarking of the policies, procedures and guidelines for student plagiarism
 - Institutional and staff responsibility of implementing and using 'text-matching' digital tools in a fair and consistent manner
 - Creating awareness among all students about any 'text-matching' digital tools in place

It is important to note that the organisation of periodic academic integrity workshops for staff is essential. The reason is that until academic staff and the university management appreciate the gravity of the problem and agree on definitions and what is acceptable practice, the other ideas will not be effectively implemented. However, once buy-in of staff is established, a consistent policy can be devised and implemented in Nigerian universities for the management of student plagiarism.

Table 6.2. The relationship between the research questions, findings and recommendations (proposed model elements)

Research Question 1(RQ1) - Are there perceived problems of student plagiarism in Nigerian universities?		
Identified issues	Findings (Summary)	Model elements
<ul style="list-style-type: none"> RQ1a – What are the findings on student awareness of the concept of plagiarism? 	<ul style="list-style-type: none"> Most were unaware of the concept of plagiarism 	<ul style="list-style-type: none"> Institutional and staff responsibility for awareness creation
<ul style="list-style-type: none"> RQ1b – What are the perceptions regarding the occurrences or instances of student plagiarism in Nigerian Universities? 	<ul style="list-style-type: none"> Most participants believe that some students do plagiarise in Nigerian universities 	<ul style="list-style-type: none"> Institutional responsibility for adapting the curriculum to include technical/academic writing at all levels of study Staff responsibility for teaching, training and mentoring
<ul style="list-style-type: none"> RQ1c – Is student plagiarism perceived as a problem or concern in (and to) Nigerian universities? 	<ul style="list-style-type: none"> Mostly not, as some staff believe that it becomes important when the students begin to publish which rarely happens while they are still studying. 	<ul style="list-style-type: none"> Organise regular academic integrity workshops for staff
<ul style="list-style-type: none"> RQ1d – What insight can be derived from the attitude of Nigerian students to plagiarism? 	<ul style="list-style-type: none"> Most of the Nigerian students studying in Nigeria had disposition that tended towards plagiarising as opposed to the others that were studying in the UK. 	<ul style="list-style-type: none"> Organise academic integrity orientation for all new students Organise periodic academic integrity workshops for all students
<ul style="list-style-type: none"> RQ1e - What are the views on the existing forms and causes of Nigerian student plagiarism? 	<ul style="list-style-type: none"> Mainly lack of acknowledgement of sources due to lack of acquisition of the relevant skills. Resubmission of work previously submitted by students studying at other universities 	<ul style="list-style-type: none"> Institutional responsibility for adapting the curriculum to include training in technical/academic writing at all levels of study Staff responsibility for teaching, training and mentoring Institutional responsibility in encouraging online submission of formative essay-type coursework Deploy and implement digital text-matching software tools

Research Question 2 (RQ2) - What issues characterise the plagiarism perception of Nigerian students?		
Identified issues	Findings (Summary)	Model elements
<ul style="list-style-type: none"> RQ2a - Are there any distinct themes emerging from the plagiarism perception of Nigerian students? 	<ul style="list-style-type: none"> Surprise at the consequences of plagiarism which the Nigerian students studying in the UK universities felt were too severe. Students have an incomplete comprehension about what plagiarism is and what forms it takes The plagiarism understanding of most of the Nigerian universities' teachers /lecturers were not too different from that of their students and were mostly incomplete. 	<ul style="list-style-type: none"> Institutional responsibility for adapting the curriculum to include technical/academic writing at all levels of study Institutional responsibility for organising periodic and recurring training for the staff Staff responsibility for teaching, training and mentoring of the students Institutional responsibility for ensuring that staff and students have a similar understanding of the concepts
<ul style="list-style-type: none"> RQ2b - Is there a relationship between the awareness, perception and attitude of students in Nigerian universities to plagiarism? 	<p>Though not significant, there was a slight relationship between them.</p>	
<ul style="list-style-type: none"> RQ2c - How much of the variance in the student self-declared plagiarism can be explained by the factors 'unaware', 'perception' and 'attitude'? 	<p>Analysis showed a slight correlation between the perceived occurrence and student attitude to plagiarism. However, there was a significant correlation with students' writing skills.</p>	<ul style="list-style-type: none"> Institutional and staff responsibility of plagiarism awareness creation Institutional responsibility for adapting the curriculum to include technical/academic writing at all levels of study Staff responsibility for teaching, training and mentoring Institutional responsibility for designing or adopting and implementing a system for responding consistently and fairly to plagiarism Creating awareness among all students about this system
<ul style="list-style-type: none"> RQ2d - Are there any significant differences in attitude and perception towards plagiarism exhibited by Nigerian students studying in UK as compared to those studying in Nigeria? 	<p>There were significant differences probably due to awareness, comprehension and set penalties in the UK universities.</p>	

Research Question 3 (RQ3) – What are the findings on the present system in place for the mitigation of student plagiarism?		
Identified issues	Findings (Summary)	Model elements
<ul style="list-style-type: none"> • RQ3a - How do Nigerian universities respond to student plagiarism? 	<ul style="list-style-type: none"> • No digital ‘text-matching’ tools in place • Lecturers take the responsibility for identifying and dealing with it. • The response is seemingly inconsistent and ineffective • Where policies are available, their use is rarely monitored, reviewed or revised. • Where penalties are applied, they are usually those of ‘lower tariffs’ • No existing structures were identified for addressing this, for example through seminars or workshops training 	<ul style="list-style-type: none"> • Institutional responsibility for reviewing, designing or modifying and implementing policies and guidelines for dealing with student plagiarism
<ul style="list-style-type: none"> • RQ3b - What approach is adopted in the mitigation of student plagiarism in Nigerian universities? 		<ul style="list-style-type: none"> • Creating awareness among all students about the institutional policies, procedure and guidelines for student plagiarism
<ul style="list-style-type: none"> • RQ3c - Is there a difference in the observed pattern of policies and procedures for mitigation of student plagiarism in Nigerian universities as compared to the EU universities? 	<ul style="list-style-type: none"> • From the IPPHEAE project findings, although most EU universities claim to have implemented policies, they were found not to have effective policies, hence it was impossible to compare. • On the Nigerian university policies: <ul style="list-style-type: none"> ○ Most students were not aware of the existence of policies or they were inaccessible ○ Where existent (accessed online): <ul style="list-style-type: none"> ▪ Not adequate emphasis ▪ Lacks clarity of responsibility ▪ Lacks clarity on consequence • On procedures and guidelines: <ul style="list-style-type: none"> ○ Lecturers’ decisions were found to be rarely consistent 	<ul style="list-style-type: none"> • Institutional responsibility for ensuring regular periodic monitoring, evaluation and review

Research Question 4 (RQ4) – What lessons can be learnt from the previous academic experiences of students in relation to plagiarism?		
Identified issues	Findings (Summary)	Model elements
<ul style="list-style-type: none"> • RQ4a – What insights are there from the previous academic background of the Nigerian students? 	The attitude of the previous Nigerian universities of the students now studying in the UK is that of lack of concern about plagiarism (in the most part).	<p>To effectively prepare the students before they leave the country, Nigerian universities should demonstrate:</p> <ul style="list-style-type: none"> • Institutional responsibility for adapting the curriculum to include technical/academic writing at all levels of study • Staff responsibility for teaching, training and mentoring • Staff responsibility to devise other suitable means of assessment • Institutional responsibility in encouraging online submissions
<ul style="list-style-type: none"> • RQ4b – How does previous academic background impact on the students' adaptability and learning experience in relation to the concept of plagiarism? 	They found adapting to learning in the UK challenging as they had to learn new academic study and research skills at the same time as meeting coursework submission deadlines.	
<ul style="list-style-type: none"> ○ RQ4b1. How does a student's previous academic background impact on their overall learning experience? 	<ul style="list-style-type: none"> • The teaching and learning style was different and more student-centred in the UK • Most were not exposed to different methods of assessment, particularly essays • They lacked ICT skills as access to computers is difficult in Nigeria and seemingly not required • Some claimed that their potential achievement was impacted because they were learning academic writing skills and their course content at the same time 	
<ul style="list-style-type: none"> ○ RQ4b2. How does the previous academic background impact on their understanding of the concept of Academic Writing 	A number of the students were not clear on what academic writing was, some likened it to technical writing, but they perceived that it concerned acceptable writing in schools.	
<ul style="list-style-type: none"> ○ RQ4b3. How does the previous academic background impact on their Academic Writing skills 	Results from the basic academic writing skills that were surveyed suggested insufficient acquisition of these skills.	

Research Question 4 (RQ4) – What lessons can be learnt from the previous academic experiences of students in relation to plagiarism?		
Identified issues	Findings (Summary)	Model elements
<ul style="list-style-type: none"> ○ RQ4b4. How does the previous academic background impact on their perception and attitude 	<ul style="list-style-type: none"> • Some of the students who went on to study in the UK were ignorant of the concept of plagiarism on arrival and were afraid when they learnt of plagiarism and the consequences. Their attitudes were motivated by fear and they tried to avoid plagiarising. • Those with a superficial understanding had no expectation that the responses to plagiarism from their UK institution would be different from those at their previous institutions 	<ul style="list-style-type: none"> • Institutional responsibility for adapting the curriculum to include technical/academic writing at all levels of study • Staff responsibility for teaching, training and mentoring • Institutional and staff responsibility of plagiarism awareness creation
<ul style="list-style-type: none"> • RQ4c – What possible methods can be adopted for the mitigation of student plagiarism in Nigerian Universities? 	<p>The students suggested:</p> <ul style="list-style-type: none"> • Create awareness about plagiarism • Use of compulsory seminars and workshops • Use of ‘text-matching’ tools • Awareness from the primary schools • Have a system in place for responding to student plagiarism (detection, feedback and penalty) • Set up a special body to address plagiarism issues 	<ul style="list-style-type: none"> • Institutional and staff responsibility of creating and organising seminar and workshops • Institutional and staff responsibility of implementing and using ‘text-matching’ tools in a fair and consistent manner
<ul style="list-style-type: none"> • RQ4d - How can the UK universities help enhance the students’ experience with respect to this academic learning gap? 	<p>Students suggested:</p> <ul style="list-style-type: none"> • Creation of awareness about plagiarism • Training on issues related to plagiarism • Have a course dedicated to academic writing 	<p>Since Nigerian universities have relationships with others in the world, they should have a dialogue with them and establish ways they can work together. The aim will be to ensure that the values they instil in the students are useful in the destination countries.</p>

6.3. The conceptual model

In line with the findings in all the Nigerian universities surveyed, which suggest that informing, detecting and responding to student plagiarism is dependent on the initiatives of the lecturers, a more holistic approach to an institutional response is required. This approach will require that institutional structures are implemented to support recommended strategies based on the understanding of the issues derived from this research in the Nigerian context.

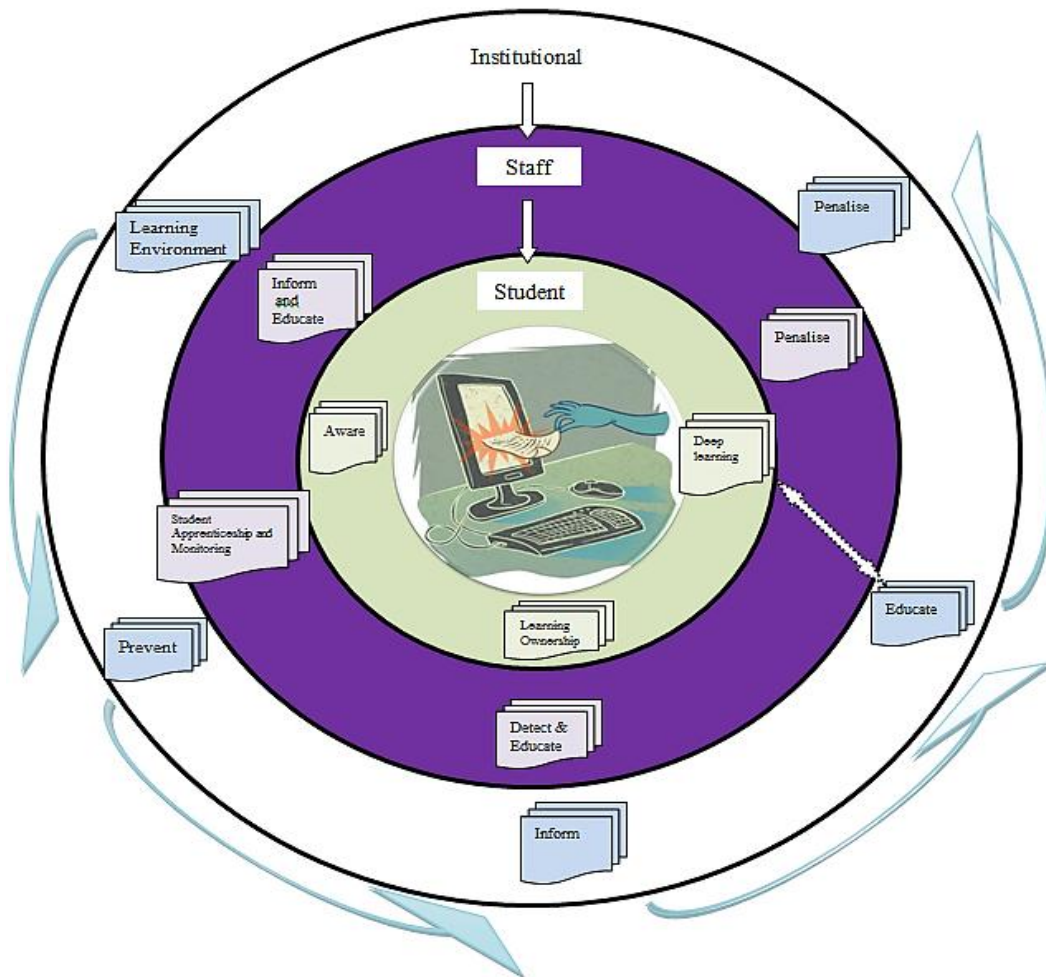
It appears that the situation with student plagiarism in the surveyed Nigerian universities is likely to continue given the current findings from this research in relation to the universities, staff and students. While considerable insight has been gained from the experiences of other universities across the globe, there are still specific local circumstances that introduce challenges and problems impeding implementation in the context of Nigerian universities that will not allow for an outright transfer of these suggestions to the Nigerian context. Some of the factors are in relation to the educational system, institutional policies, guidelines, procedures, infrastructures, funding and class sizes.

To assist in addressing these areas, the researcher has synthesised findings from her investigation of student plagiarism in Nigerian universities (from the student, teacher and management staff perspective), findings from literature, her knowledge of cultural issues surrounding plagiarism, previous study experiences both in Nigeria and the UK and involvement in the IPPHEAE project. The conceptualisation of these findings has been depicted in figure 6.1. From this conceptual diagram, student plagiarism in the Nigerian context is seen as a problem that involves several stakeholders: the society (outer large arrows), institution (the biggest and outer white circle), the staff (the middle and purple circle) and the students (the inner green circle).

The institutional aspect involves all the structures which need to be in place as they could influence the occurrence of plagiarism such as the learning environment, institutional responsibility towards preventing, informing, educating and penalizing. The staff section refers to their responsibility to inform, educate monitor, detect and penalise, while the student section includes their awareness, ownership and learning

engagement, which will lead to a better understanding and achievement of learning outcomes.

Figure 6.1 Conceptualising findings on Nigerian student plagiarism



In addition, these synthesised outputs and the findings presented in Table 6.2 have helped in developing a conceptual model for managing the occurrence of student plagiarism. The aim of this conceptual model (figure 6.2) is to set out a consistent approach to the mitigation of student plagiarism across the Nigerian universities. It is based on critical analysis of existent procedures and practices and proffering a solution for addressing identified issues based on the research findings.

Furthermore, the model will embed a recurring benchmarking process in the recommended steps. The proposed model incorporates ideas from other well established student plagiarism deterrence models (Macdonald and Carroll 2006, Olt 2007 and Park 2004).

Figure 6.2. The conceptual model for managing the occurrence of student plagiarism

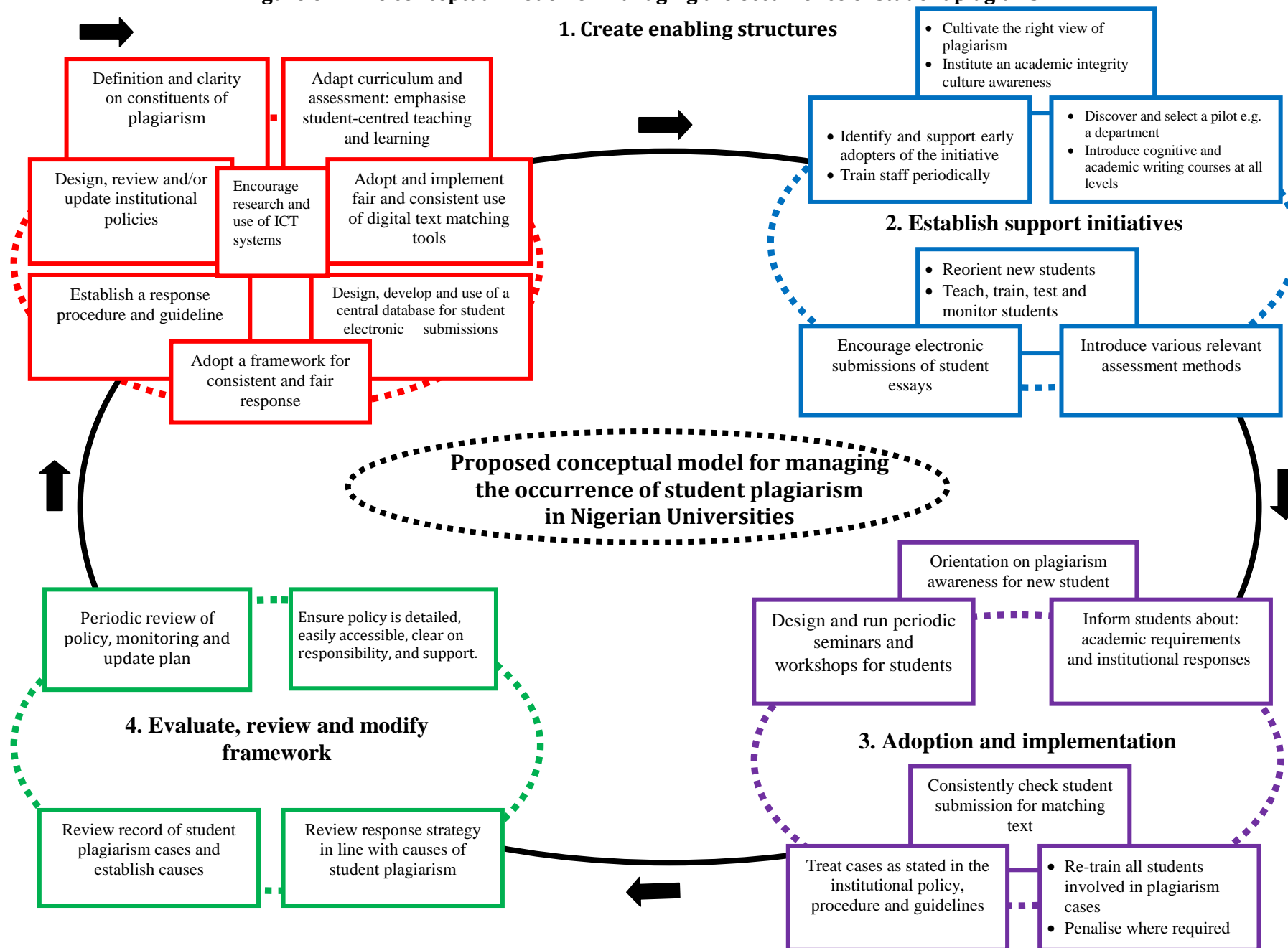


Figure 6.2 depicts that the effectiveness of a conceptual model for managing the occurrence of student plagiarism in the Nigerian universities context needs to be based on the introduction of educational structures, support initiatives, implementation procedures and review processes. The large black oval represents the proposed model which emphasises that a holistic approach is required. The diagram further depicts that this black oval comprises of four other dotted ovals. These represent aspects which focus on creating an enabling environment, establishing support initiative, adopting and implementing processes and procedures and also designing, reviewing and evaluating institutional policies.

The outer dark arrows represent a need for an iterative and evolving engagement with the model which will allow different universities to engage at different stages in the process. This is a key point to monitor for continuous improvement and to ensure it is working as intended. The points placed in the boxes in the dotted ovals represent areas where there is a need for defined approaches. Hence for each of the four large ovals, there is emphasis on identified aspects that need to be addressed for the occurrence of student plagiarism to be mitigated in Nigerian universities. This is specific to Nigerian context as the elements were arrived at from the research carried out which involved 29 Nigerian universities.

6.3.1. Create enabling structures

This first component involves the key institutional functions that need to be created and these are in relation to institutional clarity on what plagiarism entails and what it comprises, ensuring there are institutional policies which are accessible along with establishing defined and consistent response procedures and guidelines. This clarity is important as the lecturers and students do not seem to have a complete view of what plagiarism is.

Furthermore, the curriculum, teaching, learning and assessment style need to be modified to be more focused on students with various creative ways of assessing learning outcomes to ensure deep learning has occurred. However, where this becomes difficult to achieve there could still be positive changes as a result of the reorientation of the staff.

Since most of the students had challenges with ICT facilities while reviewing literature or using Moodle web, encouragement of the use of ICT facilities will be appropriate. Additionally, electronic submission of dissertations or any essay over the present paper submission will be a useful step towards the creation of a localised text database for text-matching checks. Although the checks can be manual, it will not be as effective due to the number of students studying in Nigerian universities which necessitates the use of digital text-matching software tools. With software checks in place, there will be a need for a policy about consistency in its use and response to text-matching findings from the checks.

6.3.2. Establish support initiatives

The second component is concerned with establishing support initiatives. This is in relation to cultivating an ethical view and culture about academic integrity and plagiarism particularly in the Nigerian universities. This is important as the findings suggest that in the majority of the universities explored, student plagiarism was not considered of much concern. Hence, identifying lecturers who are already actively involved with the prevention of plagiarism as ‘champions’ and training all the lecturers will help prepare them adequately. Furthermore, a case can be identified for piloting the model which could be a year group, department or faculty of study, if it seems daunting to attempt the implementation of the model across the entire university at the same time.

It would be desirable to introduce cognitive and academic writing courses at every year of the students’ study as well as teaching, training and monitoring their use of the skills, to help establish their understanding of the concept. This second component also involves the encouragement of electronic submissions and use of several methods of assessments. This is needed because the findings suggested that usually, there is minimal access to suitable reading materials and development of reading skills. Also submissions are mostly paper-based with the predominant form of assessment being written examination. These result to the lack of skills in relation to academic writing and its intricacies.

6.3.3. Adoption and implementation

The third component involves the adoption and implementation of set procedures and guidelines. These are in relation to orientation for new students which will foster the awareness of plagiarism, academic requirements and institutional responses. This follows on after getting academic staff and management on board along with embedding or extra-curricular activities. This also includes the design and use of seminars and workshops for creating awareness and training the old and new students on different aspects of plagiarism and institutional academic requirements. This is important in this context due to the suggestion in the findings that the majority of students were not aware of the concept of plagiarism and did not understand fully what it entailed.

There is the need to monitor the students' work to see if they are acquiring and transferring the skills across subjects. When cases are encountered that suggest the occurrence of plagiarism, they should be treated consistently in line with the institutional policies. Every student involved in such a case should receive guidance and support on appropriate academic practice following proper investigation, penalties can be utilised as appropriate (in the institutional policies). The consistent handling of penalties and acquisition of transferable skills are important to the context of Nigerian universities because the findings suggested lack of checks for and treatment of plagiarism in students' written submissions by the lecturers.

6.3.4. Evaluate, review and modify model

The fourth component encourages the evaluation, review and modification of the proposed practices. This involves a periodic assessment of the institutional policies, procedures and guidelines and benchmarking them against other institutions. In reviewing the policies, there is a need to ensure that they are accessible, detailed and clear to the stakeholder that is responsible for the different stages of the mitigation process and support. This is important as the majority of the students and some teachers claimed that they were not aware of the existence of the institutional policy documents. Review of the two policy documents that the researcher found online showed that they were neither clear nor detailed on aspects of plagiarism.

In addition to reviewing the structure, there will be a need to determine and evaluate the contextual causes of student plagiarism and review the institutional response in line with the findings. This will be enabled by the detailed record of instances of cases of student plagiarism that are encountered by the lecturers. This is important so that the structures and measures will not become inappropriate and ineffective as the findings from the majority of the lecturers in this research suggested that where institutional policies were in place, they were not monitored, reviewed and updated regularly.

6.4. Recommendation for implementation and change management

The recommendations for implementation that follow are underpinned by a number of established approaches to change management. Change management is integrated as a context for the implementation of these recommendations. The researcher adopted the Prosci (2014b) Change Management Methodology which integrates individual and organizational change management models. Several change management models are involved, such as; ADKAR, Kotter's 8-Step, Lewin's 3-Stage, CHANGE Model, Ulrich's Seven-Step, Nadler's Cycle of Change and Quinn's model (section 2.5.4). The two that were adopted with this methodology are the ADKAR and Kotter's 8-step because they focus on individual and organizational change management issues.

Findings from this research reveal that many participating Nigerian students were previously unaware of the concept of plagiarism and a lot of them had a tolerant attitude towards plagiarism. However, their understanding and ability to master the required skills are the most important factors that impacted on the perceived occurrence of plagiarism. Hence, this factor needs to be considered in the management and prevention of students' plagiarism in Nigerian universities. This is also substantiated by the finding that the understanding and mastery of the required academic writing skills of most of the Nigerian students surveyed while studying in the UK at master's level were inadequate. These skills were largely similar to that of those studying in Nigeria even after exposure to UK Universities. These findings have highlighted the need for changes in aspects of educational practices in Nigerian and possibility UK universities.

As a result, there will be a need to introduce changes by embedding the teaching, training and monitoring (of the application or use) of the required skills into the curriculum of the Nigerian students so they can achieve its mastery over a period of time. To achieve this, the implementation of the elements of the proposed conceptual model for the management of student plagiarism (Figure 6.2) is recommended in each Nigerian university. This implementation will essentially lead to a lot of changes in the educational processes. This will require the transformation of each of the elements into concrete practices that can be monitored, measured, evaluated and sustained over a given period of time as a continuous improvement process.

Since a successful change is mostly about people (maybe 80%) and tools (about 20%), it becomes very important to have the co-operation of the stakeholders (university staff and students). This is likely to be quite difficult to achieve, as the staff might not understand the rationale behind the addition of more tasks to their schedules. However, a possibly successful approach can be by communicating and consulting with staff and students, with a view to getting as many of the senior staff to buy-in and initiate funding and incentives for participation. While carrying out this research, there has been buy-in from senior lecturers, registrars, Vice Chancellors and the students (of twelve universities) who see the need for change in this regard.

As the research findings reveal, most of the universities have a similar challenge with the issue of managing student plagiarism. Furthermore, since the government is not funding the private universities, there is a need to generate additional revenue and have competitive advantage over the other universities in Nigeria. To secure their share of students' intake, the productivity, achievement and attainment of the university is paramount. The enhancement of their competitive advantage could be achieved by improving students' learning experience and their ranking relative to their competitors so they can compete favourably in the educational market. This would require the introduction of relevant changes which were identified from this research (Table 6.2).

In introducing these changes, there is a need to carefully think through the process of making the changes. From past experiences, the researcher understands how important it is to use a change model in guiding the process of implementing the elements

identified for change (figure 6.2) and considered the ADKAR and Kotter's 8-step change management models as the most viable options.

The change process adopted is based on that identified by EBA (2014) involving the earlier described (section 2.5.4) four phases: **prepare, design, implement** and **sustain**. In the **prepare** phase, the investigation of student plagiarism as a problem in Nigerian universities was carried out in this research. The outcome of this phase was an understanding of the current state with student plagiarism in Nigerian universities, the different factors that are related to student plagiarism in Nigerian Universities, the perceived root causes of the problem and an idea of what would be the solution to the problem. The **design** phase involved understanding the readiness of the staff and students for change, creating a plan to address possible resistances and the best possible path to change. The relevant models for establishing the design, implementation and sustainability stages focused on the creation of individual (ADKAR) and organisational (Kotter's 8 step process) changes.

With the application of the ADKAR model, there is a focus on individuals, through the creation of awareness of the need for change, building the desire for change, sharing the knowledge on how to change, developing the ability to change, and reinforcement to sustain the change. The outcomes from the design phase are a conceptual model for the management of student plagiarism (figure 6.2) which captured the elements that are required for the achievement of the management of the occurrence of student plagiarism.

Also, a deployment plan (figure 6.3) was created linking a change management path with tasks that should be carried out and can be monitored. After the preparation and design phases, the **implementation** phase was next with the deployment of the plan accompanied good communication. The implementation involves mentoring, regular training, feedback, coaching, encouraging and motivating the staff and students. The outcomes from this phase would be established reinforcement mechanisms, corrective action plans following the evaluation and completion of the deployment plan.

The **sustain** phase focuses on maintaining the change vision, by helping the stakeholders to continue with the new way of doing things rather than resorting to the old approach. The outcomes would be corrective action plans, deployment plan reviews, celebration of success, individual and group recognition approaches and after-action reviews.

6.4.1. Implementing the conceptual model in a sample university

In a bid to implement the proposed model, it would be ideal to first identify a pilot university which is sufficiently small with a maximum class size of about 50 students (probably a private university). The execution of the strategies embedded in the conceptual model would be an appropriate starting point for preventing student plagiarism in the selected university. Since this change will involve people, processes and tools, it should be approached strategically. This strategic approach is set out in the Kotter's 8-step model for change management, which is adopted in this case. At the beginning, it would be a good idea to choose a particular department in one faculty of the university, secure the buy-in of staff, identify early adopters amongst the staff and train them. The change process could span a period of four years with four phases (Table 6.3).

6.4.1.1. Phase 1

The **first phase** could last from the first to the second year involving the application of the elements of the proposed concrete practices listed under the 'creating enabling structures' column (Table 6.3). This would involve the first three steps in the ADKAR model and the first five steps of Kotter's 8-step model for change management. Once awareness is created, the desire for change would be built and knowledge on how the change can be achieved shared. The steps are as follows:

- **Creating a Sense of Urgency**

Following the creation of awareness, to establish a sense of urgency, a meeting would be held with the staff and students of the departmental to discuss the current findings in relation to student plagiarism. There, they will be informed that there is a perceived high occurrence of student plagiarism in a number of Nigerian universities. To protect the university's image, enhance their competitive advantage and student intake, they

want to introduce further ways of improving the students' academic experience. The students can be made to understand that the possibility of getting good jobs depends on their ability to engage with deep learning and acquire the required skills from their courses.

The need for some changes and the connection between making changes and achieving competitive advantage would be explained. The students would realize that their certificates are in danger of being of less value in the job market and overseas universities if there are reported cases of re-occurring and unmanaged occurrence of students' plagiarism in their university.

- **Creating the Guiding Coalition (partnership)**

Once the departmental staff and students are aware and understand the essence and urgency of the change, a decision should be made on those who will make up the steering committee. This will comprise of staff and students who will help to see the change through. Staff that have had previous experience of studying in overseas universities and understand the advantages of making the required changes could be early adopters for the process. Typically, the selected staff should represent the Information Technology services, research unit, library and course directors or departmental heads, while the students should be representatives at all levels.

- **Developing a Change Vision**

After getting key staff and students in the department on board, the goal and vision for change is then developed by the key adopters. Besides being strategically feasible, the vision will need to be simple, motivating and effective in coordinating the actions of staff and students. As such, Kotter (2014) pointed out that a vision has to be:

- Imaginable: conveying a clear picture of the future of the students, staff and university.
- Desirable: appealing to the long-term interest of the university staff and students.
- Feasible: containing realistic and attainable goals.
- Focused: clear enough to provide guidance in decision making for the steering committee.

- Flexible: allowing individual initiative and alternative responses due to changing conditions.
- Communicable: easy to communicate and explained to others.

- **Communicating the Vision for Buy-in**

Once the vision is developed, it should be then communicated to the rest of the university staff and students. This communication will comprise the results from this research (showing the present state of student plagiarism in Nigerian universities), the desired need to achieve competitive advantage for the university and students and also enhance student experience. The communication could be through talks, workshops, seminars and posters. The staff and students would want to know how this change will be of benefit to them, hence, not only will the connection between the new changes and the long-term sustainability of the department and university be made clear, but also how the long-term sustainability will lead to the competitive advantage by the university and its students.

- **Empowering Broad-Based Action**

For the new changes to be successfully developed and implemented, time will be spent identifying and removing potential barriers to efficiency to ensure the co-operation of the staff, students and the guiding coalition. There would be the need to ensure that the staff and students have the skills and resources they require to accomplish their respective tasks in the change process. This would involve training and workshops on academic writing, plagiarism and policies. These will empower the steering committee in dealing with short term problems, as any identified problem will need to be addressed immediately to help advance the change process. In carrying out these steps, the specific goals (as listed in Table 6.3) will be accomplished. For the ICT requirement, a computer system with high disk capacity, installed with a digital text-matching tool, should be made available to serve as a database-server for electronic submissions.

6.4.1.2. Phase 2

The **second phase** (second column in Table 6.3) which could commence at the beginning of the second year and last till the the third year, will involve staff and student training in the department and the generation of short-term wins (Kotter's sixth

step). Nominated members of the departmental staff will act as members of the support team to address issues of students' lack of skills. The students will be introduced to other relevant forms of assessments other than examination. Since the structure has now been put in place, they can start to submit their essay assignments as electronic copies rather than hard copies.

- **Generating Short-term Wins**

When the selected staff and students have been empowered and start to perform in their new capacity, they will be motivated if they see some visible, clear-cut achievement as soon as possible. The steering committee would look out for significant improvements that can happen between six and eighteen months. It is desirable that these are visible and unambiguous and could be: the improvement in the students' written coursework and better understanding demonstrated in other ways. These will make the staff and students see that their efforts are yielding good results and will encourage them to continue. As Kotter (2014) pointed out, these short-term results would lead to: critical support from those higher than the staff and students leading the change, and result in building momentum that turns neutral people into supporters, and reluctant supporters into active helpers.

6.4.1.3. Phase 3

The **third phase** would involve carrying out the concrete practices listed in the third column (Table 6.3) while adhering to the seventh step of Kotter's model. This could start at the beginning of the third year involving the implementation of structured training in the form of workshops and seminars. At this point, the structure for responding to student plagiarism issues set up in the first year will now have a penalty element. Penalties will be as stated in the departmental plagiarism policies.

- **Consolidate gains to produce more change**

With the achievement that is seen, the steering team could be motivated to launch more projects to drive the change deeper into the university. They can focus on the quality assessment aspect as they drive the change further. Also, they would ensure that all the new practices (figure 6.3) are firmly grounded in the university's academic culture. At

this point, leaders should be identified who can further manage the process for a longer time. At the end of this step, it will be desirable to spot changes such as:

- More people wanting to help with the changes
- Senior leadership focused on giving clarity to an aligned vision and shared purpose
- Staff empowerment at all levels to lead aspects of the changes
- Constant effort to keep the urgency for change high
- Consistent show of proof that the changes are bringing about good results

6.4.1.4. Phase 4

The **fourth phase** involving the evaluation and review of the proposed model will involve the execution of the practices listed in the fourth column (Table 6.3) while anchoring the change in the organizational culture (Kotter's step 8). The departmental policy on plagiarism will be reviewed based on how relevant the elements were in clarifying the position of the department, and dealing with the change management issues that were encountered. Also, the policy will be checked for clarity on where responsibility and support lies for both staff and students. How accessible the policy has been both to the staff and students of the department will also be determined.





• Anchor change in the organizational culture

Kotter (2014) states that new practices must grow deep roots in order to remain firmly planted in the culture. Noting that culture comprises of shared values and acceptable ways of behaviour, as staff and students join the universities, they are generally drawn into its culture, without even realizing it. As such, changes are difficult to ingrain, particularly when inconsistent with the old culture. Hence, Kotter (2014) recommends that attempts at changing the culture come last in the change process, and would include:

- Ability to prove that the new way is better to the old, seen in visible and well communicated success
- Reinforcement of new norms and values with incentives and rewards (such as promotions)
- Reinforcement of the culture with every new staff and student

A steering committee alone cannot cause change to take place regardless of how strong it is. It will require the majority of the university staff and students to truly embrace the changes for there to be success in the long term. At this stage, an evaluation of the implemented model will be carried out to enable it to be revised and reviewed for further implementation.

Table 6.3 Possible model deployment plan

<i>Phases</i>	 Phase 1	 Phase 2	 Phase 3	 Phase 4
<i>Model element</i>	Create enabling structures	Establish support initiatives	Adopt and implement	Evaluate, review and modify
<i>Timeframe</i>	1st – 2nd year	2nd - 3rd year	3rd – 4th year	4th year
<i>Concrete practices</i>	<ul style="list-style-type: none"> • Identify and support early adopters of the initiative • Ensure there is a common understanding and clarity on constituents of plagiarism • Adapt the curriculum and assessments type in use • Locate or design, review and/or update institutional policies that relate to plagiarism • Introduce and encourage research and use of ICT systems • Institute the submission of soft copy assignments and projects (dissertation) • Design, develop and use of a central database for student electronic submissions • Adopt and implement fair and consistent use of digital text matching tools • Establish a response procedure and guideline for identified instances of plagiarism 	<ul style="list-style-type: none"> • Cultivate the right perception of plagiarism • Embark on instituting an academic integrity awareness and culture • Train staff periodically • Introduce cognitive and academic writing courses at all levels of student study • Reorient new students • Teach, train, test and monitor students • Encourage electronic submissions of student essays • Introduce various relevant assessment methods 	<ul style="list-style-type: none"> • Orientation on plagiarism awareness for new student • Design and run periodic seminars and workshops for students • Inform students about academic requirements and institutional responses • Consistently check student submission for matching text • Treat cases as stated in the institutional policy, procedure and guidelines • Re-train all students involved in plagiarism cases • Penalise where required 	<ul style="list-style-type: none"> • Periodic review of institutional policy, monitoring and update plan • Ensure policy is detailed, easily accessible, clear on responsibility, and support • Review record of student plagiarism cases and establish causes • Review response strategy in line with causes of student plagiarism • Carry out an investigative research on the implemented model

Although these recommended practices have tentative implementation start times (Table 6.3), they may not actually end at the end of the indicated time frame because they are not quick fixes. At the end of the period, the process should be evaluated and revised. This might result in an improved model which could be applied, over time, to another department in the same faculty, and to the entire faculty and university at large.

6.5. Summary and next steps

In this chapter, the results were discussed in the light of the research questions and available published work. The proposed conceptual model for managing the occurrence of student plagiarism and a recommended deployment plan were presented taking into consideration the requirements as perceived from the findings. In the next chapter, the research conclusion is presented.

Chapter 7

Conclusions

This research set out to explore the concept of student textual plagiarism in Nigerian universities, the occurrence, causes, forms, the students' awareness, perception and attitude and institutional policies, procedures and guidelines. The research also sought to ascertain the response of Nigerian universities to plagiarism and determine if there is a consistent approach adopted for the mitigation of student textual plagiarism.

Prior to this study the available literature on this subject and specifically in the context of Nigerian universities was found to be inconclusive on several vital questions within the student textual plagiarism discourse. This research sought to answer four of these questions:

- Are there perceived problems of student plagiarism in Nigerian universities?
- What issues characterise the plagiarism perception of Nigerian students?
- What are the findings on the present system in place in Nigerian universities for the mitigation of student plagiarism?
- What lessons can be learnt from the previous academic experiences of students in relation to plagiarism?

7.1. Research conclusions

A summary of the findings in relation to the research questions are as follows.

7.1.1. Are there perceived problems of student plagiarism in Nigerian universities?

From the results, there were diversities in the understanding of what plagiarism was. It was observed that both the lecturers and students mostly had an incomplete understanding of the concept. Furthermore, quite a lot of the Nigerian students (81% and 67%) studying in the first and second UK universities respectively stated that they were unaware of plagiarism while studying in Nigerian. Surprisingly, only 40% of those studying in the Nigerian university agreed that they were not aware of the concept.

In the same vein, majority of the students stated that they were not aware of the academic writing requirements while in the Nigerian universities. Although their lecturers and management staff suggested that they should have learnt about plagiarism and the requirements of academic writing from the 'Technical writing' course they offer in their first year of study. Findings from the interview with the students suggest that this skill transfer failed to take place.

Regarding its occurrence, a few of the management staff and a number of the lecturers maintained that the perceived occurrence of student plagiarism was rare while most of the students observed that it was common with 64% self-declaring that they might have plagiarised. Some expressed in the focus group discussion that they did not know the concept previously by that name.

The findings from the students further suggested that student plagiarism was not much of a concern to their lecturers who expected them to repeat exactly what they are taught using their lecture notes. Also, with the practice of the submission of hand-written assignments or 'typed' dissertations without submitting the soft copies either in compact discs (CD) or online, it was difficult to keep track of the originality of the submissions.

The data suggest that the lecturers did not think it was much of a problem as they stated that 'it is not a problem' and 'it becomes a problem at the point of writing a project or dissertation'). The students appeared to have a similar belief based on their perceived understanding from their lecturers. One of the students in the UK University even expressed this opinion by saying that '*Plagiarism in Nigeria is not an issue. It was only when I got to the UK...*'. Some of those that were studying in the UK were even of the view that the reason there is emphasis on plagiarism in the UK universities because the universities have a digital system in place for text-match detection.

Their attitude, though less tolerant to that of their counterpart studying in Nigerian universities did not seem to be completely for the right reasons. This is because a number of them were seeking ways to just '*do the right thing*' and successfully complete

their studies without '*plagiarism problem*' with statements like '*the knowledge of plagiarism is the beginning of wisdom*'.

The identified forms of the perceived occurrence of plagiarism in the students' work were majorly '*copy and paste*', '*copying from text*' and '*sloppy referencing*'. The findings from the lecturers and the students suggested that these occurred predominantly due to their lack of the relevant skills. Also other forms such as '*collusion*', '*collaboration*' and '*re-use or resubmission of other students' dissertation*' were also stated by the students, lecturers and management staff as the worst cases.

Further to these views on the causes, themes from the lecturers' data reflected some reasons also expressed by some of the students such as laziness and lack of time management skills on the part of the students. However, one lecturer expressed concern that they might not have properly taught the student the required skills for writing academic work. A member of university management staff observed that there is a need to go back and ascertain if the lecturers are teaching the skills as required.

The findings also suggested that these occurred because as stated by those studying in the Nigerian universities '*the outcome is beneficial*'. They also justified the occurrence by claiming that '*hard work is not encouraged*' and there are '*inadequate resources for effective learning*'. Most lecturers believed that the major reason for the occurrence was because they think they will not get caught. However, the management staff cited '*large class sizes*' as one of the major problems as well as the institutional pedagogy and curricula.

One of the participants studying in UK but also a Nigerian university lecturer explained that in addition to the lack of digital tools being a potential problem, the fact that a number of lecturers are not careful to show good examples in the preparation of their '*hand-outs*' or lecture notes (by avoiding plagiarism) could also increase the extent of its occurrence.

7.1.2. What issues characterise the plagiarism perception of Nigerian students?

Besides the similar themes emerging from the plagiarism perception of the Nigerian students as compared to earlier research, the findings suggested that the students had some perception of plagiarism as '*stealing of another's work*'. Although this may not be entirely new, it is not a notion that is widely held for plagiarism. Also, some stated that '*photocopying*' was a type of plagiarism. This too was not a common view about plagiarism as observed from the reviewed literature on perceptions of plagiarism.

Quantitative findings about the students understanding of plagiarism suggested that the students were not fully clear about what the concept is and stands for. This was similar to what they said during the interview and focus group sessions. The findings showed that for the seemingly clear scenario of possible plagiarism (such as '*Using someone else's words as if they were your own*' - 69%, '*Using someone else's ideas as if they were your own*' - 60%) the students stated that they would not adopt that approach to writing. However, for those that seemed not so clear (such as '*Sharing work with someone else and pooling ideas for individual submission*' - 54%, '*Copying a paragraph and making small changes with only some quotation marks*' - 56%) they perceived that they would be given to write in that manner.

Following the check on the students' understanding of plagiarism, some questions were asked in relation to their understanding of citation and referencing. The findings suggested that they were of the view that the essence of citation and references were for all the listed reasons with the two highest being to '*show that they have read some relevant research papers*' (76%) followed by *give the author the credit* (77%).

Furthermore, the students demonstrated their competency on the concept of plagiarism by responding to how they would write in different '*plagiarism scenarios*'. The questions were designed to give an insight to how the students would apply academic writing skills while using sources. The findings suggested that besides the very obvious cases (such as '*Word for word with no quotations*' - 19%) and '*Word for word with no quotations, having correct references but no in text citations*' - 38%), the students mostly agreed (50% - 61%) that they would write in the other optional manner (such as '*With*

some words changed with no quotations, references or in text citations') which was inappropriate.

The findings suggested that the Nigerian students' awareness of plagiarism influenced their understanding and attitude to plagiarism. Furthermore, although several variables affected the perceived occurrence of student plagiarism, the lack of mastery of academic writing skills was seen to have the highest correlation (64.8%) with the perceived occurrence of the Nigerian students' plagiarism. Furthermore, it was a surprise that the lack of awareness of plagiarism (stated by 40% - 81% of the students) only had 0.2% correlation with the perceived occurrence of student plagiarism. Also, their perception or understanding had 11.1% correlation with the perceived occurrence while the Nigerian students' attitude towards plagiarism barely had 0.1% correlation with the perceived occurrence.

Although some of these figures are surprising, triangulating with the findings from the qualitative data, it is clear that although so many students did not know the concept previously and possibly had a tolerant attitude towards plagiarism, their understanding and ability to master the required skills is the most important factor to overcoming Nigerian students' plagiarism.

Comparing the attitude and perception of the students studying in Nigeria with that of their counterpart in the UK universities, it was observed that although their attitudes were different, their understanding and mastery of the required skills was still similar. On the students' attitude to plagiarism, it was more tolerant among the students studying in Nigeria as opposed to those studying in the UK universities. Findings suggested that those studying in the UK were concerned and accepted the need to adhere to the need of appropriate use of source with resignation as a requirement they could not oppose in the UK universities.

7.1.3. What are the findings on the present system in place in Nigerian universities for the mitigation of student plagiarism?

The Nigerian students were unanimous in their view that there was no institution-wide plagiarism training provided for them by the Nigerian universities. However, a few of

them stated that their lecturers talked about ethical writing in class but did not provide the necessary support. This was similar to the quantitative findings that the lecturers advised them (57%) mostly during the lectures (69%). Only 19% stated that they had '*Academic support units*' for responding to student plagiarism related needs. While other respondents stated that they had '*Additional lectures or workshops*' (18%), '*Guidance from the Library*' (26%) and '*Academic writing unit/Study skills unit*' (20%).

Findings from the lecturers were quite similar, with thirty-six out of the thirty-nine participating lecturers claiming that the students were advised informally in class during the lectures, and five out of the thirty-nine lecturers stating that their universities had academic support units. Findings further suggests that the management staff seemed to believe that the '*technical writing*' course the students offer in their first year of study is adequate to prepare them.

It was observed that the advise rendered by the lecturers also came during the supervision of students' dissertation, but much of this was in relation to appropriate citing and referencing and rarely focused on other aspects of plagiarism such as '*idea*' and '*ownership*'. This advice following the detection of seeming occurrence of plagiarism in the students' work rested majorly on the lecturers as claimed by most of the students and 85% of the lecturers. As a result, they took the decision on what to do when a student was suspected to have plagiarised. However, there was no way of knowing if the lecturer did anything about the incident.

Findings about the penalties indicated that both the students (56%) and lecturers (56%) in Nigerian universities were unanimous in their view that when plagiarism occurred in the students' work, it was addressed mostly by '*Request to re write it properly*'. However, 51% of the lecturers also believed that the students could be asked to '*Repeat the module or subject*' as opposed to the students (30%). Generally, it was observed that both the students and lecturers were of the view that extreme penalties (such as '*Fail the whole programme/degree*', '*Repeat the whole year of study*' and '*Expulsion from the institution*') were not given to the students.

The lecturers however explained that the universities deal with the student plagiarism cases on an individual basis depending on the level of study. Furthermore, they indicated that there were no standard penalties as instances of occurrence are dealt with individually without consistent guidelines. On the institutional policies, procedures and guidelines, most of the students were of the view that these did not exist in Nigerian universities. Although the researcher could not access any of these documents during the research field trip, the lecturers noted that the institutions they worked with had policy documents which stated clearly how students should conduct themselves ethically in their academic pursuit. However, a few lecturers indicated that plagiarism is not mentioned in the document as the emphasis was on examination malpractice.

A member of university management staff stated that at some level, which was not clearly defined, the lecturers were expected to use their discretion in handling identified incidences of plagiarism, while most of the students were of the opinion that there was largely no form of plagiarism checks going on. This suggests that the present policies, guidelines and procedures around the occurrence of student plagiarism are not clearly defined or not implemented. Also the findings from both lecturers and students suggested that there were rarely any use of digital software in the universities as instituted means of deterring plagiarism. They explained that the institution can be very strict in dealing with such occurrence when they detect them, but they lacked the tools for its detection.

The findings suggested irregularities in the views of the lecturers on where responsibility lay and at what level '*monitoring*', '*review*' and '*revision*' of the policies in the Nigerian universities was carried out. Also, they were not unanimous on the regularity of these '*monitoring*', '*review*' and '*revision*' activities. Although the majority (72%) of the EU students stated that they were aware of the existence of the institutional policies which were made available to them, in comparison with the Nigerian students (26%).

In their views on the consistent application, 50% of the EU students stated that they are '*administered according to a standard formula*' and 32% Nigerian students stating that '*when dealing with plagiarism lecturers follow the existing procedures in this University*'.

As such, the marginal difference in this perception about the consistent administration of the policies was less.

7.1.4. What lessons can be learnt from the previous academic experiences of students in relation to plagiarism?

The first finding in this regard was that their academic backgrounds were different as seen in the mode of teaching, learning and assessment they had experienced. They had experience majorly a traditional (transmissive) type of educational system where they were not, or were rarely required to use on-line materials for the purpose of research or essay assignments.

The results suggest that the educational culture in most of the Nigerian universities studied did not appear to be as strict about plagiarism as that in UK universities studied. Unlike the experience of some of the students who stated that plagiarism appears to be '*a way of life*' back in their Nigerian universities, they found that it was definitely not acceptable in the UK universities. When the students came to understand the educational culture operating in the United Kingdom universities as opposed to the Nigerian universities, findings suggest that the students became apprehensive.

This apprehension was expressed as fear of: incomplete understanding of the concept, inability to learn the skills, unintentionally plagiarising, academic failure, loss of the fund invested in self-development and unfulfilled UK study experience. This was compounded by the need to try to learn academic writing techniques through seminars and workshops that were organised by the university (where available), alongside studying the content of their courses.

Findings were that the students believed that the UK universities should not place any about expectations on prior knowledge of plagiarism on them. They felt that if the United Kingdom University placed more emphasis on educating and teaching the required skills for proper academic writing, this would help to alleviate the problem of the students. Furthermore, it is challenging for the required skills to be taught properly within the space of one year together with the content of the Master's courses they came to study. This resulted in the students seeking help from the academic

interventions provided by the United Kingdom universities (such as Centres for Academic Writing).

7.2. Implications of the research

The implications which can be seen as a result of this study are as follows.

- There were differences between the Nigerian and UK universities studied. There are in relation to infrastructural gaps, differences in pedagogy, variations in assessment types, and variation in the values placed on academic integrity. As a result, it will not be possible to directly apply or transfer the mitigation approaches being used in the UK, USA or Australia to the Nigerian universities without designing a mitigation model for the Nigerian situation.
- Some of the students who were aware of plagiarism did not see plagiarism as a problem in the universities they represented, as it was not given priority there. A good number of the students self-declared that they had plagiarised in the past, implying that unintentional plagiarism was occurring throughout their period of their study (4 – 6 years). Such practice could lead to the development of an inappropriate pattern of writing that may be difficult to change overtime.
- Where some students who did not even know of the concept of plagiarism were able to successfully complete their studies in Nigerian universities, either the students unknowingly learnt to apply good writing practices (which is unlikely) or the system was unable to detect that they were not writing in an appropriate academic style or adhering to ethical conventions. If the universities did not detect poor practice, it could be because there was no system in place, or the system in place was not effective or not being used appropriately.
- When Nigerian postgraduate students arrive at UK Universities to study, they might not have heard of plagiarism prior to that time and where they have heard about it, they may not have full details of the concept. Due to the lack of awareness and minimal conception of the idea, the students may not fully understand the technical requirements and, as Briggs (2009) pointed out, it is wrong to presume that just by

informing the students about the need for deploying a number of reading and writing techniques they will be able to avoid plagiarism.

They may end up getting involved in '*unintentional*' plagiarism, collusion and '*patch writing*' at the early stage of their study. As such, they might have a relaxed attitude towards plagiarism as a result of the lack of proper and adequate orientation. These students will require time to adjust to studying overseas if they are to reach their full potential.

- Due to the difficulty of learning academic writing and study skills alongside studying, there was no significant difference in the mastery of academic writing skills between the Nigerian students in Nigeria and those in the United Kingdom universities. Also, Nigerian students studying in the UK may not be able to attain their best possible performance and may fail to have the optimal study experience they could have had in UK universities or other places where they study overseas.

7.3. Research contribution

The major significance of this research lies in the presentation of empirical results (section 7.1) on issues that were previously basic assumptions. These results are based on findings from a mixed method analysis which focused on three levels of enquiry. This is quite different from the other methods that have been used in earlier researches carried out on Nigerian students and plagiarism.

It contributes to the body of knowledge in several other ways.

- Firstly, this research has resulted to a comprehensive review of literature in the area of plagiarism in the context of Nigerian universities. This is crucial in ensuring that some basic assumptions held about plagiarism in Nigeria universities is not viewed in a simplistic manner which presumes that there are ready solutions.
- Secondly, this thesis offers a review of some existent plagiarism mitigation models and reviews their suitability in Nigerian university context. This is particularly crucial in alerting the academic community about Nigerian student plagiarism-related assumptions which, as shown in this research can introduce bias into the

approach adopted for handling incidences of plagiarism by Nigerian students in overseas universities due to some assumptions and expectations about their prior skills and knowledge.

- Thirdly, in addition to sending the findings of the research to the participating universities in Nigeria for their information and views, the findings of this research were disseminated through seminars (such as the First African Academic Integrity Seminar in South Africa – Appendix 18), journal papers (IJEI), conferences (BAAL SIG, BALEAP, The 5th International Plagiarism Conference and Plagiarism across Europe and beyond). Also, collaborative conference papers and articles were written with two of the lecturers from the participating Nigerian universities and more joint publications are planned.

These findings were contributed in the area of the enhancement of the general understanding of Nigerian students and their previous academic background in relation to plagiarism by addressing research questions which examined their awareness, perception, understanding and attitude towards plagiarism. Also, the forms of plagiarism they declared that they had practiced and their reasons for involvement in plagiarism incidents.

- The fourth contribution is the design of a conceptual model for managing the occurrence of student plagiarism for consistent use across Nigerian universities with the aim of minimising the occurrence of plagiarism through effective institutional structures. Furthermore, a proposal is also made on how this model can be implemented.

7.4. Impact of the research

This research has had several positive impacts.

Firstly, this study has borne some fruit, particularly in the area of awareness creation in the universities during the period of the data collection. This awareness was created both in the Nigerian universities that were approached for survey (all Nigerian universities with web presence) and those that participated in the survey.

Secondly, following the completion of the data collection, some of three lecturers requested permission to use the survey tools designed for this research for further studies. On concluding the data analysis, the findings were sent to the contacts at the participating universities that were visited during the research field trip. This led to two collaborative articles and presently, work is ongoing on two others.

Thirdly, some positive outcomes resulted from the presentation of the initial conceptual model for managing the occurrence of student plagiarism for consistent use across Nigerian universities to seven Nigerian Vice Chancellors at the Academic Integrity Seminar in South Africa. These were:

- Invitations to implement, observe, review and update the conceptual model in two Nigerian universities
- Invitations to organize workshop and seminar for lecturers and students in Nigerian universities
- Commitment by some Nigerian Vice Chancellors to review the institutional policies and practices (management staff taking closer look at what the lecturers say they are doing about student plagiarism to see if it actually matches what they claim to be doing or teaching).

Fourthly, the research led to the determination of Nigerian universities to address the issue of plagiarism and promote academic integrity and authenticity as well as enhance their reputations on an international level. This is evidenced in their agreement with Turnitin resulting to the entrance of Turnitin into the Nigerian universities. The Committee of Vice Chancellors of Nigerian Universities (CVC) worked in partnership with iParadigms to implement the digital text matching software Turnitin across 115 Nigerian universities. This was captured in a news report as *Nigeria Takes the Lead on Tackling Plagiarism* (Media 2013, Punchng 2013).

Although Turnitin is not a plagiarism checking tool and will not stop student plagiarism, it will aid in automating the text-matching checks on student submissions. The manual use of the Internet by some lecturers in the past as a means of checking instances of plagiarism in students' work is likely to be reduced as it takes so much longer and is less

efficient than the use of purpose-designed digital software particularly for large class sizes.

There will still be challenges in adopting this software fully in all these universities as most of the student submissions are not in electronic format. Furthermore, like a number of other new technologies deployed across the nation there will be a need for emphasizing the benefits of actually utilising the deployed tool efficiently and effectively. To take advantage of having access to the tools, administrators, academics and students need to understand and utilise their strengths and capabilities but also their limitations. Ideally their use needs to be regulated through institutional policies.

Finally, the research has impacted other countries such as Czech Republic and South Africa. As a result of the presentations in Prague, Cape Town and Johannesburg in South Africa, some contacts were made for future collaborative research. Also, findings from the IPPHEAE research, discussions and review of literature reveals that the problems identified by this research does not solely lie in Nigerian universities but also exists in some universities in countries like South Africa, France, Bulgaria etc.

7. 5. Future research

This study has covered a very small part of a much more extensive research area which includes policies for plagiarism, academic integrity and academic misconduct. Many unexplored aspects warrant further in-depth investigation. Exploring future areas will help:

- the researcher to capture better and more diverse views of the students' perception and attitude towards plagiarism; these variables could further be investigated with existent and tested qualitative (interview and focus group) schedules and their results compared to determine the occurrence of other themes.
- to determine the actual rate of occurrence of student plagiarism, the Nigerian students' essays (which may be hand-written) submitted for assessments could be collected and evaluated. This will be useful as the Nigerian universities were not happy to release this information previously. This will also help to provide the actual

forms of plagiarism which most frequently occur in the students' submissions as opposed to the perceived view presented in this research.

- to achieve a greater degree of accuracy for the proposed conceptual model for managing the occurrence of student plagiarism, there is a need for additional case studies carried out across more Nigerian universities to allow further exploration of dimensions of student plagiarism and the institutional responses in place.
- to arrive at an achievable policy in the Nigerian universities context, a further research could be carried out where the focus is on the policies, procedures and guidelines in place in the Nigerian universities. This will involve the content analysis of all related student plagiarism documents and also the evaluation of their area of emphasis. It would also be useful to determine if and how they are implemented, with the exploration of real cases to determine how effective they are or how consistently they are implemented.
- to study the problem of Nigerian students resubmitting other students' already submitted thesis or dissertation in a different university for the purpose of assessment. This is an area of concern and a detailed inquiry could unveil possible solutions.

7.6. Research limitations

This research has offered an empirical perspective on a significant aspect of academic integrity in Nigerian universities with the use of both qualitative and quantitative methodologies with the use of data collected from three levels of enquiry (student, lecturer, and management). As a consequence of the background of the investigation and mixture of methodologies, the research encountered some limitations which are summarised below.

7.6.1. Contacting and enlisting participants

Contacting and enlisting participants from Nigerian universities was quite difficult because they did not all have web presence. Those that had web presence did not all have a functioning contact email address and telephone numbers. When there was

success in getting in touch with them, they were sceptical about the purpose of the research. This necessitated following an opportunistic approach to sampling. However, the collection of data was diverse: from the seven universities visited in Nigeria and from Nigerian students in the UK. These students in the UK represented the views of a fairly good number originating from different types of universities in various locations (twenty-nine) in Nigeria.

7.6.2. Limitations due to the exploratory qualitative inquiry approach

There were limitations due to the exploratory qualitative inquiry approach, which made it difficult to generalize the findings across the wider student population. However, because it was a mixed methods study, the inclusion of quantitative data attempted to alleviate this problem. This was achieved through triangulation with the data collected across a wider sample of the population with the use of questionnaires on the same research questions. As a result, a richer set of data was collected.

7.6.3. Researchers' study background

The researcher had previously studied in one Nigerian and two UK universities and had an opinion about experiences in both study environments which posed a form of bias to the research. She tried to bracket these ideas through the adopted approach by allowing the data present its view.

7.6.4. Involvement with iParadigms

There was some perceived bias introduced as a result of partial funding from iParadigms towards the researcher's field trip and three months free license offer to any Nigerian university that participated in the survey as a form of incentive. However, it is felt that conflicts of interest were not significant since this funding came after the first year of study when the researcher had already secured consent from the universities that were to participate in the survey.

Appendix 1- About the research

About the Research

The Research: the research on student plagiarism with a focus on Nigeria is linked to the research into the Impact of Policies for Plagiarism in Higher Education across Europe (IPPHEAE).

The Research Aim:

To survey the awareness, perception, form, causes institutional policies and prevention mechanisms of plagiarism in NHEIL. To discover the underlying causes of student plagiarism, this will lead to the formulation of a student plagiarism deterrence model. This can be used across the NHEIL as a consistent approach to the deterrence and mitigation of student plagiarism.

Research questions:

- How can the awareness, perception, causes, forms and attitudes of students influence the occurrence of plagiarism in NHEIL?
- How can institutional policies in addition to structure, development and design of teaching and assessment impact the occurrence of student plagiarism in NHEIL?
- What explanation can be made for the seemingly high rate of commonly reported international students' plagiarism cases in European Universities for the Nigerian students?
- Can persistent incidence of student plagiarism impact the quality of academic standards of education in NHEIL?

Interview Objectives:

1. To **discover views on** Student plagiarism regarding:
 - a. Awareness
 - b. Perception
 - c. Causes
 - d. Forms
 - e. Attitudes
 - f. Prevention mechanisms
2. The impact on the occurrence of student plagiarism in NHEIL by:
 - a. Institutional policies and structure
 - b. Development and design of teaching and assessment
3. The amount of (Nigerian) international students' plagiarism cases in overseas Universities
4. The impact of persistent incidence of student plagiarism on the quality of academic standards of education in NHEIL

Survey Inclusion/exclusion criteria:

The staff or teachers in the relevant departments of the Institution under survey.

Appendix 2 - Participant information sheet

PhD Research in collaboration with the IPPHEAE Project (Impact of Policies for Plagiarism in Higher Education across Europe)

Why have I been approached?

My research is surveying a broad range of people in higher education across Nigeria about their understanding and experience of student plagiarism in Nigerian Higher Institution of Learning (NHEIL).

Do I have to take part?

No. Participation is entirely voluntary. If you change your mind about participating in the survey you can choose to withdraw. You can just tell the survey administrator that you don't wish to complete your responses. There are no consequences to deciding that you no longer wish to participate in this study.

What will happen if I take part?

You will complete the survey as advised by the administrator. This may be in the form of an individual interview, as part of a focus group or completing a paper-based questionnaire.

What are the possible disadvantages and risks of taking part?

The survey will take up to 20 minutes of your time.

What are the possible benefits of taking part?

There are many advantages to participants. You will be contributing to this important research. This will help to inform the body of knowledge around student plagiarism in NHEIL. The research results will be made widely available to universities and colleges throughout the world. Your input could potentially help to influence educational strategy and policy, institutionally, nationally and internationally. After the survey has been conducted you will be invited to attend a workshop or lecture to learn more about the subject of this project. This in turn may help to improve your own scholarship, learning, teaching and academic writing.

What if something goes wrong?

If we have to cancel or postpone the session where the survey was planned then another session will be organized. Once you return your responses to the administrator you are giving your consent for us to use your anonymous questionnaire answers in this research study. If you change your mind about taking part in the study you can withdraw at any point during the survey completion process and your anonymous data will **not** be used for this research.

Will my responses be kept anonymous?

Yes. The surveys have been designed to ensure that none of the questions will lead to the identification of a person or institution. All responses will be collated and analysed in such a way that individuals and institutions will not be named.

What will happen to the results of the research study?

The results will be written up, analysed and presented in the research report. They may also be presented at academic conferences and/or written up for publication in peer reviewed academic journals. The data collected from the survey will be retained for seven years and may be used for subsequent related research, preserving anonymity as in IPPHEAE. The data will be destroyed on or before 1st March 2018.

Who is organizing and funding the research?

The IPPHEAE project is being coordinated by Irene Glendinning of Coventry University. It is externally funded through the Erasmus Lifelong Learning Programme, Multilateral Projects, under the Modernisation of Higher Education agenda. My PhD research is however, self-funded.

Who has reviewed the research?

Supervisory team: Prof. J. Davies, Irene Glendinning and Erik Borg

Appendix 3 - Consent form for participants**PhD Research on the investigation of plagiarism by Nigerian students**

Participant Reference Number:_____

I have read and understand the attached **participant information** and by signing below I consent to participate in this study.

I agree to be audio recorded where necessary.

I understand that I have the right to withdraw from the survey at any time during the survey, by notifying the researcher and without giving a reason.

I understand that I also have the right to change my mind about participating in the survey within 7 days of the completion of the survey.

Participant's Signature:

Print Full Name:

Date: _____

Researcher's Signature: _____

Print Name: _____

Date: _____

Appendix 4 - Interview procedure

Generalised introduction and interviewer checklist

1. About the Interview
2. Purpose of the interview
 - a. To gather views and opinions on some aspects of student plagiarism in NHEIL
 - b. The anticipated benefits:
 - Provision of information to overseas Universities on the plagiarism background of incoming Nigerian students
 - Contribution to formulating a conceptual model for managing the occurrence of student plagiarism in NHEIL
3. Clarification of the topic under discussion (**participant information sheet**)
4. Approximate length of interview
5. Assurance of confidentiality – (anonymity assured)
6. **Ask for consent** (2 signed copies – keep one)
7. Format of the interview
8. Assure participant that he or she can decline to answer a question
9. Assure participant that there will be opportunity during the interview to ask questions
10. Recording:
 - a. Purpose of the digital recorder
 - b. Ask permission to use it
 - c. Explain what the recording will be used for
11. **Turn recorder on**
12. State date, time, location and interview id (for audio record)
13. Ask questions in all the areas using the prompts
14. Don't interrupt
15. Turn off recorder if participant asks
16. Thank participant
17. After interview, **reflect on the interview immediately** (write it)
 - a. What went well?
 - b. What went less well?
 - c. What will I do differently?
 - d. Have my research questions and interview objectives been covered appropriately?

Appendix 5 - Reflection sheet

a. What went well?

b. What went less well?

c. What will I do differently?

d. Have my research questions and interview objectives been covered appropriately?

Appendix 6 - Lecturer interview schedule

Semi-structured Interview agenda (arranged by themes)

Personal data		
Staff/Lecturer Faculty /Department		
Question 1	How widespread do you think student plagiarism is in this institution?	
	• Is it a problem?	• Why?
	• What do you think are the causes?	• Awareness, Perception, Attitudes
	• What form does it take?	• Text
	• To what extent do you feel student plagiarism is a problem?	• Why?
	• How common is student plagiarism?	• Why do you say so?
	• How serious is student plagiarism?	• Why this view?
	• What are the chances of being caught?	• Is it consistent?
	• What can be done to reduce it? • Approach to prevention, detection and penalty	• Teacher follow-up? • Teacher consistency? • Procedures
	• Are trainings provided?	• Student – to avoid it • Teachers – to deal with it
	• What are the perceived negative impacts?	• On students: experience • HI: Standards, quality, rating
Question 2	How do you think approaches to teaching and learning within the institution impacts on levels of plagiarism?	
	<ul style="list-style-type: none"> Approaches to teaching, learning facilitation Level of student independent learning required Teacher-student support and relationship Forms of assignment and assessment? Any impact of the forms on plagiarism? 	<ul style="list-style-type: none"> Transmission? Feedback, accessibility Design How?
Question 3	How do you feel about the impact of plagiarism policies, guideline and procedures on student plagiarism?	
	<ul style="list-style-type: none"> Are they in place? Implemented? (Institutional, Faculty) How are they tailored? Updated? Role of quality and standards agencies? 	<ul style="list-style-type: none"> To what extent (Impact, use)? Bachelors, Masters? Frequency? By whom? Monitor?
Question 4	If these questions were asked in other institutions in this country, do you feel the answers will be similar?	
	If similar or not similar across institutions? Regionally? Across faculties and departments?	Why?
Question 5	What are your views on the amount of (Nigerian) international students' plagiarism cases in overseas Universities	<ul style="list-style-type: none"> Why these views? Cause? Remedy?
Do you have any policy document and student plagiarism statistics for your institution?		
Is there anything else you will like to tell me?		

Thank you!!

Appendix 7 - Student Interview and Focus Group Schedule – Start of study

Semi-structured Interview agenda 1 (arranged by themes)

Section 1: Personal data			
Student Faculty /Department			
Question 1	Student plagiarism is in this Nigerian university?		
	<ul style="list-style-type: none"> • What is your perception of plagiarism? 		
	<ul style="list-style-type: none"> ○ What is/was your experience of plagiarism in your Nigerian university? ○ Awareness ○ Perception ○ Attitude 		
	<ul style="list-style-type: none"> • Is/was it a problem? 		
	<ul style="list-style-type: none"> • What do you think are the causes? 		
	<ul style="list-style-type: none"> • What form does it take? 		
	<ul style="list-style-type: none"> • How common is it? 		
	<ul style="list-style-type: none"> • What are the chances of being caught? 		
	<ul style="list-style-type: none"> • How serious is it? 		
	<ul style="list-style-type: none"> • To what extent do you feel student plagiarism is a problem? 		
	<ul style="list-style-type: none"> • What can be done to reduce it? 		
	<ul style="list-style-type: none"> • What were the approaches to prevention, detection and penalty? 		
	<ul style="list-style-type: none"> • Are trainings provided for students and staff? 		
	<ul style="list-style-type: none"> • What are the perceived negative impacts? 		
	Question 2	How do you think approaches to teaching and learning within the institution impacts on levels of plagiarism?	
		<ul style="list-style-type: none"> • Approaches to teaching, learning facilitation • Level of student independent learning required • Teacher-student support and relationship • Forms of assignment and assessment? • Any impact of the forms on plagiarism? 	<ul style="list-style-type: none"> • Transmission? • Feedback, accessibility • Design • How?
Question 3	What was your experience with your Nigerian university student plagiarism policies, guidelines and procedures?		
	<ul style="list-style-type: none"> • Are they in place? Implemented? (Institutional, Faculty) • How are they tailored? • Updated? • Role of quality and standards agencies? 	<ul style="list-style-type: none"> • To what extent (Impact, use)? • Bachelors, Masters? • Frequency? By whom? • Monitor? 	
Question 5	If these questions were asked in other institutions in this country, do you feel the answers will be similar?		
	If similar or not similar across institutions? Regionally? Across faculties and departments?	Why?	
Is there anything else you will like to tell me?			

Thank you!!

Appendix 8 - Student Interview Schedule – After study

Semi-structured Interview agenda 2

Section 1: Personal data	
<ul style="list-style-type: none"> • Student • Faculty /Department 	
Question 1	How has your view/perception of plagiarism changed over your period of study in the UK?
	<ul style="list-style-type: none"> • Has your view changed? • How has it changed? • Why has it changed?
Question 2	What is your understanding of academic writing?
Question 3	What has been your experience with academic writing from your background in Nigeria to date?
	<ul style="list-style-type: none"> • In your Nigerian university • In the UK university • Personally • Other experiences
Question 4	What has been your plagiarism experience from when you came to study in England to now that you are rounding up?
	<ul style="list-style-type: none"> • In relation to the courses • In relation to your interaction with peers • In relation to your lecturers • Institutional penalties
Question 5	What was helpful or not helpful regarding your experience with plagiarism and academic writing in UK University you are in?
	<ul style="list-style-type: none"> • Interventions • Institutional responses • Policies, guidelines and procedures
Question 6	How do you think the Nigerian University you came from can deter the occurrence of student plagiarism?
	<ul style="list-style-type: none"> • Responses • Interventions
Question 7	What do you think the UK Universities can do to help Nigerian students who come into the universities to study?
	<ul style="list-style-type: none"> • Responses • Interventions

Thank you!!

Appendix 9 - Student questionnaire

Perception of the concept						
1.	Define in one phrase or sentence what you understand by the word plagiarism. (If you are not sure of the meaning please ask the administrator for some notes and please read these before continuing)					
2.	When you are writing a piece for submission, which of these statements (a-g) refer to your approach?	Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree
	a. Using someone else's words as if they were your own					
	b. Using someone else's ideas as if they were your own					
	c. Using someone else's results as if they were your own					
	d. Sharing work with someone else and pooling ideas for individual submission					
	e. Getting your ideas from a text book without appropriate acknowledgement					
	f. Copying a paragraph and making small changes with only some quotation marks					
	g. Taking short phrases from different sources, adding your own words without citing the sources					
3.	In your opinion, what are the reasons (a-e) for using correct referencing and citation in scholarly academic writing?	Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree
	a. To avoid being accused of plagiarism					
	b. To show you have read some relevant research papers					
	c. To give credit to the author of the sourced material					
	d. To strengthen and give authority to your writing					
	e. Because you are given credit/marks for doing so					
	f. Other (please state using space on the right)					
	g. You don't know					
4.	Assuming that 40% of your written piece is from other sources, would you be given to copying as described in (a-f) below?	Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree
	a. Word for word with no quotations					
	b. Word for word with no quotations, having correct references but no in text citations					
	c. Word for word with no quotations, but having correct references and in text citations					
	d. With some words changed with no quotations, references or in text citations					
	e. With some words changed with no quotations, having correct references but no in text citations					
	f. With some words changed with no quotations, but having correct references and in text citations					
5.	In your opinion, what do you find difficult about academic writing?	Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree
	a. Finding good quality sources					
	b. Referencing and citation					
	c. Paraphrasing					
	d. Understanding different referencing formats and styles					
	e. Other (please state using space on the right)					

Awareness												
6.	a. I became aware of plagiarism (Please tick as appropriate)					Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree		
	1. Before I started my undergraduate/bachelor degree											
	2. During my undergraduate/bachelor degree											
	3. During my master's degree											
	4. Most of what I know about plagiarism, I found out when I got to Coventry University											
	5. I am unaware of this											
	b. I have learned to cite and reference (Please tick as appropriate)					Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree		
	1. Before I started my undergraduate/bachelor degree											
	2. During my undergraduate/bachelor degree											
	3. During my master's degree											
4. Most of what I know about citing and reference, I found out when I got to Coventry University												
5. I am unaware of this												
7.	I became aware of plagiarism as an important issue through (Please tick as appropriate):					Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree		
	a. Web site											
	b. Course booklet, student guide, handbook											
	c. Leaflet or guidance notes											
	d. Workshop / class / lecture											
	e. Other (please state using this space)											
8.	On competency (Please tick as appropriate)					Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree		
	I have received training in techniques for scholarly academic writing and anti-plagiarism issues in Nigeria											
	I would like to have more training on avoidance of plagiarism and academic dishonesty											
	I am confident about referencing and citation											
	I understand the links between copyright, Intellectual property rights and plagiarism											
9.	The following services are provided at your last Nigerian Higher institution to advise students about avoiding plagiarism?											
		Strongly Disagree	Disagree	Agree Some what	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree Some what	Agree	Strongly Agree
	a. Academic support unit						e. Guidance from the Library					
	b. Advice in class during lectures						f. University publisher					
	c. Additional lectures or workshops						g. Academic writing unit/Study skills unit					
	d. Advice from tutors or lecturers						h. Others (please name using space below)					

Attitude						
10.	This is an attitude scale, which measures how you feel about plagiarism (Please tick as appropriate):	Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree
	a. Sometimes I feel tempted to plagiarize because so many other students are doing it					
	b. I believe I know accurately what constitutes plagiarism and what does not					
	c. Plagiarism is as bad as stealing the final exam ahead of time and memorizing the answers					
	d. If my roommate gives me permission to use his or her paper for one of my classes, I don't think there is anything wrong with doing that					
	e. Plagiarism is justified if the professor assigns too much work in the course					
	f. The punishment for plagiarism in University should be light because we are young people just learning the ropes					
	g. If a student buys or downloads free a whole research paper and turns it in changed with his or her name as the author, the student should be expelled					
	h. Plagiarism is against my ethical values					
	i. Because plagiarism involves taking another person's words and not his or her material goods, plagiarism is no big deal					
	j. It's okay to use something you have written in the past to fulfill a new assignment because you can't plagiarize yourself					
	k. If I lend a paper to another student to look at, and then that student turns it in as his or her own and is caught, I should not be punished also					
	l. If students caught plagiarizing received a special grade for cheating (such as an FP - Fail for Plagiarizing) on their permanent transcript, that policy would deter many from plagiarizing					
	m. I do not really understand what plagiarism fully entails and might have been plagiarising in the past					
Policies, guidelines, procedures and penalties		Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree
11.	a. Students are required to sign a declaration about originality and academic honesty in the University I studied in Nigeria					
	b. The institution where I studied in Nigeria has policies and procedures for dealing with plagiarism					
	c. Plagiarism policies, procedures and penalties are available to students in the University I studied in Nigeria					
	d. The institution where I studied in Nigeria has policies and procedures for dealing with academic dishonesty					
	e. I believe that all teachers in the University I studied in Nigeria follow the same procedures for similar cases of plagiarism					
	f. I believe that the way teachers treat plagiarism does not vary from student to student in the University I studied in Nigeria					
	g. I believe that when dealing with plagiarism teachers follow the existing procedures in the University I studied in Nigeria					
	h. There was a referencing style we were required or encouraged to use in written work for my course					
	i. I really did not know about any policies, procedures or penalties for plagiarism in the University I studied in Nigeria					
Plagiarism incidences/occurrences		Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree
12.	a. One or more of my teachers in the University I studied in Nigeria may have used unattributed materials in class notes					
	b. I have come across a case of plagiarism committed by a student in the University I studied in Nigeria					
	c. I believe I may have plagiarised (accidentally or deliberately) in the past, in the University I studied/study in Nigeria					
Prevention, detection and mitigation						
13.	Please provide any suggestions or ideas on how to reduce student plagiarism (you may describe any examples of good practice followed at the University you studied in Nigeria concerning plagiarism detection and prevention using additional paper if needed).					

14.	What digital tools are available in the University you studied in Nigeria for helping to detect plagiarism?											
15.	How are the tools you named above used? (Select by ticking all that apply)						Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree	
	a. It is up to the lecturers to decide whether to use the tools											
	b. For some courses students must submit their written work using the tools											
	c. Students must submit all written work using the tools											
	d. Students may use the tools to check their work before submitting											
	e. None was used											
	f. Other (please state using the space to the left)											
Causes, forms and penalties												
16.	a. What are the likely forms of student plagiarism?											
	b. What are the likely causes of student plagiarism?											
	What leads students to decide to plagiarise?	a. They think the lecturer will not care						i. They are unable to cope with the workload				
		b. They think they will not get caught						j. They think their written work is not good enough				
		c. They run out of time						k. They feel the task is completely beyond their ability				
		d. They don't want to learn anything, just pass the assignment						l. It is easy to cut and paste from the Internet				
		e. They don't see the difference between group work and collusion						m. They feel external pressure to succeed				
		f. They can't express another person's ideas in their own words						n. Plagiarism is not seen as wrong				
		g. They don't understand how to cite and reference						o. They have always written like that				
		h. They are not aware of penalties						p. Other (please state using space on the left)				
17.	What would happen if a student at the University you studied in Nigeria was found guilty of plagiarism in their final project/dissertation ?											
		Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree		Strongly Disagree	Disagree	Agree Somewhat	Agree	Strongly Agree
	a. No action would be taken						h. Repeat the whole year of study					
	b. Verbal warning						i. Fail the whole programme/degree					
	c. Formal warning letter						j. Exposure to the school community					
	d. Request to re write it properly						k. Suspension from the institution					
	e. Zero mark for the work						l. Expulsion from the institution					
	f. Repeat the module or subject						m. Suspension of student grant					
	g. Fail the module or subject						n. Other					

Information about you (About you in the Institution you studied in Nigeria)

Name of your Nigerian Institution _____ Faculty or School _____ Subject of study _____

Course of study: Bachelor Degree ☐ Master's Degree ☐ Full-time ☐ Part-time ☐ Other (please explain) _____

Your age on your last birthday: _____

Year of studies: First ☐ second ☐ third ☐ fourth ☐ fifth ☐ sixth or higher ☐

Your Nationality: _____ Place of Permanent Residence: _____ Today's date: _____

Would you be interested in participating in further research about plagiarism: Yes ☐ No ☐ If yes, please provide your email address: _____

Appendix 10 - Lecturer questionnaire

Academic and teaching staff survey – Please answer this survey from the point of view of the institution in which you are currently working

1	Define in one phrase or sentence what you understand by the word plagiarism.									
2	Students at your institution become aware of plagiarism (select by ticking one of the options (a-d) in column 1) and other forms of academic dishonesty (cheating) as an important issue through (select by ticking one of the options (a-d) in column 2).					Aware of plagiarism		Academic dishonesty		
a. Web site										
b. Course booklet, student guide										
c. Leaflet or guidance notes										
d. Workshop / class / lecture										
e. Other (please specify on the left)										
3	Students are required to sign a declaration about originality and academic honesty ((select by ticking one of the 6 options on the right)	1. On starting their degree	2. For every assessment	3. For some assessments	4. Never	5. Not sure	6. Not applicable			
For questions 4 please select by ticking one of the 6 options on the right		1. Strongly Disagree	2. Disagree	3. Not sure	4. Agree	5. Strongly Agree	6. Not applicable			
a.	Students receive training in techniques for scholarly academic writing									
b.	This institution has policies and procedures for dealing with plagiarism									
c.	I believe this institution takes a serious approach to plagiarism prevention									
d.	I believe this institution takes a serious approach to plagiarism detection									
e.	Plagiarism policies, procedures and penalties are available to students									
f.	Plagiarism policies, procedures and penalties are available to staff									
g.	Penalties for plagiarism are administered according to a standard formula									
h.	I know what penalties are applied to students for different forms of plagiarism and academic dishonesty									
i.	Student circumstances are taken into account when deciding penalties for plagiarism									
j.	The penalties for academic dishonesty are separate from those for plagiarism									
k.	There are national regulations or guidance concerning plagiarism prevention within HEIs in this country									
l.	Our national quality and standards agencies monitor plagiarism and academic dishonesty in HEIs									
m.	This institution has policies and procedures for dealing with academic dishonesty									
n.	I believe one or more of my colleagues may have used plagiarised or unattributed materials in class notes									
o.	I believe I may have plagiarised (accidentally or deliberately)									
p.	I would like to have more training on avoidance of plagiarism and academic dishonesty									
q.	I believe that all teachers follow the same procedures for similar cases of plagiarism									
r.	I believe that the way teachers treat plagiarism does not vary from student to student									
s.	I believe that when dealing with plagiarism teachers follow the required procedures									
t.	It is possible to design coursework to reduce student plagiarism									
u.	I think that translation across languages is used by some students to avoid detection of plagiarism									

5	Plagiarism policies and procedures are monitored, reviewed and revised (tick all that apply)				Monitor	Review	Revise	
			a. By the national quality agency					
			b. By our institutional quality manager					
			c. At faculty or subject level					
			d. Frequency in years:					
			e. Don't know					
6	What would happen if a student at your institution was found guilty of plagiarism in their assignment or final project/dissertation? (Select by ticking all that could apply in columns 1 and 2, and add any comments below)		1. Assignment	2. Final project or Dissertation		1. Assignment	2. Final project or Dissertation	
		a. No action would be taken			h. Repeat the whole year of study			
		b. Verbal warning			i. Fail the course or degree			
		c. Formal warning letter			j. Expose the student in school community			
		d. Request to re write it properly			k. Suspended from the institution			
		e. Zero mark for the work			l. Expelled from the institution			
		f. Repeat the module or subject			m. Suspend payment of student grant			
		g. Fail the module or subject			n. Other			
7	What digital tools or other techniques are available at your institution for helping to detect plagiarism?							
8	How are the tools you named above used? (Select by ticking all that apply)		a. It is up to the lecturers to decide whether to use the tools					
			b. For some courses students must submit their written work using the tools					
			c. Students must submit all written work using the tools					
			d. Students may use the tools to check their work before submitting					
			e. Other (please state using the space to the left)					
For questions 9 please select by ticking one box in the appropriate column on the right					1. Yes	2. No	3. Not sure	4. Not applicable
a.	Is there any referencing style students are required or encouraged to use in written work?							
b.	Do the anti-plagiarism tools allow submission of papers in different languages							
10	The "anti-plagiarism" software tools are maintained (please tick one)		1. Institutionally	2. Regionally	3. Nationally	4. Internationally	5. Not applicable	
11	Roughly what percentage of assessment requires student to work individually or in a group		1. Individual work	%	2. Group work	%		
12	Please indicate the approximate percentage of assessment types that students have on their programme (should total to 100%)		1. Examination or formal test	2. Assignment/Coursework	3. Project or dissertation	4. Other (please specify)		
			%	%	%	%		
13	Which of the following services are provided at your institution to advise students about plagiarism prevention? (select by ticking all that apply)		a. Academic support unit		e. Guidance from the Library			
			b. Advice during my course/module		f. University publisher			
			c. Additional lecture or workshop		g. Academic writing unit/Study skills unit			
			d. Advice from my tutors or lecturers		h. Others (please name using the space below)			

For questions 14 please select by ticking one box in the appropriate columns 1-6 on the right		1.Academic tutor	2.Department leader	3.Departmental panel	4.Institutional panel	5.Other (please state)	6.Not applicable	
a.	Who decides whether a student is guilty of plagiarism?							
b.	Who decides on the penalty applied to students for plagiarism?							
c.	Who decides whether a student is guilty of inappropriate collusion?							
d.	Who decides on the penalty applied to students for inappropriate collusion?							
e.	Who decides whether a student is guilty of exam cheating?							
f.	Who decides on the penalty applied to students for exam cheating?							
15	What do students find difficult about academic writing (tick all that apply)	a. Finding good quality sources b. Referencing and citation c. Paraphrasing d. Understanding different referencing formats and styles e. Other (please state using space on the left)						
16	What leads students to decide to plagiarise and, in your opinion, how important are each of these reasons? Score reasons a-p on the right using the scale 0 (not important) to 5 (very important)	a. They think the lecturer will not care b. They think they will not get caught c. They run out of time d. They don't want to learn anything, just pass the assignment e. They don't see the difference between group work and collusion f. They can't express another person's ideas in their own words g. They don't understand how to cite and reference h. They are not aware of penalties					i. They are unable to cope with the workload j. They think their written work is not good enough k. They feel the task is completely beyond their ability l. It is easy to cut and paste from the Internet m. They feel external pressure to succeed n. Plagiarism is not seen as wrong o. They have always written like that p. Other (please state using space on the left)	
17	Assuming that 40% of a student's submission is from other sources and is copied as described in (a-f) below, indicate your judgement on plagiarism by ticking one of the boxes in columns 1-4 and answer as to whether a penalty should be applied in each case, by ticking YES or NO in column 5:	1. This is serious plagiarism	2. This case is plagiarism	3. Not sure about this case	4. This is definitely not plagiarism	5. Penalty applied? 1. YES 2. NO		
	a. word for word into the student's work with no quotations							
	b. word for word into the student's work with no quotations, has a correct references but no in text citations							
	c. word for word into the student's work with no quotations, but has correct references and in text citations							
	d. into the student's work with some words changed with no quotations, references or in text citations							
	e. into the student's work with some words changed with no quotations, has correct references but no in text citations							
	f. into the student's work with some words changed with no quotations, but has correct references and in text citations							
18	Please provide any suggestions or ideas on how to reduce student plagiarism (you may describe any examples of good practice followed at your institution concerning plagiarism detection and prevention using additional paper if needed).							

Information about you

Name of this Institution _____ Faculty or school _____

Your current job title and roles _____

Your age group: 25 or under ☐ 26-30 ☐ 31-40 ☐ 41-50 ☐ over 50 ☐

Subject specialism and research interests _____

Your Nationality _____

Place of Permanent Residence _____

Today's date _____

I would be interested in participating in further research about plagiarism: Yes ☐ No ☐I would be interested in attending the IPPHEAE Conference in April/May 2013 Yes ☐ No ☐

If yes to either question, please provide your email address:

I am most grateful for your contribution to this survey

Appendix 11 - Computed variables

1) Understanding of the concept of plagiarism

COMPUTE PerceptionWritAppQ2= (Q2a + Q2b + Q2c + Q2d + Q2e + Q2f + Q2g) / 7.

2) Perception of the need for Referencing and Citation

COMPUTE PerceptionRefCitQ3= (Q3a + Q3b + Q3c + Q3d + Q3e) / 5.

3) Mastery of the writing Skills

COMPUTE PerceptionWritSourceQ4= (Q4a + Q4b + Q4c + Q4d + Q4e + Q4f) / 6.

4) Academic writing difficulties

COMPUTE PerceptionAWDiffQ5= (Q5a + Q5b + Q5c + Q5d) / 4.

5) Unawareness

COMPUTE UnAwareQ6= (Q6a5 + Q6b5) / 2.

6) Attitude towards plagiarism

COMPUTE AttitudeQ10= ((Q10b + Q10c + Q10g + Q10h + Q10l) / 5) - (Q10a + Q10d + Q10e + Q10f + Q10i + Q10j + Q10k) / 7).

7) Institutional plagiarism policies, guidelines and procedures

COMPUTE InstitPlagPolicyGPQ11= (Q11a + Q11b + Q11c + Q11d + Q11e + Q11f + Q11g + Q11h) / 8.

8) Self-declared occurrence of student plagiarism

COMPUTE SPOccurrenceQ10Q12= (Q10m + Q12c) / 2.

9) Institutional penalties for dissertation

COMPUTE InstituPenaltyQ17= (Q17b + Q17c + Q17d + Q17e + Q17f + Q17g + Q17h + Q17i + Q17j + Q17k + Q17l + Q17m) / 12.

a) COMPUTE NoInstituPenaltyQ17=Q17a.

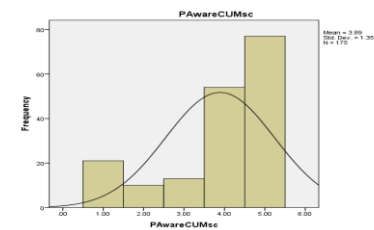
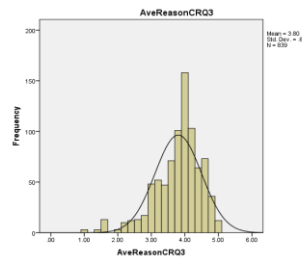
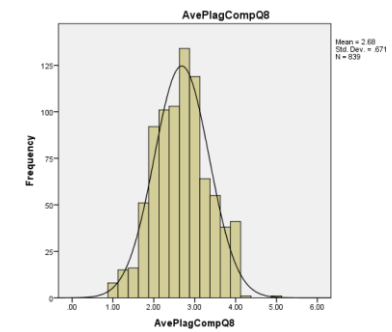
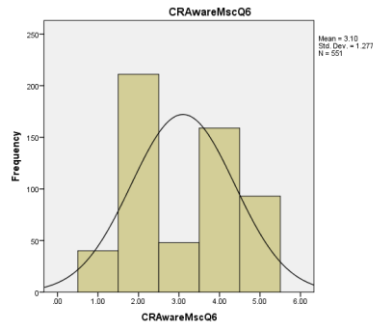
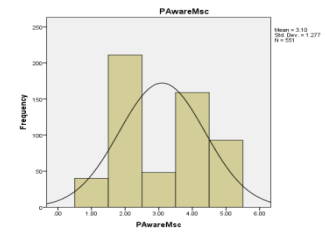
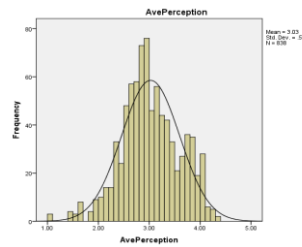
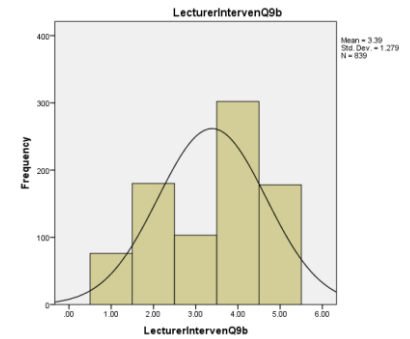
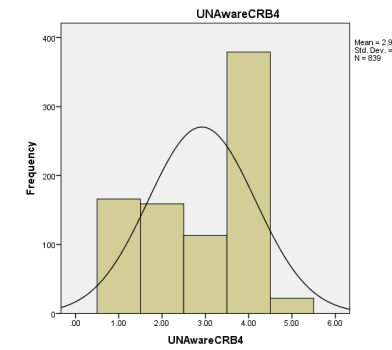
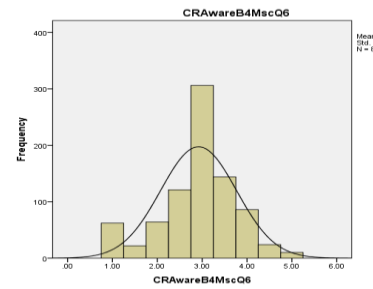
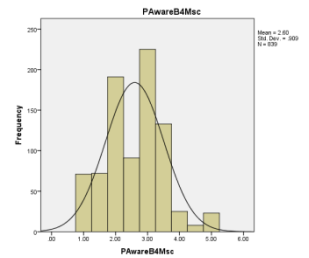
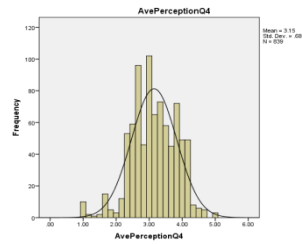
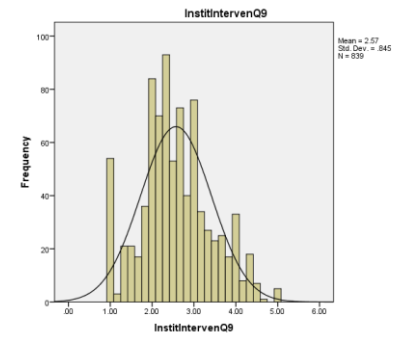
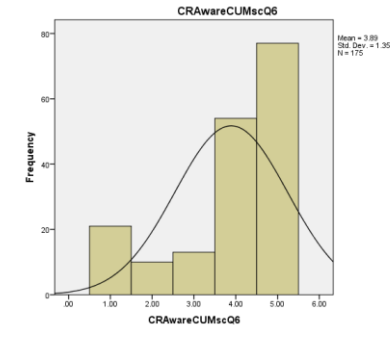
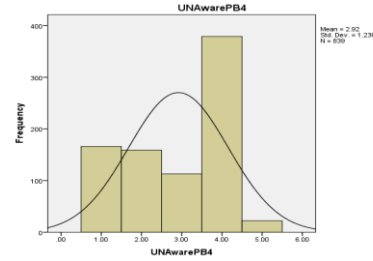
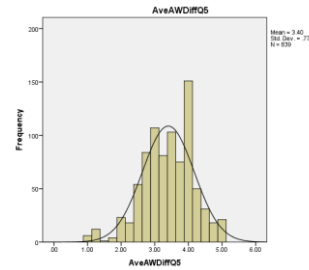
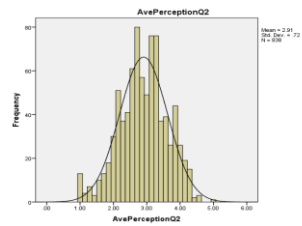
Appendix 12 - Snapshot of the codebook used in SPSS

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help											
	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	HEI	String	50	0	HEI Name	None	None	23	Left	Nominal	Input
2	NHEICase	Numeric	8	0	NHEI Case	{1, NHEI Ca...	None	7	Right	Scale	Input
3	Survey	Numeric	8	0	Survey	{1, UKHEI C...	None	4	Right	Nominal	Input
4	SurveyS	Numeric	8	0	Survey Scope	{1, UK}...	None	5	Right	Nominal	Input
5	Q1	String	250	0	Definition	None	None	1	Left	Nominal	Input
6	Q2a	Numeric	8	0	Per_writ_a	{1, Strongly ...	None	1	Right	Ordinal	Input
7	Q2b	Numeric	8	0	Per_writ_b	{1, Strongly ...	None	1	Right	Ordinal	Input
8	Q2c	Numeric	8	0	Per_writ_c	{1, Strongly ...	None	1	Right	Ordinal	Input
9	Q2d	Numeric	8	0	Per_writ_d	{1, Strongly ...	None	1	Right	Ordinal	Input
10	Q2e	Numeric	8	0	Per_writ_e	{1, Strongly ...	None	1	Right	Ordinal	Input
11	Q2f	Numeric	8	0	Per_writ_f	{1, Strongly ...	None	1	Right	Ordinal	Input
12	Q2g	Numeric	8	0	Per_writ_g	{1, Strongly ...	None	1	Right	Ordinal	Input
13	Q3a	Numeric	8	0	Reason_CRC_a	{1, Strongly ...	None	1	Right	Ordinal	Input
14	Q3b	Numeric	8	0	Reason_CRC_b	{1, Strongly ...	None	1	Right	Ordinal	Input
15	Q3c	Numeric	8	0	Reason_CRC_c	{1, Strongly ...	None	1	Right	Ordinal	Input
16	Q3d	Numeric	8	0	Reason_CRC_d	{1, Strongly ...	None	1	Right	Ordinal	Input
17	Q3e	Numeric	8	0	Reason_CRC_e	{1, Strongly ...	None	1	Right	Ordinal	Input
18	Q3f	String	40	0	Reason_CRC_f	None	None	1	Left	Nominal	Input
19	Q3g	Numeric	8	0	Reason_CRC_g	{1, Strongly ...	None	1	Right	Ordinal	Input
20	Q4a	Numeric	8	0	Writing_a	{1, Strongly ...	None	1	Right	Ordinal	Input
21	Q4b	Numeric	8	0	Writing_b	{1, Strongly ...	None	1	Right	Ordinal	Input
22	Q4c	Numeric	8	0	Writing_c	{1, Strongly ...	None	1	Right	Ordinal	Input
23	Q4d	Numeric	8	0	Writing_d	{1, Strongly ...	None	1	Right	Ordinal	Input
24	Q4e	Numeric	8	0	Writing_e	{1, Strongly ...	None	1	Right	Ordinal	Input
25	Q4f	Numeric	8	0	Writing_f	{1, Strongly ...	None	1	Right	Ordinal	Input
26	Q5a	Numeric	8	0	AW_difficulty_a	{1, Strongly ...	None	1	Right	Ordinal	Input

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help											
	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
27	Q5b	Numeric	8	0	AW_difficulty_b	{1, Strongly ...	None	1	Right	Ordinal	Input
28	Q5c	Numeric	8	0	AW_difficulty_c	{1, Strongly ...	None	1	Right	Ordinal	Input
29	Q5d	Numeric	8	0	AW_difficulty_d	{1, Strongly ...	None	1	Right	Ordinal	Input
30	Q5e	String	100	0	AW_difficulty_e	None	None	2	Left	Nominal	Input
31	Q6a1	Numeric	8	0	PAware_when_a	{1, Strongly ...	None	1	Right	Ordinal	Input
32	Q6a2	Numeric	8	0	PAware_when_b	{1, Strongly ...	None	1	Right	Ordinal	Input
33	Q6a3	Numeric	8	0	PAware_when_c	{1, Strongly ...	None	2	Right	Ordinal	Input
34	Q6a4	Numeric	8	0	PAware_when_d	{1, Strongly ...	None	5	Right	Ordinal	Input
35	Q6a5	Numeric	8	0	PAware_when_e	{1, Strongly ...	None	1	Right	Ordinal	Input
36	Q6b1	Numeric	8	0	CRAware_when...	{1, Strongly ...	None	1	Right	Ordinal	Input
37	Q6b2	Numeric	8	0	CRAware_when...	{1, Strongly ...	None	1	Right	Ordinal	Input
38	Q6b3	Numeric	8	0	CRAware_when...	{1, Strongly ...	None	1	Right	Ordinal	Input
39	Q6b4	Numeric	8	0	CRAware_when...	{1, Strongly ...	None	1	Right	Ordinal	Input
40	Q6b5	Numeric	8	0	CRAware_when...	{1, Strongly ...	None	2	Right	Ordinal	Input
41	Q7a	Numeric	8	0	PAware_how_a	{1, Strongly ...	None	1	Right	Ordinal	Input
42	Q7b	Numeric	8	0	PAware_how_b	{1, Strongly ...	None	1	Right	Ordinal	Input
43	Q7c	Numeric	8	0	PAware_how_c	{1, Strongly ...	None	1	Right	Ordinal	Input
44	Q7d	Numeric	8	0	PAware_how_d	{1, Strongly ...	None	1	Right	Ordinal	Input
45	Q7e	Numeric	8	0	PAware_how_e	{1, Strongly ...	None	1	Right	Ordinal	Input
46	Q8a	Numeric	8	0	Recvd_Training	{1, Strongly ...	None	1	Right	Ordinal	Input
47	Q8b	Numeric	8	0	More_Training	{1, Strongly ...	None	1	Right	Ordinal	Input
48	Q8c	Numeric	8	0	RC_confidence	{1, Strongly ...	None	1	Right	Ordinal	Input
49	Q8d	Numeric	8	0	Copywrite	{1, Strongly ...	None	2	Right	Ordinal	Input
50	Q9a	Numeric	8	0	Plag_avoid_a	{1, Strongly ...	None	1	Right	Ordinal	Input
51	Q9b	Numeric	8	0	Plag_avoid_b	{1, Strongly ...	None	1	Right	Ordinal	Input
52	Q9c	Numeric	8	0	Plag_avoid_c	{1, Strongly ...	None	1	Right	Ordinal	Input

[illegible]

Appendix 14 - Normality plots



Appendix 15 - Research questions, data sources and data analysis


	Research questions	Data sources					Data analysis
		Student		Teacher and Management		Institutional	
		Questionnaire	Interview	Questionnaire	Interview	Policy document	
1.	Are there any distinct themes emerging from the plagiarism experiences of Nigerian Postgraduate students (NPS) that are unique to them?	<ul style="list-style-type: none"> Perception of the concept of plagiarism (26 questions) 	<ul style="list-style-type: none"> Interview with students on their plagiarism experiences 	<ul style="list-style-type: none"> Perception of the concept of plagiarism 	<ul style="list-style-type: none"> Interview with teachers and Management on their experiences with student plagiarism 	NA	<ul style="list-style-type: none"> Qualitative Analysis of the transcribed interview with Atlas.ti Quantitative analysis of related questionnaire questions with SPSS Triangulation and mix of both results in a bid to answer research question one
2.	How do Institutional responses to student plagiarism feature in NHEI policies?	<ul style="list-style-type: none"> Institutional plagiarism policies, guidelines, procedures and penalties (9 questions) 	<ul style="list-style-type: none"> Interview with students on their experiences with the institutional policy document 	<ul style="list-style-type: none"> Institutional plagiarism policies, guidelines, procedures and penalties (9 questions) 	<ul style="list-style-type: none"> Interview with teachers and Management on their Institutional policies 	<ul style="list-style-type: none"> Availability of the policy document Content of the policy document 	<ul style="list-style-type: none"> Qualitative Analysis of the transcribed interview and policy document with Atlas.ti Quantitative analysis of related questionnaire questions with SPSS Triangulation and mix of the results in a bid to answer research question one
3.	Is there a relationship between the awareness, perception and attitude of students in NHEI to plagiarism?	<ul style="list-style-type: none"> Awareness of plagiarism (15 questions) Perception of the concept of plagiarism (26 questions) Attitude towards plagiarism (12 questions) 	<ul style="list-style-type: none"> Interview with students on their experiences and perception 	NA	<ul style="list-style-type: none"> Interview with teachers and Management on their experiences with student awareness, perception and attitude to plagiarism 	NA	<ul style="list-style-type: none"> Qualitative Analysis of the transcribed interview with Atlas.ti Quantitative analysis of related questionnaire questions with SPSS Triangulation and mix of both results in a bid to answer research question one

	Research questions	Data sources					Data analysis
		Student		Teacher and Management		Institutional	
		Questionnaire	Interview	Questionnaire	Interview	Policy document	
4.	To what extent is student plagiarism mitigated in NHEI?	<ul style="list-style-type: none"> Plagiarism prevention, detection and mitigation (8 questions) Penalties (14 questions) 	<ul style="list-style-type: none"> Interview with students on their experiences with mitigation 	<ul style="list-style-type: none"> Student plagiarism mitigation in NHEI 	<ul style="list-style-type: none"> Interview with teachers and Management on their experiences with mitigation 	<ul style="list-style-type: none"> Availability of the policy document Instances of the mention of mitigation or such policies 	<ul style="list-style-type: none"> Qualitative Analysis of the transcribed interview and policy document with <u>Atlas.ti</u> Quantitative analysis of related questionnaire questions with SPSS Triangulation and mix of the results in a bid to answer research question one
5.	How does the previous academic background of NPS impact on their ability to adapt to studies overseas?	<ul style="list-style-type: none"> Plagiarism competency (12 questions) Awareness of plagiarism (15 questions) Penalties (14 questions) 	<ul style="list-style-type: none"> Interview with students on their experiences: previous academic background and impact on their adaptability 	<ul style="list-style-type: none"> Student Awareness of plagiarism Penalties 	NA	<ul style="list-style-type: none"> Availability of the policy document 	<ul style="list-style-type: none"> Qualitative Analysis of the transcribed interview and policy document with <u>Atlas.ti</u> Quantitative analysis of related questionnaire questions with SPSS Triangulation and mix of the results in a bid to answer research question one
6.	Are there any significant differences in attitude and perception towards plagiarism exhibited by NPS studying Overseas as compared to those studying in Nigeria?	<ul style="list-style-type: none"> Attitude towards plagiarism (12 questions) Perception of the concept of plagiarism (26 questions) 	<ul style="list-style-type: none"> Interview with students on their experiences: attitude and perception 	NA	<ul style="list-style-type: none"> Interview with Teacher and Management on their experiences of student attitude and perception to plagiarism 	NA	<ul style="list-style-type: none"> Comparing of the UKHI Vs. NHEI Data
7.	What is the state of affairs regarding the NHEI Plagiarism policy as compared to the EU HEI?	<ul style="list-style-type: none"> Institutional plagiarism policies, guidelines, procedures and penalties (9 questions) <p>Completed by NPS in UKHEI</p>	<ul style="list-style-type: none"> Interview with students on their experiences with student plagiarism policies in the NHEI and UKHEI 	<ul style="list-style-type: none"> Institutional plagiarism policies, guidelines, procedures and penalties 	<ul style="list-style-type: none"> Interview with Teacher and Management on their experiences with Institutional plagiarism policies, guidelines, procedures and penalties 	<ul style="list-style-type: none"> Availability of the policy document Content of the policy document 	<ul style="list-style-type: none"> Qualitative Analysis of the transcribed interview and policy document with <u>Atlas.ti</u> Quantitative analysis of related questionnaire questions with SPSS Triangulation and mix of the results in a bid to answer research question one Benchmarking Data from the IPPHEAE Project


Appendix 16 - Results from the hypothesis

- H0 – The Mann-Whitney U Test revealed a significant difference in the students' attitude to plagiarism between the Nigerian Students in the United Kingdom universities ($Md = 39$, $n = 171$) and Nigerian universities ($Md = 35$, $n = 668$), *Mann-Whitney U* = 39940.00, value for a z-approximation test $z = -6.09$, Asymp. Sig. (significance level) $p = 0.001$, effect size $r = 0.21$.
- H1 - A Mann-Whitney U Test revealed a small significant difference in levels in the Students' understanding/perception of plagiarism for Nigerian Students in the United Kingdom universities ($Md = 19$, $n = 171$) and Nigerian universities ($Md = 21$, $n = 668$), *Mann-Whitney U* = 51224.50, value for a z-approximation test $z = -1.976$, Asymp. Sig. (significance level) $p = 0.048$, effect size $r = 0.07$.
- H2 - A Mann-Whitney U Test revealed that there was no significant difference in the levels of the students' mastery of academic writing skills between the Nigerian students in the United Kingdom universities ($Md = 18$, $n = 171$) and those in Nigerian universities ($Md = 19$, $n = 668$), *Mann-Whitney U* = 52417.50, value for a z-approximation test $z = -1.666$, Asymp. Sig. (significance level) $p = 0.096$.

Appendix 17 - Abstracts of published papers



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Exploring Nigerian postgraduate students' experience of plagiarism: A phenomenographic case study

Stella-Maris I Orim, John W Davies, Erik Borg, Irene Glendinning

Abstract

In light of the high number of Nigerian students who gain admission to overseas universities for postgraduate studies, there is an increasing need to understand their background and previous study experiences. There are few studies of the experiences or views of Nigerian postgraduate students about the concept of plagiarism. The occurrence of plagiarism in the writings of some Nigerian students who travel overseas for graduate studies, like that of other students studying in a new academic context, has become a concern in recent times. This paper aims to contribute to the current research on student plagiarism around the world by exploring the concept of plagiarism of Nigerian postgraduate students studying in a United Kingdom university. It presents results from a phenomenographic study which utilised semi-structured interviews to acquire data. In analysing the data, the views expressed by participants, the manner in which these were expressed and the context in which the views were expressed were paramount. Preconceived ideas were put aside while analysing the data, letting the data speak for itself rather than viewing the data from existing theoretical structures or presuppositions. The emerging themes were noted and comparative views of experiences were arrived at from pooling and comparing quotations across several participants. An outcome space was identified and the emerging overarching theme relating to their experiences was found to be the fear of not understanding the underlying concept of plagiarism. The students expressed deep concern about the simultaneous awareness of the need to acquire the requisite academic writing skills and utilising them, while being faced with coursework and looming submission deadlines. The results and their implications are discussed with regards to the students' adaptation and a way forward is proffered.

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STUDENTS' EXPERIENCE OF INSTITUTIONAL INTERVENTIONS ON PLAGIARISM: NIGERIAN CASE

Stella-Maris Orim, Erik Borg, Isabella Awala-Ale

Abstract: In the last ten years, there has been much research into academic integrity with a focus on plagiarism in developed countries. There is still a dearth of such research in developing countries like Nigeria.

This paper presents the results from a larger exploratory study on student plagiarism in Nigerian Higher Education Institution of Learning (Nigerian universities), which is associated with the Impact of Plagiarism Policies in Higher Education Across Europe (IPPHEAE) project.

It seeks to contribute to the body of knowledge by focusing on the experiences of previous institutional interventions on student plagiarism issues and their impact on student experience when they study elsewhere.

Nigerian students studying abroad had to adapt to diverse teaching, learning and assessment styles under a different institutional system. This resulted in the students struggling when they had to apply skills they had not acquired during their previous study.

This study adopted a mixed method approach; 25 Nigerian Postgraduate Students studying in a United Kingdom University were interviewed for the qualitative data and 171 IPPHEAE student questionnaires were completed for the quantitative data.

Results from the data suggest that the previous institutional system experienced by the students was quite different from what they met in their present institutions of study in England. As a result, the students struggled to cope with their studies when they had to apply skills they had not acquired.

Key words: Nigerian universities, IPPHEAE, students' experience, student plagiarism, student mobility

June 12–13, 2013, Brno, Czech Republic

<http://ippheae.pefka.mendelu.cz/files/proceedings.pdf>

An insight into the Awareness, perception and attitude of Nigerian Students to plagiarism

Stella-Maris Izegbua Orim

S.Orim@coventry.ac.uk

Abstract

This paper is about the pilot to a much larger study of student plagiarism in Nigerian Higher Education Institution (NHEI) which is an extension to the IPPHEAE (Impact of Plagiarism Policies in Higher Education across Europe) project. The IPPHEAE is a European wide study of thirty-two Higher Education Institutions (HEI) focusing on policies and procedures for the mitigation of plagiarism.



The purpose of this pilot study is to test my methodology before undertaking the larger study. It explores the prior awareness, perceptions and attitude to plagiarism of some Nigerian students studying in Coventry University, United Kingdom.

In this pilot study, group interview was organised and questionnaires disseminated to some Masters level study skills students. An analysis of the findings revealed prior levels of plagiarism awareness, several themes of perceptions and attitude to plagiarism.

This pilot study reveals a need for more training on scholarly academic writing for Nigerian students who have come to study in the United Kingdom for the first time. This will help them understand the need to write and cite appropriately and acquire the relevant skills particularly in summarising and paraphrasing which will help them avoid plagiarism.

Keywords: Nigerian students; Student plagiarism; Awareness; Perceptions; Attitude

Appendix 18 – First African Academic Integrity Seminar in South Africa

African Academic Integrity Seminar	African Academic Integrity Seminar
 <p>Welcome</p> <p>"We are thrilled to welcome you to the first ever African seminar on Academic Integrity hosted by Turnitin and Eiffel. We look forward to meeting you and hearing about the challenges you face as instructors in addressing plagiarism."</p> <p>Will Murray, VP International, Turnitin</p>	
Keynote Speakers	Programme of Events
 <p>Christina Patrick</p> <p>Christina is an International Campaigns Manager for Turnitin and is responsible for the planning and organisation of the African Initiative, for promoting academic integrity and Turnitin.</p>	<p>10:45 - Registration & Refreshments</p> <p>11:30 - Welcome</p> <p>11:40 - Christina Patrick, Turnitin - The Turnitin roadmap</p>
 <p>Dr Cath Ellis</p> <p>Dr Ellis is a Principal Lecturer in English Literature at the University of Huddersfield, UK. An expert on GradeMark, she has just led a project on Electronic Assessment Management (eBeam).</p>	<p>12:00 - User case study 1: Dr Cath Ellis, University of Huddersfield, UK - Making the most of GradeMark: the key benefits to students and teachers</p> <p>12:40 - Lunch</p>
 <p>Stella Orim</p> <p>Stella is a Research assistant on the IPPHEAE project, which investigates policies and procedures in place in Higher Education Institutions (HEIs) across Europe for detecting and preventing student plagiarism.</p>	<p>13:45 - User case studies 2: Stella Orim, University of Coventry/IPPHEAE - International perspectives of plagiarism</p> <p>14:25 - What is plagiarism - interactive session</p> <p>14:45 - Q & A</p> <p>15:15 - Summary and Close</p>

Appendix 19 – Ethical approval

Outlook Calendar People ...

Stella-Maris Orim ▾ ⚙ ?

Ethics Request Updated



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Mon 06/02/2012 10:59

Inbox

To: Stella-Maris Orim <orims@coventry.ac.uk>;



The following **ethics** request has been approved by Catherine Farmer. Please proceed with good **ethics**.

Ref:	P3258
Project Title:	Investigation of student plagiarism in Higher Education: Nigerian case study
Applicant:	Stella-Maris Orim
Module Code:	

Go to ethics.coventry.ac.uk to view this request in more detail.

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Approval Steps

1. Project Information

Project Ref: P3258

Full name: Stella-Maris Orim

Faculty: [EC] Faculty of Engineering and Computing

Department: [EC] EC Learning and Teaching

Module Code:

EFAAF Number:

Supervisor: Irene Glendinning

Project title: **Investigation of student plagiarism in Higher Education:
Nigerian case study**

Project dates: 15/10/2010 - 30/09/2013

Created: 09/01/2012 14:37

Project summary:

Regardless of the high quality placed on education and assessment by the National Policy on Education, it appears that academic misconduct in writing (collusion, plagiarism, e.t.c) in NHEIL have not been properly addressed particularly with respect to student plagiarism. As student plagiarism seems to be on the increase and is described by Paldy (1996) as 'the problem that won't go away', there is a need to investigate its occurrence in the NHEIL and propose a holistic prevention framework or model as suggested by (Macdonald and Carroll 2006) with detection and penalty systems which are transparent and applied consistently (Park 2003). The aim of my research is to investigate student plagiarism in the NHEIL and explore how a student plagiarism deterrence framework/model can be developed which can be used across the NHEIL as a consistent approach to the deterrence and mitigation of student plagiarism.

Names of Co-investigators (CIs) and their organisational affiliation:

n/a

How many additional research staff will be employed on the project? 0

Names and their organisational affiliation (if known):

(They are basically contacts providing facilitation at the respective case study universities) A. Idowu Olayinka (Deputy VC (Academic)) University of Ibadan B. University of Lagos (Oluwarotimi O.A. Shodimu) Registrar C. Covenant university (Ms. Ese Urhie) Lecturer D. University of Benin (Dr. Godfrey O. Ariavie) E. University of Ekpoma (Ambrose Ali University) Prof. Oyaziwo Aluede F. University of Calabar (Mr. Effiong Eyo) G. University of Ilorin (Prof. A.G.A.S. Oladosu) Director, Institute of Education

Who is funding the project? SELF - FUNDED

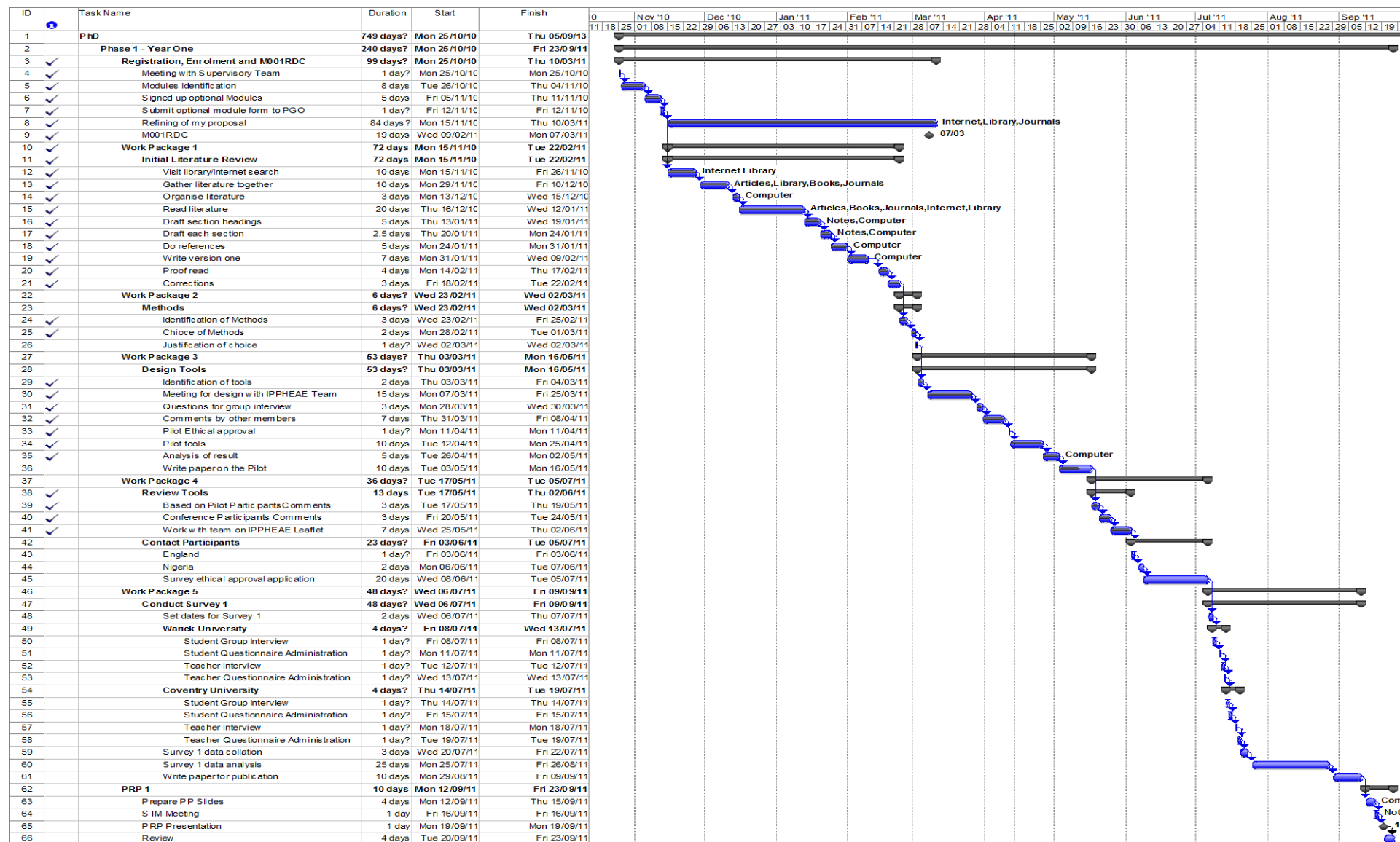
Has the funding been confirmed? Yes

Code of ethical practice and conduct most relevant to your project:

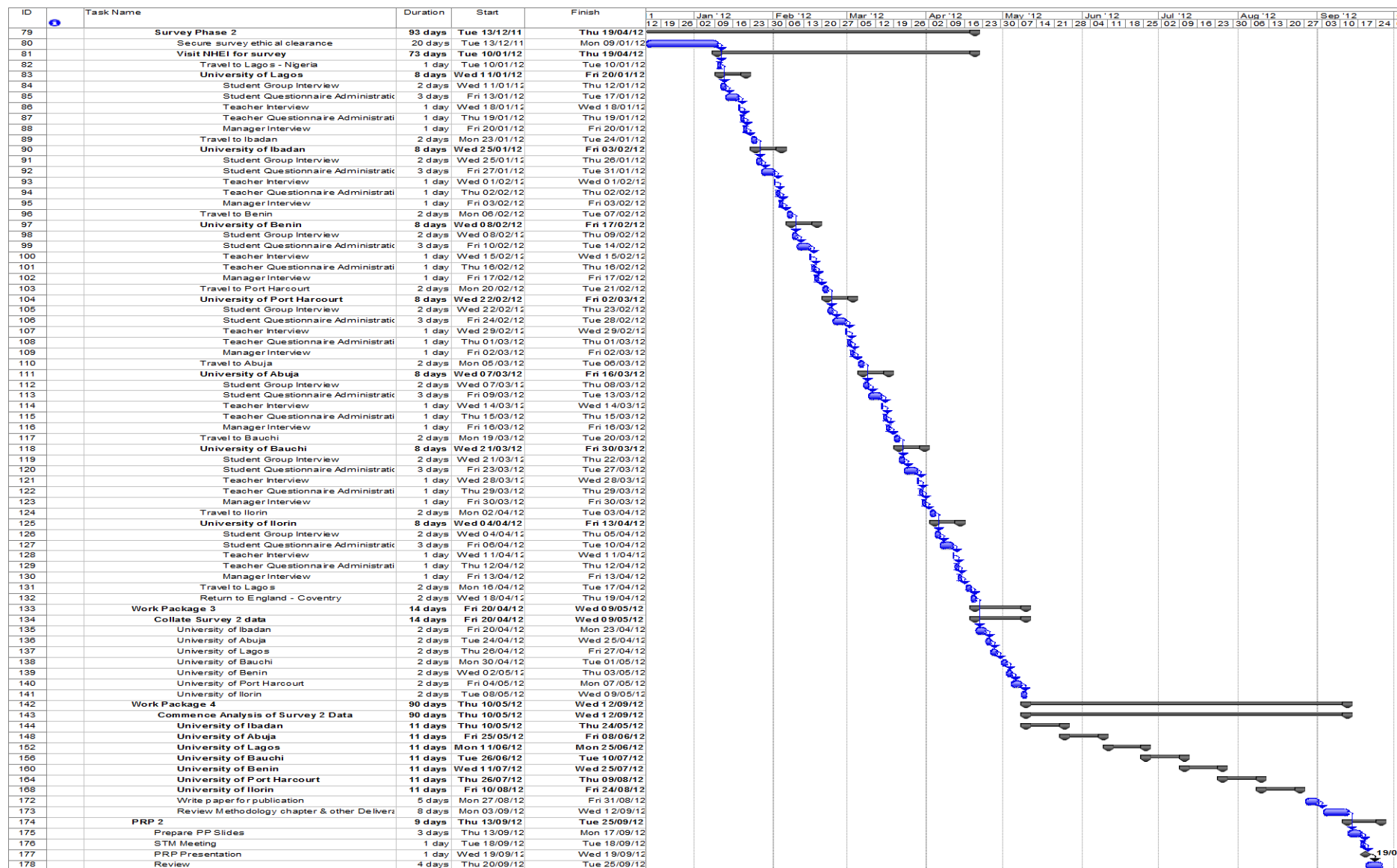
Other (please specify) - RESPECT Professional and Ethical Codes for socio-economic research in the information society

Appendix 20 – Research Plan

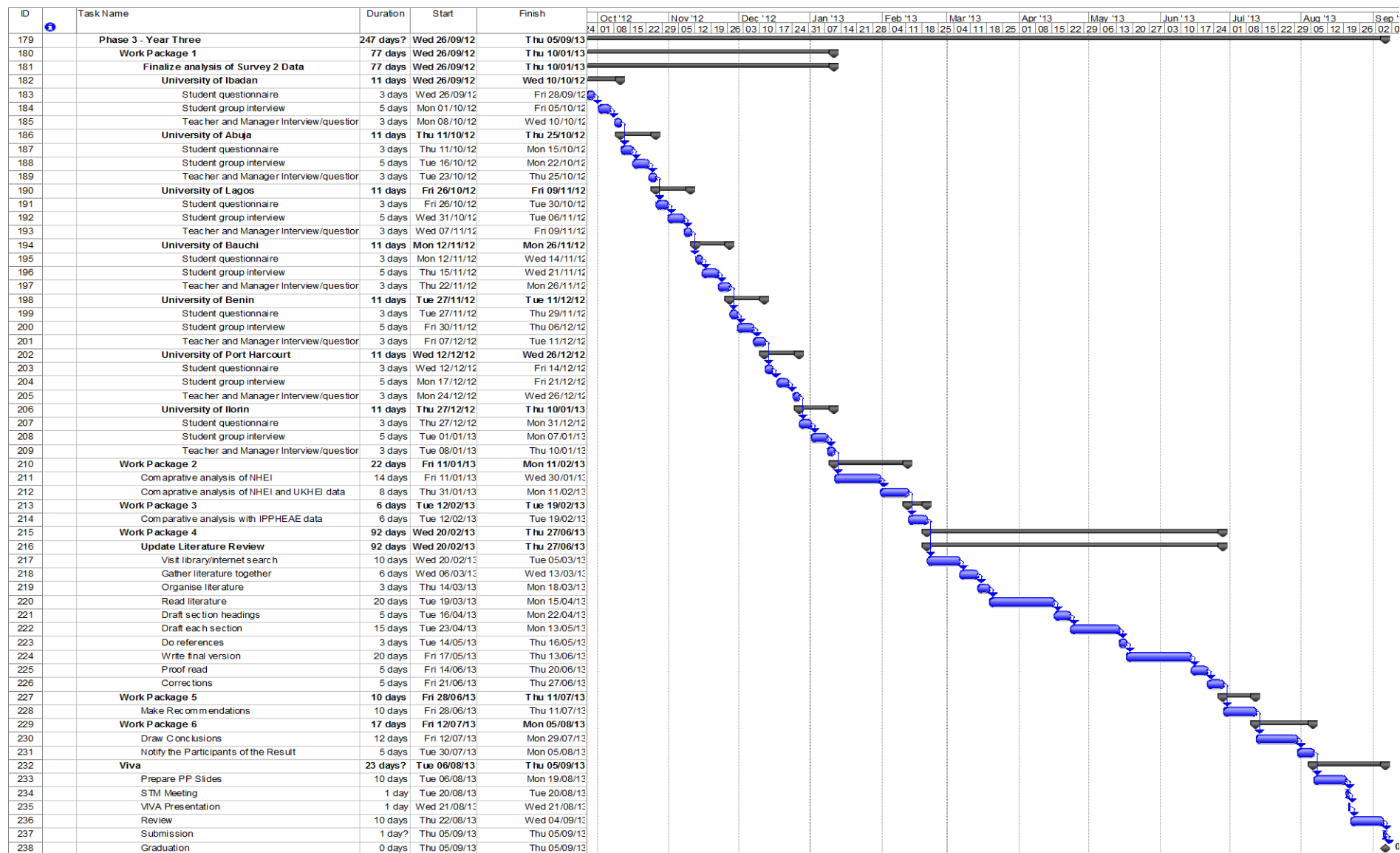
First year



Second Year



Third year



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