Pyrex Journal of Educational Research and Reviews

Full Length Research Paper

Unethical Practices in Higher Institutions of Learning: A Case of Kenyan Universities

Wamitu Susan Njeri

Email: susanwamitu.sw@gmail.com

PhD (DKUT), MBA (Strategic Management, KEMU), BA (Economics & Sociology, UON), PGDE (Business Studies & Social Ethics, KU), Kenya Methodist University, Kenya.

Abstract

Higher institutions of learning are the epitome of every nation's literacy and the basis of knowledge creation and management. Knowledge focus is the third wave of human socio-economic development which emphasizes on the ability to create, use and improve goods and services, the first having been the agricultural age with wealth being defined as ownership of land and the second being industrial age where wealth is based on ownership of capital (Savage, 1995). This crucial asset is being threatened by rampant ethical issues of enrolment that are not procedural for instance, issuing of pelvic marks, incompetence in research supervision and chief among them, and which is the main interest of this paper, is plagiarism.. Ethics refers to moral behavior that incorporates free choice and is not subject to rules and regulations; a disciplined reflection on morality that is not open to human negotiation. Universities must without being coerced, endeavor to create and maintain quality education which is devoid of pedagogical malpractices especially plagiarism and advancing research that is core to economic development. However, changing technology, changing laws, ease of copying, growing access to vast array of online materials have all contributed to plagiarism, a vice that is watering down quality research (Marshall, 2008). This new development has found universities that have stuck to traditionally-oriented policies and systems that have not been updated to address the full range of these issues. The onset of e learning has particularly opened an avenue where institutions are relying heavily on plagiarized materials, instead of encouraging their elite to create original ones. Some scholars photocopy or print plagiarized materials and give them as handouts to their students and barely acknowledge the owners of those materials that they convert to instructional materials. This impinges on the rights of the copyright owners, denying them the right of pride of their work and the earnings that may accrue to their usage. The university students are plagiarizing research works which they present to supervisors as their original work, who for lack of any means to establish authenticity, pass for graduation, half-baked graduates who can barely generate knowledge through research; no wonder universities have almost ceased to be research centers. This paper explores the world of plagiarism to establish how and why it has become rampant and give recommendations on how the vice can be reduced if not stamped out.

Keywords: Knowledge Creation, Plagiarism, High Institutions of Learning, Instructional Materials, pedagogical.

INTRODUCTION

Plagiarism is defined by Iyela (2002) as dishonest means of copying of other peoples' work without acknowledging the author whose work has been plagiarized. According to Harris (2004:4) plagiarism is using another person's words or ideas without giving credit to the other person or even using quotation marks and giving the writer or speaker credit by revealing the source in a citation. According to Simpson (2002), plagiarism is the wrongful

appropriation, purloining, publishing, expressing, or taking as one's own, the thoughts, writings, inventions or ideas (literary, artistic, musical, mechanical) of another. The Oxford Dictionary defines plagiarism as copying another person's ideas, words or works and pretends that they are your own.

Plagiarism comes in form of copyright materials like print material, television & radio programs, music, or even clothes lines. Cases of plagiarism have always been there from time immemorial but they have escalated in the last five years due to improvement in communication infrastructure and internet access occasioned by the arrival of the first fiber optic in Kenya in the year 2009. In the UK, university policies did not define plagiarism (Stefani & Carroll, 2001) or state procedures for dealing with offenders. However after 2000, the literature on plagiarism grew in size and scope documenting both the complexity of the issue and the growing number of ways students can be deterred from doing it. According to JISC (joint information systems committee) (2003), plagiarism is considered sufficiently serious, for academics to consult for assistance, electronic or otherwise in the detection and prevention of plagiarism.

This is confirmed by Halpin (2003), an education editor of the times who reported that teachers had confirmed in writing that pupils coursework was original despite clear evidence that they had colluded with each other or plagiarized material from the internet. It may appear too easy for the academic world to blame the student but the buck may start and stop with the teaching fraternity because students may not perceive plagiarism as particularly illegitimate since lecturers themselves recycle their material or students perceive that they are badly taught (Mcdonald, 2000). Anyikwa (2009) sees plagiarism as a threat to students' empowerment in higher education in a knowledge economy and finds excellence in research and teaching unrealistic in the face of plagiarism that is being witnessed globally. Plagiarism has grown so immensely that some universities have come up with plagiarism policies to deal with this vice. One such institution is University of Nairobi whose policy of March, 2013 classifies plagiarism into two categories: major one (level 3 or serious plagiarism) which includes plagiarizing a significant fraction of the entire work, presenting another person's work as one's own, making group work as one's own, selling and buying term papers and staff publishing students work as their own. The minor (level 2 and 3) includes citations of a few sentences, paraphrasing owners' work and putting as own, recycling own previous work, failure to put quotation marks or giving incorrect information about the source, inaccurate citation and copying or cheating in an exam.

The worst kind of plagiarism is through research papers which according to Harris (2004) takes the form of downloading research papers, buying a paper from a commercial paper mill, copying an article from the web or an online electronic base, copying a paper from a local source especially from students who have taken the course previously, cutting and pasting to create a paper from several sources , quoting less than the words copied and copying verbatim from a source without any quotation marks.

HISTORICAL BACKGROUND OF PLAGIARISM

Thomas Mallon (2001), one of the oldest authors on plagiarism, notes that ancient and medieval Europe had many authorized genres like religious texts which were freely copied and incorporated into later works. Good writing then meant imitations of a small number of respected authors. This scenario changed during the renaissance when original scholarship became more respected and individual accomplishment was recognized, for Instance, painters began signing their works.

According to Mallon, by mid-1600's, accusations of plagiarism and stealing ideas were common in every creative field including the sciences. The word plagiarism first appeared in the various battles among Shakespeare and his peers.

Credits Ben Johnson with being the first to use it in print, the form they used was "plagiary" which is a Latin term for a type of kidnapper or illegitimate slaver. The first English copyright law was passed in 1709 to protect the rights of publishers against book piracy. Samuel Johnsons, a biographer and lawyer, argued on one important case of copyright, in over how long copyrights lasted for an author and his or her heirs (it was 21 years then). By the 19th century, the concept of plagiarism and the law thereto were very similar to what they are today. Most European countries concluded agreements to prevent book piracy but the US refused to give any protection to foreign authors and publishers until 1891 and did not sign any convention until 1988.

Mallon makes the following generalizations about plagiarism: plagiarists are repeat offenders, plagiarism shows distaste for real inquiry which is tainted by small mindedness and pettiness, plagiarism is a crime of degree and a mystery where writing comes from.

STATEMENT OF THE PROBLEM

A country whose knowledge sector is healthy is sure of growth and consequently development given that the agricultural and the industrial age are slowly giving way to the knowledge age. Knowledge is the most non imitable

resource that can give business organizations competitive advantage. Out of the many other sources of this vital knowledge, are universities who are mandated to generate the so desired knowledge through research. However, of late, the scenario has changed and universities have turned out to be the centers watering down the very quality of knowledge that they are expected to generate. This is happening through rampant, numerous and unethical tendencies, chief of which is plagiarism. This paper explores the world of plagiarism to establish how and why it has become rampant and later give recommendations on how the vice can be reduced if not stamped out.

OBJECTIVES OF THIS PAPER

1). To make clear the meaning of the term plagiarism.
2). To establish the causes of plagiarism.
3). Establish why it has become rampant.
4). To advance recommendations on how the vice can be reduced, or better still, stamped out.

LITERATURE REVIEW

Reasons why students plagiarize

There are a myriad of reasons why students plagiarize as advanced by Morgan (2005), Park (2003), Silverman (2002) and Davis & Ludrigson (1995)

1). Morgan (2005) observes that while some students plagiarize knowingly, others do it genuinely for lack of knowhow to cite, paraphrasing or referencing.
2). Morgan noted that plagiarists do it because of temptation and opportunity provided by the availability of information in the internet. Obanya (2007) agrees with Morgan that many students like shortcuts because they are natural economizers.
3). They plagiarize to get better grades and to save time.
4). In some cases, students lack research facilities in their universities, undergo poor supervision, are taken through poor or irrelevant curriculum content and are put through unchallenging lecture methodology. In some universities, they are overemphasizing on obtaining of certificates.
5). Some students have poor time management and poor academic planning due to peer pressure for active social life, commitment to sports and performance activities, family responsibilities and pressure to complete multiple assignments in short amounts of time (Park, 2003).
6). According to Howard (2002), some students cheat

because they have a negative attitude towards assignment.

How to identify plagiarized work

1). Plagiarized work is likely to be unreferenced and hanging claims that are not evidenced.
2). If the work is cited, it becomes difficult to identify the original referencing style for instance whether it was APA, Harvard, Chicago, Turabian, CBE and bluebook, ALWD, ASA, Vancouver or IMLA since the work has mixed up referencing style.
3). When plagiarism is in form of copy and paste, some writings at the end of sections may also be copied i.e. "To follow this link……."
4). Some plagiarized work lucks coherence since some paragraphs are forced on others.
5). Some plagiarized work has wrong tenses that may not agree with the tense of the other sections.
6). Plagiarized work may also have different fonts since victims do it in a hurry and they do not remember to make uniform, the different fonts of the plagiarized sections.

Empirical Literature

Ongwen and Otike (2012) in their study on *The Extent to Which Plagiarism is Manifested in Africa* observed that plagiarism in higher institutions of learning can take many forms as listed below.

1). Cheating in exams through copying from other students or unauthorized notes.
2). Submitting as one's own, an assignment by another person.
3). Downloading information, text, computer code, artwork, graphics or other material from the internet and presenting it as one's own without acknowledging.
4). Quoting or paraphrasing material from a source without acknowledging.
5). Copying from other members in group work.
6). Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks.

According to plagiarism.org, varieties of plagiarism include submitting another person's work word for word as one's own, using significant sections from one source, combining cited sections with others not cited and mixing plagiarized sections from different authors. It also includes changing key words and phrases but retaining the essential ones, including citations to non-existing or inaccurate information about source, paraphrasing from multiple sources made to fit together and including proper citation to source but the paper contains almost no

Table1: Categories of Sampled Universities and their Respondents

	Number of Responding Universities	Total Number of Questionnaires Issued	Return Rate	% of Return Rate
Private University	1	7	7	100
Public Universities	3	23	20	87
Total	4	30	27	90

original work. Borrowing generously from the writer's previous work without citation and including citation but relying too closely on the texts original wording and/or structure also denotes plagiarism.

Cheema *et al.,* (2011) in their study on Conceptual Awareness of Research Scholars about Plagiarism at Higher Education Level observed that some people plagiarise unintentionally but others do it out of ignorance especially of the different types of plagiarism and the penalties therein. Cheema concludes that researchers be educated on correct citation, usage and intellectual property law.

Honig and Bedi (2012) in their study A Critical Examination of Plagiarism among Members of the Academy of Management noted that there are increased incidences of plagiarism by scholars since there is pressure for them to publish so as to climb the academic rank. This paper is to a large extent a review of literature on plagiarism, but in order to affirm the facts of the review, a mini study was undertaken with representative samples drawn from four universities, one private and three public. These universities are Kenya Methodist University for private, Karatina University, Kenyatta University and Dedan Kimathi University of Technology as public universities. A set of seven questionnaires were distributed to one public and one private university and eight to the other two public universities to make a total of thirty questionnaires.

The sample may appear small given the number of universities in Kenya and consequently the number of students, but this was not considered a significant factor to influence the results since the universities' population was considered as homogeneous meaning that the results would not differ significantly even if the population were to be increased, other factors held constant.

STUDY METHODOLOGY

Study Design

The study adopted a descriptive research design which according to Mugenda and Mugenda (1999) is appropriate for fact finding and enquiries of different types.

Sampling method

The study targeted both public and private universities so as to leverage through generalization, the knowledge that will be generated by the study. The study adopted convenience sampling where respondents were randomly picked as they entered their classes in no uncertain order.

Study instruments

The study employed the use of questionnaires that were self-administered and collected immediately they were filled in.

DATA ANALYSIS AND STUDY FINDINGS

Introduction

This mini study targeted one private university (Kenya Methodist University) and three public universities (Kenyatta University, Karatina University and Dedan Kimathi University of Technology). These institutions were randomly sampled purposively because of their accessibility and convenience to the researcher.

Questionnaire return Rate

The questionnaire return rate was high since out of the 7 questionnaires issued to the private university, all were

Table 2. Number and ccategory of university that formed the study sample

Category of university	Number	%
Private	1	25
Public	3	75

Table 3. Forms of academic plagiarism

Forms of plagiarism	Private university	Public university	total	%
Downloading research papers	6	13	19	70
Buying a paper from a commercial paper mill	0	1	1	4
Copying an article from the web or an online electronic base	5	16	21	77
Copying an article from a local source especially from students who have taken the course previously	5	9	14	52
Cutting and pasting to create a paper from several sources	6	17	23	85
Quoting less than the words that have been copied	2	11	13	48
Copying verbatim from a source without any quotation marks	4	10	14	52

Table 4: Reasons why people plagiarize

Reasons	Private university	Public university	total	%
Limited time or poor time management	7	17	24	89
Genuine lack of understanding of how to acknowledge original owners	4	8	12	44
Temptation and opportunity	6	16	22	81
Lack of deterrence	4	5	9	33

returned meaning that the return rate was 100 %. Out of the 23 questionnaires issued to the public universities, 20 were returned giving a percentage return rate of 87 %. When combined, the total return rate for both the public and the private university is 90%.

Gender of respondents

The researcher wanted to find out the gender of the respondents because according to a study done by Newstead, Franklyn-stokes and Armstead (1966) cheating appears to be associated with male rather than female students, non mature students and those with instrumental attitude towards higher education. The following were the results. Out of the 27 respondents, 19 were male and 8 were female.

Responses on knowledge of the meaning of the term plagiarism

The study sought to establish if students knew what plagiarism is. All the respondents understood the Meaning of the term plagiarism which they defined as

copying another person's work without acknowledging the author.

Forms of Academic plagiarism

Respondents were asked to indicate the various forms of academic plagiarism that they knew from a list. The following were the responses.

The most common forms of plagiarism is cutting and pasting, copying an article from the web or an online electronic base and downloading research papers in that order. This could have been made possible due to the accessibility of literature created by the internet.

Reasons why people plagiarize

Kock, N. (2003) observed that there are three main types of factors that may cause plagiarism: Firstly, informal and formal pressures to publish, secondly, limited knowledge about what level of idea-borrowing is acceptable, the appropriate ways in which it should be conducted, and the consequences of plagiarism for both the plagiarist
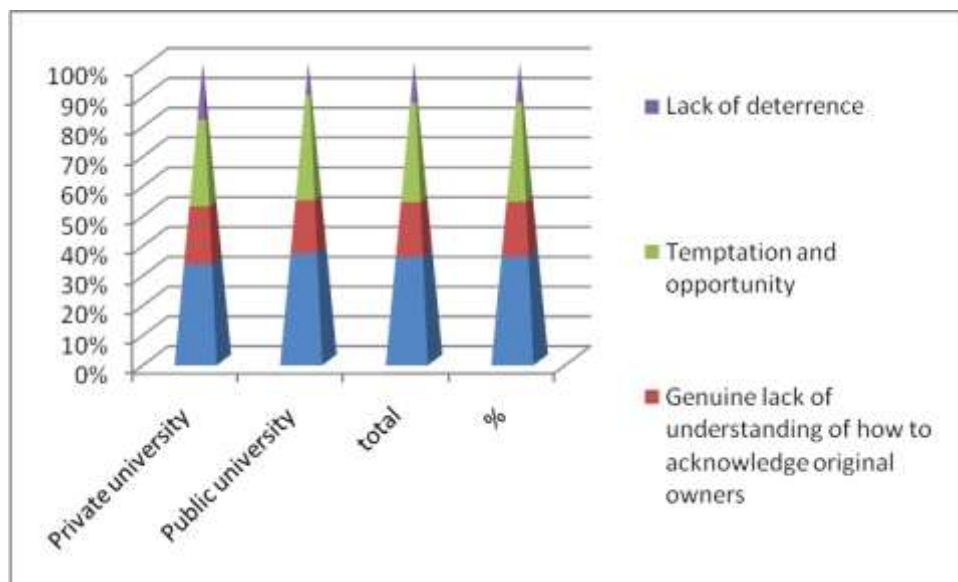
Figure 1: Reasons for plagiarism (%)

Table 5: Magnitude of plagiarism in high institutions of learning

Ratings	Total ratings for both private& public universities	%
Very high	7	26
High	9	33
Average	7	26
Low	1	4
Very low	1	4
No response	2	7
Total	27	100

and the victim and the third is the systemic difficulties that hinder action against the perpetrators of plagiarism.

The study required that the students choose from alternatives given, the reasons why people plagiarize and 89% of the responses pointed at limited time or poor time management being the reasons why students plagiarize, while temptation and opportunity came second with 81%. The third reason was lack of understanding on how to acknowledge with 44% and lastly was lack of deterrence with 33%

Rating the magnitude of plagiarism in the higher institutions learning

The respondents were asked to rate the magnitude of plagiarism in their institutions.

Responses on magnitude of plagiarism in the universities

From the responses in table 5 and figure 3, plagiarism is

quite high in higher institutions of learning since 26% of the respondents indicated that plagiarism is very high and another 33% said it was high. Another 26% indicated said that plagiarism rate was average. Only 8% said that it was low and very low.

Indications on whether the institutions of higher learning have programs to detect plagiarism

Respondents were asked to indicate whether their institutions had programs that detect plagiarized materials. Out of the four universities that formed the study sample, only one has plagiarism check program and which is only in their main campus and therefore all documents requiring to be checked must be sent to the main campus. This means that it is not easily accessible if and when needed. The other three do not have the program meaning that plagiarism therefore may go unnoticed.

100

80

60

40

20

0

Total ratings for both private& public universities

Very high

High

Average

Low

Very low

No response

Total

Figure 2: Total ratings for both private & public universities

Table 6: Responses on whether universities have anti- plagiarism programs

University	Number of respondents who responded to the affirmative	No of respondents who responded to the contrary
Kenya Methodist university	N/A	7
Dedan kimathi university	N/A	7
Karatina university	N/A	6
Kenyatta university	7	N/A
%	26	74

Table 7: Reasons why plagiarism has increased in the last 5-10 years

Reasons	Responses	%
Laziness	14	52
Internet connectivity	17	63
Limited time for research	7	26
Increase in online classes	4	15
Poor time management	6	22
Ignorance of plagiarism rules/repercussions	7	26
Lack of deterrence	6	22
Poor research teaching	6	22

Reasons why plagiarism has increased in the last 5-10 years

The study sought to get the respondents views on what they thought were the reasons of plagiarism increase in the last 5-10 years. Table 7 demonstrates the responses. From table 7 and figure 4, internet connectivity significantly encourages plagiarism with a rating of 63%.

As confirmed by Ogwen, P and Otike, P (2012) in their study, internet has made plagiarism in written assignment easier for students since they download full papers for free or at a relatively small cost and cut and paste from a range of sources without acknowledging. Following closely is student's laziness with 52%.The other reasons are limited time for research, increase in online classes, ignorance of plagiarism rules, lack of deterrence and poor research teaching rated between 15% and 26%.Other reasons are, lack of confidence, less concern by lecturers, study, internet has made plagiarism in written assignment increase in takeaway assignments,
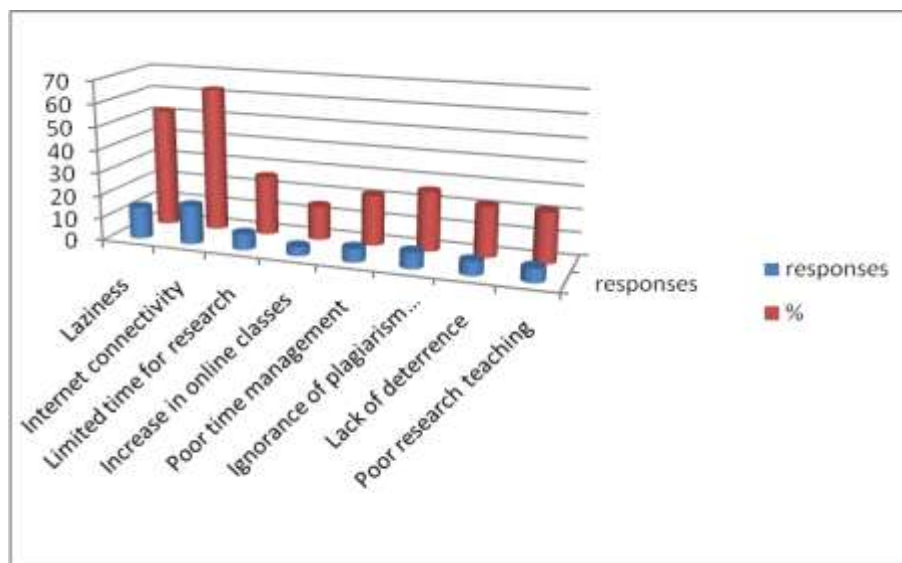
Figure 3: Reasons why plagiarism has increased

Table 8: Consequences of plagiarism

Consequences	No. of responses	%
Legal repercussions	7	26
Half-baked graduates for job market	13	48
Failing research project	3	11
Expulsion or discontinuation	5	19
Killing of morale and innovation	3	11

lack of supervision, lack of seriousness in students, ignorance, improved information technology, lack of updated literature and books, lack of creativity, lack of seriousness in studies, lack of trust in own work, decrease in educational levels, taking things for granted, easy to get assignment from fellow students, academics more theoretical than practical, learning is about passing exams than acquisition of knowledge and skills, pressure to do well in academics and poor research teaching. Ogwen adds on the same list and says that plagiarism has increased because of high incidences and emphasis on group work which leads to increase in students plagiarizing each other's work. He adds that there is increase in class sizes, meaning that students do not have ready access to their teachers and therefore rely on past students who provide "form guides" for full assignment for loan or purchase. He further observes that some students copy and paste and participate in other forms of plagiarism deliberately because they are lazy, sneaky and/ or competitive. They are also under pressure from the academic workload and therefore run

out of time. They lack understanding and suffer from ignorance.

Consequences of plagiarism

The study asked respondents to list the consequences of plagiarism that they were aware of Plagiarism has both direct and indirect victims. The direct victim is the person whose work has been inappropriately copied while the indirect victims are like journal editors and reviewers, conference program chairs and conference reviewers. The most rampant consequence mentioned was production of half-baked graduates for the job market with 48%, followed by legal repercussions with 26%. Other consequences that carried the day are expulsion and discontinuation, failing in research project as a unit and killing of student's morale and innovation that scored 19%, 11% and 11% respectively. Other consequences cited included that it encourages laziness, leads to no innovation, lowers education standards, causes data duplication, reduces individual confidence and causes
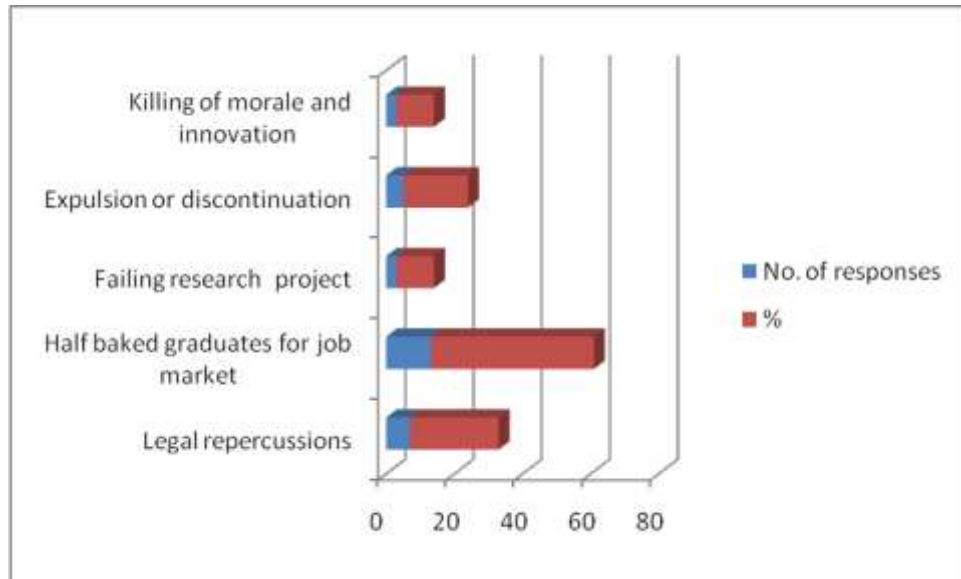
Figure 4: consequences of plagiarism

Table 9: whether students are taught how to cite or reference their work

Responses	Number of responses	Percentage
Yes	25	92
No	1	4
No response	1	4

Table 10: responses on whether lecturers give unacknowledged handouts

Response	Number	%
Yes	20	74
No	7	26

decrease in IQ and brain activity.

Responses on whether students are taught how to cite or reference their work

The results portrayed in table 9 indicate that 92% of the respondents said that they are taught how to cite or reference their work while 4% are not taught and 4% did not respond to this question.

Reponses on whether Lecturers give unacknowledged handouts without

When asked whether lecturers give unreferenced handouts, 70% of the respondents responded to the affirmative and 26% replied to the negative. Responses on whether lecturers refer them to sites in the internet to

download notes

The study wanted to establish whether lecturers referred students to internet sites to download notes and the following were the responses.

From the responses, 70% answered to the affirmative and 30% said they were never referred to the sites. The last question asked the respondents to give three recommendations to wipe out plagiarism. These recommendations will be exposed in the recommendation section.

SUMMARY OF MAJOR FINDINGS

From the analysis portrayed in an earlier section, it is clear that the respondents understand very clearly what plagiarism is and so most of them plagiarize with the full
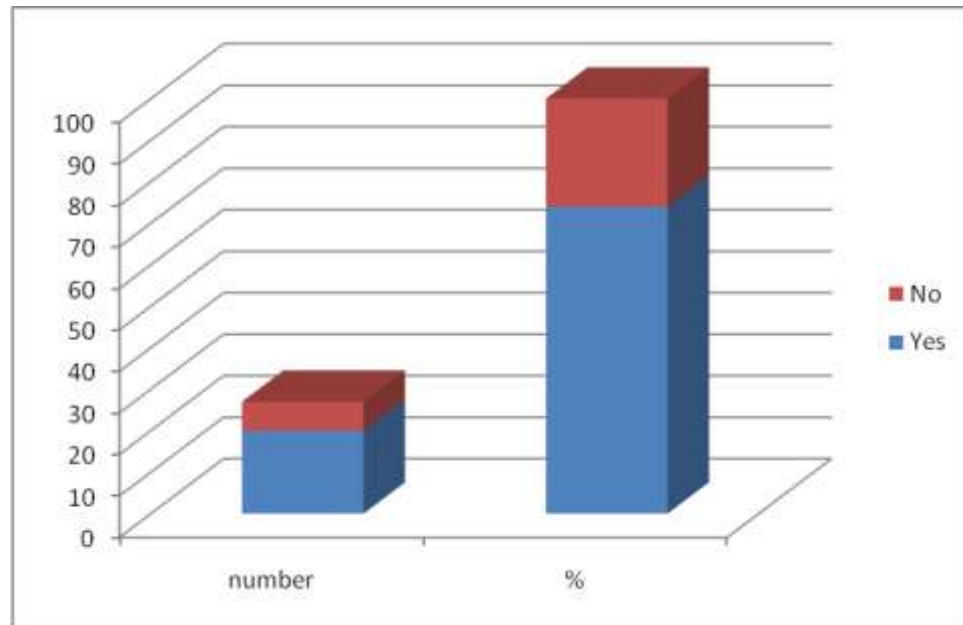
Figure 5: Responses on lecturers giving unreferenced handouts

Table 11: Responses on whether lecturers refer students to internet sites to download notes

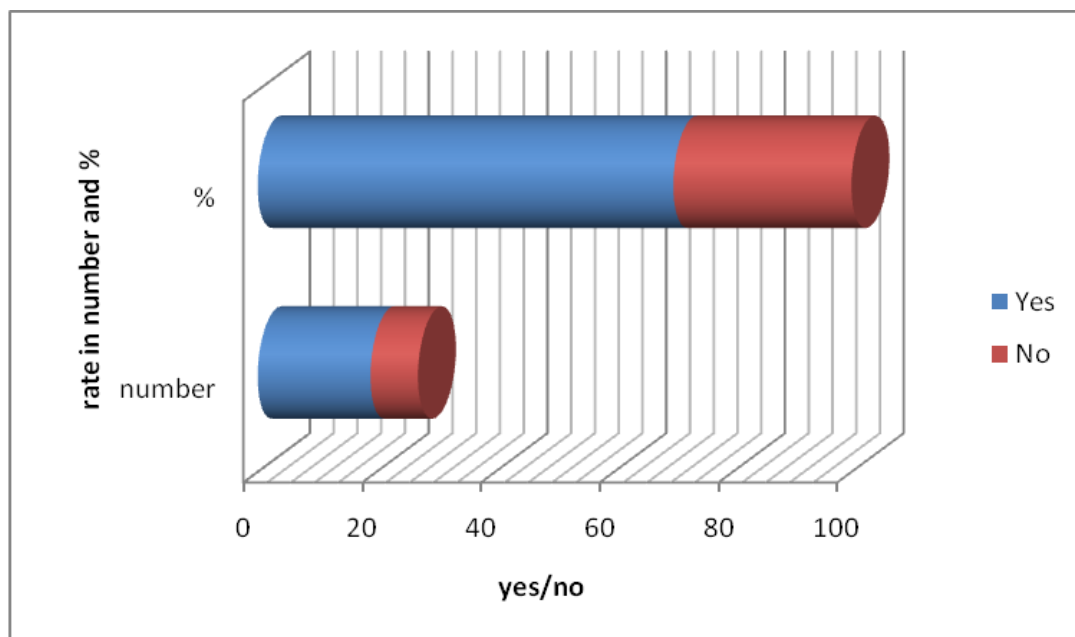| Response	Number	%
Yes	19	70
No	8	30

Figure 6: Responses on lecturers referring students to sites to download

knowledge of what plagiarism is. It is also quite clear that the respondents are familiar with the different forms of plagiarism chief among which are downloading research papers, copying articles from the web, cutting and pasting, copying verbatim and copying a paper from a local source especially from students who have taken the course previously.

It is also noted from the responses that the most prevalent reasons for plagiarizing was limited time for research with 89% followed by temptation and opportunity to acquire material from the internet with 81%. These two reasons complement one another because it is almost obvious that a student who feels that there is limited time for proper ways of searching for materials will use any means to access helpful information easily. The other reason that followed closely was that plagiarists lacked understanding on how to acknowledge original owners and also lack of deterrence. This indicates that some students may not have been taught how to acknowledge and that there are not enough measures in place to deter plagiarism.

The responses on the magnitude of plagiarism indicate that it is quite high in our higher institutions of learning with 59% saying that it is high and another 26% indicating that it was average. Only 8% said that it was low. This implies that plagiarism in the University is rampant. On the same note, respondents also gave responses on why they thought plagiarism had increased in the last 5-10 years. The most common reason was internet connectivity. This insinuates that most plagiarized materials come from the internet which proves a similar indication in the literature review that since the installation of the fiber optic five or so years ago, plagiarism cases have increased right from the classrooms all the way to the print media and even the newsrooms. Laziness was also cited as a reason for increased plagiarism. In this era of generation Z (The group born after the millennial generation or mid or late 1990s or from mid-2000's, who are growing up in an environment with a highly sophisticated media and high levels of technology), many of our students avoid thinking and sweating and the only avenue to avoid this is to "steal" other scholars' work and make it their own. Other reasons advanced were limited time for research which took 26%, poor time management and lack of deterrence that took 22% each. One can almost get a relationship between limited time for research and poor time management.

Respondents were asked to list consequences of plagiarism. Chief among the consequences listed were half-baked graduates for the job market which took 48%. This means that students are in cognizant of the fact that as they continue plagiarizing, they are not only undermining their intelligence but also ill preparing themselves for the job market since no employer worth

his salt would want to employ a scatterbrain. Other consequences listed were legal repercussions that took 26%, expulsion and discontinuation 19% and killing of morale and innovation that had 11%. There is a clear indication that students know the repercussions of plagiarism and that they practice it in full awareness of those repercussions.

On being asked whether they were taught how to cite or reference their work, 92% answered to the affirmative and 4% said they were not taught. There was no response from 4% of the respondents. There is clear evidence that students are aware of how to cite or reference their work and that even when they do not; it is out of choice because they have the knowledge. On being asked whether lecturers gave them non cited handouts for their reference, 74% affirmed while 26% negated. From these results, it is quite clear that students are not fully to blame for plagiarism; lecturers have made it appear legal, safe and innocent. Lecturers are student's point of reference, mentors and people they look up to. If lecturers are doing it, so who are students not to do it?

Respondents were also asked to indicate whether lecturers refer them to internet sites to download notes upon which 70% said that lecturers referred them to those cites and 30% negated the same. As earlier discussed, lecturers propagate plagiarism by making it appear safe to access other scholars' work without acknowledging.

The last question was on the respondents to give recommendations on how to wipe out plagiarism and the following were the results which have been categorized into two.

The first category is recommendations on deterrence. For this they said that:

There should be emphasis on:

1). On copyrights so that it makes it easy to nub those who plagiarize.
2). Security logins on internet access.
3). Expelling of students and cancellation of their work if caught plagiarizing.
4). Strict warnings on plagiarism.
5). Programs to countercheck plagiarized work.
6). Discouraging copying and pasting work.

The second category is on education or the teaching-learning activities

1). Provision of updated literature by lecturers.
2). Teaching students self-reliance and self-belief and also on appropriate citations.
3). Lecturers to issue referenced notes and citations.
4). Encouraging student's participation during lecture time

to enhance understanding of subject content and proper coverage of the syllabus.

5). Creating awareness to the students on consequences of plagiarism for most of them do it in ignorance.

6). The teaching fraternity should give students enough time for undertaking research instead of confining it to a specified time limit; preferably, research should start immediately the course work starts.

7). The teaching fraternity should encourage group work intended for students to uplift one another in academic citation and referencing.

CONCLUSION

It can be concluded that that plagiarism is live in the higher institutions of learning and it is being practiced right under the noses of the lecturers. Students seem to plagiarize because even the lecturers do it with impunity, lack deterrence and for the mere reason that they do not want to get tired. The internet has played a big part in encouraging plagiarism because of its wide connectivity. It has created easy access to materials to cut and paste. This has resulted to a new breed of lazy students who are avoiding thinking. The result is a half-baked student who cannot create new knowledge. This explains why universities ceased to be knowledge incubators and turned into knowledge abattoirs. The "workers" we are churning out are academic dwarfs who cannot be trusted with inventions and innovations; are bookish and have a tendency to copy and imitate.

Lecturers must not relent in continuously creating awareness on the importance of proper citations of other people's work and on the repercussions of plagiarism. The respondents tended to blame the lecturers for poor teaching or narrow syllabus coverage especially in the area of research. This is derived from their recommendation that lecturers should encourage student's participation in the learning process to enhance understanding of content and proper coverage of syllabus.

Plagiarism deterrence measures are not in place and even if they are, they are not firm enough to deter. Students use other peoples work unperturbed for nothing really is done about it. From their responses, the consequences that they are familiar with are those that are academic-based but the legal repercussions are known only to a few of them-26%. This creates a fertile ground for plagiarism.

RECOMMENDATIONS

1). There must be serious awareness creation about what

is involved in plagiarism or in other words the forms of plagiarism for the sake of those who do it in ignorance.

2). Lecturers must spearhead the fight against plagiarism since they are students' reference groups and mentors.

3). Deterrence measures must be emphasized and taken to discourage plagiarism-all culprits must take responsibility of their actions.

4). Teaching-learning activities should cease to be teacher-centered to become learner-centered so as to encourage student participation in creating and generating new knowledge.

5). Universities should come up with up-to-date programs intended to identify plagiarized materials especially in research projects and thesis.

6). University bookshops should be stocked so that internet plagiarism can reduce and also challenge students to feel encouraged to come up with scholarly writing.

REFERENCES

Anyikwa, N. (2009). Evaluating Student's Plagiarism in Higher Education Institutions. Nnamdi Azikiwe University Awka, Anambra State Nigeria. An International Multidisciplinary Ethiopia .vol 3(4), July 2009.

Banyan, P. (2007) African Education in the EFA Decade, Ibadan: Mosuro Publisher.

Cheema, z. et al (2011).Conceptual Awareness of Research Scholars about Plagiarism at Higher Education Level: Intellectual Property Rights and Patent. International Journal of Academic Research, 3(1), 666-671. Retrieved from EBSCO host database.

Davis, S.F & Ludvigson., H.W (1995) Additional Data on Academic Dishonesty and a Proposal for Remediation. Teaching of Psychology. 22(2), 119-121.

Franklyn-stokes, A and Newstead, S (1995) Undergraduate Cheating: Who does what and Why? Studies in Higher Education, 20(2), 159-172.

Harper, S. R., & Quaye, S. J. (2009). Beyond sameness, with engagement and outcomes for all: An introduction. In S. R. Harper & S. J. Quaye (Eds.), Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations (pp. 1–15) New York, NY: Routledge.

Harris, R. (2004). Anti-plagiarism strategies for research papers. VirtualSalt. Retrieved October 10, 2014 from: http://www.virtualsalt.com/antiplag.htm

Hawkins, Edwina. "Housing Starts Go Down the Tubes."South Bay News and Review [Redondo Beach] 2 June 2009, late ed.: A1+. Print.....newspaper citation Straw, D. (2002, July, 14th) The plagiarism of Generation 'Why not?', Community College Week, 14 (24), pp. 4–7.

Honig, B. & Bedi, A. (2012) The Fox in the Hen House: A Critical Examination of Plagiarism among members of the Academy of Management. Academy of Management Learning and Education. 11(1), 101-123. Retrieved from EBS COhost Database.

Iyela, M. K. (2000). Towards the Optimal Utilization and Management of Resources for the Effective Teaching and Learning of Physics in Schools. In O. O. Busari (Ed), 41st Annual Conference Proceedings, Journal of STAN.

Iyela, A. (2002). Publish or Perish Syndrome: Fraudulent Practices

Perpetrated by Some Lecturers in Nigerian Tertiary Institutions. In S.O. Oriaifo, P. O. E. Nwaokolo, & G.C. Igbobor (Eds). Refocusing education in Nigeria. Pp 450-455.Benin-City: Zekol Graphics.

JISC (2003), Press Release: Improvements to Plagiarism Detection Service will enhance Support Colleges and Universities. http:/www.jisc.ac.uk/printer friendly.cfm? =news plag2003.

Kock, N. and Davison, R. (2003), Dealing with Plagiarism in the IS Research Community: A Look at Factors that Drive Plagiarism and Ways to Address Them, MIS Quarterly , V.27, No.4, pp. 511-532. [Fall 2003; Publisher: University of Minnesota, Minneapolis, MN] 53.

Mallon, T. (2001) Stolen Words: Forays into the Origins and Ravages of Plagiarism, 2000 edition, New York Times. 10.Mc Donald R. (2000) Why Don't We Turn the Tide of Plagiarism to the Learner's Advantage? Times Higher

Morgan, c. (2005) Why Students Plagiarise. Retrieved on 23rd June 2008. http://www.in.edu.hk/tlc/Learning Matters/10-652005.pdf

Mugenda, (1999) Research methods: Quantitive and qualitative approaches: Olive M Publication: Nairobi Acts 1999.

Ned Kock & Robert Davison (2003) Dealing with Plagiarism in the Information Systems Research Community: A Look at Factors

that Drive Plagiarism and Ways to Address them. Management Information Systems Research Centre, 27(4), 511-532.

Newstead, s, Franklyn-stokes, A and Armstead, p. (1996), Individual Differences in Student Cheating, Journal of Educational Psychology, 88(2), 229-241.

Obanya, PAI (2007): "Major Determinants of Higher Education Pedagogy".

Ongwen, P & Otike J. (2012) The Extent to Which Plagiarism is Manifested in Africa. School of Information Sciences, Moi University Eldoret, Kenya.

Park, c. (2003). In Other (People) Words: Plagiarism by University Students-Literature and Lessons. Assessment & Evaluation in Higher Education, 28(5), 471-488.

Simpson, R. (2002, January 1). Community college teacher development: Focusing upon New Teachers to mprove student outcomes. Retrieved from ERIC database. (ED479091)

Stefani, L. and Carroll, J. (2001) The plagiarism handbook: Strategy for preventing, detecting and dealing with plagiarism. Los Angeles, CA: Pyrezak Publishing

Teachers Caught Cheating to Help Pupils Make Grades, The Times (Newspaper), 11th Oct, 2003. What is plagiarism? (n.d.) Retrieved July 7, 2014 from <http;//plagiarism.org/citing-sources/whats-a-citation>.

UNESCO_IICBA Newsletter 9/1 (June 2007),2-5 (also www.unesco-iicba.org) .