

STRATEGIES FOR COMBATING ACADEMIC PLAGIARISM IN TERTIARY INSTITUTIONS FOR QUALITY EDUCATION AND NATIONAL DEVELOPMENT

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Abstract

Academic plagiarism seems to be an issue of growing concern among academic staff and undergraduates in Nigeria, presenting itself as a significant menace to the academic integrity of educational institutions, academic staff and students driven by the slogan “publish or you perish”. This paper examines Strategies for Combating Plagiarism Among Academic Staff in Tertiary Institutions for quality education and national development in Nigeria. It defined the concept academic plagiarism, listed the various types of academic plagiarism to include: ghost-writing, collusion, internet plagiarism/copying and pasting, paraphrasing, self-plagiarism, patch-writing and intersexuality/mosaic plagiarism, accidental plagiarism, and lazy plagiarism/verbatim plagiarism. The paper further highlights the consequences of academic plagiarism, for educational Institutions, academic staff, students, and the larger community as a whole such as destruction of academic staff personal reputation, Professional Reputation, Academic Reputation and Legal Repercussions among others. In addition, the paper discussed the general strategies and interventions that can be implemented to combat plagiarism, which include; education and awareness, encouraging originality, use of plagiarism detection tools, clear academic integrity policies, support for time management and research skills, encouraging collaboration and peer review, collaboration among academic institutions, regulatory bodies, and government agencies. The paper concludes that Understanding the various types of plagiarism is essential for maintaining academic integrity and ethical writing practices. By comprehending these different forms and learning how to avoid them, academic staff can guarantee that their work is original, properly attributed, and free from ethical violations.

Keywords: Academic Plagiarism, Plagiarism, Tertiary Institutions, Academic Staff

Introduction

Plagiarism knowledge among academic staff in words of Mbilinyi and Msuya (2018), influences knowledge sharing, information usage, academic staffs’ assessment and how academic values are ensured. Similarly, Hutson (2024) defines plagiarism as the act of taking someone else's work or ideas and passing them off as one's own. Plagiarism can be viewed as the act of using another person’s work, words, or ideas without acknowledgement. The word “plagiarism” according to Satija and Martínez-Ávila (2019) comes from the Latin word for “kidnapper” and is considered a form of theft, a breach of honesty in the academic community.

Earlier, Babalola (2012) views plagiarism as an act or instance of using or closely imitating the language, write up and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author which is a criminal offence.

Plagiarism, Bansal and Kumar (2022) argued refers to the action of using someone else’s work without giving him proper credit. In academic writing, plagiarizing could involve using words, ideas, or information from a source without citing it correctly. Here, Plagiarism is the act of using or copying someone else's idea or work and pretending that you created or wrote it (Sierra-Martínez, Martínez-Figueira, Castro Pais, & Pessoa, 2024).

Globally, literatures (Fatima, Sunguh, Abbas, Mannan, & Hosseini, 2020; Vehviläinen, Löfström & Nevgi, 2018; and Tindall, Fu, Tremayne & Curtis, 2021) have revealed a worrying increase in

plagiarism in tertiary education institutions. The increase Olutola (2016) argued is attributed to 21st century technological advancements that render plagiarism effortless. It is an indisputable fact according to authors like (Maxel 2013); Qorro (2015); and Ryan et al, (2009) that plagiarism degrades education integrity, national ethics and lowers standards culminating in having graduates who are incompetent, unconfident, and incapable of observing integrity at work and cannot contribute meaningfully to national development (Maxel, 2013; Qorro, 2015; Ryan et al, 2009).

A study at University of Dar es Salaam (UDSM) by Anney & Mosha (2015) on plagiarism revealed its prevalence among academic staffs which is against the University's core values of academic integrity, professionalism standards and ethical behavior, therefore made it intolerable. Like any other problem, they argued, elimination of plagiarism requires understanding factors that contribute to its occurrence. Personal knowledge of what plagiarism encompasses is considered a major determinant of one's involvement in it and the ability to control it (Madrav, 2007). This is why Adiningrum & Kutieleh, (2011) argued that plagiarism in higher learning institutions cannot end if knowledge about it is incorrect and inconsistent among academic staffs and students.

In Nigeria, Pate (2018) argued that chapter 2 sections 23 of the Nigerian Constitution describes the national ethics of the nation as Discipline, Integrity, Dignity of Labor, Social, Justice, Religious Tolerance, Self-reliance and Patriotism. Pate added that, other national values spread across several sources, including the constitution and official government statements include cultural diversity, respect for the rule of law, democracy, patriotism, faith and spirituality among others. He further asserts that, Cultivating and disseminating a thorough understanding of the national ethos of the country should be a major objective of the Nigerian education system through proper check of plagiarism because education should play a role in the acculturation of citizens towards the collective identity of the nation for sustainable national development (Pate, 2018).

The acknowledgment of the magnitude of this problem is apparent in the countless institutional policies and penalties put in place to curb the plagiarism practice in educational institutions. Efforts to discourage this behavior have also led to educational institutions adopting and applying plagiarism detection tools to curb such incidences and measure their extents in academic staffs' write-ups. In colleges of education for instance, section 5.3, sub-section 5.3.1 of the Federal Republic of Nigeria, Revised conditions of service for colleges of Education [FRN] (2015) classified academic plagiarism as a serious misconduct punishable by dismissal from service (pp.27 – 28).

Unfortunately, despite several efforts by tertiary institutions at controlling or minimizing plagiarism among academic staff, little has been achieved as shown by the documented evidence indication prevalence of the problem (Anney & Mosha, 2015). This paper therefore was set to address this inadequacy by suggesting strategies of combating plagiarism among academic staff for quality education and national development.

National Development

The word “development” connotes an incremental positive change in both the quantity and quality of something, characterized by advancement, strength and success (Madu, 2020). National Development according to Egbefo (2012) as cited in Madu (2020) can be interpreted as the capacity of a nation to make gradual transition from lower standard of living to a greater standard of living for the vast majority of its people. This might suggest an improvement in the wellbeing of the majority of the

citizens. In consonance with Egbefo's view, Madu, further maintain that, national development is the ability of a country to improve the social welfare of the people, by providing quality, affordable and accessible social services like good education, infrastructure, medical care and social services. He argued that, resources that can lead any country to development are: rich natural resources, rapid industrialization, increase in educated working population, stable political environment and very importantly, a corrupt-free educational system (Madu, Aboyade & Ajayi, 2019).

It is now crystal clear that, the threat of plagiarism has been the greatest cog in the wheels of tertiary Institutions academic excellence and Nigeria's quest for notable educational development. Therefore, academic plagiarism is an aspect of corruption that happens in the educational sector. In this vein, Yunusa, and Usman (2023) asserts that, academic corruption includes all forms of corrupt practices taking place in the academia including plagiarism which have a direct negative effect on the quality and standard of education and notional development.

Academic Plagiarism

Fishman (2009) earlier posited 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". This understanding is well supported by Maimunah et al. (2018) in their own work which describes plagiarism as an act of using others' ideas, methods, or any written words, without having permission and with the intention that might be acknowledged as the work of the deceiver". In other words, the major aim of plagiarism is mostly to present as new or original, an idea or product derived from an existing work without acknowledgement. This further made Olutola (2016) suggests that the perpetrators of plagiarism often carry out such acts in order to obtain some form of benefits or credit which in most cases includes high grade (among academic staffs) and increased status or promotion (among academic staff).

Elaborating on the significance of plagiarism and the issue of 'intent', Pennycook as cited in Orim (2014) states that plagiarism cannot be viewed as a simple issue whose prevention can be achieved via threats, warnings, and admonitions, he advocated the need for its understanding in terms of complex relationships between text, memory, and learning (Orim, 2014).

The fact that academic plagiarism has been defined variously by researchers necessitates the need for operational definition that would guide this discussion. The paper rely on the explanation provided by Onifade, and Alex-Nmecha (2023) which describe plagiarism as the practice of take on and using ideas, thoughts, writings, texts, figures, data, analyses, argumentations, pictures, techniques, computer programs and inventions of others as one's own without acknowledging or making proper acknowledgment of the source as the working definition of academic plagiarism.

Types and forms of Plagiarism

Understanding the various types of plagiarism is crucial for academic staff and academic staffs, researchers, and writers to steer clear of it. Many researchers (Idiata, Osaghae, & Edoimioya, 2019;

Ndebele, 2020, Tsenongu, Okwu, & Obande, 2024) agree on the following as the main types and forms of plagiarism practiced by academic staff and academic staffs in tertiary Institutions:

1. **Unintentional plagiarism:** Unintentional plagiarism refers to the act of unintentionally using someone else's work or ideas without proper citation or acknowledgment. This can occur when a person is not aware that they are plagiarizing, such as when they fail to properly attribute a source or mistakenly paraphrase someone else's work too closely (Islam, Koka, Wahab & Khan (2021).
2. **Self-Plagiarism:** This refers to the action of re-using one's own write-up, previously published documents or submitted work in a new context without proper citation or acknowledgment. In the words of Orluwene and Magnus-Arewa (2020), self-plagiarism occurs when an individual presents their own previously published work as new in a subsequent publication. Examples of self-plagiarism:
 - i. Submitting the same paper to multiple conferences or journals without proper citation or acknowledgement of the earlier submission.
 - ii. Reusing figures, tables, or images from a previous paper without proper citation or acknowledgement.
 - iii. Using the same abstract or introduction in multiple papers without proper citation or acknowledgement.
 - iv. Publishing a book chapter that is substantially similar to a previously published journal article without proper citation or acknowledgement.
 - v. Reusing data or research from a previous paper to write a new paper without proper citation or acknowledgement of the original work.
 - vi. Translating a previously published paper into another language and publishing it without proper citation or acknowledgement of the original work.
 - vii. Using the same or similar title for multiple papers without proper citation or acknowledgement of the earlier work.
 - viii. Reusing sections of a thesis or dissertation in a paper or publication without proper citation or acknowledgement.
 - ix. Reproducing a paper that is substantively similar to a beforehand published paper by the same author(s) without appropriate citation or acknowledgement.
 - x. Failing to disclose previous publication or presentation of the same work in a paper or proposal.

This can also include duplicating previous papers or misrepresenting data accumulation from other sources among others.

3. **Ghost-writing plagiarism:** This refers to the act of someone hiring a writer to create content on their behalf, but then presenting that content as their own original work without giving credit to the actual writer. Singh and Remenyi (2016) note that, this type of plagiarism is common in academic settings, where academic staffs may hire someone to write their papers or essays for them. It is also prevalent in the professional world, where individuals may hire ghostwriters to create speeches, articles, or books for them. In both cases, if the true authorship of the work is not acknowledged, it constitutes plagiarism.

4. **Collusion:** Collusion in plagiarism refers to the act of working together with others to produce work that is then presented as original and individual. Collusion in research is a serious ethical violation that damages the integrity of scientific inquiry. McGowan (2016) posits that, in higher education institutions, collusion is defined as an unauthorized collaboration or unauthorized assistance. It involves illegal collaboration among researchers to fabricate data, plagiarize work, or manipulate results for personal gain.
5. **Internet Plagiarism/Copying and Pasting Plagiarism:** The advancement in technology has contributed significantly to academic misconduct among researchers. This type of plagiarism is the most obvious, involving the direct copying and pasting of content from a source without proper attribution. Many scholars (Orji and Young 2020; Hafsa, 2021; Islam, et al. 2021; Hillermann, 2023) have acknowledged the alarming rate of internet plagiarism in recent times.
6. **Paraphrasing Plagiarism:** Paraphrasing Plagiarism involves rephrasing someone else's work or ideas in your own words without giving proper credit to the original source. This form of plagiarism is committed by a researcher who is well-informed about what constitutes plagiarism. In this case, small pieces of research work from different sources are copied to make a new whole document. It is observed by Gordon, Simmons and Wynn (2017) that some researchers cleverly paraphrase sentences from various authors, all in a bid to escape plagiarism but this is unethical.
7. **Patch-writing and intersexuality / Mosaic Plagiarism:** Mosaic plagiarism refers to an act of academic dishonesty in which an individual integrates content from multiple sources to produce a new work without appropriate acknowledgment. This may entail extracting fragments from diverse sources and merging them to make it seem like original work. Mosaic plagiarism, also called patch writing, involves using phrases or sentences from a source and integrating them into one's own writing without proper citation.
8. **Accidental Plagiarism:** Accidental plagiarism occurs when a person unknowingly or unintentionally uses someone else's work and presents it as their own. Accidental plagiarism is committed mostly by people who lack the prerequisite knowledge on the practice of plagiarism, thus committing plagiarism ignorantly. This can happen due to various reasons such as forgetfulness, lack of proper citation, or confusion over sources.
9. **Lazy and Verbatim Plagiarism:** This is a type of plagiarism whereby one simply copy the write-up of another academic staff or researcher verbatim, that is, makes little or no changes to the content of the work except their names. Lazy and Verbatim plagiarism are the act or practice of directly copying someone else's work directly without giving proper recognition or citation. This type of plagiarism is straightforward and easily detectable, as it involves lifting entire sentences or paragraphs without any attempt to rephrase or attribute the original author.
10. **International Plagiarism:** International plagiarism refers to the action of using other writers work, ideas, or words without proper provenance or consent on a global scale.

Olutola (2016) reporting a worldwide survey using Turnitin tool in 2012 shows 10 different types of cyber-plagiarism impacting academic integrity and arranged them according to their severity of intent as follows: -

1. Clone – turning in another person's work, word-for-word, as your own
2. CTRL-C – this is taking large portions of text from a single source without alterations

3. Find – Replace - Changing key words and phrases but retaining the essential content of the source
4. Remix - Reshaping from multiple sources, made to fit together
5. Recycle - Plagiarizes generously from the writer's previous work without citation
6. Hybrid - Combines perfectly cited sources with copied passages without citation
7. Mash-up - Amalgamate material from multiple sources
8. 404 Error - Blends material from multiple sources
9. Aggregator - Includes proper citation to sources but the paper contains almost no original work
10. Re-tweet - Includes proper citation, but relies too closely on the text's original wording and/or structure (Olutola, 2016).

Common Causes of Academic Plagiarism

The common causes of academic plagiarism particularly among academic staff as identified in relevant literature includes:

- i. Lack of requisite academic writing skills by academic staff is an important determining factor that indicates high incidence of plagiarism (Obinna, 2012). Academic writing remains one of the ways in which academic staff are assessed for promotions in tertiary Institutions, lack of this skill explains why rate of plagiarism in academia is on the rise.
- ii. Rules regarding teaching and training of academic staff in the art and science of scholarly writing are no longer adhered to. Only few institutions offer new academic staff development programs that are focused on academic integrity (Hillermann, 2023).
- iii. Inability to teach academic staff fundamentals of academic writing and how to avoid plagiarism pitfalls by academics is recognized as an underscoring issue driving much of the cases of plagiarism in many tertiary institutions (Hillermann, 2023).
- iv. Ignorance about rules guiding scholarly writing has also been credited as an important factor influencing plagiarism among academic staff (Wan, Nordin, Halib, and Ghazali, 2011).
- v. Other factors includes linguistic/cultural background of academic staff and unprecedented availability of large amount of materials and texts on the internet which has made the internet a ready-made pool from which people can copy and paste without hindrances (Weinstein & Dobkin, 2002).
- vi. Similarly, factors such as unhealthy competition among academic staff in terms of achievement in promotion and apathetic attitudes of school authorities to plagiarism (Hillermann, 2023).

Possible Consequences of Academic Plagiarism

The consequences of plagiarism according to Ithenticate (2024) can be personal, professional, ethical, and legal and no one is invulnerable. Neither ignorance nor stature excuses a person from the ethical and legal ramifications of committing plagiarism. It can get you expelled from your course, college and/or university. According to several authors, plagiarized paper almost always results in failure for the assignment, frequently failure for the course, and for academic staff it may result in dismissal. In colleges of education for example, section 5.3, sub-section 5.3.1 of the Federal Republic of Nigeria, Revised conditions of service for colleges of Education, 2015 classified academic plagiarism as a serious misconduct punishable by dismissal from service (pp.27 – 28).

It might also, lead to damage of credibility, legal action, and damage to one's reputation. One of the most significant consequences of plagiarism is the erosion of trust. When individuals or organizations

are found to have plagiarized, it undermines their integrity and reliability (Tsenongu Okwu, and Obande, 2024).

The consequences of academic plagiarism can be severe and far-reaching. In view of that, Keefer, Brown and Rothschild (2020) outlined the following as some potential consequences of academic plagiarism:

1. Failure in a course or assignment: Plagiarism can lead to a failing grade or a zero on an assignment.
2. Academic probation or suspension: Repeated instances of plagiarism can result in academic probation or suspension.
3. Expulsion from an institution: Severe cases of plagiarism can lead to expulsion from a university or college.
4. Damage to reputation: Plagiarism can damage a student's or researcher's reputation and credibility.
5. Loss of scholarships or funding: Plagiarism can result in the loss of scholarships or funding.
6. Legal consequences: In some cases, plagiarism can lead to legal consequences, such as copyright infringement lawsuits.
7. Retraction of published work: Plagiarism can lead to the retraction of published research papers or articles.
8. Professional consequences: Plagiarism can impact future career opportunities and professional advancement.
9. Embarrassment and shame: Plagiarism can cause personal embarrassment and shame.
10. Missed learning opportunities: Plagiarism can deprive students of the opportunity to learn and develop important skills.

The consequence of plagiarism on academic institutions is significant and far-reaching. When an academic institution is found guilty of allowing or overlooking plagiarism, it faces permanent loss of credibility. Consequences of academic plagiarism Tsenongu *et al.*, (2024) argued include:

- i. Destroyed academic staff personal Reputation
- ii. Destroyed Professional Reputation
- iii. Destroyed Academic Reputation
- iv. Legal Repercussions: Copyright laws are absolute.
- v. Monetary Repercussions
- vi. Plagiarized Research

Strategies for Combating Academic Plagiarism

Plagiarism according to Tsenongu *et al.*, (2024) is a serious issue that has been on the rise among academic staffs in Nigeria. It does not only undermine the integrity of academic research but also hinders the development of critical thinking and originality. To combat this monster plagiarism, Tsenongu *et al.*, (2024) argued, it is crucial to implement effective strategies that address the root causes and provide support for academic staff and students to uphold academic honesty if the following are implemented: -

1. Sensitization: One of the most effective ways to combat plagiarism is through education and awareness. Writers should be sensitized through mass education on plagiarism and the consequences of engaging in such unethical practices. Several scholars agree on the workability of education and awareness on best practices in scholarly writing and research data management (Doghonadze, Pipia &

Parjianadze, 2018; Shiva, 2019; Idiata, Osaghae, & Edoimioya, 2019; Ndebele, 2020, Akwang & Chimah, 2021).

2. Encouraging Originality: In the realm of postgraduate education, it is imperative to nurture the growth of academic staffs' own ideas and thoughts. This is a pivotal aspect of academic growth and intellectual maturation. Faculty members play a crucial role in this process by offering guidance and support to help academic staffs cultivate their critical-thinking and research skills (Idiegbeyan-Ose et al., 2018)

3. Use of Plagiarism Detection Tools: Institutions should implement robust plagiarism detection mechanisms to identify and address instances of academic dishonesty. Investing in state-of-the-art plagiarism detection software can serve as a deterrent and provide educators with the necessary tools to effectively combat this issue. (Adekannbi & Megwaonye, 2020; Ndebele, 2020).

4. Research Mentorship and Guidance: Promoting values of originality and independent thinking through research mentorship and guidance can help nurture a generation of scholars committed to producing authentic and innovative work (Oladeji, et al., 2016)

5. Clear Academic Integrity Policies: Clear policies and procedures for handling cases of academic dishonesty should be established, ensuring that offenders are held accountable for their actions. By enforcing consequences for plagiarism, institutions can send a strong message that unethical behavior will not be tolerated within the academic community (Igbokwe, 2016).

6. Provision of Support for Time Management and Research Skills: Academic staff and academic staffs often resort to plagiarism due to time constraints and lack of research skills. There is need to train academic staffs on time management skills and efficient plans for the time utilization and effort needed for research-based writing, leading them to believe they have no other option except to plagiarise.

7. Encouraging Collaboration and Peer Review: Collaboration and peer review can be effective strategies for preventing plagiarism. According to Khumalo and Reddy (2021) collaboration and peer review are valuable tools for ensuring originality and integrity in academic and professional writing. They added that by working together and seeking feedback from peers, individuals can help each other identify and address potential instances of plagiarism. This collaborative approach they argued, not only promote culture of accountability and ethical behavior, but also fosters a supportive environment for learning and growth.

8. Academic institutions, regulatory bodies, and government agencies collaboration: This is crucial in the fight against plagiarism. By working together, these units can establish clear guidelines and policies to jointly prevent and address plagiarism practices effectively. This collaboration can also involve sharing resources and best practices to educate academic staffs and researchers about the importance of academic integrity in these institutions.

Interventions for Combating Academic Plagiarism

In another development, Olutola (2016) suggested some interventions for combating plagiarism among academic staff in tertiary education institutions in Nigeria as follows:

1. Prevention

- i. Establish Clear Policies: Develop and communicate clear plagiarism policies and consequences.
- ii. Education and Training: Provide regular workshops and training on academic integrity, citation, and referencing.
- iii. Use Anti-Plagiarism Tools: Utilize plagiarism detection software, such as Turnitin or Quetext to authenticate publications and research
- iv. Encourage Original Work: Foster a culture that values original research and ideas.

2. Detection

- i. Regular Monitoring: Regularly review and assess staff publications and research.
- ii. Peer Review: Implement peer review processes to detect plagiarism.
- iii. Use Plagiarism Detection Tools: Utilize tools to detect plagiarism in publications and research.
- iv. Anonymous Reporting: Establish a system for anonymous reporting of suspected plagiarism.

3. Consequences

- i. Disciplinary Action: Take disciplinary action against staff who engage in plagiarism.
- ii. Professional Development: Provide opportunities for staff to improve their research and writing skills.
- iii. Public Acknowledgement: Publicly acknowledge and apologize for plagiarism incidents.
- iv. Loss of Tenure or Promotion: Consider loss of tenure or promotion for repeated plagiarism offenses.

4. Cultural Change

- i. Promote Academic Integrity: Foster a culture that values academic integrity and original research.
- ii. Recognize and Reward Original Work: Recognize and reward staff who produce original research and publications.
- iii. Encourage Collaboration: Encourage collaboration and mentorship among staff.
- iv. Lead by Example: Leaders and department heads should model academic integrity and original research.

5. Support

- i. Provide Resources: Provide resources and support for staff to improve their research and writing skills.
- ii. Mentorship: Offer mentorship programs for junior staff.
- iii. Writing Centers: Establish writing centers or support services for staff.
- iv. Confidential Support: Offer confidential support for staff struggling with research and writing.

6. Assessment and Evaluation

- i. Regular Assessments: Regularly assess staff publications and research for plagiarism.

- ii. Evaluate Policies: Evaluate the effectiveness of plagiarism policies and procedures.
- iii. Staff Feedback: Solicit feedback from staff on plagiarism policies and procedures.
- iv. Continuous Improvement: Continuously improve plagiarism prevention and detection strategies.

By implementing these strategies and providing interventions, colleges and universities can create a culture that values academic integrity and original research, reducing the incidence of plagiarism among academic staff.

Plagiarism Detection Tools

In their analysis, Bahuguna, Nainwal, Banerjee, Saharan and Singh (2024) states that, plagiarism detection software includes tools like Turnitin, Grammarly, Copyleaks, and iThenticate, which scan documents against vast databases of web pages and academic papers to identify similarities. They argued that it does not matter whether it is external or internal, intentional or unintentional plagiarism; they can be grouped as follows based on what they do:

1. Turnitin: Checks against extensive databases of web content, published works, and previously submitted student papers. Offers customizable similarity score settings.
2. iThenticate: Compares content against 97% of top 10,000 cited journals, 1,500 top publishers worldwide, and 244 million subscription content sources.
3. Scribbr: Offers advanced plagiarism checking tailored for academic writing, detects copied text, and provides detailed similarity reports.
4. Grammarly: Provides language and citation assistance, detects plagiarism, and offers grammar and spell checking.
5. Quetext: Checks against over 45 billion web pages, supports multiple document formats, and provides detailed similarity reports.
6. Copyscape: Detects plagiarism in online content, provides alerts for duplicate content, and offers SEO analysis.
7. Originality.ai: Offers AI-powered plagiarism detection, checks against global databases, and provides detailed reports.
8. PlagScan: Scans documents for plagiarism, provides detailed reports, and integrates with popular word processors.
9. Unicheck: Offers comprehensive plagiarism detection, checks against extensive databases, and provides customizable reports.
10. Plagiarism Detector: Checks against global internet databases, provides originality reports, and offers AI text detection (Bahuguna, et al., 2024).

Important Functions of Plagiarism Detection Tools

Mulenga and Shilongo (2024) in their attempts to identify the important functions of plagiarism detection tools states that, The major functions of plagiarism detection tools are to ensure academic integrity by checking for originality, highlighting matched text with sources, and helping writers improve skills like paraphrasing and citation. They went ahead to list the followings:

- i. Text Matching: Compares submitted text against extensive databases to detect copied content.
- ii. Semantic Analysis: Analyzes meaning behind words and phrases to detect paraphrased content.
- iii. Citation Analysis: Checks citations and references for proper attribution.
- iv. Originality Reporting: Provides detailed reports highlighting matched text and sources.
- v. Customizable Settings: Allows users to adjust sensitivity and match thresholds.
- vi. Integration: Integrates with popular word processors and learning management systems.

These tools help researchers, educators, and writers ensure academic integrity, detect plagiarism, and improve writing quality (Mulenga & Shilongo, 2024).

Conclusion

Accepting the prevalence of the various types of plagiarism is essential for maintaining academic integrity and ethical writing practices. By comprehending these different forms and learning how to avoid them, academic staff can guarantee that their work is original, properly attributed, and free from ethical violations. This knowledge is crucial for upholding high standards of academic honesty and ensuring the credibility of one's work.

Fighting the monster of plagiarism among academic staffs in Nigeria requires a multifaceted approach that encompasses education, detection, discipline, and collaboration. By fostering a culture of academic integrity and originality, we can empower the next generation of scholars to contribute meaningfully to their respective fields and uphold the principles of ethical scholarship.

By prioritizing comprehensive training programs, teaching proper citation practices, and providing access to resources, institutions can reduce plagiarism rates and foster a culture of academic integrity among academic staffs and ensure quality education for national development.

Recommendations

Based on literatures reviewed, the following recommendations are put forward:

1. School administrators should put in place effective and realizable institutional policies that will guide academic staff against plagiarism with penalty commensurable to offence committed.
2. Tertiary Institution should provide support services such as time management workshops, research methodology courses, and access to academic resources to help academic staffs manage their workload effectively for quality education and national development.
3. Also, government through the Ministry of Education must serve as watchdog for the concerned institutions. This is necessary so as to help plagiarists recover from their abhorrent act and support acquisition of right attitude and skills needed for scholarly academic writing.
4. Tertiary institutions organs such as directorate of academic planning which is the Quality Assurance Unit, and the Library should be involved and work collaboratively with teaching staff and students to minimize the impact of plagiarism to ensure quality education for national development by making detection tools available and affordable.

It's essential to understand that plagiarism is a serious academic offense with significant consequences. Proper citation, referencing, and original work are crucial to maintaining academic integrity.

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