

THE CONSEQUENCES OF PLAGIARISM ON ACADEMIC RESEARCH: A BRIEF EXPOSITION

Osumah, O. Augustine

Department of Public Administration
Ambrose Ali University, Ekpoma
osumahaugustine@yahoo.com

Abstract

This paper dealt with the effects of plagiarism in academic research. Inferences were based on the data gathered from secondary source. Findings proved that plagiarism has corresponding effects on academic research. It is recommended that the chances exploited by the researchers to plagiarize the texts of other authors should be blocked.

Keywords: Plagiarism, originality, research, academic research

Introduction

Writing of papers, journals, projects, theses and dissertations are somewhat among the basic requirements for awarding various degrees to students in Tertiary Institutions of learning. As a result, researchers are nurtured a great deal on the essentials of writing quality research details all through their years of study in the different institutions of higher learning. This could be the rationale behind the offering of research methodology as a course in most disciplines. After obtaining the required knowledge, researchers are expected to demonstrate complete mastery of the ground rules at whatever time they are doing research whether within and outside the academic circles.

In every written research report, the readers often watch out for style and originality which the writers put on show. This is because the readers are mostly refreshed by the freshness brought to bear on a discourse. Such freshness may be in form of contribution, expression and presentation. It is however a truism to mention that there is currently a near absence of style and originality in most academic research. A good number of researchers who do academic research recurrently engage in glaring scholastic stealing. This phenomenon is branded as plagiarism in the intellectual world.

The predominant purpose of this discourse is to unravel the effects of plagiarism on academic research. Secondary data were put together from the extant literature and used in making inferences. Multifarious subtopics are featured in the discourse. They take account of the introduction; theoretical construction; descriptions of research specifically the academic and non-academic types. Also reflected on in this paper are the conceptual review of originality; plagiarism; cases of plagiarism and consequential penalties; causes of plagiarism; and analysis of the effects of plagiarism on academic research. Last of all is the conclusion and recommendations.

Theoretical Construction

The theory utilized as a guide in making inferences in this paper is crime opportunity theory. This theory centres on crime prevention. It was put forward by Marcus Felson and Ronald V. Clarke. The general hypothesis of this theory is founded on the antique belief that “opportunity makes the thief”. Specifically, this theory encapsulates all of the following assumptions. First, it is the available opportunities that lead to crime. Second, one crime often produces more opportunities for another. Third, social and technological changes do produce opportunities for new crime. Fourth, it is possible to prevent crime by simply reducing the opportunities to commit them (Marcus and Ronald, 1998). The application of crime opportunity theory in analyzing

the occurrence and recurrence of plagiarism and its pain in the neck of academic research is straightforward. It is supposed that researchers plagiarize as long as they have the opportunities. At what time researchers succeed in plagiarizing, opportunities are thus created for others to do same. Advancement in technology particularly the introduction of computer and internet to academic research has given a lot of opportunities to researchers to plagiarize research information posted on-line. An ample way to prevent plagiarism among researchers is to block all the opportunities that are disposed to them to do so. Leaning on the foregoing analysis, it suffices to say that crime opportunity theory is apt in working out the salient effects of plagiarism on academic research in Tertiary Institutions.

Description of Research

There is hardly any term in the existing literature which has only one meaning. The word 'research' is not an exception. Research for the most part centres on the use of reasonable and methodical approach in hunting for fresh and valuable information on a preferred or selected subject. The essence of research is to arrive at unambiguous findings by means of purposeful and methodical investigation with the intent to solve the problems confronting the public (Rajasekar, Philimenathan and Chinnathambi, 2013). A different but crucial denotation of research is that it encapsulates the use of systematic and empirical study for knowledge acquisition, validation and improvement in every specialty or human endeavour (Naidoo, 2011; Ojmelukwe, 2018). Again, research is a well guarded, cautious and thorough investigation concerning an issue or problem by applying scientific techniques (Kowalczyk, n.d.). The scientific or empirical procedure which is emphasized in the various definitions of research fundamentally has to do with observation and testing of facts. These activities pave the way for the findings obtained in the research conducted in most academic institutions. There are diverse categories of research. But two of them are predominantly identifiable. These two major groupings comprise the academic research and non-academic research.

Leung (n.d.) stated that academic and non-academic establishments conduct research which ultimately complements each other. And academic research which is principally conducted by institutions of higher learning has the following features. First, educational institutions conduct research which is purely academic in nature. Second, academic institutions mostly make the hunt for truth the hallmark of their research. Third, institutions of higher education conduct research so as to get new findings and advance the body of knowledge. The method of writing in academic research is distinctive and one of its kinds. Solangi (2017) and Mid Michigan College (2020) pointed out that academic writing **is objective, empirical, accurate, scholarly, formal, and has distinct audience**, format, rationale, and tone. They pinpointed the following as some relevant examples of academic writing namely scholarly essays, journal publications, conference papers, books, research articles and [dissertations](#).

The non-academic research is often carried out outside academic circles. Technological and product research are done mostly in non-academic institutions. Findings in non-academic research facilitate policy making and product production. And the end knowledge or product acquired subsequent to non-academic research is largely sold for money (Leung, n.d.). The technique of writing in non-academic research is as well distinct in the following aspects. First, non-academic research is written to address the non-academic audience or the laymen. Second, the non-academic writing is informal, conversational, private, impressionistic and biased in nature. Some forms of non-academic writing are newspaper and magazine articles; biographies and autobiographies; private and business letters; work of fiction like novels; websites and text messages (Solangi, 2017; Mid Michigan College, 2020).

The academic research which is the focus of this discourse has certain laid down procedures to be followed so as to achieve its aims identified in its sundry definitions. Aghayere (2000) posited

that the research process typically consist of seven stages encompassing problem, hypotheses, research design, measurement, data collection, data analysis and generalization. Research is not restricted to just one academic field and issue. Kowalczyk (n.d.) held that “research can be about anything”. But for any research to be successful and useful as well, Rajasekar, Philimenathan and Chinnathambi (2013) claimed that researchers ought to have some clear-cut traits which include but are not limited to self-confidence, global outlook, dedication, analytical mind, concentration, determination, discipline, insight, social skills, originality, precision, intellectual curiosity, keen observation, passion for knowledge, spirit of enquiry, resilience, persistence, patience, presentation skills and writing skills.

Research is no doubt a necessity to humanity. People conduct research in diverse disciplines essentially to get hold of degrees, gain respect, overcome challenge, solve problem, acquire academic joy, advance technology and enhance standard of living (Igwenagu, 2016). The aforesaid functions of research can be compressed into two parts. They include the need to make life better for an individual on one hand and the general public on the other hand. Ojimekwe (2018) further acknowledged that research provides good opportunities for data collection, regeneration of the mind, better understanding of issues, enhancing of business, promotion of learning, and growth of knowledge. These are gained via quality research.

The qualities of a good research cover advancement of knowledge, improvement of existing work, technical soundness, significance and originality (Igwenagu, 2016). A conscientiously conducted research advances knowledge by bringing about novel discoveries, innovations and breakthroughs in diverse aspects of human endeavours. These in turn make the society more refined and advantageous for human habitation. Another trait of a good research is the improvement of the existing work of other researchers. Since the world itself is dynamic, new facts

about people and places are unfolding on a daily basis. As such, what various researchers claimed to be factual in their earlier works can be built upon or collapsed by means of latest findings. Moreover, a good research is reliable. And it should as well be of maximum importance to the people. Lastly, a high-quality research must possess originality.

Delineation of Originality

Observably, more than a few definitions of the term 'originality' have been put forward by varied authors. A number of them are exposed in this paper. Originality is about creating new ideas not withstanding whether the ideas are valuable or worthless (Vikas, 2017). This description pinpoints different ingredients which the term originality encapsulates. First is the word 'creation' which has to do with the capability to produce, construct and bring a thing into being. Second is the term 'new' which generally relates to something fresh, novel, and up-to-the-minute. Third is the word 'idea' which refers to views, thoughts, conceptions and opinions. In the same way, the term 'originality' can be expounded to encapsulate some elements of innovation and genuineness. And to be direct or straightforward, genuineness is among the foremost ingredients that will make a new project to be considered as original. Any product which is devoid of authenticity, resourcefulness, actuality, inventiveness and innovation obviously encloses extant components owned by another producer elsewhere and consequently robs a discovery of its originality (Giovanni, 2016). Nevertheless, Phillips and Pugh (as cited in University of Melbourne, n.d.) gave a clearer twist to the definition of the term 'originality'. In their perception, originality takes account of:

presenting a major piece of new information in writing for the first time; extending, qualifying or elaborating on an existing piece of work; undertaking an original piece of work designed by someone else; developing a new product or improving an existing one; reinterpreting an existing theory, maybe in a different context; demonstrating originality by testing someone

else's idea; carrying out empirical work that has not been done before; using a different methodological approach to address a problem; synthesizing information in a new or different way; providing a new interpretation using existing or known information; repeating research in other contexts, for example, a different country; applying existing ideas to new areas of study; taking a particular technique and applying it in a new area; developing a new research tool or technique; taking a different approach, for example a cross-disciplinary perspective; developing a portfolio of work based on research; adding to knowledge in a way that has not previously been done before; conducting a study on a previously un-researched area or topic; and producing a critical analysis of something not previously examined.

The foregoing discussions make it clear that the originality of a research finding generally lies in its genuineness, freshness, inventiveness and innovation. All these attributes are to be demonstrated by the researchers in their various written reports such as books, journals publications, projects, dissertations, conference papers and every other research work they carry out. As plainly explained underside, it is not out of place to point out that the word 'originality' is the direct opposite of the term 'plagiarism'.

Depiction of Plagiarism

As is generally the case, the term 'plagiarism' is not amenable to a single definition. Several scholars have submitted different views on what plagiarism signifies. The University of Washington (n.d.) alluded to MLA Handbook, (Gibaldi, 30) where it was posited that the term 'plagiarism' originated from the Latin word *plagiarius* and it means a 'kidnapper'. One main thing inherent in the word 'plagiarism' therefore is the act of kidnapping the notions or views of another person and selfishly holding them hostage in one's written research report. On this ground, plagiarism is likened to the misdeed of using the words or ideas of another person without crediting the source

(Pedersen, 2001; Ryerson University, 2016). In a similar but clearer vein, plagiarism is the vicious act of being the recipient of recognition or benefits for the work done by another person instead of acknowledging the bona fide originator of adopted and adapted thoughts, expressions, terms and conceptions through references or citations (Louw, 2017). For further details, plagiarism is portrayed as the naked misdeed of copying and using the work of another person without acknowledgment in order to appear as the owner (Jereb, Perc, LaÈmmlein, Jerebic, Urh, and Podbregar, 2018). In a treatise, a touching portrait of plagiarism was painted by Pedersen (2001) who posited that:

When someone publishes a scholarly article or a book, or makes software available to others via the Internet, they are rarely motivated by a desire to make money. Instead, they often simply hope that they will make a contribution to the intellectual life of their field of study. However, it should be clearly understood that this is not purely an act of altruism on their part. In exchange, they are hoping for recognition. If a paper, idea, program, or any other intellectual product has influence, the authors hopes that their name will live on with it.

The University of Washington (n.d.) stressed that plagiarism is a premeditated utilization of the expressions or thoughts of another person with blatant refusal to recognize their source through proper reference. This definition incontrovertibly suggests that plagiarism can occur and recur intentionally and unintentionally. Ryerson University (2016) held that intentional plagiarism takes place once researchers deliberately present written research work owned by other authors as their own. It added that nearly all plagiarism occur inadvertently at what time authors refuse to apply the rules of referencing in writing personal research report. Plagiarism is multifaceted in practice. This signifies that plagiarists adopt different schemes and formats while plagiarizing. That is why numerous types of plagiarism are visible in the academic circles. Studies had shown the existence of the following varieties of plagiarism.

Cases of Plagiarism and Consequential Penalties

Multiplicities of scholars have come up with multifarious categories of plagiarism which are endemic in the academic circles both in the earlier period and present-day. As plainly argued by Turnitin (n.d) and Current Student Document (n.d.) in their different discourses, the following acts are regarded as plagiarism in a written research report. First is converting the work of another person to your own under whatever disguise or excuse. Second is copying words or ideas from the work of another person without acknowledgement. Third is refusing to place quotation marks on expressions or ideas from the work of other writers. Fourth is producing erroneous or inaccurate information concerning source of all the excerpts. Fifth is paraphrasing sentences or turn-of-phrase without acknowledging the original source. Sixth is making the work of one author the bulk of your work even when it is acknowledged.

Besides the foregoing, there are several other varieties of plagiarism. First is self-plagiarism. This occurs when authors reproduce their previous works without acknowledgment so as to make them appear new. Next is copying of a few paragraphs or the entire articles of other writers. This type of plagiarism is generally known as copy and paste. The acts of going online to copy and paste, buying of written research report, and adding one's name on an article written by another person perhaps without making any input, have been identified by the same token as outright practices of plagiarism (Butler, 2010; Ryerson University, 2016).

There was a debate in 2016 by a number of legal practitioners in Nigeria on the topic "can legal action be taken against plagiarism?" Some of the lawyers who spoke with Daily Trust Newspaper argued that plagiarism is an outright breach of intellectual property rights such as copyright. Others maintained that plagiarism is a term used in academics and not directly on paper in the Copyright Act or any other legal

documents in Nigeria (Oloyede, 2016). Nevertheless, “Section 1 (1) of the Copyright Act, Laws of the Federation of Nigeria 2010 specifies works eligible for copyright to include literary works” (Onoyeyan, 2018). It is thus imperative to point out on this basis that plagiarism is practically the same as a breach of the Nigerian copyright laws. For that reason, it may not be absolutely out of place to commence the arraignment and punishment of serial plagiarists within the ambits of related extant copyright laws.

Wasay and Siddiqui (2015) affirmed that the act of plagiarism can be punished in a variety of ways particularly in academic circles. Correspondingly, Foltynnek and Glendinning (2015) promoted the spiraling of policies to take plagiarists to task especially in the universities. In a study, Marshall and Varnon (2017) advised that plagiarism should be fought like any other fraud. As plagiarism is of diverse severity namely deliberate and inadvertent, the penalties may well vary. Kalani and Twinwal (2013) outlined the following punishments for various acts of plagiarism. First, any students guilty of plagiarism should be asked to do the project again and scored low grades in the end. Second, students who are confirmed plagiarists can be awarded “a fail grade”. Third, “academic probation and actions” can be taken against students who are perpetrators of plagiarism. Fourth, serial plagiarists can be expelled.

There are escalating cases of plagiarism in the institutions of higher learning in Nigeria and other countries (Onuoha and Ikonne, 2013). As if to worsen the already putrefying situation, Wasay and Siddiqui (2015) added that “the menace of plagiarism has afflicted the literature so widely that it has not spared any discipline and specialty”. The issue of plagiarism has thrived unabated in Nigeria notwithstanding all attempts to curtail it (Olutola, 2016). And overseas, the story is not different. The foregoing affirmations had been confirmed by reports on plagiarism in some institutions of higher learning.

It had been verified that many students in the Nigerian tertiary institutions of learning do plagiarize by copying directly from books, downloading from the internet and doubling-up from course mates. A number of students often go to other universities to select project titles from past projects and submit same topics to their supervisors. When any of the topics submitted is eventually approved, they photocopy the entire project work and deceitfully submit same to their supervisors bit by bit (Dare, 2017). In an investigative research carried out in several universities selected in Ogun State, results revealed that scores of students that write scholarly papers lack style and originality. This is due to their looming reliance on plagiarism (Jerome, Christopher and Osinulu, 2016). More to the point, Idiata, Osaghae, and Edoimioya (2019) embarked on a study entitled "Plagiarism Issue in Students' Project in Nigerian Tertiary Institutions: A Case Study of Edo State Polytechnic Usen". The findings revealed that 50% of the National Diploma (ND) students intentionally involved themselves in plagiarizing previous research projects. Another time, Professor Peter Okebukola who was a former executive secretary of National Universities Commission (NUC) claimed that the level of plagiarism in the projects written by students is 60% for final year first Degree; between 15-20% for Masters; and 8% for PhD (Fatunde, 2019).

Apart from students, multifarious instances of plagiarism involving the elites also abound in different tertiary institutions of learning. On the grounds of plagiarism, the University of Calabar in 2013 sacked Dr. Bisong in the Department of English and Literary Studies; Mr. Oden Ubi in the Department of Marketing; and Dr. Paulinus Noah in the Department of Linguistics and Communication Studies. In 2017, about seventeen lecturers were demoted, refused promotion or barred from holding official position for engaging in plagiarism in Delta State University. Prominent among these plagiarists were

Professor B.O. Okaba, the then Provost of Delsu in Oleh Campus and Professor Mrs. O.D. Ogisi, the Dean of Post Graduate School. Another time, Nekede Polytechnic demoted twenty five lecturers while Yaba College of Technology (YABATECH) denied a lecturer promotion for plagiarizing the intellectual property of other authors (Amoo, 2017; Fatunde, 2019; Lawal, 2019).

Moreover, the following four cases of plagiarism that occurred overseas were duly reported by Unicheck in 2015. First, Megon Walker who graduated from Law in Harvard with a PhD in Bioinformatics wrote and sent an article to the Journal of Law and Technology (JOLT) in Harvard. However, the said article was not published by JOLT but lastly dismissed on the grounds of plagiarism. An additional but akin case of plagiarism took place at Harvard when Kaavya Viswanathan who was a student from sophomore wrote her foremost novel. After investigation, the novel was found to contain excerpts from other novels. For this reason, the publication was utterly discontinued. Again, Amanda Serpico at Rutgers University in New Jersey was accused of plagiarism. Her last paper for a course on “gay marriage laws” visibly contained a number of portions which were plagiarized from extant sources. The case was subsequently reported to the Dean and as a result, she was disallowed to pass the course. Finally, Allison Routman at Ohio University was indicted of plagiarism. She watched a film on the subject of “the shipboard life”. The paper she wrote in relation to the film was faulted for plagiarism. Hence, she was expelled from that school (Unicheck, 2015). Several previous studies had evidently proved some observable causes.

Causes of Plagiarism

Different writers have put forward the causal factors of plagiarism. The ones revealed by any authors are determined by the findings that originated from their previous studies. One of such studies produced some findings which upheld that “access to internet, shortage of books, students' laziness and poor

academic writing skills played a key role in students' plagiarism" at school (Anney and Mosha, 2015). Laziness makes scores of researchers to go online to copy and paste readymade research work which is related to their chosen topics. Indolence also makes researchers to pay people to write for them and the hired writers in most cases engage in plagiarism owing to laziness or lack of ability. Also, many students are not taught what plagiarism entails (Bretag, 2013). This possibly ensued because either the students or lecturers refused to go to classes. Again, several students plagiarize in a bid to get high grades (Al Darwish and Sadeqi 2016). This is clearly a case of trying to make profit without investment. Besides, several researchers plagiarize because it is an effortless way to write on any questions given to them as assignments (Abou-Setta, n.d.). Finally, many researchers do not know what plagiarism entails (Eret and Gokmenoglu 2010). Hence they plagiarize unknowingly.

Drawing from the theoretical framework of this paper, it is clear that plagiarism is as well caused supposedly by the opportunities which the students have to plagiarize. The chances open to students to involve in plagiarism could include absence of plagiarism test of their written research reports. Again, the success of several students in the acts of plagiarism creates openings for scores of others to engage in the same pranks. This is so because when some students plagiarize and go scot-free, others definitely see nothing wrong in embarking on that same evil escapade. Lastly, the advent of the internet has increased the rate at which students now plagiarize on-line.

Analysis of the Effects of Plagiarism in Academic Research

Notwithstanding its wide-ranging causes, plagiarism has a number of resultant effects on academic research. The different manners in which plagiarism has foully affected academic research are analyzed in this discourse by drawing from the theoretical framework. Also drawn from, are the cases of plagiarism derived from the existing literature. The

corresponding effects of plagiarism on academic research do not require overstatement. Given that the act of plagiarism is in itself unwholesome, its effects on academic research is negative. This thought is revealed in the following analysis.

Plagiarism kills originality which is among the non-negotiable goals a research exercise is scheduled to attain (Pedersen, 2001). A study is only acclaimed to be original when it is intensely ingrained with innovation, uniqueness and genuineness of ideas which are geared toward proffering solutions to a problem. Nevertheless, plagiarism gradually destroys all the above mentioned attributes which make research original. A recycled research project is apparently devoid of any form of innovative ideas. Again, plagiarized conceptions render a research report empty of its freshness. Rather than being unique, plagiarism makes research findings cyclical and monotonous for all time. And no matter the resourcefulness in packaging and presentation, plagiarism still exposes the concealed dishonesty in a research report which in turn eliminates its genuineness in the long run.

Plagiarism often robs research work of its value which Ojimekwe (2018) described as “an invaluable tool for developing an efficient learning process”. The ideal research is supposed to be a virtuous circle. But this only happens when research is conducted with the intent to build upon the blocks of existing knowledge. If this ideal is sustained, the researchers and readers enjoy the benefits of nonstop learning from new research findings. According to a cliché, progress ensues when an assignment is practiced time after time. Hence the more the research engagements, the more the researchers make progress in learning how to conduct research as well as write reports. However, this is not frequently the case with research in the academic world today. Observably, plagiarism is turning research to a vicious circle in which many researchers steal the work of other authors instead of conducting untarnished research. Shiva (2019) affirmed in a treatise that “by recycling

essay, one is not learning anything". It is glaring then that as long as plagiarism is allowed to persist; learning, which is among the foremost objectives of any research project will always be truncated.

Plagiarism obliterates the style that is supposed to be an identifying symbol of a particular researcher (Jerome, Christopher and Osinulu, 2016). The word 'style' has to do with the techniques, methods and patterns that are demonstrated by a scholar in conducting research and writing reports. The readers of written reports identify the style of a writer subsequent to their continuous reading and acquaintance with the work of that specific author. But at what time researchers engage in plagiarism, they first of all misplace the opportunity to put their research techniques on show. Secondly, scholars give up the prospect of applying their own methods which could have been their sphere of influence in the intellectual world. Last of all, writers put up the shutters against the single avenue they have to bring their patterns of writing to public domain. It can as well be inferred that the act of plagiarism do not only tear down the style of a researcher but all the serial plagiarists at all times end up indirectly in helping to publicize the techniques, methods and patterns of other authors.

Plagiarism obstructs the advancement of existing knowledge which is the core essence of conducting research in academic institutions (Butler, 2010). Knowledge encapsulates the possession of adequate information, facts or data which make awareness and proficiency possible in any given field of study. The acquisition of knowledge frequently requires the observation and testing of facts. As such, each time researchers are entangled in the web of plagiarism; previous information, facts and data which may not accurately correspond to the reality and certainty of contemporary times are erroneously retained. The ensuing results are assorted. First, ground-breaking and confirmatory findings become elusive. Second, results obtained from research projects then turn out to be

misleading. Third, all the phenomena which the society claims to be conversant with remain mysterious. And until the all the researchers stop the acts of plagiarism, human understanding and insight will generally remain stifled.

Plagiarism is a contributory factor to the underperformance of students in research in numerous Tertiary Institutions of learning (Bahadori, Izadi and Hoseinpourfard, 2012). The ground rules guiding research which students are supposed to know by means of regular engagement in authentic research exercise ultimately elude them the more they are prone to plagiarism. As such, scores of ignoramus in the conduct of genuine research are graduated every now and then. The danger portends by this phenomenon is that these same ignoramus in the conduct of genuine research may sooner or later find their way into the academic circles to teach other students. Afterward, the truism which holds that nobody can offer what is not inherent begins to manifest. If the trend is not discontinued, the vicious circle of producing half-baked researchers will keep mounting.

It is argued that plagiarism dampens the morale of researchers to engage in genuine research project. As earlier highlighted, plagiarism originated from the Latin word *plagiarius* and it means a kidnapper. Therefore, plagiarism is practically the same as the act of kidnapping. In an ideal world, nobody is happy at what time close relatives and acquaintances are kidnapped. This is the same thing that happens when the academic property of a scholar is kidnapped even if it was intended or unintended. And just the way kidnappers of people acquire unjust gains from victims, so also the kidnappers of intellectual property obtain undeserved accolades at the expense of other hardworking researchers. In this sort of situation where the labour of one is converted to favour another, many existing and would-be scholars may no longer see the need to involve in the rigours of fresh research projects. That circumstance is actually mounting in the present-day academia. As already established in the

theoretical framework, the success of one plagiaristic act leads to the recurrence of many others. It is unsurprising then that many students in educational institutions find it difficult to avoid plagiarism.

Conclusion

In the academic circles, plagiarism has no doubt remained a ruthless threat “to the health of scientific literature” (Bahadori, Izadi and Hoseinpourfard, 2012). This paper had examined the influence of plagiarism with much emphasis on the occurring and recurring danger it causes to research in academic circles. The fundamental motivation for this discourse was the passion to reinforce public outcry against the mounting wave of plagiarism which is wreaking much havoc on research in the academic world particularly in contemporary times. Leaning a great deal on personal observations and data gathered from secondary source, it was confirmed in this paper that plagiarism has corresponding negative effects on research in the academic circles.

The varieties, instances and causes of plagiarism that were uncovered in this discourse had evidently confirmed the assumptions put forward in the theoretical construction. First of all, it is established that students plagiarize owing to the opportunities disposed to them. Again, previous successes of students in the acts of plagiarism encourage its recurrence. Moreover, the advent of internet has created additional opportunities for students to plagiarize on-line. A good number of institutions of higher learning are aware that plagiaristic activities ought to be discouraged. This has stimulated several penalties for plagiarism. It is on these bases that the following recommendations are submitted.

Recommendations

There are scores of students who would want to bring plagiarism to a halt by avoiding it in their subsequent research work. The University of Washington (n.d.) has suggested the following tips on how to stem the tide of plagiarism in a written research report.

1. Make a distinction between your own ideas and all other statements quoted from another work with quotation marks so that the readers can be properly guided.
2. At what time another sources are paraphrased, they must be acknowledged. This will enable the readers to know the writers' thoughts and the borrowed ones.
3. Even when the writer is trying to abridge the ideas which were obtained from diverse sources, there is still the need to quote each of the sources separately.
4. Writers are required to be on familiar terms with the prerequisite of the exact style of citation (such as APA or any other) that is adopted in their dissertation.

In addition to the aforesaid, Rajeev, Kumar and Gayas (2009) presented a condensed but instructive synopsis of the various ways through which researchers can keep away from plagiarism. They argued that as writers of research reports, you are required to always:

Use your own words and ideas; give credit for copied, adapted, or paraphrased material; avoid using others' work with minor "cosmetic" changes; beware of "common knowledge"; one way to avoid plagiarism is reading something and putting it into your own words; another way is to credit the author of what you read and not taking credit for it; and at the beginning of the first sentence in which you quote, paraphrase, or summarize, make it clear that what comes next is someone else's idea.

Last of all, this paper holds that the syndrome of plagiarism will be curtailed as soon as the opportunities which give rise to it are blocked. The following are some of the ways to block the openings which trigger plagiarism among researchers.

- I. Plagiarism test is of the essence in academic institutions. Scores of schools all over the globe have already adopted

this means in a bid to stem plagiarism. The schools which are yet to join in this struggle must urgently follow suit.

- II. Schools should set up mechanism to detect invading kidnappers of intellectual property such as projects and theses. The internal security arrangement in the library and other places where records are kept in schools must be beefed up.
- III. The consequences of plagiarizing the work of other authors should as well be made known to all sorts of researchers. These can be written in the handbook and prospectus for both the undergraduate and postgraduate students to read in detail.
- IV. The penalties for plagiarism should be enforced in the different institutions of higher learning. Researchers who violate any copy right laws must be prosecuted. If found guilty, they should serve punishment as stated in the public laws.

References

- Aghayere, V.O. (2000). *Social science research methods*. Nigeria: Imprint Services.
- Al Darwish, S. and Sadeqi, A.A. (2016). Reasons for college students to plagiarize in EFL writing: Students' motivation to pass International Education Studies. *Canadian Centre of Science and Education*, 9 (9), 99-110.
- Abou-Setta, A. (n.d.). Plagiarism: Is there a solution? – A case study. International Conference. Lancaster University, United Kingdom.
- Amoo, A. (2017). 5 times Nigerian lecturers were sanctioned over plagiarism. Retrieved from <https://educeleb.com/5-times-nigerian-lecturers-sanctioned-plagiarism/>
- Anney, V.N. and Mosha, M.A. (2015). Student's plagiarisms in higher learning institutions in the era of improved internet access: Case study of developing countries. *Journal of Education and Practice*, 6 (13), 203-216.

- Bahadori, M., Izadi, M. and Hoseinpoufard, M. (2012). Plagiarism: Concepts, factors and solutions. *Iranian Journal of Military Medicine*, 14 (3), 168-177.
- Bretag, T. (2013) Challenges in addressing plagiarism in education. *PLoS Med*, 10 (12), 1-4.
- Butler, D. (2010). Cut-and-paste culture tackled by Crosscheck software. Retrieved from nature.com/news/2010/.../466167a.html.
- Current Student Document (n.d.). Types of plagiarism. Retrieved from <https://la.psu.edu/current-students/documents/TypesofPlagiarism.pdf>
- Dare, O. O. (2017). The menace of plagiarism: Sensitizing Faculty, staff and students in Nigerian higher education systems. *Saudi Journal of Humanities and Social Sciences*, 2, 19-26.
- Eret, E. and Gokmenoglu, T. (2010). Plagiarism in higher education: A case study with prospective academicians *Social and Behavioral Sciences* 2 (2010) 3303–3307
- Fatunde, T. (2019). Plagiarism - what can curb the scourge? Retrieved from <https://www.universityworldnews.com/post.php?>
- Foltynek, T. and Glendinning, I. (2015). Impact of policies for plagiarism in Higher Education across Europe: Results of the project. *Acta Universitatis Agriculturae Et Silviculturae Mendelianae Brunensis*, 63 (1), 207-216.
- Giovanni, E. C. (2016). Potential originality and effectiveness: The dynamic definition Of creativity. *Creative Research Journal*, 28 (3), 258-267.
- Idiata, D.J., Osaghae, P.E. and Edoimioya, P.O. (2019). Plagiarism issue in students' project in Nigerian Tertiary Institutions: A case study of Edo State Polytechnic Usen. *Global Scientific Journals*, 7 (1), 921-930.
- Igwenagu, C. (2016). *Fundamentals of research methodology and data collection*. Nigeria: LAP Lambert Academic Publishing.
- Jereb, E., Perc, M., LaÈmmlein, B., Jerebic, J., Urh, M., and Podbregar, I. (2018). Factors influencing plagiarism in

- higher education: A comparison of German and Slovene students. *PLoS ONE*, 13 (8), 1-16.
- Jerome, I., Christopher, N. and Osinulu, I (2016). Awareness and perception of plagiarism of postgraduate students in selected universities in Ogun State, Nigeria. *Library Philosophy and Practice (e-journal)*, 1-25.
- Kowalczyk, D. (n.d.). What is research? Definition, purpose and typical researchers. Retrieved from <https://study.com/academy/lesson/what-is-research>
- Kalani, V. and Twinwal, A. (2013). Plagiarism and its consequences. Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.
- Lawal, I. (2019). Nigerian universities and the plague of plagiarism. Retrieved from <https://guardian.ng/features/nigerian-universities-and-the-plague-of-plagiarism>
- Leung, I. (n.d.). Research in academic and non-academic institutions. Centre For Learning Enhancement and Research (CLEAR), the Chinese University of Hong Kong.
- Louw, H. (2017). Defining plagiarism: student and staff perceptions of a grey concept. *South African Journal of Higher Education*, 31 (5), 116-135.
- Marcus, F. and Ronald, V.C. (1998). *Opportunity makes the thief. Practical theory of crime prevention*. London: Police Research Series.
- Marshall, L.L. and Varnon, A.W. (2017). Attack on academic dishonesty: what 'lies' ahead? *Journal of Academic Administration in Higher Education*, 13 (2), 31-40.
- Mid Michigan College (2020). Academic vs. non-academic articles. Retrieved from <https://www.midmich.edu/student-resources/lis/library/find-articles>
- Naidoo, N. (2011). What is research? A conceptual understanding. *African Journal of Emergency Medicine*, 1, 47-48.
- Ojimelukwe, P. (2018). Need for research. A paper presented to researchers at Nnamdi Azikiwe University on 22nd January, 2018 by Philippa C Ojimelukwe, Director

- of University Research Administration, Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria.
- Oloyede, C.A. (2016). Can legal action be taken against plagiarism? Retrieved from <https://www.dailytrust.com.ng/can-legal-action-be-taken-against-plagiarism.html>
- Olutola, F.O. (2016). Towards a more enduring prevention of scholarly plagiarism among university students in Nigeria. *African Journal of Criminology and Justice Studies: AJCJS*, 9 (1), 83-97.
- Onoyeyan, G. (2018). Copyright law and photocopying practice in Nigeria. Retrieved from <https://digitalcommons.unl.edu/cgi>
- Onuoha, U.D. and Ikonne, C.N. (2013). Dealing with the plague of plagiarism in Nigeria. *Journal of Education and Practice*, 4 (11), 102-106.
- Pedersen, T. (2001). A plagiarism case study. Department of Computer Science, University of Minnesota Duluth.
- Rajeev, V. N., Kumar S. and Gayas, M. (2009). Encouraging academic honesty through anti-plagiarism software. 7th International Caliber, Pondicherry University.
- Rajasekar, S., Philimenathan, P. and Chinnathambi, V. (2013). Research methodology. Retrieved from rajasekar@cnl.d.bdu.ac.in
- Ryerson University (2016). Plagiarism: What is it? Student learning support.
- Shiva, D.S. (2019). Educating yourself about plagiarism: Case studies of grey areas. *European Network for Academic Integrity*, 1-13.
- Solangi, S.A. (2017). Academic and on-academic writing. Retrieved from <https://www.slideshare.net/sohailahmedsolangi>
- Vikas, S.M. (2017). The role of cognitive style in creative thinking among college students. *Psychology and Behavioral Science International Journal*, 6 (1), 1-3.
- Turnitin (n.d.). What is plagiarism? Available on Turnitin.com and Research Resources.

- Unicheck, T. (2015). 3 examples of plagiarism in renowned universities you didn't know. Retrieved from unicheck.com
- University of Melbourne (n.d.). Developing originality: It's all been said before, Available on www.services.unimelb.edu.au/academicskills
- University of Washington Tacoma Teaching and Learning Centre (n.d.). Plagiarism.S:\TLC_Services\General\OFFICEprwk\HANDOUTS\Plagiarism.doc
- Wasay, M. and Siddiqui, A. (2015). Plagiarism penalties. *Pakistan Journal of Neurological Sciences (PJNS)*, 10 (4), 37-39.