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Academic Motivation and Attitude Towards Plagiarism by Undergraduates in Faculty of Education, University of Ibadan

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**ACADEMIC MOTIVATION AND ATTITUDE TOWARDS PLAGIARISM
BY UNDERGRADUATES IN FACULTY OF EDUCATION, UNIVERSITY
OF IBADAN**

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ABSTRACT

Preliminary investigation revealed that the cause of unethical academic behaviour among students could be as a result of the attitude they have towards plagiarism which could be triggered by a number of factors one of which is academic motivation. Academic motivation is seen to be a psychological dimension which triggers attitude towards an academic phenomenon. However, few studies if any have been seen to investigate academic motivation and attitude towards plagiarism among undergraduates. Also, no identified study has investigated academic motivation and attitude towards plagiarism among undergraduates in Faculty of Education, University of Ibadan. Hence, the study investigated academic motivation and attitude towards plagiarism among undergraduates in Faculty of Education, University of Ibadan, Nigeria.

Descriptive survey design was adopted for the study. The population comprises of 2,366 undergraduates from the Faculty of Education, University of Ibadan. Sample size of 342 undergraduates was selected using the stratified random sampling technique. Data were collected with the aid of questionnaires and analysed with SPSS using frequencies, percentage, mean and standard deviation. The simple correlation was used to determine relationships among variables.

The findings revealed that the undergraduates were both intrinsically ($\bar{x} = 3.15$) and extrinsically ($\bar{x} = 3.23$) motivated. However, they are seen to be more extrinsically motivated than intrinsic motivated. It was also revealed from the findings that that the negative ($\bar{x} = 3.19$) attitude of students towards plagiarism surpasses their positive ($\bar{x} = 2.76$) attitude to the acts of plagiarism. However, the students were seen to have strong positive attitude towards plagiarism. the acts that constitute plagiarism from the perspective of the students are; Copy and paste, Word switching, Paraphrasing without having to name the source anymore, etc. There is weak positive significant relationship between academic motivation of the students and their attitude towards plagiarism.

Plagiarism like any other deviant behavior in the society might be difficult to eradicate, but with increased in undergraduates academic motivation, a well suitable attitude towards the act can be possessed by the undergraduates, thereby reducing undergraduates' involvements to the barest minimum. Hence, Management of the universities should come up with policies that would ensure the negative attitude of the students towards plagiarism is strengthened. This policy could include setting up a reward mechanism that would encourage original and novel work.

Keywords: Academic Motivation, Attitudes, Plagiarism, Undergraduates

Word Count: 375

CHAPTER 1

INTRODUCTION

1.1 Background to the study

In the society of today, the importance of social-economic and technological development cannot be over emphasized. Hence, the need for high level manpower who are well educated and trained with the ability and skill set to take on task in different sectors in the society. These sectors include but not limited to health, financial, science and technology, research and innovation, education sector to mention a few. The education sector is seen to be a key sector in every society, as it is saddled with the responsibility of building a solid foundation through pre-primary, primary, secondary and tertiary education for all potential manpower in the society. This responsibility can be actualised easily with the aid of the universities taking a vital position in the society. Universities across the world occupy a unique position in educating and training man power through high education learning. Ajani (2015) asserted that with the universalisation of higher education, universities are expanding their educational fields to appeal to students with a greater variety of interest and are trying out various innovations in their educational programs, including incorporation of new teaching methods which is applicable to education related fields.

The university community is a center for higher learning, education and research. For access to be gained to this centre of higher learning and education, there must first be a completion of secondary education. Higher education centre such as the university, according to Griffin (2014) is growing at a tremendous pace both within Nigeria and outside the nation's borders. Aramide and Bello (2010) stated that universities provide necessary training for individuals wishing to enter professional careers; therefore, they strive to develop students' creativity, insight and analytical skills by acquainting them with complex ideas in an intellectually stimulating environment. Universities also provide unique opportunities for personal enrichment while also preparing students for future careers. A university consists of staff (academic and non-academic staff) and students (postgraduates and undergraduates). All of the above categories perform academic activities or related activities and extensively make use of information resources; however the focus of this study will be students. These students can either be undergraduates or postgraduates. Undergraduates according to Antleman (2010) are

both students at a college or university who have not yet received a first and especially a bachelor's degree. Hence, it can be said that undergraduates in the Faculty of Education are students admitted to the colleges/faculties of education in any university but are yet to receive a first or bachelor's degree in the education field. Some of the course that can be found in the Faculty of Education Include; Adult Education, Educational Management, Guidance and Counselling, Human Kinetics and Health Education, Special Education et cetera.

Undergraduates of the Faculty of Education are expected to be involved in academic activities such as paper presentations, assignments completion, seminar presentations, research works and several other activities. During the course of engaging in these academic activities, high level of academic integrity is expected in order to ensure that students with the right sets of skills are graduated so as to foster development of the society. But instead, academic dishonesty has been on the rise and it has constituted a serious problem in higher institution, universities inclusive (Miller & Izsak, 2017). There are different types of academic dishonesty that are been carried out by students, Miller and Izsak (2017) citing Pavela (1997) gave and explained four types of academic dishonesty engaged in by students. These includes; cheating: the purposeful use of forbidden materials (e.g. copying from a friend or a hidden note in an exam, stealing a test, buying a paper); Fabrication: purposely falsifying data or results to make them conform to the study's expectations; Plagiarism: adopting someone else's ideas without citing the source, creating the impression that all or part of a paper belongs to the submitter when this is not the case; Facilitating academic dishonesty: helping another student perpetrate fraud (e.g. adding their name to a paper that they did not help write, allowing them to copy from your test). It is difficult to accurately assess the extent of academic dishonesty among students, since most of the data is based on self-report, which is subject to a social desirability bias. Nevertheless, there is a consensus amongst researchers that the accessibility of academic materials on the internet has led to an increase in the number of instances of fraud (Ison, 2015). Plagiarism as a type of academic dishonesty is the focal point in this study.

Plagiarism is an academic crime and undergraduates are perceived to be one of the major offenders. Khan (2016) asserted that plagiarism can be considered as a kind of academic dishonesty as it is rightly believed to lessen or sometimes eliminate the actual value of a scholarly or academic work. Plagiarism, is a global academic problem that has seriously bedeviled the academia in recent times (Maina, Maina and Jauro, 2014). Indeed, it is arguably

one of the most prominent problems confronting scholarly and academic writing in tertiary institutions. The issue of academic plagiarism is one of the most topical issues in the discourses that border on academic dishonesty and scholarly fraud in tertiary institutions worldwide. As a matter of fact, the issue of the upsurge of problem of plagiarism is more troubling than other unresolved forms of academic dishonesty and scholarly fraud issues in higher institutions worldwide (Bretag, 2013; Singh and Guram, 2014). The problem associated with plagiarism have continued to reoccur but still a common definition has not really been attributed to the concept as scholars have tried to give a relatively related definition based on their understanding of the concept that it is a theft of intellectual property.

Plagiarism as a nebulous concept can traditionally be defined as violation of someone else's intellectual property rights. Pupovac, Bilic-Zulle, Mavrincac and Petrovecki (2010) asserted that plagiarism can be widely defined as misappropriation of other's people work, words or ideas, claiming to be one's own and giving to perpetrator undeserved benefits. Rhoades (2008) and Onuoha and Ikonne (2013), described plagiarism as the act of adopting and using ideas, thoughts, writing/texts, figures, data, analyses, argumentations, pictures, techniques, computer programs and inventions of others as one's without acknowledging or making proper acknowledgment of the source/s of the work. Furthermore, in order to get a proper understanding of the concept, Quinn (2011) explained plagiarism in the following ways which are: 1) Copying a text from another source without surrounding it with quotation marks and without citing the reference; 2) Paraphrasing the words of someone else without citing the source which is common among students; 3) Incorporating a figure or a drawing from another source without acknowledging the source of such figure or drawing; 4) Using information that is not common knowledge without citing the source; 5) Using ideas or theories of another person without giving full credit to that person.

Based on general observation from previous studies (Quinn, 2011; Onuoha and Ikanne, 2013; Hosny and Fatima, 2014; Oyewole and Abioye, 2018), undergraduates involve in plagiarism by copying all or part of other students' work and posing it as their idea. Even some go to the extent of copying from their lecturer's lecture note during an academic writing without giving credit to the lecturer. In addition, according to Howard (2000) cited in Hosny and Fatima (2014), students including undergraduates could resort to 'smart' forms of plagiarism by altering some words, grammatical structures, or using synonyms of the original words instead of

straightforward copying and pasting to disguise their plagiarism. Hosny and Fatima (2014) opined that plagiarism can be considered as one form of cheating. However, what makes it not to be fully considered as cheating is due to the fact that cheating is intentional, but the act of plagiarism may be unintentional as students may not be aware of the seriousness of their acts and it being considered a form of fraud. No matter the awareness level of the act, it is generally regarded as grave academic misconduct and is often associated with unethical acts that are condemnable like deception, cheating, academic crime, intellectual dishonesty and moral failing (Hu and Lei, 2015).

Undergraduates involve in plagiarism for several reasons, Sprajc, Urh, Jerebic, Trivan and Jereb (2017) in a study presented some reasons why students plagiarise. These include; ICT and web reasons; Control reasons; Academic skill reasons; Teaching factors; pressure; pride; and other reasons. Based on the ICT and web reason, it was identified that some students believe that the Internet has made it easy to copy, combine materials from multiple sources, translate from other languages, share documents, information and data, copy/paste due to advent of modern technology. This then makes students get involved in the act of plagiarism consciously or unconsciously. In relation to the control reasons, some students believe that there is no teacher control, faculty control and universal control on plagiarism, no penalties, no honour codes on plagiarism, no electronic system control, they do not understand the consequences of plagiarism neither will they be caught. As such they get themselves involved in the act.

Furthermore, the academic skill reasons as identified by sprajc et al. (2017), asserted that some students run out of time, were unable to cope with the workload, do not know how to cite, have little or no knowledge on how to find materials and research, have a weak reading comprehension skill, weak writing skills and sometimes find it difficult to express ideas, that is why they get themselves involved in plagiarism. In relation to the Teaching factors, the study showed that some tasks are too difficult for students to accomplish, poor explanation (i.e bad teaching), too many assignments in a short time, plagiarism not explained by teachers, not satisfactory course content, etc. More so, pressure refers to family pressure, peer pressure, faculty pressure, money pressure, fear of failure and job pressure. All these forms of pressure are part of the reasons some students plagiarise.

In addition, pride as identified by the study as reason for plagiarism may be in form of student not wanting to look stupid in front of peers or professor, they do not want to embarrass

family and self, the focus on how their competences will be judged relative to that of others, focusing on learning according to self-standard, fear of asking for help, fear of performing poorly and the believe that the assigned academic work would not help personally/professionally. Other reasons as identified could be that students do not want to work hard, they do not want to learn anything, the believe that their work is not good enough; believe that it is easier to plagiarise than work and also to get better higher mark. The identified reasons are also in agreement with reasons identified by Ma, Lu, Turner and Wan (2007), they suggested that reasons that contribute to academic plagiarism by undergraduates include: peer culture, websites that facilitate plagiarism, pressure for high academic achievement, few consequences and/or punishments and the lack of understanding of the concept of plagiarism. Hosny and Fatima (2014) further asserted that student plagiarise for a variety of reasons ranging from peer culture, pressure to succeed, high family expectations, importance of good grades, external work commitments, heavy course loads, fear of future career damage, competition with other students to the limited time students have to complete assignments.

Undergraduates in Faculty of Education could be exposed to various types of plagiarism. An example of this is the act of colluding or collaborating with friends by copying or downloading their papers from the Internet, after which the original names will be removed and replaced with the name of the plagiarists without modifications to the full text (Roig, 2006). Other forms to which the undergraduates can plagiarise include copying without reference, quoting without acknowledgement, paraphrasing without attribution, copying from the Internet without paraphrasing and due acknowledgement, using fictitious citations and the act of duplicating one's work known as self-plagiarism (Quinn, 2011). Cryptomnesia is another type of plagiarism that could be committed by undergraduates. It is type of plagiarism that is unintentional and could be committed unconsciously. An undergraduate would be guilty of cryptomnesia according to Oyewole, Rasheed and Ogunsina (2018) if he or she uses another person's idea without attribution based on the faulty impression or belief that the idea seems original as a result of frequent usage in different works. Moreover, because cryptomnesia is unintentional does not make the act less serious.

The issue of plagiarism it is arguably one of the most prominent problems confronting scholarly and academic writing in tertiary institutions. Hence, the need for drastic actions to be taken in other to address the issue of plagiarism so that quality assurance of tertiary education

among undergraduates provided would not be questioned (Oyewole and Abioye, 2016). In order to address the issue and then take actions, there is a need to understand the academic attitude of the undergraduates towards plagiarism.

It is best to note that the attitude of individual can also affect series of decisions of such individual, because it can be said to be a mental and neutral state of readiness organised through experience exerting a directive or dynamic influence upon individual's responses to all objects or situations with which it is associated (Adekunle, Omoba and Tella, 2007). Attitude could either be positive or negative. A positive attitude towards plagiarism depicts that the undergraduate of Faculty of Education are favourably disposed towards it, while the negative attitude connotes abhorrence of the act. The study of Kirthi, Pratap, Padama and Kalyan (2015) on attitude towards plagiarism among postgraduate students and faculty members of a Teaching Health Care Institution in Telangana, revealed that students even though they understood what plagiarism is and its effect on academic writing, they still had a positive attitude towards it. The respondents indicated that plagiarising part of a paper is seen to have great scientific value.

Furthermore, Shimi, Gomez, Nageshand Sujatha (2014) revealed that there was no clear attitude towards plagiarism. They further stated that it might be understood that students justify and support plagiarism even though they know that it is wrong. The students that involve themselves in plagiarism believe and think that the act is less serious than cheating during an exam, because it is not directly done during exam, or because it is more difficult to discover if it is a plagiarised work or not; and the source of information mostly remain unknown (Hosny and Shameem, 2014). The attitude towards plagiarism is influenced by series of factors in which academic motivation is seen to be one. Jurdi, Hage and Henry (2011) noted that, demographic, academic, psychological and situational factors (Academic motivation) could potentially influence both attitude towards plagiarism and the tendency to engage in plagiarism.

Motivation is a concept that has been widely studied in education and in other field of study. It is a complex psychological phenomenon to which one major definition and view point is not given, but Psychologists have spent considerable effort trying to construct theories and patterns that that explain motivation, particularly in the academic context (Rowell and Hong, 2013; Seifert, 2018). Although many significant psychological components influence student behaviors, motivation in academics is considered one of the most important foundations essential for students' academic development (Steinmayr and Spinath, 2009). Scheel, Madabhushi and

Backhaus (2009) asserted that academic motivation from a psychological dimension is considered important, if not the most important in human learning, development and involvement in academic activities. Student academic motivation refers to a student's level of engagement in the learning process and academic activities which may either trigger academic integrity or academic dishonesty.

When discussing academic motivation among students, scholars typically recognise two major types of motivation: intrinsic and extrinsic (Center on Education Policy CEP, 2012). Intrinsic motivation refers to self-motivation. In other words, it is a student's desire to learn information, achieve a goal or perform a task simply because the student takes pleasure in doing so and sees the value in it (CEP, 2012). Intrinsic motivation is believed to be the most powerful type of motivation. When student are intrinsically motivated, they are less likely to be deterred by factors such as peer pressure, complacency or indecisiveness (Fabien, 2015). Therefore it can be said that when an undergraduate is self-motivated, his/her level of involvement in plagiarism, a form of academic dishonesty is also influenced. This is because the person is willing to learn, therefore he/she is aware and knowledgeable that involving in plagiarism can affect how much he or she can learn and how far they can go in achieving a set goal.

On the other hand, extrinsic motivation refers to working to achieve a goal because it will produce a certain result. Students who are extrinsically motivated do not necessarily take pleasure in the learning process, but they may show engagement in school because they want to graduate or because they do not want to disappoint their parents (CEP, 2012). In other words, these students are motivated by outside forces such as peer pressure, teacher influence, complacency, indecisiveness or parental pressure which are seen as part of the reasons why student may involve themselves in plagiarism or not, whereas intrinsic motivation comes from within which brings about a powerful self-will that could also lead to their involvement in plagiarism or not. CEP (2012) further posited that either type of motivation (intrinsic or extrinsic) may produce positive results in academics. Regardless of the type of motivation a student possesses, researchers believe a high level of motivation is vital to academic success. Not only has a high level of motivation been linked to better academic performance, it has also been linked to better conceptual understanding, higher self-esteem, increased satisfaction with school, increased graduation rates and better social adjustment (Knapper, 2017).

CEP (2012) stated that if students are unmotivated, it is extremely difficult to improve their academic performance in school because motivation affects how students relate to their teachers, how much time they devote to studying, and how they go about seeking help when they are having difficulties with an assignment. Furthermore, students with higher self-efficacy (i.e. intrinsic motivation) tend to be less involved in plagiarism (Murdock and Anderman, 2007) while students motivated by extrinsic goals beyond the goal of learning (e.g. good grades and high pay) tend to be more involved than students motivated by intrinsic goals, like the desire to learn and develop their skills (Miller and Izsak, 2017). This just shows that academic motivation of students can impact their attitudes and behaviors in the context of plagiarism.

Hence, in order to ascertain that academic motivation of students can impact their attitude towards plagiarism, this study seeks to investigate academic motivation and attitude towards plagiarism by undergraduates in Faculty of Education, University of Ibadan who are seen to be a major asset to be saddled with the responsibility to build a solid foundation for potential manpower in the Nigeria society.

1.2 Statement of the problem

Undergraduate student in the Faculty of Education are expected to engage in academic activities such as paper presentations, assignments completion, seminar presentations, research works and several other activities. While involving in academic activities, the students in Faculty of Education are expected to cultivate a negative attitude towards plagiarism so as to ensure that the quality of work done stand the test of time and students with the right skill sets are graduated so as to foster development of the society. These attitudes include; proper citing of ideas and contents used from someone else work, surrounding text copied from another source with quotation mark, acknowledging the source of figure or drawing been incorporated, paraphrasing and giving due acknowledgement to contents copied from the internet et cetera. But instead, a positive attitude towards plagiarism has been on the rise as the students seem not to be concerned about academic integrity. This behaviour in turn is seen to have a long lasting effect on students which could lead to them exhibiting unethical behaviour in the society.

The cause of this unethical academic behaviour among students could be as a result of the attitude they have towards plagiarism which could be triggered by a number of factors one of which is academic motivation. Academic motivation is seen to be a psychological dimension which triggers attitude towards an academic phenomenon. However, few studies if any have

investigated academic motivation and attitude towards plagiarism among undergraduates. Also, no identified study has investigated academic motivation and attitude towards plagiarism among undergraduates in Faculty of Education, University of Ibadan. It is on this bedrock that this study seeks to investigate academic motivation and attitude towards plagiarism among undergraduates in Faculty of Education, University of Ibadan, Nigeria.

1.3 Objectives of the study

The main objective of this study is to investigate academic motivation and attitude towards plagiarism by undergraduates in Faculty of Education, University of Ibadan. The specific objectives are to;

- i. examine the academic motivation of undergraduates in Faculty of Education, University of Ibadan;
- ii. find out the attitude towards plagiarism by undergraduates of Faculty of Education, University of Ibadan;
- iii. find out acts that constitute plagiarism from the perspective of the undergraduates in Faculty of Education, University of Ibadan; and
- iv. examine the relationship between academic motivation and attitude towards plagiarism by undergraduates of Faculty of Education, University of Ibadan;

1.4 Research questions

The following research questions were derived from the specific objectives of the study;

1. What is the level of academic motivation of undergraduates in Faculty of Education, University of Ibadan?
2. What is the attitude towards plagiarism by undergraduates of Faculty of Education, University of Ibadan?
3. What are the acts that constitute plagiarism from the perspective of the undergraduates in Faculty of Education, University of Ibadan?
4. What is the relationship between academic motivation and attitude towards plagiarism by undergraduates of the Faculty of Education, University of Ibadan?

1.5 Scope of the study

The study examined academic motivation and attitude towards plagiarism among undergraduates. The elements of academic motivation of interest were intrinsic and extrinsic academic motivation. The indicators of attitude towards plagiarism were positive and negative attitude. The undergraduates of interest were undergraduates of the Faculty of Education, University of Ibadan, Nigeria.

1.6 Significant of the study

The study is very important as it help expose the knowledge environment and stakeholders (Management, Lecturers and students) in the university to the attitude of undergraduates in Faculty of Education, University of Ibadan towards plagiarism. It would also reveal the level of academic motivation of the undergraduates being studied. The management would understand the attitude undergraduates in Faculty of Education display towards plagiarism so they can come up with policies that would ensure the right attitude need is imbibed on the students and maintained. Also, the lecturers would know from the findings the level of academic motivation of undergraduates in Faculty of Education, University of Ibadan so they can either deploy ways in improving it or work on their ability to meet up a standard that can influence students' academic motivation.

Furthermore, the study will reveal the undergraduates in Faculty of Education attitude towards the act of plagiarism and the act they perceive to constitute plagiarism. The knowledge gotten would then make it possible for the management and lecturer to understand the undergraduates attitude and the act the students consider as plagiarism making it possible to come up with effective solution that is result driven. The knowledge gotten from the study would make the students understand why it is important to get the right academic motivation the relationship that exist between their academic motivation and the attitude they possess towards plagiarism. In addition, the study would make the students understand the need to possess a negative attitude towards plagiarism while involving in academic activities so that the quality of the work they do can stand the test of time.

1.7 Operational definition of terms

The following terms are defined as used within the context of this study:

Academic motivation: This refers to the undergraduates' in Faculty of Education intrinsic and extrinsic willingness to perform academic activities which may either a positive or negative attitude towards plagiarism.

Attitude: This refers to the undergraduates in Faculty of Education affective, behavioral and cognitive feelings either positive or negative, towards plagiarism.

Plagiarism: This refer to the act of adopting and using ideas, thoughts, writing/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/s of the work.

Undergraduates: These are students in the Faculty of Education, University of Ibadan pursuing a bachelor degree. They may either be in 100, 200, 300 or 400level.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literatures that are of significance to this study. The review will be conducted with the use of this outline;

2.2 Concept of plagiarism and prevalence in higher institutions

2.3 Academic motivation of undergraduates

2.4 Attitude of undergraduates towards plagiarism

2.5 Academic motivation and attitude towards plagiarism by undergraduates

2.6 Appraisal of the reviewed literature

2.2 Concept of plagiarism and prevalence in higher institutions

Plagiarism has been found to be a very common phenomenon in the world of academics most especially among students. Many attempts have been made by various individuals and organisations to give a proper definition to this term that has become very popular among stakeholders in the academic world. Plagiarism may simply be defined as the act of using another person's production without crediting the source or the act of stealing and passing off the ideas or words of another as one's own. To engage in plagiarism is to commit literary theft which is a serious offence in the academic profession whether as a student or teacher. In other words, plagiarism can be said to be tantamount to an act of fraud. This is particularly so because it involves both stealing someone else's work and lying about it afterwards. Interestingly, plagiarism sometimes occur in form of simple and innocent acts of carelessness such as failing to put a quotation in quotation marks or giving incorrect information about the source of a quotation.

Maimunah et al. (2018) in their own words described 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 source. This view is well supported by Fishman (2009) who also 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 further 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 students) and increased status or promotion (among academic staff). The Park University USVC also defines plagiarism in their own terms as Plagiarism is defined as "the act of appropriating any other person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity" (UVSC Catalog 2003-2004, 29).

Scholars have submitted that plagiarism as an act may be intentional or unintentional. For instance, Park (2003) stated that genuine lack of understanding is a major reason for plagiarism. He opines that some students plagiarise unintentionally, when they are not familiar with the accepted method of quoting, paraphrasing, citing and referencing and/or when they are not clear about the meaning of common knowledge and the expression ‘in their own words’ (Jereb et al, 2018). In contrast with this, Rigby et al. (2015) posited that “under certain circumstances, students are willing to deliberately cheat by commissioning and submitting work as their own; that is, in order to gain advantage proportionate with the level of risk”. In other words, the lower the likelihood of being caught, the more likely students are to engage in acts of plagiarism, even at a cost. Tayraukham (2009) also found that students engaged in plagiarism deliberately, howbeit for different reasons. He submitted that most of the students plagiarised in order to provide the right answers to study questions, with the ultimate aim of obtaining higher grades- rather than gaining expertise in the subject of study. This submission is in tandem with that of Anderman and Midgley (2004) who also affirmed that a relatively higher performance-oriented classroom climate will increase cheating (plagiarism) behaviour while a higher mastery-oriented classroom climate decreases cheating (plagiarism) behaviour. This means that the quest for higher grades and ‘better performance’ can lead students to willfully engage in the act of plagiarism.

To ascertain the fact that plagiarism can be intentional or unintentional, the various conditions under which plagiarism can be said to have occurred must be revealed. According to USMVC catalog (2003-2004), plagiarism involves: portraying material partially or completely

written by someone else as your own work, summarizing, paraphrasing or quoting without crediting the source and, using facts (statistics, research findings, graphics, etc.) that are not common knowledge without citing the source you obtained them from. This means that paraphrasing, stating someone else's ideas in your own words, can lead a student to unintentional plagiarism. Jotting down notes and ideas from sources and then using them without proper attributions to the authors or titles in introductory phrases may also result in a paper that is only a combination of your words combined with the words of others that appear to be yours. Of course, there is also plagiarism that happens intentionally. For instance, when a student knowingly submits a work belonging to someone else, claiming it to be his or her own, that is an outright act of plagiarism. Other form of deliberate plagiarism as put up by Ryerson University student affairs department include: copying and pasting directly from online sources, purchasing an essay, or putting your name on a paper that someone else wrote (Ryerson University Student Learning Support, 2016). In their own study, Soyemi and Ojo (2015) also opined that Students engage in plagiarism either intentionally or unintentional. When intentional, the student is aware of his or her actions but still goes ahead to plagiarise perhaps because of benefits he or she intends to gain.

Tripathi and Kumar (2009) noted that plagiarism includes copying words or ideas from someone else without giving credit; failing to put a quotation in quotation marks; giving incorrect information about the source of a quotation; changing words but copying the sentence structure of a source without giving credit; copying so many words or ideas from a source that it makes up the majority of your work. They went on to categorise plagiarism under various sub-headings. These types of plagiarism include: not citing sources (where the writer turns in another person's work verbatim as his/her own), cited but plagiarised sources (where the writer cites the source of the work but neglects specific details), copy and paste plagiarism (copying without using quotation marks or referencing the source), word switch plagiarism (taking a sentence from a source and changing a few words to make it look original), metaphor plagiarism, idea plagiarism (presenting the author's ideas as yours), reasoning style/ organisation plagiarism (following a source article sentence by sentence or paragraph by paragraph) and data plagiarism (outright lifting of data from another source). Additionally, Walker (2010) also categorized three kinds of plagiarism. First, is a sham in which someone copies other original words without placing them into a quotation, although the words are mentioned as a source.

Second, is verbatim in which someone copies other people's precise words, but he or she does not give the author a credit or acknowledgment. Third, is purloining in which someone utilizes the paper or work of other students from other places or classes.

The problem of plagiarism has always been in existence. Moreover, the emergence of the World Wide Web and subsequently the digital age has escalated the incidence especially among the undergraduates (Cromwell, 2006; Appiah, 2016). Internet source still remain the main source of undergraduate plagiarism. Moreover, though students considered plagiarism as a serious issue the practice is still ongoing (Sentleng & King, 2012). Some countries have plagiarism policy but others don't. Hence the practice is still ongoing especially surfing internet for journals and related academic articles.

Plagiarism is perceived to be a growing problem and universities are being required to devote increasing time and resources to combating it (Gullifer & Tyson, 2010). This is because copying and theft of other researchers' work simply runs contrary to the primary objective of setting up Universities in the first place which is to find solutions to challenges of mankind. This problem is now very prevalent in Nigerian Universities and institutions of higher learning, and is now considered one of the primary reasons why Nigerian tertiary Institutions chunk out half-baked graduates (Okeke, 2001; Oladeji et al., 2016). The prevalence rate of plagiarism has been reported in different studies turns out to be different in various fields, countries, educational levels and times.

This act of academic dishonesty has been found to be multiplying rapidly in this era of technologies where students are using technology opportunities to acquire someone's work and submitting as their own work. This fraudulent behaviour of students in tertiary higher learning institutions and universities is of great concern today in the era of the internet (Eret & Ok, 2014). As a result of explosion of plagiarism among university students, many universities in developed countries have been using technologies to combat deceitful plagiarism behaviour of students (Thompsett & Ahluwalia, 2010). Despite the fact that current advancement of technology for detecting plagiarism in many universities of developed world, countries in sub-Saharan Africa are yet not using software for detecting plagiarism. The problem of plagiarism in developing countries is immense to the extent that most assignment in particular, take-home assignments, and thesis/dissertation contain the elements of plagiarism behaviour of students (Anney and Mosha, 2015) Thus, Sentleng and King, (2012) examined the rate of student

plagiarism relating to the academic assignment and concluded that there is the need to deploy most sophisticated detection software to address the Plagiarism.

While plagiarism softwares have been successfully developed and actively utilized in higher education systems in developed nations to reduce high rate of plagiarism, so as to safeguard academic integrity, not much is known in the literature on this subject in many Third World countries higher educational systems. In the light of this, cases of plagiarism in academic presentations could be very easy to spot in developed countries than in developing countries. Also, management of tertiary institutions in developed countries may likely find it easier to reduce cases of plagiarism than their counterparts in developing countries. In Nigeria specifically, the situation seems to be very general because despite of the efforts being expended by management of universities across the country in launching anti-plagiarism software to curb the escalation of plagiarism in higher institutions of learning in the country, cases of plagiarism are increasing as the day goes by (Omonijo et al., 2017). This reveals that the result of their efforts has not been commensurate with the alarming cases of plagiarism reported on a regular basis (Idiegbeyan-ose, Nkiko and Osinulu, 2016).

In Nigerian higher education institutes, users of computer and the internet do not only face the challenge of insufficient computers, but they themselves lack the required skill to operate the internet (Omonijo et al. 2017). Although, a few private universities provide effective and efficient Internet facilities for academic activities (Onovughe, 2012). In such private universities, many students, faculty and staff may fall victim of plagiarism, due to lack of adequate knowledge about it. In other words, they use their Internet opportunities to retrieve materials for their academic use without proper paraphrasing of such materials simply because they are not aware of its implications. In another development, the danger of plagiarism in public higher institutions, where softwares to check plagiarism are not available could be grievous. There exists a tendency for students, staff and faculty of such institutions to use internet materials for their academic papers wrongly. Omonijo et al. (2017) also submitted that in institutions where the use of print materials is rampant, it may be very difficult to detect cases of plagiarism. But students, faculty and staff of such institutions are in danger of not knowing what actually constitutes plagiarism and it may be responsible for its prevalence as well as escalation in leaps and bounds and it may likely affect their academic advancement.

Various scholars have attempted to identify different reasons why plagiarism has become rampant among staff and students of higher institution of learning. For instance, Idiegbeyan-ose, et al., (2016) reported that ignorance, skill deficiency, and academic pressure were the primary causes of plagiarism. Jereb et al. (2018) listed the reasons why students plagiarise to include: poor explanations, bad teachings, dissatisfaction with course contents, poor research and writing skills, and negative attitude towards assignment. In the opinion of Cleary (2012), there are ten major reasons why students plagiarise. These are laziness, panic, lack of confidence, static knowledge, inability to integrate source materials into their own arguments, the failure to understand why sources are important, sloppiness, failure to understand how to deal with citations, novelty and familiarity to a collaborative work model. Other reasons for plagiarism as noted by Razera, Verhagen, Pargman and Ramberg (2010) are lack or insufficient training on scientific writing, lack of students' motivation and lack of time due to poorly designed assessment procedure, lack of referencing and citation skill as well as low level of knowledge about correct use of web based materials.

Soyemi and Ojo (2015) also posited that the common reasons why students plagiarise include: easy access to information resources, commercialization of research process (existence of online vendors where students can purchase research papers), efficiency gain, time management and poor academic planning, as well absence of consequences for those who plagiarise. To this end, Oladeji et al. (2016) explained that since there is no known documented policy that addresses plagiarism, nothing then stops a student, lecturer or intending publisher from plagiarising.

2.3 Academic motivation of undergraduates

In order to achieve specific needs, and goals in life, human beings acquire sufficient motivation to see them through. Motivation as an innate phenomenon exists as a result of influence from external/internal stimuli, environmental factors, goals, and internal conditions (Amrai et al.,2011).Accordingly, motivation defines the reason behind people's behaviour and determines why they behave in a particular way. Motivated behaviours are energetic, oriented and permanent. Motivation can be classified as extrinsic or intrinsic (Nwankwo, 2005). Extrinsic motivation arouses an individual to do something for the benefits associated with it. Intrinsic motivation on the other hand, propels a student to seek for knowledge for its own sake rather than for benefits accruable to it. Motivation is a crucial factor contributing to satisfaction,

progress and achievement in a student's academic career. Mohamadi (2006) noted that through motivation, individuals are stirred to effectively complete assignments in an effort to achieve a goal, degree, or advance their professional career. It therefore follows that the dynamics of a student's academic motivation along with their individual feelings of competence and self-efficiency are areas to be explored.

Various interpretations regarding the concept of motivation exist. In the field of education, motivation is often described as being a tridimensional phenomenon comprising of an individual's reasons and goals, emotional responses, and beliefs in ability and competence to successfully complete a specific task (Amrai et al., 2011). According to Pintrich and Zusho (2002) "academic motivation refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals". According to Samat, Kamal and Rajib (2017), academic motivation is the motivation specially used in academic affairs where students are actively involved. Academic motivation is the type of motivation involved in learning under the school setting. It arouses and sustains interest of students in their academic activities goading them to put in maximum efforts necessary to achieve desired academic goals (Izuchi and Onyekuru, 2017).

Many scholars have affirmed the importance of motivation in the context of education due to its relationship with behaviours, learning strategies as well as learning abilities. Their motivation for academic achievement therefore attributes to behaviors which lead to learning (Gonda, 2017). Masaali (2007) suggests that academic motivation is such a permeative inclination towards successfully pursuing a task, and spontaneously assessing performance. Accordingly, internal motivation for academic achievement is considered a psycho-cognitive condition, acquired once an individual perceives themselves as having autonomy (Gonda, 2017). This is further affirmed by the bulk of academically driven behavior involving insistence on hard work, choosing difficult tasks which may involve effort, as well as learning to achieve mastery (Amrai et al., 2011).

Izuchi and Onyekuru (2017) also affirmed that academic motivation provides incentives to undertake academic tasks. It arouses interest in learning and sustains it. They hold that a highly motivated student spares no effort in a quest for knowledge and academic glory. He/she does not shy away from difficult academic tasks and assignments, rather he/she tackles them head-on. He/she develops effective learning skills in the process and subsequently high meta

cognitive strategies. Motivation for academic achievement is attributed to behaviours which lead to learning achievement (Moore, Armstrong and Pearson, 2008). The bulk of behaviours indicating the academic motivation involve insisting on doing difficult assignments, hard work or putting effort into learning to reach mastery level and choosing assignments which need great effort (Askari, 2006). The effective factors in academic motivation which can influence academic achievement include personality, family, school or social variable (Moore, Armstrong and Pearson, 2008). Subcomponents of academic motivation which can influence academic achievement as enumerated by Amrai, Motlagh, Zalani and Parhon (2011) include interest in task, effort required, competition, social power, affiliation, social concern, praise, token and previous academic achievements.

Academic motivation is one of the factors that affect students' performance in school. Tucker, Zayco and Herman (2002) referred to it as academic engagement. They opined that academic motivation also has to do with the cognitive, emotional, and behavioural indicators of student investment in their attachment to education. It is therefore evident that students who are not motivated to succeed will not work hard.

Several studies have been conducted on this topic which has led to the evolution of various theories of motivation. Goal motivation theory, for example, which is one of the widely accepted theories of motivation, postulates that there are two main types of motivation for achievement at school, which are: ability or performance goal orientation and task goal orientation (Adegboyega, 2017). Students with an ability or performance goal orientation are concerned with proving their competence by getting good grades or performing well compared to other students (Nuthanap, 2007). In other words, what drives this set of students is the quest or strong desire to "excel" in their academics by having high grades/points. On the other hand, students with a task goal orientation are motivated by a desire to increase their knowledge on a subject or by the enjoyment from learning the material. Studies have shown that students with a task goal orientation are more likely to engage in challenging tasks, seek help as needed, and adopt useful cognitive strategies, and, possibly most importantly, tend to be happier both with school and with selves as learners (Adegboyega, 2017).

In tertiary institutions, academic motivation among students can be determined by a number of factors which may or may not fall under either goal orientation or task orientation. For instance, in a research carried out by Adegboyega (2017) to understand what motivates

undergraduates of Nigerian universities, it was discovered that undergraduates in Nigeria had a high level of academic motivation and some of the factors that account for this high level of motivation include: always wanting to learn as much as possible from the lessons in their class; setting goal in the classroom which includes: to avoid performing poorly; and avoiding performing poorly in the class among others.

In the past decades because of the effect of motivation for academic achievement on students' success, psychologists have recognized and examined the effective factors in motivation for academic achievement. The results of their research indicated that personality, family, university and social variables are related to this construct (Masaali, 2007). For instance, Hajian and Nasiri (2003) in their research found out that the most important motivational factor in choosing medicine as an academic major have been the personality factors such as social status. In another study, the motivation in students of dentistry was reported differently across males and females (Gallagher, Patel, Donaldson, Wilson, 2007). In a research on students of dentistry, for example, male students were more concerned about the factor of income and female students cared more about family's recommendations (Hashemipour, 2006). Furthermore, researchers consider variables of hope for the future, self-esteem, quality of instructional factors, family income and married students as the chief factors in decreasing academic motivation (Molavi, 2007).

Other factors that influences academic motivation of tertiary institution students as identified by Babatunde and Olanrewaju (2012) is self-perception or self-concept and academic engagement. They described self-perception as an individual's feelings or confidence levels in accomplishing particular academic tasks. As students develop, they better understand how other view their skills and better distinguish between their efforts and abilities. As a result, their self-perception becomes increasingly accurate. This invariably suggests that students with a positive self-perception are more likely to be motivated to take their academics more seriously.

Student academic engagement on the other hand has been defined as the extent to which students identify with and value schooling outcomes, and participate in academic and non-academic school activities (Babatunde and Olanrewaju, 2012). Its definition usually comprises a psychological component pertaining to students' sense of belonging at school and acceptance of school values, and a behavioural component pertaining to participation in school activities (Muraina, 2013). It is primarily and historically about increasing achievement, positive

behaviour and a sense of belonging in all students. Gilbert (2007) noted that more recently, the construct student academic engagement is quite ubiquitously incorporated into district plans with the hopeful intention of enhancing all students' abilities to learn how to learn or become lifelong learners in knowledge based society. Babatunde and Olanrewaju (2012) found that a significant relationship exists between academic self-concept and achievement motivation. This is consistent with the findings of Wang and Lin (2008)'s findings that the level of a student's academic self-concept predict whether or the extent to which he or she was able to accomplish academic tasks successfully. Consistent with these results, researchers argue that in order to create motivation education should be presented in appropriate context with desirable facilities concerning the learners' needs (Amrai et al., 2011).

2.4 Attitude of undergraduates towards plagiarism

Attitude can be described as a complex mental state involving beliefs and feelings and values and dispositions to act in a certain ways. This means that attitude itself is not tangible but its expression reveals the position of an individual towards an object which could either be real or abstract. Thus, if an undergraduate displays a positive attitude towards plagiarism, it means he or she favors the act. On the other hand, a negative attitude towards plagiarism reveals that an undergraduate views plagiarism as an act that should be avoided. This means that the attitude displayed by distance learners could determine whether they would plagiarise or not. (Oyewole, Rasheed & Ogunsina, 2018). Among dishonest behaviors, plagiarism has become a focal point recently as information technology advances and the use of the Internet is commonplace. Thus, it is fair to say that plagiarism may threaten the integrity of higher education in colleges and universities all over the world.

Plagiarism has become a widespread problem at all levels, and it is easy to find cases of plagiarism at higher educational levels in the media. For example, in recent years two German ministers accused of plagiarism in their doctoral theses resigned (Eddy, 2013). In recent times, there have also been a number of cases of plagiarism in Australian universities for instance, which have attracted attention from the media. These cases range from alleged plagiarism where material was directly copied from the Internet (Smith, 2003) to "soft marking" of student work (Elliot, 2003). Some of these cases have gained a significant amount of publicity and as such have been instrumental in tarnishing the reputation of the Australian higher education sector (Gururajan and Roberts, 2004). It is widely believed that the University systems conduct

assessments in a reliable manner with appropriate quality controls and hence a valid indication of student ability. However, Devlin (2003) noted that press reports that emerged in recent times were a cause of concern as they reported a trend towards a rise in academic misconduct in Australian tertiary institutions. They however opined that from the students' point of view, it appears that the issues of plagiarism are blown out of proportion as the attitudes towards plagiarism from students are different to that of academics.

In a study carried out by Gururajan and Roberts (2004), it was revealed that a large percentage of undergraduates in Australian universities are of the opinion that the act of plagiarism is ethical, although most of them did not give a relevant reason why they hold such opinion. Instead, they said that if the source is mentioned or it is an open source, then it is "okay" to use it. Some of them also responded by saying that they do it to help themselves or because of insufficient time for research and assignments. A lot of them also believed that it doesn't hurt to make use of some text in their research if they write it in their own way. On the other hand, most of those who believe plagiarism is unethical responded by saying that plagiarism is like stealing the work of others, while some of them said that it violates intellectual property rights.

Pupovac, Bilić-Zulle and Petrovečki (2008) studied the prevalence and attitudes toward plagiarism in Spain, the United Kingdom, Bulgaria and Croatia. In the United Kingdom (UK), 92 students were studied and it was reported that self-plagiarism was the most common type of plagiarism, with 35 percent of the students committing it at least once. These students saw nothing wrong with copying from Internet forums and discussion groups. Similarly, in the Bulgarian study, 40 percent of the 94 students studied believed that plagiarism was acceptable and 47 percent committed self-plagiarism at least once. In the Croatian study of 295 students, it was reported that 65 percent of the students felt that self-plagiarism was justifiable.

Pupovac, Bilić-Zulle, Mavrinac and Petrovečki (2010) subsequently used a previously designed and validated attitude toward plagiarism (ATP) questionnaire to determine the attitudes toward plagiarism of 146 first year medical students at a Croatian university. The results revealed that: half of the students would plagiarise to hide poor writing skills; three-quarters of the students believed that plagiarism was important to discuss; two-thirds felt that plagiarism was not a serious offence and does no harm to science; half of the students felt that they were studying in a plagiarism-free environment and, three-quarters of the students did not mind copying text from their previous work.

Ryan, Bonanno, Krass, Scouller, and Smith (2009) reported the results of an “attitudes to plagiarism behaviour survey” conducted at the University of Sydney in Australia. During the study, 897 pharmacy students (823 undergraduates and 74 postgraduates) answered questions that probed their rating of acceptability of a number of plagiarism practices. The results showed that many of the students (at both levels): invented references because they had forgotten the details of a source; copied other people’s words without proper referencing; submitted assignments that were already assessed; included downloaded materials in assignments without referencing; and copied colleagues’ work without their knowledge. The authors concluded that this behaviour was worrisome since so many students engaged in unacceptable academic writing conventions.

Similarly, in a study conducted by Murtaza, Zafar, Bashir and Hussain (2013), it was discovered that the state of Pakistani students in regards of plagiarism is appalling. They noted that the principles about academics which should be acceptable to the students were rejected by the students. It was also found that majority of students are always ready to adopt inappropriate way and so they are at risk of punishment in the form of plagiarism penalty. In case of plagiarism detection there was an unreasonable perception of the students. They had a view that plagiarism is not that much bad and it must not end with penalties.

In the study of Ting (2013), the attitude of 169 second year undergraduates of a Malaysian university towards plagiarism was examined. Results of the study indicated that most of the students held the opinion that plagiarism should not be viewed as a serious academic crime that should attract heavy sanctions. A high percentage (88.17%) of the students actually indicated that if a student plagiarises, he or she should only be warned by the lecturers and not punished. In addition, over 80% of the responded submitted that students who plagiarised should be given another opportunity to resubmit such assignment. These responses invariably disclose the slack attitude of the students towards plagiarism.

Furthermore, Quispe et al. (2018) examined the attitudes towards plagiarism in business administration students from two private universities in Arequipa, Peru. They found out that students had a “permissive” attitude towards plagiarism. In other words, they did not justify the act since they consider it to be a bad thing but when they were asked if "plagiarism is normal", the interviewees accepted that it is a common and even institutionalized practice that starts at school and becomes a necessity at university.

In a study carried out by Schrimsher et al. (2011), the attitudes of undergraduate students of Samford University, Birmingham, Alabama, USA towards the issue of plagiarism was examined using a sample size of 557. From the findings, it was revealed that over 95% of the respondents were of the opinion that the act of submitting a paper written by someone else in whole or in part is a grievous academic misconduct. In addition, the study also revealed that almost all the respondents (97%) believed that it was unacceptable for students to copy texts from the Internet and submit such as an original work for assignments and term papers without due acknowledgement. This reveals that most of the undergraduates had a positive attitude towards the unethical act of plagiarism.

Maimunah et al (2018) in their study of curbing the prevalence of plagiarism in Indonesian universities also found out that most of the students had a negative attitude towards plagiarism. For instance, some of the respondents affirmed that they just borrow sentences from others without writing the sources but they do not think that amounts to plagiarism. Some of the respondents also submitted that they forget where they got certain information from because of the abundance of information sources on the Internet. Some of the respondents however expressed that they had never heard or seen any of their colleagues get punished for such acts, therefore they believed that there is nothing wrong in plagiarising. Thus we can say that the notion of plagiarism appears to be justified by students due to work load given to them during semesters. The attitudes shown by students indicate that plagiarism should be tolerated in academic environment and should not be punished severely (Gururajan and Roberts 2004).

Similar to the above is the findings of Onuoha (2016). The study examined undergraduates' attitude to plagiarism and their personal information management behavior in Babcock University, Ogun State Nigeria. The population of students consisted of 214 students of the Department of Information Resource Management. It was discovered that most of the respondents had a negative attitude towards plagiarism, as they rejected the statements which seemed to uphold plagiarism. For instance, majority (57.3%) of the respondents held that copying a friend's assignment with his or her permission cannot be termed as plagiarism. This, according to the author is a distorted view of the students on plagiarism. Specifically, almost 70% of the students rejected the idea that students who plagiarise are not doing the society any harm.

Oyewole, Rasheed and Ogunshina (2018) in their study of awareness, perception and attitude towards plagiarism by distance learners in University of Ibadan, Nigeria found out that a very high number of the respondents (90.1%) promised to ensure that they give due acknowledgement always. Additionally, a little over 80% of the respondents affirmed that even though they had plagiarised before, they will not do it again. While, almost 85% of the students agree that they will not plagiarise because they believe it is an academic crime. They therefore concluded that most of the distance learners had a negative attitude towards plagiarism.

Babalola (2012), sought to ascertain the awareness and incidence of plagiarism among undergraduates in a private university. The findings revealed that 8.2% agreed to often buying term papers from online paper mills, 46% said their colleagues had allowed them to copy their assignments, while 4.7% copied from their colleagues without their knowledge or consent. Furthermore, 69.2% agreed to copying and pasting from the Internet, 65.7% admitted to quoting other authors word for word without using quotation marks, 58.5% to having included references not cited in the text of their work, and 46.77% agreed that they often handed in assignments without references. The study concluded that the awareness of students of what constitutes plagiarism may not be enough to discourage them from participating in it. This is in tandem with the submission of Akankandelwa, Jain and Wamundila (2008) who posited that in spite the students' awareness of academic dishonesty and its consequences, academic dishonesty is widespread among the students. Thus, students' knowledge that regulations on academic dishonesty exist does not on its own act as a deterrent against the problem.

Orim (n.d.) also carried out a pilot study which investigated plagiarism awareness, perception and attitude of Nigerian students from the Engineering Department of Coventry University in the UK. The results revealed that three out of the 15 participants in the department did not perceive plagiarism to be as bad as stealing final examinations and memorizing the answers ahead of time, 11 out of the 15 disagreed that a student should be punished if caught submitting a paper given to him/her by another student, while four out of 15 believed that it was not wrong to use their roommate's papers if permission was obtained. Similarly, the study of Ibegbulam and Eze (2015) attempted to examine the attitude of students towards anti-plagiarism measures. It was revealed that all the respondents (100%) agreed with the following as strategies to curb plagiarism: giving introductory lectures at freshmen orientation programmes; discussing plagiarism at different levels from undergraduate to postgraduate; lessening students' workload;

providing students more lectures on good study habits, research and writing skills; and posting information about plagiarism on the university website. On the other hand, only 34% agreed, 62% disagreed and 4% were undecided about introducing plagiarism detection tools and mandating students to submit their papers online. Of the respondents 44% and 56% agreed and disagreed respectively that lecturers should be mandated to punish all cases of plagiarism. Finally, 18% and 82% respectively agreed and disagreed that students caught plagiarising should be expelled. They however concluded that a greater majority of the respondents are in support of corrective strategies rather than punitive strategies of curbing plagiarism.

Summarily, it can be inferred that diverse studies have been carried out by scholars within and outside Africa in an attempt to determine the attitude of students towards plagiarism. Although, the outcome of the research varied slightly from one another, the most common finding is that students more often than not, have a positive attitude towards plagiarism. In other words, they do not see plagiarism as something that should be frowned at, even though most of them agree that it is a bad act. This implies that given the nod, quite a large number of students will openly engage in plagiarism due to one reason or the other. However, not much has been said about the factors that can influence attitude to plagiarism either positively or negatively.

2.5 Academic Motivation and attitude towards plagiarism by undergraduates

Academic motivation is the type of motivation involved in learning under the school setting. It arouses and sustains interest of students in their academic activities goading them to put in maximum efforts necessary to achieve desired academic goals. By motivation for academic achievement, people are stimulated to successfully complete an assignment, achieving a goal or a degree of qualification in their profession (Moore, Armstrong and Pearson, 2008). Amrai et al. (2011) posited that academic motivation is a three-dimensional phenomenon consisting of individual's beliefs in ability to carry out a specific task, reasons and goals for individuals in carrying out the task and the emotional responses concerning carrying out the task. All these, according to Drago (2004), are influenced by an individual's emotional state of mind. Students low on emotional intelligence may find failure more difficult to deal with, which undermines their academic motivation.

Motivation in education affects the level of the learning of individuals and as well as reflects on their behaviours what they have learned or not. The motivation of students represents the active participation of the students in learning process. The curiosity and interest of the

students manifest itself with the connection to the subject learned, focus on the process of learning lesson and the joy of learning (Cladella, & Herlin, 2002). Moreover, motivational damages on one hand caused a kind of pessimism, anxiety and depression and on the other hand resulted in academic performance failure in students (Askari, 2006). Consistent with these results, researchers argue that in order to create motivation education should be presented in appropriate context with desirable facilities concerning the learners' needs (Javadi, Adhami, Haghdoost, 2002).

Researchers often distinguish between three organisational levels of motivation: personal, classroom, and school-wide goal orientations. Students adopt personal motivational goals, they perceive their classrooms as stressing various types of goals, and they also perceive their schools as stressing various goals. These differing organisational levels of motivation may have unique influences on cheating. Consequently, the increasing emphasis on ability and performance associated with the schooling system as well as the increasing impact that perceptions of the school culture have on motivation during the middle-school years to college or university years may lead some students to resort to cheating as a means of coping with an environment that is perceived as stressing ability and performance.

One area of research that has received relatively little attention is the possible link between motivational factors and cheating. Anderman, Griesinger and Westerfield (1998) opined that students' beliefs about why they do their school work, as well as environmental factors that shape these beliefs, may be related to cheating behaviours. In addition, it has been demonstrated that students who are highly performance oriented tend to choose simple academic tasks, and are often not as willing to take academic risks as much as less performance oriented children (Ames, 1992).

Some theoreticians have argued that negative outcomes such as lowered intrinsic motivation and an unwillingness to take on challenging tasks are a result of an emphasis on grades, performance and relative ability, as opposed to an emphasis on intrinsic reasons for learning and task master (Ames, 1992). Thus, there are reasons to suspect that a similar relationship exists between these motivational factors and plagiarism. For instance, Anderman, Griesinger and Westerfield (1998) submitted that if a student sees the goal of an academic task as either (a) getting a good grade, or (b) demonstrating one's competence, then the student may see cheating as means to achieving the goal. However, when the goal of an academic task involves

mastering the task and truly learning the material for intrinsic reasons, then cheating may not be a viable means to achieving a goal of task mastery; in contrast, when the primary goal is to earn a good grade or to demonstrate ability, some students may perceive cheating as a logical and justifiable strategy for justifying that goal.

Numerous correlational and comparative studies demonstrate that motivation toward extrinsic outcomes is associated with academic cheating, whereas the pursuit of intrinsic goals is associated with less dishonesty. For example, when college students rated their reasons for cheating or for not cheating, the desire to increase one's grades was one of the primary reasons cited for dishonest behavior. In contrast, honest students said they do not cheat because it would devalue their achievement (Newstead, Franklyn-Stokes, & Armstead, 1996; Murdock and Anderman, 2006). Moreover, rates of cheating were found by Murdock and Anderman (2006) to be almost 40% higher among students who viewed their education primarily as a means to an end, such as securing a better job, than for those who said they were pursuing a college education for personal development. In other words, students who view academics as a means of survival will most likely do anything it requires to score high grades, and that includes cheating in assignments, tests and examinations. This is a confirmation to the findings of Genereux and McLeod (1995) who found that Canadian community college students asked to assess the extent to which various circumstances would affect their likelihood of cheating on an exam indicated that the effect of the exam on their long-term grades and their ability to garner future financial support would be two of their top five reasons for cheating. Still, other evidence indicates the cheating declines when motivation is intrinsic: college students report that they cheat less when the class is interesting to them (Pulvers & Diekhoff, 1999).

Additionally, quite a number of studies have indicated positive relationship between perceived competitiveness of the classroom and amount of academic dishonesty (Smith, Ryan, & Diggins, 1972; Perry, Kane, Bemesser, & Spicker, 1990; Murdock and Anderman, 2006). Longitudinal evidence reveals that students moving from middle school math classes that are relatively mastery-oriented to high school classes that are more performance-oriented also report increases in their cheating during that same time period (Anderman & Midgley, 2004). In contrast, students moving from a performance-oriented to a more mastery-oriented environment reported cheating less in high school math than they had in middle school. In an effort to better understand the relations of classroom variables to student cheating, Murdock, Miller, and

Anderman (2005) reanalyzed data from two previous studies using hierarchical linear modeling (HLM). Students' individual perceptions of the classroom goal structure were entered at level one, whereas aggregated goal structures were entered at level two. In both sets of data, rates of cheating differed significantly across classrooms. However, although the individual student perceptions of the goal structures predicted personal rates of cheating, the aggregated variables did not.

Survey and interview data suggests that students from high school through college believe that cheating is caused by pressure and competition for high grades and could be reduced with classroom practices that foster learning and deemphasize grades. For instance, a study by Stephens (2004) revealed that cheating among college-bound students increases during the junior year because of the weight given to those grades in the college admission process. Similarly, in a nationwide survey of college undergraduates, three of the top 12 suggestions to instructors for decreasing cheating pertained to shifting the norms for the course: not grading on a curve, focusing on learning rather than grading, and removing assignments that were trivial and uninteresting (McCabe, Trevino, & Butterfield, 2001).

Several forms of experimental research add additional support to the literature on the relations between academic motivation and academic dishonesty, in this case, plagiarism. Research using high school, undergraduate, and graduate students indicates that various classroom practices alter the justifiability of cheating in a given context, as well as the likelihood that cheating will occur (Murdock, Miller, & Goetzinger, 2005; Murdock, Miller, & Kohlhardt, 2004).

Wryobeck and Whitley (1999) demonstrated that students' goal orientations not only predict their own cheating, but also how those students evaluate the dishonest behavior of others. College students read one of several scenarios depicting a student who had cheated and an accomplice who had assisted the culprit for either altruistic (friendship) or monetary incentives. Across scenarios, students with a high versus low learning orientation endorsed a higher rate of punishment for the cheater and the accomplice. In addition, students' ratings of their own likelihood of engaging in the behaviors of the cheater and accomplice were a product of the interaction between the incentive that was offered and their own learning (high versus low) and grade (high versus low) orientations. Students with high grade orientations indicated that they would be more likely to cheat and to help the cheater than those with low grade orientations.

This effect was true in both incentive conditions for students in the low learning orientation group. For those with high learning orientations, the effects were more complex: students with high learning and high grade orientations reported that they would act like the cheater and the accomplice more in both the altruistic and the monetary incentive conditions. However, within conditions, the high grade/high learning group identified more with the scenario in the altruistic condition, whereas the high learning/low grade group identified more in the monetary condition.

In summary, correlational, comparative, and longitudinal data provide convergent evidence that by late elementary school, students have developed different approaches to learning that are related to cheating in predictable ways. Students who focus on their abilities, social comparisons, and extrinsic rewards report increased dishonesty.

In Nigeria, very few studies have been carried out on this subject matter. However, notable among them is the study carried by Adebayo (2010) to examine the correlation between academic cheating behaviour and achievement motivation among Nigerian university students. The study used a sample size of 150 undergraduates drawn from the 200 and 300 levels of the social and management science faculties of a Nigeria university. Participants were asked to respond to Cheating Behavior Questionnaire (Newstead et al, 1996) and the adapted version of Herman's Questionnaire Measure of Achievement Motivation (Eyo, 1986). Findings of the research showed that students who were motivated by high achievement reasons for pursuing a degree programme, (personal development) reported lowest cheating behaviour than students with moderate achievement reason (degree as means to get better job opportunity) and those motivated by lowest achievement reason (degree programme as stoppage to avoid getting a job or for social reason). Students with medium achievement motivation reason reported lower academic cheating than students with low achievement motivation reasons. The researcher affirmed that the findings of the research demonstrated that fostering achievement motivation in Nigerian university students can curb the high incidence of academic cheating, the bane of university assessment process.

The goals of many teachers and students today are focused on the attainment of high test scores, given the high-stakes assessments that most students and teachers encounter. Pressure for high test scores is so extreme that teachers and administrators have falsified students' standardized tests themselves (Levitt & Dunbar, 2005). As our society continues to emphasize outcomes over learning, many argue that plagiarism is likely to continue to occur (Callahan,

2004). Whereas some students focus on mastery and learning, others focus on demonstrations of ability and attaining extrinsic incentives. In addition, some students may pursue a host of goals, both mastery and performance, simultaneously. Cheating through plagiarism is a strategy that some students choose to employ to achieve those goals.

2.6 Appraisal of the reviewed literature

The reviewed literature explains the concept of plagiarism, the scope of what can be termed as plagiarism and what should not be. From the reviewed literature, it can be inferred that plagiarism may be intentional or unintentional, that is, an individual may be plagiarising without being aware of his or her actions. The reviewed literature also affirmed the proliferation of plagiarism in universities, especially since the advent of the internet. It is trite that plagiarism has increased greatly among scholars as a result of several factors ranging from laziness to lack of motivation. Due to this increase in plagiarism, management of tertiary institutions and stakeholders in academics all over the world have put in place stringent measures to curb this menace that has eaten deep into the academic sector. However, the African continent is still way behind in this fight against plagiarism.

The reviewed literature also explains various reasons why students may engage in the act of plagiarism. These reasons include but not limited to: panic, inadequate knowledge, lack of confidence, easy access to information resources, efficiency gain, time management, poor academic planning and absence of/inadequate punishment for offenders. The concept of academic motivation and how it affects the attitude of undergraduates towards plagiarism was also examined. Although, many studies abound on each of these concepts individually, there are not so much studies on the relationship between academic motivation and attitude towards plagiarism, especially among university students. More so, very few literature exist about this subject matter specifically in Nigeria. Thus, the reviewed literature is a foundation upon which this study and other similar studies in the future may be built.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methods and procedures that will be adopted by the researcher in gathering relevant data for the study. The following subheadings in this chapter are: research design, population of the study, sampling technique and sample size, research instrument, validity and reliability of the instrument, data collection procedure, and methods of data analysis.

3.2 Research design

Research design typifies a plan outlining how information is to be assembled for an evaluation that consists of identifying the data gathering techniques. This research design describes the population and sample, research instrument, data collection procedure, profile of sample, demographic characteristics, and treatment of data. For this study, the descriptive survey research design of the correlational type was employed. This is the systematic and scientific collection of data from a sample of respondents selected from a given population, which describes the characteristics of the population that is under study, estimates proportions in the population, makes specific predictions, test associated relationships with the use of standardized questionnaire that was administered (Alegbeleye, Mabawonku and Fabunmi, 2006). This method is primarily chosen because it is considered appropriate for this kind of study, and it is an efficient way of studying large populations. It allows the researcher to analyse, interpret and state categorically relationships that exist among variables. It also allows for the collection of a great deal of information from a representative sample of the population which will give room for drawing inferences based on data collected.

3.3 Population of the study

The study focuses on the undergraduates of Faculty of Education, University of Ibadan excluding distance learning undergraduates. The faculty is made up of nine departments which run undergraduate programmes. These departments are; Adult Education, Educational Management, Guidance and Counselling, Human Kinetics and Health Education, Library, Archival and Information Studies, Special Education, Arts and Sciences Education, Early Childhood and Education Foundation, Science and Technology Education. According to the data

collected from the Academic Department and Planning Unit of the university, there are 2,366 undergraduates in University of Ibadan for 2018/2019 academic session. Therefore the breakdown of the targeted population according to departments is presented in Table 3.1

Table 3.1 Population of the study

S/N	Department in Faculty of Education, University of Ibadan	Population
1.	Adult Education	282
2.	Educational Management	276
3.	Guidance and Counselling	270
4.	Human Kinetics and Health Education	273
5.	Library, Archival and Information Studies	224
6.	Special Education Arts and Sciences Education	184
7.	Arts and Sciences Education	510
8.	Early Childhood and Education Foundation	121
9.	Science and Technology Education	224
	Total	2,366

Source: Academic Department and Planning Unit of the University of Ibadan (2018/2019) academic session

3.4 Sampling technique and sample size

The stratified random sampling technique was used to select respondents from each department in the Faculty of Education. The departments represented a stratum of the faculty under study. In determining the sample size, the study would be adopting Slovin's formula for calculating sample size of known target population, which is stated as $n = N/(1+Ne^2)$, where (n) represent the sample size, (N) represent given total targeted population size and (e) represent margin of error.

Calculations formula is $n = N/(1+Ne^2)$

$$n = 2,366 / (1 + 2,366 * (0.05)^2)$$

$$n = 2,366 / (1 + 2,366 * 0.0025)$$

$$n = 2,366 / (1 + 5.915)$$

$$n = 2,366 / (6.915)$$

n = 342.15 Thus, the total expected sample size is 342 respondents

Hence, the sampling fraction of 14.5% was then used to determine the sample size from the targeted population of the study. This then gives a sample size of 342 respondents from the faculty. The breakdown of the sampling size based on departments was represented in Table 3.2.

Table 3.2 Sample size for the study

S/N	Departments	Population	Sample Size (14%)
1.	Adult Education	282	41
2.	Educational Management	276	40
3.	Guidance and Counselling	270	39
4.	Human Kinetics and Health Education	273	39
5.	Library Archival and Information Studies	224	32
6.	Special Education Arts and Sciences Education	184	28
7.	Arts and Sciences Education	510	73
8.	Early Childhood and Education Foundation	121	18
9.	Science and Technology Education	224	32
	Total	2,366	342

3.5 Research instrument

The instrument used for data collection was a self-developed questionnaire. The questionnaire was used for data collection because it enables large amount of information to be collected from a large number of people in a short period and relatively, in a cost effective way. (Alegbeleye et al., 2006).

The questionnaire was made up of questions that were divided into four sections: A, B, C and D. Section A obtained the demographic information of the respondents, such as the name of their department, level, age, gender and marital status. Section B is concerned with the academic motivation of the undergraduates. The academic motivation is grouped into intrinsic and extrinsic motivation containing six items each. The response formats were; Very Great Extent (VGE) = 4, Great Extent (GE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1. The scale was adapted from the study of Knapper (2017).

Section C dealt with undergraduates' attitude towards plagiarism. The attitude was grouped into positive and negative attitude containing five items each. The response formats were; Strongly agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The scale was adapted from Mavrincac, Brumini, Bilic-Zulle and Petrovecki (2010). Section D focused on acts that constitute plagiarism. Ten items that made up the acts were adapted from Oyewole and Abioye (2018). The response formats were Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. There is a totality of eight questions in the questionnaire.

3.6 Validity of the instrument

The instrument (questionnaire) was given to the project supervisor and three other experts in Library, Archival and Information Studies for assessment to ensure its face validity. They read through and made necessary corrections to determine its appropriateness.

3.7. Data collection procedure

The total of three hundred and thirty one copies of the questionnaire were directly administered by the researcher to the undergraduates in each of the department in the faculty under study. The copies of questionnaires were retrieved from the respondents by the researcher immediately after completion. The questionnaire administration is expected to take about 2 weeks

3.8. Method of data analysis

Data gathered was analysed using the Statistical Package for Social Sciences (SPSS). Demography of respondents and research questions were equally analysed with descriptive statistics, using the simple frequency count, percentage, means and standard deviation. The simple correlation was used to determine relationships among variables. The analyses were presented in tables in which inferences and recommendations were drawn from.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the analysis and the interpretation of data collected from respondents through questionnaires based on the research objectives and research questions. This chapter covers; questionnaire administration and return rate, demographic information of the respondents, research questions and discussion of the findings.

4.2 Questionnaire administration and returned rate

A total of three hundred and thirty one (331) copies of questionnaires were administered to undergraduates in the Faculty of Education, University of Ibadan. Three hundred and eight (308) copies of the questionnaires were returned and found usable for data analysis, giving a return rate of 93.1%. The breakdown of distribution according to departments is given in Table 4.1.

Table 4.1: Distribution of respondents by Departments

S/N	Name of Schools	Distributed	Returned
1	Adult Education	39	39
2	Education Management	39	37
3	Guidance and Counseling	38	36
4	Human Kinetics and Health Education	38	34
5	Library, Archival and Information Studies	31	31
6	Special Education	26	22
7	Arts and Science Education	71	66
8	Early Childhood and Education Foundation	17	15
9	Science and Technology Education	32	28
	Total	331	308 (93.1%)

4.3 Demographic Information of Respondents

The demographic data of the respondents is presented in Table 4.2.

Table 4.2: Demographic Information of respondents

S/N	Demographic Information		Frequency	Percentage
1.	Level	100 200 300 400 Total	50 98 83 77 308	16.2 31.8 26.9 25.0 100.0
2.	Gender	Female Male Total	201 107 308	65.3 34.7 100.0
3.	Age	16 – 20years 21 – 25years 26 –30years 31 and above Total	67 204 33 4 308	21.8 66.2 10.7 1.3 100.0
4.	Marital Status	Divorced Married Single Total	1 30 277 308	0.3 9.7 90.0 100.0

Table 4.2 reveals the demographic information of the respondents. It was revealed that majority of the respondents that participated in this study 98 (31.8%) were from 200 level, while the least respondents 50 (16.2%) were from 100 level. In relation to the gender of the respondents, most of the respondents 201 (65.3%) were female, while the male respondents were 107 (34.7%). On the age of the respondents, majority 204 (66.2%) were within the age of 21-25 years, while the least respondents 4 (1.3%) were 31 years and above. Majority of the respondents 277 (90.0%) were single, while 1 (0.3%) respondent was divorced.

4.4 Answer to research questions

This section provides answers to the research questions that guided the study.

4.4.1 Research question 1: What is the level of academic motivation of undergraduates in Faculty of Education, University of Ibadan?

Table 4.3 presents the result on academic motivation of the undergraduates.

Table 4.3: Academic motivation of the respondents

S/N	Statement	VGE	GE	LE	VLE	Mean \bar{x}	STD
Intrinsic Motivation							
1.	I ensure I do not miss lectures and classes	142 46.1%	140 45.5%	24 7.8%	2 0.6%	3.37	0.655
2.	I care about the work I turn in to my lecturers	118 38.3%	170 55.2%	18 5.8%	2 0.6%	3.31	0.610
3.	I ensure I do my assignment myself and study for test	126 40.9%	151 49.0%	30 9.7%	1 0.3%	3.31	0.654
4.	The passion I have for the acquisition of knowledge makes me to take my academics seriously	112 36.4%	169 54.9%	26 8.4%	1 0.3%	3.27	0.623
5.	I read my course notes a lot because I enjoy reading	78 25.3%	168 54.5%	54 17.5%	8 2.5%	3.27	0.672
6.	I ensure I am focused and attentive when lecture is going on	116 37.7%	165 53.6%	21 6.8%	6 1.9%	3.03	0.730
7.	I raise my hand to ask questions during lectures when I am not clear about a concept	69 22.4%	139 45.1%	82 26.6%	18 5.8%	2.84	0.837
8.	When questions are asked in class by lecturers, I don't hesitate to answering it	52 16.9%	154 50.0%	83 26.9%	19 6.2%	2.78	0.798
Weighted Mean = 3.15							
Extrinsic Motivation							
9	I try my possible best academically to make my family members/sponsors happy	146 47.4%	149 48.4%	10 3.2%	3 1.0%	3.42	0.607
10	My past performance and results motivate me academically	117 38.0%	167 54.2%	22 7.1%	2 0.6%	3.30	0.625
11	I read my course notes often because I think the more I read I would be able to get good grades in exam	113 36.7%	169 54.9%	21 6.8%	5 1.6%	3.27	0.656
12	Enthusiastic and zeal building lecturers in my department motivate me academically	104 33.8%	179 58.1%	18 5.8%	7 2.3%	3.23	0.659
13	The orientation given to me by my colleagues motivates me academically	109 35.4%	162 52.6%	29 9.4%	8 2.6%	3.21	0.714
14	The good picture of my profession motivates me academically	99 32.1%	177 57.5%	25 8.1%	7 2.3%	3.19	0.676
15	Lots of assignments and tests motivate me to read	107 34.7%	159 51.6%	30 9.7%	12 3.9%	3.17	0.757
16	The opportunity given to me to answer questions whenever I raise my hands motivates me academically	82 26.6%	169 54.9%	39 12.7%	18 5.8%	3.02	0.793
Weighted Mean = 3.23							

Table 4.3 presents the distribution for the academic motivation of undergraduates from the Faculty of Education, University of Ibadan. The scale used in measuring was; Very Great Extent, Great Extent, Low Extent, Very Low Extent. The results were then ranked using the

mean score. The findings on the intrinsic motivation revealed that majority of the respondents ($\bar{x} = 3.37$), which is the highest ranked; ensured that they did not miss lectures and classes. Also, majority of the respondents ($\bar{x} = 3.31$) indicated that they cared about the work they turned in to their lecturer. Furthermore, majority of the respondents ($\bar{x} = 3.31$) revealed that they did their assignment themselves and studied for test. The least of respondents ($\bar{x} = 2.78$) revealed that when questions are asked in class by lecturers, they did not hesitate in answering them.

On the extrinsic motivation of the undergraduates, majority of the respondents ($\bar{x} = 3.42$), which is the highest ranked; revealed that they tried their possible best academically to make their family members/sponsors happy. Also, majority of the respondents ($\bar{x} = 3.30$) indicated that their past performance and results motivated them academically. Furthermore, majority of the respondents ($\bar{x} = 3.27$) revealed that they their read their course notes often because they think the more they read, they would be able to get good grades in exam. The least of the respondents ($\bar{x} = 3.02$) indicated that the opportunity given to them to answer questions whenever they raise their hands motivates them academically.

Based on the findings, it can be inferred that the undergraduates in Faculty of Education, University of Ibadan are both intrinsic motivated and extrinsic motivated. However, they are seen to be more extrinsically motivated than intrinsic motivated. This was evidence based on the result of the weighted mean which revealed extrinsic motivation as ($\bar{x} = 3.23$) and intrinsic motivation as ($\bar{x} = 3.15$).

4.4.2 Research question 2: What is the attitude towards plagiarism by undergraduates of Faculty of Education, University of Ibadan?

The attitude towards plagiarism by the undergraduates is captured in table 4.4

Table 4.4: Attitude towards plagiarism by the respondents

S/N	Statement	SA	A	D	SD	Mean \bar{x}	STD
Positive Attitude							
1	Self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself).	87 28.2%	149 48.4%	63 20.5%	9 2.9%	3.02	0.778
2	Short deadlines give me the right to plagiarise a bit.	75 24.4%	127 41.2%	88 28.6%	18 5.8%	2.84	0.860
3	It is justified to use one's own previously published work without providing citation in order to complete the current work	61 19.8%	127 41.2%	96 31.2%	24 7.8%	2.73	0.867
4	It is justified to use previous descriptions of a method and technique without mentioning the source, because the method and technique itself remains the same.	52 16.9%	138 44.8%	93 30.2%	25 8.1%	2.70	0.843
5	I believe collaborating with my friends to copy their work or downloading what they have done on the internet is not a big deal	57 18.5%	89 28.9%	120 39.0%	42 13.6%	2.52	0.946
Weighted Mean = 2.76							
Negative Attitude							
6	A plagiarised work harms the integrity of academic research	122 39.6%	160 51.9%	25 8.1%	1 0.3%	3.31	0.630
7	In times of moral and ethical decline, it is important to discuss issues like plagiarism and self-plagiarism	94 30.5%	190 61.7%	24 7.8%	0	3.23	0.577
8	Plagiarism ruins the investigative spirit	95 30.8%	180 58.4%	33 10.7%	0	3.20	0.613
9	The name of the authors who plagiarise should be disclosed to the academic community	91 29.5%	174 56.5%	39 12.7%	4 1.3%	3.14	0.675
10	Plagiarism is as bad as stealing in an exam	95 30.8%	152 49.4%	53 17.2%	8 2.6%	3.08	0.761
Weighted Mean = 3.19							

Table 4.4 presents the distribution for the attitude towards plagiarism by undergraduates in Faculty of Education, University of Ibadan. The scale used in measuring was; Strongly Agree, Agree, Disagree and Strongly Disagree. The results were then ranked using the mean score. The findings on the positive attitude revealed that majority of the respondents ($\bar{x} = 3.02$) which is the highest ranked; agreed that “self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself)”. Also, majority of the respondents ($\bar{x} = 2.84$) agreed that “Short deadlines give me the right to plagiarise a bit”. Furthermore, most of the respondents ($\bar{x} = 2.73$) agreed that “it is justified to use one's own previously published work without providing citation in order to complete the current work”. However, majority of the respondents ($\bar{x} = 2.52$)

indicated in disagreement that they believe collaborating with my friends to copy their work or downloading what they have done on the internet is not a big deal.

On the negative attitude towards plagiarise, majority of the respondents ($\bar{x} = 3.31$), which is the highest ranked, indicated in agreement that “a plagiarised work harms the integrity of academic research”. Also, most of the respondents ($\bar{x} = 3.23$) revealed in agreement that “in times of moral and ethical decline, it is important to discuss issues like plagiarism and self-plagiarism”. Furthermore, majority of the respondents ($\bar{x} = 3.20$) indicated in agreement that “Plagiarism ruins the investigative spirit”. The least majority of respondents ($\bar{x} = 3.08$) revealed in agreement that “Plagiarism is as bad as stealing in an exam”.

Based on the findings and weighted mean, it can be inferred that the negative attitude of students towards plagiarism surpasses their positive attitude to the acts of plagiarism. However, the students were seen to have strong positive attitude towards plagiarism as they noted that self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself), short deadlines gives them the right to involve in plagiarism and it is justified to use one’s own previously published work without providing citation in order to complete the current work. This pattern of response is also worrisome.

4.4.3 Research question 3: What are the acts that constitute plagiarism from the perspective of the undergraduates in Faculty of Education, University of Ibadan?

Table 4.5 presents results on the acts that constitute plagiarism.

Table 4.5: Acts that constitute plagiarism

S/N	Statement	SA	A	D	SD	Mean \bar{x}	STD
1	Copy and paste	154 50.0%	137 44.5%	16 5.2%	1	3.44	0.609
2	Word switching	92 29.9%	151 49.0%	63 20.5%	2 0.6%	3.34	0.634
3	Paraphrasing without having to name the source anymore	109 35.4%	158 51.3%	39 12.7%	2 0.6%	3.30	0.666
4	Incorrect citation	123 39.9%	149 48.4%	35 11.4%	1 0.3%	3.28	0.670
5	Duplicating a work I have done before	95 30.8%	130 42.2%	62 20.1%	21 6.8%	3.26	0.644
6	Use of an uncommon knowledge without mentioning originator	107 34.7%	149 48.4%	52 16.9%	0	3.21	0.680
7	Copying from several different sources without citing	132 42.9%	151 49.0%	24 7.8%	1 0.3%	3.21	0.717
8	The use of fictitious citations	114 37.0%	151 49.0%	38 12.3%	5 1.6%	3.18	0.697
9	Copying Idea, picture, figures, theories , techniques, drawing without citing	112 36.4%	166 53.9%	28 9.1%	2 0.6%	3.08	0.724
10	Directly copying author's work and citing with another name	125 40.6%	151 49.0%	30 9.7%	2 0.6%	2.97	0.886

Table 4.5 presents the distribution of the acts that constitute plagiarism from the perspective of the undergraduates in Faculty of Education, University of Ibadan. The scale Strongly Agree, Agree, Disagree and Strongly Disagree were used in measuring. The results were then ranked using the mean score. The findings revealed that majority of the respondents ($\bar{x} = 3.44$) revealed that “Copy and Paste” is an act that constitute plagiarism. Also, most respondents ($\bar{x} = 3.34$) indicated that “word switching” is an act that constitute plagiarism. Furthermore, majority of the respondents ($\bar{x} = 3.30$) revealed that “Paraphrasing without having to name the source anymore” is an act that constitute plagiarism. The least majority of the respondents ($\bar{x} = 2.97$) indicated that “Directly copying author’s work and citing with another name” is an act that constitute plagiarism.

Based on the findings, it can be inferred that the acts that constitute plagiarism from the perspective of the students are; Copy and paste, Word switching, Paraphrasing without having to name the source anymore, Incorrect citation, Duplicating a work I have done before, etc.

4.4.4 Research question 4: What is the relationship between academic motivation and attitude towards plagiarism by undergraduates of the Faculty of Education, University of Ibadan?

Table 4.6 presents results on the correlation analysis between academic motivation and attitude towards plagiarism by the respondents.

Table 4.6: Relationship between academic motivation and attitude towards plagiarism by undergraduates of the Faculty of Education, University of Ibadan

Variable	Mean	Std. Dev.	Attitude towards Plagiarism			
			n	r	P-value	Remark
Academic Motivation	50.9870	6.35075	308	0.300**	0.000	Sig.
Attitude towards Plagiarism	29.7825	3.95266				

The relationship between the academic motivation and attitude towards plagiarism by undergraduates of the Faculty of Education, University of Ibadan is presented in Table 4.6. The Pearson Product Moment Correlation (PPMC) was used to determine the relationship between the variables. The findings revealed that there is weak positive significant relationship between academic motivation of the students and their attitude towards plagiarism ($n = 308$, $r = 0.300^{**}$, $P < 0.05$). This implies that the more the undergraduates are academically motivated (either intrinsically or extrinsically), the more their negative attitude towards plagiarism increases. Therefore, the academic motivation of the undergraduates influences their attitude towards plagiarism. Hence, the null hypothesis is rejected.

4.5 Discussion of the findings

This section discusses the findings in the previous section based on the literature reviewed. The findings to the study were analysed and interpreted based on the research questions which were drawn from the specific objectives of the study. The results discussion are organised into paragraphs based on research findings of the study.

On the level of academic motivation of undergraduates in the Faculty of Education, University of Ibadan, it was revealed that the undergraduates have high level of academic motivation. However, they are seen to be more extrinsically motivated than intrinsic motivated. This was evidence from the findings of the study based on the weighted mean score. The finding is supported by Adegboyega (2017) research on the influence of achievement motivation on Nigerian undergraduates' attitude towards examination. The respondents for the study were

drawn from six federal Universities across the six geo-political zone of the country. The study found out that undergraduates in Nigeria universities had a high level of academic motivation and some of the factors that account for this high level of motivation include: always wanting to learn as much as possible from the lessons in their class; setting goal in the classroom which includes: to avoid performing poorly; and avoiding performing poorly in the class among others. Also, Gallagher et al (2007) in their study on the final year dental students' views on their professional career, which is in confirmation of the findings revealed that dentistry students had high level of academic motivation, but the level of motivation was influenced by different factor across genders. These factors include income and family's recommendations which are seen to be extrinsic. Furthermore, Molavi (2007) identified factors that have boosted the academic motivation of students to include self-esteem, quality of instructional factors, family income and marital status.

On the attitude of undergraduates in the Faculty of Education, University of Ibadan towards plagiarism, it was revealed from the findings based on the weighted mean, that the negative attitude of students towards plagiarism surpasses their positive attitude to the acts of plagiarism. However, the students were seen to have strong positive attitude towards plagiarism as the finding revealed that the students believe that; self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself), short deadlines gives them the right to involve in plagiarism and it is justified to use one's own previously published work without providing citation in order to complete the current work. This finding is in conformation with Gururajan and Roberts (2004) study which revealed that a large percentage of undergraduates in Australian universities are of the opinion that the act of plagiarism is ethical as they noted that if the source is mentioned or it is an open source, then it is "okay" to use it. Some respondents noted that by saying that they do it to help themselves or because of insufficient time for research and assignments. Additionally, Pupovac, Bilić-Zulle and Petrovečki (2008) studied the prevalence and attitudes toward plagiarism in Spain, the United Kingdom, Bulgaria and Croatia. In the United Kingdom (UK), 92 students were studied and it was reported that self-plagiarism was the most common type of plagiarism, with 35 percent of the students committing it at least once.

These students saw nothing wrong with copying from Internet forums and discussion groups. Similarly, in the Bulgarian study, 40 percent of the 94 students studied believed that plagiarism was acceptable and 47 percent committed self-plagiarism at least once. In the

Croatian study of 295 students, it was reported that 65 percent of the students felt that self-plagiarism was justifiable. These are in line with the findings that students still possess positive attitudes towards plagiarism. Additionally, in a study conducted by Murtaza, Zafar, Bashir and Hussain (2013) it was discovered that the state of Pakistani students in regards of plagiarism is appalling. They noted that the principles about academics which should be acceptable to the students were rejected by the students. It was also found that majority of students are always ready to adopt inappropriate way and so they are at risk of punishment in the form of plagiarism penalty. Furthermore, Quispe et al. (2018) study examined the attitudes towards plagiarism in business administration students from two private universities in Arequipa, Peru. They found out that students had a “permissive” attitude towards plagiarism. In other words, they did not justify the act since they consider it to be a bad thing but when they were asked if "plagiarism is normal", the interviewees accepted that it is a common and even institutionalized practice that starts at school and becomes a necessity at university.

On the acts that constitute plagiarism, the students identified Copy and paste, Word switching, paraphrasing without having to name the source anymore, incorrect citation, duplicating a work I have done before, etc. to be such acts that constitute plagiarism. The finding is in line with the study of Tripathi and Kumar (2009) which noted that plagiarism includes copying words or ideas from someone else without giving credit; failing to put a quotation in quotation marks; giving incorrect information about the source of a quotation; changing words but copying the sentence structure of a source without giving credit; copying so many words or ideas from a source that it makes up the majority of your work. Additionally, Ryerson University Student Learning Support (2016) identified some form of deliberate plagiarism which include; copying and pasting directly from online sources, purchasing an essay, or putting your name on a paper that someone else wrote. Furthermore, Quinn (2011) identified forms of plagiarism, which is in line with the finding, to include copying without reference, quoting without acknowledgement, paraphrasing without attribution, copying from the Internet without paraphrasing and due acknowledgement, using fictitious citations and the act of duplicating one's work known as self-plagiarism.

On the relationship between the academic motivation and attitude towards plagiarism by undergraduates of the Faculty of Education, University of Ibadan, it was revealed that there is weak positive significant relationship between academic motivation of the students and their

attitude towards plagiarism. This is supported with the study of Adebayo (2010) which revealed that students who were motivated by high achievement reasons for pursuing a degree programme, (personal development) reported lowest cheating behaviour than students with moderate achievement reason (degree as means to get better job opportunity) and those motivated by lowest achievement reason (degree programme as stoppage to avoid getting a job or for social reason). Hence, showing that there was a relationship between their motivation and their attitude to the acts that constituted plagiarism.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusion, recommendation and suggestions for further studies.

5.2 Summary of the findings

The study investigated academic motivation and attitude towards plagiarism by undergraduates in Faculty of Education, University of Ibadan. From the findings, the following were derived;

1. Undergraduates in Faculty of Education, University of Ibadan are both intrinsic motivated and extrinsic motivated. However, they are seen to be more extrinsically motivated than intrinsic motivated.
2. Majority of the undergraduates have negative attitude towards plagiarism;
3. The acts that constitute plagiarism from the perspective of the students are; Copy and paste, Word switching, Paraphrasing without having to name the source anymore, Incorrect citation, Duplicating a work I have done before, etc.
4. There is a weak positive significant relationship between academic motivation of the undergraduates and their attitude towards plagiarism.

5.3 Conclusion

Plagiarism is an issue that is on the front burner in the world of academics due to its prevalent rate among students. This has led to the assessment of academic motivation of the students by relevant stakeholders. The more academically motivated the student is, the more they see the need to be academically honest. This is also revealed in the negative attitude displayed towards plagiarism by the students. The more academically motivated the undergraduates are, the more the attitude towards plagiarism becomes more favorable. This could lead to better appreciation for novel work by the students and an improvement in the quality of assignments and research at that level. Plagiarism like any other deviant behavior in the society might be difficult to eradicate, but with increased in undergraduates academic motivation, a well suitable

attitude towards the act can be possessed by the undergraduates, thereby reducing undergraduates' involvements to the barest minimum.

5.4 Recommendations

In view of the conclusion of the study, the following recommendations are made. These recommendations include;

1. Management of the universities should come up with policies that would ensure the negative attitude of the students towards plagiarism is strengthened. This policy could include setting up a reward mechanism that would encourage original and novel work.
2. Proper orientation and awareness should be organised so that students understand the need to possess a negative attitude towards plagiarism while involving in academic activities so that the quality of the work they do can stand the test of time.
3. Students should be made to participate in class activities more often so they can develop the confidence to face academic challenges thereby making them motivated.

5.5 Suggestions for further studies

This study had examined the relationship between academic motivation and attitude towards plagiarism by undergraduates in Faculty of Education, University of Ibadan. Further studies that could be carried out are;

1. Stress coping behaviour and academic motivation as factors influencing attitude towards plagiarism by postgraduate students of University of Ibadan, Nigeria.
2. Academic motivation and attitude towards plagiarism by students of polytechnic of Ibadan, Nigeria.
3. Job pressure and attitude towards plagiarism by academic librarian in Universities in South-west, Nigeria.

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