

THE IMPACT OF PLAGIARISM ON EDUCATIONAL RESEARCH OF POSTGRADUATES IN UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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Abstract

The rapid advancement of digital technologies has transformed higher education, providing easier access to academic resources while simultaneously increasing the risk of plagiarism. This study examines the impact of plagiarism on educational research among postgraduate students in universities in South-South Nigeria. Using a descriptive survey design, data were collected from 861 postgraduate students selected through proportionate stratified and simple random sampling from a population of 8,607 students. A validated and reliable structured questionnaire (Cronbach's Alpha = 0.84) was used to collect item-specific data on the various forms and prevalence of plagiarism, impact on research quality, factors contributing to plagiarism, and its institutional consequences. Findings reveal that common forms of plagiarism include copy-paste from internet sources, self-plagiarism, ghostwriting, improper paraphrasing, collusion, and mosaic plagiarism, with a high prevalence indicated by a cluster mean of 2.63. Plagiarism was found to significantly reduce research originality, credibility, innovation, and publication success, while contributing to academic penalties, delayed program completion, and damage to institutional reputation. Key factors driving plagiarism include easy access to digital information, inadequate supervision, pressure to publish, poor academic writing skills, and limited awareness of institutional policies. The study concludes that plagiarism adversely affects postgraduate research outcomes and institutional integrity, highlighting the need for integrated strategies involving ethical training, effective supervision, and enforcement of academic integrity policies to enhance research quality and scholarly accountability in universities.

Keywords: Plagiarism, educational research, postgraduates, universities

Introduction

The rapid advancement of digital technologies has transformed the academic environment, facilitating the creation, storage, retrieval, and dissemination of scholarly information through electronic databases, online journals, institutional repositories, and digital libraries. These resources have simplified access to research materials, enhanced collaboration, accelerated research processes, and improved knowledge exchange within higher education. However, the ease of copying, modifying, and redistributing digital information has increased risks of plagiarism. Akwang and Chimah (2021) note that responsible data management and ethical information use are critical for sustaining credible scholarship, while Hasfa (2021) highlights plagiarism as a global academic challenge intensified by unrestricted digital access. Maintaining academic integrity requires researchers to acknowledge sources properly, demonstrate independent thinking, and contribute original knowledge.

Postgraduate education is central to knowledge production and research innovation, requiring students to engage in intensive literature review, critical evaluation, data analysis, and scholarly writing. Nevertheless, the abundance of digital resources has created opportunities for academic misconduct. Obande and Terwuese (2024) report that plagiarism among Nigerian postgraduate students is increasing due to weak ethics awareness and limited monitoring, while Ndebele (2020) attributes unethical research

behavior to poor understanding of academic writing conventions. Additional challenges include insufficient mastery of citation styles, academic deadlines, limited research experience, and lack of confidence in writing skills.

Postgraduate students are major contributors to institutional research visibility through theses, publications, and collaborative works, influencing educational practices and policy decisions. However, difficulties in organizing ideas, integrating sources, and presenting original arguments increase reliance on copied materials. Orluwene and Magnus-Arewa (2020) link postgraduate plagiarism to inadequate research skills and understanding of ethical scholarship, while Khumalo and Reddy (2021) emphasize the role of limited writing support. Weak paraphrasing and synthesis skills, along with poor supervision and limited academic integrity training, further encourage plagiarism (Hillermann, 2023), undermining the credibility and scholarly value of research.

Plagiarism affects not only individual students but also institutional reputation and research reliability. Universities depend on credible research to enhance academic standing, attract funding, and inform national development. Studies across Sub-Saharan Africa highlight concerns about research credibility and institutional integrity (Mireku, Dzamesi, & Bervell, 2023), while Orji and Young (2020) note that academic dishonesty weakens trust in research used for policy and planning. Institutional measures, including plagiarism detection and integrity policies, are necessary to promote ethical research (Adekannbi & Megwaonye, 2020). Understanding how plagiarism influences postgraduate educational research is therefore essential for improving research quality, fostering ethical awareness, and ensuring responsible scholarly conduct. This study examines the effects of plagiarism on educational research among postgraduate students in South-South Nigerian universities.

This study is anchored on the Academic Integrity Theory, largely advanced by Donald L. McCabe in 1992 through his pioneering work on academic honesty and ethical behaviour in higher education institutions. The theory emerged from extensive investigations into academic misconduct among university students and emphasizes fundamental values such as honesty, trust, fairness, responsibility, respect, and accountability in scholarly activities. The framework views academic research as an ethical process that demands originality of ideas, transparency in knowledge production, and proper acknowledgment of intellectual contributions. According to this perspective, credible and reliable research outcomes can only be achieved when researchers adhere strictly to established ethical standards throughout the research process.

Within postgraduate education, the Academic Integrity framework provides an explanatory basis for understanding plagiarism as a violation of ethical research conduct that may arise from inadequate academic writing skills, insufficient understanding of citation practices, institutional weaknesses, or academic pressure to produce research outputs. The theory stresses that ethical research behaviour is not solely an individual responsibility but is also shaped by institutional culture, supervision practices, and enforcement of academic regulations. In universities located in South-South Nigeria, the framework offers a suitable lens for examining how academic environments influence postgraduate students' research practices and how strengthened ethical orientation, effective supervision, and institutional integrity policies can enhance originality and improve the overall quality of educational research.

Plagiarism refers to using another person's ideas, words, or work without proper acknowledgment, which undermines academic integrity and originality. It can occur both intentionally and unintentionally, taking forms such as copy-pasting, self-plagiarism,

ghostwriting, improper paraphrasing, and mosaic plagiarism (Pahlevi, Thamrin, Ahmad, & Setiani, 2024). The growth of digital information and online academic resources according to Sulistyanto (2023) has made plagiarism easier and more prevalent, posing challenges for maintaining ethical standards in higher education. The consequences of plagiarism extend beyond individual students, affecting the credibility and reputation of academic institutions, which underscores the importance of understanding its impact within educational research (Tsani, Sugiyanto, Febriyanti, & Yulianti, 2024).

Educational research involves systematic investigation aimed at generating knowledge that informs teaching, learning, and policy decisions. Ethical scholarship is crucial in this process, as plagiarism compromises the originality, reliability, and innovation of research outputs. Proper citation practices, adherence to academic standards, and responsible use of information resources as observed by Islam, Koka, Wahab and Khan (2022) help ensure that research findings are credible and useful for both academia and society. The integrity of educational research is therefore directly linked to how postgraduate students engage with sources and avoid plagiarism, highlighting the close relationship between research quality and academic behavior.

Postgraduate students are central to knowledge creation through dissertations, theses, and scholarly publications, yet they are particularly vulnerable to plagiarism due to limited academic writing experience, pressures to publish, and insufficient supervision (Orluwene & Magnus-Arewa, 2020). Poor understanding of academic writing conventions and ethical research practices can result in unintentional plagiarism, reducing the originality and impact of postgraduate research (Ndebele, 2020). Structured academic support, training in writing skills, and mentorship are therefore essential for fostering responsible research conduct, linking directly to the role of universities in maintaining academic integrity (Khumalo & Reddy, 2021; Hillermann, 2023).

Universities play a critical role in cultivating a culture of academic integrity by implementing policies, using plagiarism detection tools, and providing ethics training for students. Failure to address plagiarism can harm institutional reputation, reduce research credibility, and weaken trust in scholarly outputs (Sulistyanto, 2023). By supporting postgraduate students through supervision, training, and clear institutional frameworks, Orji and Young (2020) note universities help ensure that research is conducted ethically, original contributions are recognized, and knowledge advancement is sustained, which connects back to the necessity of addressing plagiarism effectively within educational research.

Obande and Terwuese (2024) explored Fighting the Monster Plagiarism among Postgraduate Students in Higher Educational Institutions in Nigeria and noted Plagiarism is a growing concern among postgraduate students in Nigeria, posing a significant threat to the academic integrity of educational institutions. This paper examines the various forms of plagiarism such as ghost-writing, collusion, internet plagiarism/copying and pasting, paraphrasing, self-plagiarism, patch-writing and intersexuality/mosaic plagiarism, accidental plagiarism, and lazy plagiarism/verbatim plagiarism. The paper further explores the consequences of plagiarism, for individual students, academic institutions, and the larger community as a whole. Furthermore, the paper discusses strategies and interventions that can be implemented to combat plagiarism, such strategies include; education and awareness, encouraging originality, use of plagiarism detection tools, clear academic integrity policies, support for time management and research skills, encouraging collaboration and peer review, collaboration among academic institutions, regulatory bodies, and government agencies. Both studies examine plagiarism among postgraduate

students in Nigerian higher education and recognize its negative effects on academic integrity, research quality, and institutional credibility. The previous study was largely conceptual, describing types of plagiarism and general preventive strategies without collecting empirical data, whereas the present study uses a descriptive survey to generate quantitative data from a defined population of South-South Nigerian postgraduate students. The gap addressed is the lack of region-specific empirical evidence on how plagiarism concretely affects research quality, academic outcomes, and institutional practices.

Mireku, Dzamesi and Bervell (2023) studied Plagiarism in higher education (PLAGiHE) within Sub-Saharan Africa: A systematic review of a decade. The purpose of this study was to map the distribution of publications on plagiarism among higher educational institutions in sub-Saharan Africa (SSA). Studies reviewed were based on 171 plagiarism related publications within a decade (2012-2022). Findings revealed that most plagiarism related articles were published in 2016. Additionally, a majority of the studies (53) were from Nigeria and Ghana (23). Most of the articles focused on students' and faculty's awareness of plagiarism, and institutional prevention of plagiarism, but were rather marginal on challenges involved in preventing plagiarism, as well as effects of plagiarism. Dominant forms of plagiarism were self-plagiarism, branded plagiarism and commission plagiarism. However, major causes of plagiarism comprised easy access to digital information and resources; poor supervision of students; pressure on academics to publish for promotion; and insufficient skills development regarding ethical academic writing. Additionally, plagiarism preventive software and policies on plagiarism were the main ways of preventing plagiarism. Finally, in fighting plagiarism, higher educational institutions in SSA encountered challenges such as lack of well-trained academic experts to detect and report plagiarism cases; reluctance on the part of technical administrative staff to investigate works for traces of plagiarism; and low plagiarism detection skills from project supervisors. Both studies focus on plagiarism in higher education, highlighting forms, causes, and institutional prevention strategies, and share an emphasis on the influence of digital access and supervision. The previous study was a systematic literature review across Sub-Saharan Africa, providing broad insights, while the present study collects primary data from postgraduate students in South-South Nigerian universities to analyze prevalence, effects, and contributing factors. The gap addressed is the absence of localized, data-driven evidence on plagiarism's impact on postgraduate research quality and outcomes.

Pahlevi, Thamrin, Ahmad and Setiani, (2024) investigated Plagiarism in higher education and impacts and stated that the development of information technology has made it easy to access all information according to certain interests and purposes, including bringing a tendency to plagiarism. In the world of education, plagiarism can occur starting from various levels of education, including at the university level. Plagiarism at the university level carried out by various circles can be categorized into plagiarism carried out intentionally or unintentionally both on all or part of the work of others without including adequate reference sources in order to achieve certain goals or targets. The impact of plagiarism can occur in three aspects, namely, the impact on the perpetrators of plagiarism, especially the losses that will be felt in the future, the development of science that will be hampered, and the future of educational institutions in Indonesia related to public trust and the quality and value of its usefulness which results in a decrease in the quality of human resources in an effort to advance the nation and state. Both studies recognize the influence of digital technology on access to information and the ethical

challenges it poses for students, as well as the negative consequences of plagiarism for learners, research quality, and institutional credibility. The previous study was conceptual and descriptive, covering multiple educational levels in Indonesia, whereas the present study is empirical, focusing on postgraduate students in South-South Nigerian universities. The gap addressed is the lack of region-specific, empirical data on how plagiarism directly affects postgraduate educational research, enabling practical recommendations to enhance research ethics.

Sulistyanto (2023) explored Strengthening legal instruments: Plagiarism threshold in the field of education and digital and observed that Plagiarism is a detrimental act in the world of education, especially in the digital era that facilitates access to information. Technological advances make people tend to choose shortcuts by copying other people's work without mentioning the source. Plagiarism reduces critical thinking, which should be part of the learning process, and inhibits the development of creativity and intellectual abilities. This practice not only damages academic integrity, but also lowers the quality of education and the reputation of the institution. This research uses a normative legal research method that analyses the applicable legal rules and evaluates the provisions regarding plagiarism in education, especially in the digital context. This research discusses how the phenomenon of plagiarism in education reflects the lack of clear regulations regarding the threshold of plagiarism in Indonesia. This lack of clarity causes difficulties in distinguishing between legitimate use of information and plagiarism, especially in the midst of easy digital access. In addition, more sophisticated plagiarism detection technology and digital ethics education need to be strengthened as preventive measures. International co-operation is also important to address cross-border plagiarism. Both studies acknowledge the challenges posed by digital access to information, including copying without acknowledgment, which undermines academic integrity and research quality. The previous study employed a normative legal approach to analyze regulations and preventive measures in Indonesia, while the present study uses a descriptive survey to empirically assess prevalence, effects, and contributing factors among postgraduate students in South-South Nigeria. The gap addressed is the absence of empirical, localized data on plagiarism's impact on postgraduate research, which informs evidence-based strategies for ethical research practices and institutional integrity.

Tsani, Sugiyanto, Febriyanti and Yulianti (2024) studied legal role and responsibility of thesis supervisors about student final project plagiarism and stated that the problem of plagiarism in the academic environment is currently one of the problems that must be anticipated, technological developments have 2 conflicting impacts on students and lecturers, technology provides openness to all the information needed so that it can produce something positive if used and utilized properly but on the contrary, it will have a negative impact if misused in making scientific works. So that the Role and Legal Responsibility of Thesis Supervisors Against Plagiarism of Students' Final Assignments is deemed necessary to be studied, in this research article raises the formulation of the problem in the form of how the legal responsibility of the thesis supervisor to students who are proven to have committed plagiarism. The research method used is normative legal research, namely legal research that uses secondary data sources or data obtained through library materials in the form of laws and regulations, books or scientific research results. The results of this study are the responsibility of the thesis supervisor for plagiarism of students' final assignments regulated in the Regulation of the Minister of Education, Culture, Research and Technology Number 53 of 2023 concerning Quality Assurance of Higher Education and Law Number 28 of 2014 concerning Copyright. If a

student's final assignment is proven to be plagiarized, legally the thesis supervisor is not held responsible. Still, there is an exception if the final assignment is developed into an article published in a scientific journal and includes the supervisor's name. The lecturer has violated academic integrity and must be held legally responsible in the form of administrative, civil and criminal cases. Both studies examine plagiarism in higher education and recognize the influence of digital technologies on academic misconduct, highlighting risks to integrity, research quality, and institutional reputation. The previous study focused on the legal responsibilities of thesis supervisors in Indonesia using secondary data and normative legal research, while the present study uses a descriptive survey to empirically investigate prevalence, effects, and contributing factors among postgraduate students in South-South Nigerian universities. The gap addressed is the lack of empirical evidence on plagiarism's direct effects on postgraduate research outcomes in the regional context, guiding improvements in supervision, ethics, and policy.

Statement of the Problem

Educational research depends largely on originality, intellectual honesty, and adherence to established ethical standards. Despite institutional efforts to promote responsible research practices, plagiarism continues to pose a significant problem among postgraduate students. In universities within South-South Nigeria, instances of improper citation, unattributed use of ideas, excessive dependence on previously published works, and duplication of academic materials have continued to affect postgraduate research quality. The growing accessibility of digital information resources has further complicated the situation, as some students lack adequate skills required for proper information use and academic writing. Plagiarism may lead to serious academic consequences such as rejection of research work, delayed programme completion, reduced research credibility, and damage to institutional reputation. Furthermore, inconsistencies in enforcing academic integrity policies and limited monitoring mechanisms make it difficult to effectively manage plagiarism cases. Despite the seriousness of this issue, there remains limited empirical evidence explaining how plagiarism specifically influences the quality and outcomes of postgraduate educational research within universities in South-South Nigeria. The absence of sufficient data makes it difficult for institutions to design effective preventive strategies. This study therefore seeks to address this gap by examining the effects of plagiarism on postgraduate educational research in the region.

Purpose of the Study

The general objective of this study is to examine the impact of plagiarism on educational research among postgraduate students in universities in South-South, Nigeria. The specific objectives are to:

1. identify common forms of plagiarism occurring in postgraduate educational research in universities in South-South Nigeria;
2. examine how plagiarism affects the quality of postgraduate research outputs;
3. determine the academic and institutional consequences associated with plagiarism among postgraduate students;
4. investigate factors responsible for plagiarism in postgraduate educational research;
5. propose measures for minimizing plagiarism and promoting ethical research practices among postgraduate students.

Methods

This study adopted a descriptive survey research design to investigate the impact of plagiarism on educational research among postgraduate students in universities in South-South Nigeria. The design was considered appropriate because it enabled the

researcher to obtain detailed information from a large population regarding the prevalence, forms, causes, and consequences of plagiarism as they occur naturally within the academic environment without manipulating any variables. The study was carried out in selected public universities located in the South-South geopolitical zone of Nigeria, comprising Akwa Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers States. The target population consisted of 2,607 postgraduate students enrolled in faculties of education and related disciplines across the selected universities during the 2024/2025 academic session. These students included those pursuing Postgraduate Diploma (PGD), Master's, and Doctoral degree programmes.

A sample size of 261 respondents, representing approximately 10% of the total population, was selected for the study using proportionate stratified sampling and simple random sampling techniques. The proportionate stratified sampling technique ensured adequate representation of universities, faculties, departments, and levels of study, while simple random sampling was used to select individual respondents within each stratum. This sampling approach enhanced fairness, representativeness, and reduction of sampling bias. Data for the study were collected using a researcher-developed structured questionnaire titled Impact of Plagiarism on Educational Research Questionnaire (IPERQ). The instrument was divided into five sections. Section A elicited demographic information of respondents, while Sections B to E contained items on common forms of plagiarism, prevalence of plagiarism practices, effects of plagiarism on research quality, institutional and academic consequences, factors responsible for plagiarism, and possible preventive measures for promoting ethical research practices.

The questionnaire was structured using a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). To ensure the validity of the instrument, face and content validation were carried out by experts in Educational Research, Measurement and Evaluation, and Educational Management. Their observations and recommendations guided the revision and refinement of the questionnaire items to ensure clarity, relevance, and adequacy in measuring the study variables. The reliability of the instrument was established through a pilot study conducted among postgraduate students outside the sampled universities but with similar characteristics to the study population. Data obtained from the pilot test were analyzed using Cronbach's Alpha reliability method, which yielded a reliability coefficient of 0.84, indicating that the instrument possessed high internal consistency and was reliable for data collection. The researcher, with the assistance of trained research assistants, administered the questionnaire directly to respondents within their respective institutions. Out of the 261 copies of the questionnaire distributed, 224 copies were properly completed and returned, representing a response rate of 86%, which was considered adequate for the study. Data collected were analyzed using descriptive statistics, including frequency counts, percentages, mean scores, standard deviations, and cluster means. Mean values were used to determine respondents' levels of agreement on the various questionnaire items, while tables were used to present the results clearly and systematically. The analysis provided empirical evidence on the prevalence, causes, and consequences of plagiarism among postgraduate students and informed recommendations for strengthening academic integrity and ethical research practices in universities in South-South Nigeria.

Result**Table2: Common Forms of Plagiarism Among Postgraduate Students**

S/N	Type of Plagiarism	N	Mean	SD
1	Copy-paste from internet sources	224	2.71	0.88
2	Self-plagiarism	224	2.63	0.92
3	Ghostwriting	224	2.59	0.90
4	Improper paraphrasing	224	2.65	0.87
5	Collusion with peers	224	2.57	0.89
6	Mosaic/patchwork plagiarism	224	2.61	0.85
Cluster Mean		224	2.63	0.88

The results in Table 2 show that copy-paste from internet sources had the highest mean score (2.71), followed by improper paraphrasing (2.65) and self-plagiarism (2.63). Ghostwriting, mosaic plagiarism, and collusion with peers also recorded relatively high mean scores. The cluster mean of 2.63 indicates that plagiarism practices are prevalent among postgraduate students in universities in South-South Nigeria.

Table 3: impact of Plagiarism on Research Quality

S/N	Effect on Research Quality	N	Mean	SD
1	Reduced originality of work	224	2.69	0.87
2	Lower credibility of findings	224	2.66	0.90
3	Poor academic writing skills	224	2.63	0.89
4	Limited innovation and contribution	224	2.61	0.88
5	Increased rejection in publications	224	2.58	0.91
Cluster Mean		224	2.63	0.89

Table 3 reveals that plagiarism negatively affects the quality of postgraduate research. Reduced originality of work recorded the highest mean score (2.69), while lower credibility of findings followed closely with a mean of 2.66. Other identified effects include poor academic writing skills, limited innovation, and increased rejection of publications. The cluster mean of 2.63 indicates that plagiarism has a substantial negative impact on research quality.

Table 4: Academic and Institutional Consequences of Plagiarism

S/N	Consequence	N	Mean	SD
1	Academic probation or penalties	224	2.65	0.89
2	Delayed program completion	224	2.63	0.88
3	Damage to institutional reputation	224	2.69	0.91
4	Reduced funding opportunities	224	2.57	0.87
5	Loss of trust from academic community	224	2.61	0.90
Cluster Mean		224	2.63	0.88

The findings in Table 4 indicate that plagiarism has serious academic and institutional consequences. Damage to institutional reputation recorded the highest mean score (2.69), followed by academic probation or penalties (2.65) and delayed programme completion (2.63). Loss of trust from the academic community and reduced funding opportunities were also identified as major consequences. The cluster mean of 2.63 suggests that plagiarism significantly affects both students and institutions.

Table 5: Factors Responsible for Plagiarism

S/N	Factor	N	Mean	SD
1	Easy access to digital information	224	2.73	0.90
2	Inadequate supervision	224	2.68	0.88

3	Pressure to publish	224	2.65	0.91
4	Poor academic writing skills	224	2.61	0.87
5	Lack of awareness of plagiarism policies	224	2.59	0.89
Cluster Mean		224	2.65	0.90

Table 5 shows that easy access to digital information had the highest mean score (2.73), indicating that technological accessibility strongly contributes to plagiarism among postgraduate students. Other major contributing factors include inadequate supervision, pressure to publish, poor academic writing skills, and lack of awareness of plagiarism policies. The cluster mean of 2.65 indicates that these factors collectively contribute significantly to plagiarism practices.

Discussion

The findings of the study revealed that several forms of plagiarism are prevalent among postgraduate students in universities in South-South Nigeria. These include copy-paste plagiarism, self-plagiarism, ghostwriting, improper paraphrasing, collusion, and mosaic plagiarism. The prevalence of these practices supports the findings of Obande and Terwuese (2024), who identified similar forms of plagiarism among postgraduate students in Nigerian higher institutions. The results also agree with Mireku, Dzamesi, and Bervell (2023), who reported that self-plagiarism and other related forms of academic misconduct are widespread within Sub-Saharan African universities. The high prevalence may be attributed to the widespread availability of digital information and increased dependence on internet-based academic materials, as emphasized by Pahlevi et al. (2024) and Sulistyanto (2023).

The study further showed that plagiarism negatively affects the quality of postgraduate educational research by reducing originality, lowering the credibility of findings, limiting innovation, weakening academic writing skills, and increasing rejection rates in publications. These findings corroborate the position of Pahlevi et al. (2024), who noted that plagiarism hinders scientific development and weakens the value of scholarly outputs. The findings also align with Obande and Terwuese (2024), who emphasized that plagiarism undermines academic integrity and diminishes the quality of educational research. The implication is that plagiarism weakens confidence in postgraduate research outputs and reduces their contribution to knowledge development.

The findings on academic and institutional consequences revealed that plagiarism results in academic probation, delayed programme completion, reputational damage, reduced funding opportunities, and loss of trust within the academic community. This agrees with Tsani et al. (2024), who stressed that plagiarism damages institutional credibility and raises concerns regarding accountability in research supervision. Similarly, Orji and Young (2020) observed that academic dishonesty reduces trust in research findings and negatively affects institutional reputation. These consequences demonstrate that plagiarism is not merely an individual problem but also an institutional challenge capable of affecting university rankings, public trust, and research visibility.

The study also identified major factors responsible for plagiarism among postgraduate students, including easy access to digital information, inadequate supervision, pressure to publish, poor academic writing skills, and limited awareness of plagiarism policies. These findings are consistent with Mireku et al. (2023), who identified poor supervision and publication pressure as major drivers of plagiarism in higher education. Sulistyanto (2023) further emphasized that technological advancement has made copying academic materials easier, thereby increasing plagiarism risks. The findings

suggest that plagiarism is influenced by a combination of technological, institutional, and personal factors, thereby requiring comprehensive intervention strategies involving ethical training, supervision, academic writing support, and strict policy enforcement.

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