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EXPLORING ACADEMIC INTEGRITY AND PLAGIARISM AWARENESS AMONG LIBRARY AND INFORMATION SCIENCE (LIS) UNDERGRADUATES OF FEDERAL UNIVERSITY OYE-EKITI

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Abstract

This study explored academic integrity and plagiarism awareness among Library and Information Science (LIS) undergraduates of Federal University Oye-Ekiti. Specifically, the study determined the postgraduates' exposure to academic integrity and plagiarism education, examined the level of awareness of academic integrity, assessed the level of awareness of plagiarism, and identified the forms of plagiarism commonly practiced among the students. A descriptive survey research design was adopted for the study. The population comprised 632 LIS undergraduates across the 100 to 400 levels, from which 486 respondents were selected using a simple random sampling technique. Data were collected using a structured questionnaire, which was validated by experts in LIS, while reliability was established through a test-retest procedure. Data collected were analyzed using frequency counts, percentages, mean, and standard deviation. The findings revealed a high level of awareness of academic integrity among the respondents, with a grand mean of 3.46. The respondents also demonstrated a high level of awareness of plagiarism, with a grand mean of 3.43. However, the findings indicated that some forms of plagiarism were still commonly practiced, particularly copying and pasting information from online sources (mean = 3.22), copying information from websites without acknowledging the source (mean = 3.21), using AI-generated content without proper acknowledgment where required (mean = 3.10), and copying text from books or journals without citation (mean = 3.09). The study concluded that although LIS undergraduates possess substantial awareness of academic integrity and plagiarism, a gap exists between awareness and actual academic practice. The study recommended continuous academic integrity education, practical training in citation and referencing, regular plagiarism-awareness programmes, and availability of plagiarism detection software.

Keywords: Academic dishonesty, Academic integrity, Academic writing, Federal University Oye-Ekiti, Library and Information Science, Plagiarism awareness, Undergraduates.

Introduction

Academic integrity is a fundamental principle in higher education that promotes honesty, trust, fairness, respect, and responsibility in teaching, learning, and research activities. It guides students to produce original work, acknowledge the ideas of others appropriately, and avoid dishonest academic practices such as cheating, manipulation,

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falsification, and plagiarism. Cox and McPhee (2026) argued that academic integrity extends beyond merely preventing academic misconduct and should be understood as an ethical commitment to the fundamental purpose of learning and further emphasized that integrity is embedded in scholarly practices through values such as honesty, trust, fairness, respect, responsibility, and courage, which collectively foster ethical decision-making and strengthen the quality of higher education. They also noted that academic integrity should be embraced by students, faculty members, and institutions as a shared responsibility for sustaining credible scholarship. However, in the contemporary digital era, where access to online information has become easier and faster, concerns about plagiarism among university students have increased significantly. The widespread availability of electronic resources, artificial intelligence tools, and internet-based materials has created both opportunities for learning and challenges relating to ethical information use. Balalle and Pannilage (2025) found that while AI-powered tools enhance students' productivity, creativity, and access to information, they also create significant challenges for academic integrity by increasing the risk of plagiarism, AI-generated writing, and other forms of academic misconduct.

Plagiarism refers to the act of presenting another person's ideas, words, or intellectual work as one's own without proper acknowledgment. It may occur intentionally or unintentionally through poor citation practices, inadequate paraphrasing skills, lack of referencing knowledge, or deliberate academic dishonesty. According to Aronson (2024)

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plagiarism is the appropriation and use of another person's ideas, processes, results, or words without giving appropriate credit. Further explained that plagiarism encompasses several forms, including concealed paraphrasing, complete plagiarism, ghostwriting, and self-plagiarism, all of which violate the principles of academic integrity. Plagiarism undermines the credibility of academic institutions, weakens students' intellectual development, and negatively affects the quality of scholarship. Sozon, Mohammad-Alkharabsheh, Fong and Chuan (2024) conducted a systematic literature review on cheating and plagiarism in higher education institutions and reported that plagiarism has become a serious challenge affecting educational quality, institutional reputation, and the credibility of academic qualifications. Similarly, Gupta et al. (2025) argued that plagiarism and other forms of academic misconduct jeopardize the credibility of higher education institutions by undermining academic integrity and students' ethical development. Consequently, universities across the world have continued to emphasize academic integrity policies and plagiarism awareness programmes aimed at promoting ethical scholarly behaviour among students.

Library and Information Science (LIS) undergraduates are expected to possess adequate knowledge of information literacy, referencing standards, citation practices, and ethical information use because their discipline is closely associated with information organization, management, and dissemination. Heriyanto, Masrek, and Falah (2025) found that undergraduate students with information literacy training demonstrated greater

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awareness of ethical information use and recognized their responsibility to use academic resources appropriately, although external academic pressures sometimes influenced their behaviour. DeFrain, Sult and Pagowsky (2025) reported that academic library instruction and research guides significantly contribute to the development of students' information literacy competencies, particularly in evaluating information sources, conducting scholarly research, and applying appropriate citation and referencing practices. However, as future information professionals, librarians, and knowledge managers, LIS students are expected to uphold high standards of academic honesty and serve as advocates for ethical information practices in society. Despite this expectation, studies have shown that many undergraduate students in Nigeria still engage in various forms of plagiarism due to factors such as inadequate awareness, poor academic writing skills, pressure to achieve high grades, limited understanding of citation styles, and easy access to digital information resources. Afebende and Mathew (2024) observed that many undergraduate students possessed inadequate knowledge of ethical information use despite having access to library resources. Therefore, this study explored academic integrity and plagiarism awareness among LIS undergraduates of Federal University Oye-Ekiti. The findings of the study contributed to the promotion of responsible scholarship and improved information ethics education within the university system.

Research Questions

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The study set-out the following research questions:

1. What is the exposure to academic integrity and plagiarism education of LIS undergraduates of Federal University Oye-Ekiti?
2. What is the level of awareness of academic integrity among LIS undergraduates of Federal University Oye-Ekiti?
3. What is the level of awareness of plagiarism among LIS undergraduates of Federal University Oye-Ekiti? and
4. What are the forms of plagiarism commonly practiced among LIS undergraduates of Federal University Oye-Ekiti?

Literature Review

Academic integrity simply means being honest and doing the right thing in studies and research. It is regarded as the moral foundation of academic work because it promotes originality, accountability, and respect for intellectual property. In simple terms, it means being truthful, fair, and responsible in every academic activities. According to Hagège (2024), academic integrity is a multidimensional concept encompassing ethical values, institutional policies, and professional practices that guide responsible behaviour in higher education. Similarly, Eaton (2024) observed that academic integrity has evolved from being

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viewed merely as compliance with institutional regulations to becoming a comprehensive educational framework that promotes ethical decision-making, responsible scholarship, and professional competence. Also, Cox and McPhee (2026) argued that academic integrity represents a shared ethical commitment among students, educators, and institutions to uphold honesty, trust, fairness, respect, responsibility, and courage in scholarly activities.

Academic integrity means that researchers should report their work with honestly, properly recognize the ideas and contributions of others, and avoid unethical practices such as plagiarism, cheating, fabricating data, or falsifying information. Aronson (2024) emphasized that academic integrity obliges scholars to ensure that all ideas, data, words, and research findings are accurately represented and properly attributed to their original sources. Furthermore, Balalle and Pannilage (2025) observed that the rapid adoption of digital technologies and generative artificial intelligence has increased the importance of academic integrity, requiring students and researchers to use information responsibly, provide appropriate attribution, and avoid unethical academic practices. Consequently, institutions of higher learning should emphasize academic integrity as an essential requirement for maintaining educational standards and scholarly credibility. Hagège (2024) noted that universities increasingly position academic integrity as a cornerstone of quality assurance because it safeguards the reliability of teaching, learning, assessment, and research outcomes.

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Academic integrity is essential in higher education because universities are expected to produce graduates who possess strong intellectual abilities and moral values. Maintaining integrity in academic activities helps students gain genuine knowledge, develop research and critical-thinking skills, and acquire the competence needed to make valuable contributions to society. Cox and McPhee (2026) maintained that academic integrity promotes authentic learning by encouraging students to engage critically with knowledge, produce original work, and develop lifelong ethical values. Similarly, Eaton (2024) argued that academic integrity is a fundamental pillar of higher education that extends beyond compliance with institutional regulations to encompass the development of ethical reasoning, intellectual honesty, and responsible professional conduct.

Educational institutions use academic integrity policies to guide students' conduct in examinations, assignments, research projects, and other scholarly activities. Several studies have shown that academic dishonesty remains a major challenge in tertiary institutions worldwide. Factors such as pressure for high academic performance, fear of failure, poor time management, inadequate academic writing skills, peer influence, and easy access to online information have contributed to the increasing rate of plagiarism among students. Sozon et al. (2024) found that academic dishonesty continues to be a pervasive global concern, driven by academic pressure, poor time management, inadequate understanding of citation practices, and the widespread availability of digital information resources. Furthermore, some students also engage in plagiarism because they lack

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awareness of institutional policies relating to academic misconduct. Li, Chen, Liu and Wang (2025) found that students who receive limited instruction on institutional academic integrity policies and citation practices are more likely to commit plagiarism due to poor understanding of acceptable scholarly behaviour.

Plagiarism is a common form of academic dishonesty in educational institutions. It usually occurs when a researcher uses another individual's ideas, or intellectual work without giving proper credit or citing the original source. According to Committee on Publication Ethics (COPE, 2024), plagiarism is the unacknowledged use of another person's published or unpublished ideas, data, text, or intellectual property while presenting them as one's own original work. Similarly, Aronson (2024) described plagiarism as the appropriation and use of another person's ideas, words, processes, or research findings without giving appropriate credit to the original source. Plagiarism can occur intentionally, where students deliberately copy another person's work to gain academic advantage, or unintentionally due to poor citation skills, inadequate understanding of referencing styles, or ignorance of academic writing conventions.

Kampa, Padhan, Karna and Gouda (2025) reported that plagiarism is influenced by both deliberate and inadvertent factors. They identified inadequate knowledge of citation and referencing practices, poor academic writing skills, time pressure, and easy access to digital information as major contributors to both intentional and unintentional plagiarism

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among university students. Also, Iyanu, Ajie, Mayowa-Adebara and Ogoegbulam (2023) reported that plagiarism among undergraduate students is driven by several factors, including students' laziness, unrestricted access to online information resources, and inadequate understanding of citation and referencing rules. Sequel to this, the emergence of digital technologies and internet resources has increased concerns about plagiarism among students. Easy access to electronic materials, online journals, websites, and artificial intelligence tools has made copying and reproducing information more convenient.

Plagiarism awareness refers to students' knowledge of what plagiarism is, the different ways it can occur, its possible consequences, and the appropriate steps they can take to avoid it. Research has shown that students with high levels of plagiarism awareness are more likely to practice ethical academic behaviour and apply proper referencing techniques in their academic work. Balalle and Pannilage (2025) reported that students with higher levels of awareness of plagiarism and institutional integrity policies consistently exhibit more responsible academic behaviour, produce more original scholarly work, and make appropriate use of citation and referencing techniques. Also, Li et al. (2025) observed that plagiarism awareness encompasses students' knowledge of appropriate citation, paraphrasing, referencing, and attribution practices, as well as an understanding of institutional expectations regarding academic integrity. Conversely, students with low awareness often engage in unintentional plagiarism due to inadequate knowledge of citation standards and academic writing conventions. Perkins et al. (2024)

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found that limited awareness of citation requirements and institutional expectations contributes to inadvertent plagiarism and underscored the need for explicit guidance on ethical academic writing.

Studies conducted in different countries have revealed varying levels of plagiarism awareness among undergraduate students. While some students demonstrate good understanding of plagiarism and academic integrity, others still exhibit confusion regarding paraphrasing, citation, and referencing practices. Iyanu et al. (2023) found that although many Nigerian undergraduates are aware that plagiarism is unethical, a considerable proportion still experience difficulties in applying appropriate citation and referencing techniques, resulting in both intentional and unintentional plagiarism. Sozon et al. (2024) revealed that while some students possess adequate knowledge of academic integrity principles, many continue to misunderstand acceptable paraphrasing, source attribution, and referencing conventions. Sequel to this, in many cases, students are aware that plagiarism is wrong but lack practical knowledge of how to avoid it effectively.

Methodology

This study employed a descriptive survey research design to explore academic integrity and plagiarism awareness among undergraduate students in the Department of Library and Information Science (LIS) at Federal University Oye-Ekiti. The study population comprised all 632 LIS undergraduates across the 100 to 400 levels. A

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representative sample was selected using the simple random sampling technique to ensure that students from each level of study had an equal chance of participation. Data were collected using a structured questionnaire specifically developed to elicit information relevant to the objectives of the study. To ensure the validity of the instrument, the questionnaire was subjected to expert review by specialists in Library and Information Science, who assessed its content relevance, clarity, and appropriateness. The reliability of the instrument was established through the test–retest method using a pilot study conducted among students outside the study population. Ethical considerations were strictly observed throughout the study. Participation was entirely voluntary, and informed consent was obtained from all respondents before administering the questionnaire. Respondents were assured of anonymity and confidentiality, and they were informed that the information provided would be used solely for academic and research purposes. Data obtained from the respondents were analyzed using descriptive statistical techniques, including frequency counts, percentages, mean scores, and standard deviation, to summarize, present, and interpret the findings in line with the study objectives.

Results and Discussion

This section presents the analysis and interpretation of the data collected from the respondents in accordance with the objectives of the study. The findings are presented in tables, followed by their respective interpretations and discussions.

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Demographic Details of the Respondents

Table 1: *Demographic Details of the Respondents.*

Gender:	**Frequency**	**Percentage**
Male	248	51.0
Female	238	49.0
Total:	**486**	**100**
Age Range:	**Frequency**	**Percentage**
15-19 years	112	23.0
20-24 years	316	65.0
25 years and above	58	12.0
Total:	**486**	**100**
Level of Study:	**Frequency**	**Percentage**
100 Level	124	25.5
200 Level	112	23.0
300 Level	207	42.5
400 Level	43	8.8
Total:	**486**	**100**

The results indicated that 248 respondents (51.0%) were male, while 238 respondents (49.0%) were female. This shows that both male and female undergraduates of LIS were adequately represented in the study, with a slightly higher proportion of male respondents. In the age range, the findings showed that 112 respondents (23.0%) were aged 15–19 years, 316 respondents (65.0%) were aged 20–24 years, while 58 respondents (12.0%) were 25 years and above. This indicates that the majority of the respondents were within the 20–24 years age bracket, which is the typical age range for undergraduates in

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Nigerian universities. Lastly, the results indicated that 124 respondents (25.5%) were in 100 Level, 112 respondents (23.0%) were in 200 Level, 207 respondents (42.5%) were in 300 Level, and 43 respondents (8.8%) were in 400 Level. This distribution showed that respondents were fairly represented across all levels of study, ensuring that the views of undergraduates of LIS from each academic level were adequately captured in the study.

Research Question One: *What is the exposure to academic integrity and plagiarism education of LIS undergraduates of Federal University Oye-Ekiti?*

Table 2: *The Exposure of Academic Integrity and Plagiarism Education.*

Have you received formal instruction on academic integrity?	**Frequency**	**Percentage**
Yes	329	67.7
No	157	32.3
Total:	**486**	**100**
Have you attended any seminar/workshop on plagiarism?		
Yes	218	44.9
No	268	55.1
Total:	**486**	**100**

The findings revealed that 329 respondents (67.7%) had received formal instruction on academic integrity, while 157 respondents (32.3%) had not. This suggested that the majority of the respondents had been exposed to formal education on academic integrity. The results further showed that 218 respondents (44.9%) had attended a seminar or workshop on plagiarism, whereas 268 respondents (55.1%) had not. This

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indicated that although many students had received formal instruction on academic integrity, more than half had not participated in specialized seminars or workshops on plagiarism, highlighting the need for increased awareness programmes on academic integrity and plagiarism prevention.

The findings revealed that a majority of the respondents had received formal instruction on academic integrity, indicating that academic integrity education was relatively common among the respondents. The findings is align with Miranda-Rodríguez et al. (2024), who found that educational interventions incorporating academic-integrity modules, plagiarism awareness, citation and paraphrasing skills, and similarity-detection tools were associated with reductions in plagiarism among university students. Exposure to such instruction is important because it helps students understand the principles of honesty, responsibility, originality, proper attribution, and ethical conduct in academic work. However, the fact that nearly one-third of the respondents had not received formal instruction suggests that academic integrity education may not be uniformly accessible to all students, highlighting the need for institutions to provide systematic and structured instruction from the early stages of students' university education.

The findings further showed that 44.9% of the respondents had attended a seminar/workshop on plagiarism, whereas 55.1% had not, indicating that specialized programmes on plagiarism were less common than general academic integrity instruction.

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This finding agrees with Iyanu et al. (2023), who reported that plagiarism among undergraduates is associated with easy access to internet materials and inadequate understanding of referencing rules. However, the relatively low participation in plagiarism-focused programmes is noteworthy because awareness of plagiarism requires not only knowledge of what constitutes plagiarism but also practical skills for avoiding it in assignments, projects, and research activities. This supports Kampa et al. (2025), who identified inadequate awareness of instructions, poor citation and research-writing knowledge, easy access to electronic resources, and academic pressures as factors associated with plagiarism in higher education.

Research Question Two: *What is the level of awareness of academic integrity among LIS undergraduates of Federal University Oye-Ekiti?*

Table 3: *The level of awareness of academic integrity among LIS undergraduates.*

Awareness of Academic Integrity	SA	A	D	SD	Mean (□)	St.D (σ)
I understand the meaning of academic integrity.	276(56.8)	165(34.0)	33(6.8)	12(2.4)	3.45	0.72
I know that academic integrity promotes honesty in academic work.	291(59.9)	154(31.7)	29(6.0)	12(2.4)	3.49	0.70
I am aware that academic integrity requires proper acknowledgment of information sources.	268(55.1)	173(35.6)	34(7.0)	11(2.3)	3.44	0.71
I know that academic dishonesty violates university regulations.	259(53.3)	178(36.6)	37(7.6)	12(2.5)	3.41	0.73

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I understand the importance of originality in assignments and research.	298(61.3)	148(30.5)	28(5.8)	12(2.4)	3.50	0.70
I know that cheating during examinations violates academic integrity principles.	312(64.2)	140(28.8)	24(4.9)	10(2.1)	3.55	0.66
I understand that fabricating or falsifying research data is unethical.	263(54.1)	169(34.8)	42(8.6)	12(2.5)	3.40	0.74
I am aware of the academic integrity policy of my university.	227(46.7)	181(37.2)	59(12.1)	19(3.9)	3.27	0.82
I know that academic integrity enhances the credibility of academic qualifications.	286(58.8)	157(32.3)	31(6.4)	12(2.5)	3.48	0.71
I believe every student has a responsibility to uphold academic integrity.	321(66.0)	133(27.4)	22(4.5)	10(2.1)	3.57	0.64
Grand Mean = 3.46						

Table 3 presents the respondents' level of awareness of academic integrity. The findings revealed that they demonstrated a high level of awareness of academic integrity, with a grand mean of 3.46, which is above the criterion mean of 2.50. Specifically, the statement "I believe every student has a responsibility to uphold academic integrity" recorded the highest mean score ($\bar{x}$ = 3.57), indicating a strong consensus among the respondents regarding their individual responsibility to maintain ethical academic conduct. This was followed by "I know that cheating during examinations violates academic integrity principles" ($\bar{x}$ = 3.55) and "I understand the importance of originality in assignments and research" ($\bar{x}$ = 3.50), suggesting that the respondents possess a sound

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understanding of the fundamental principles underpinning academic integrity. Furthermore, high mean scores were obtained for knowing that academic integrity promotes honesty in academic work ($\bar{x}$ = 3.49), recognizing that academic integrity enhances the credibility of academic qualifications ($\bar{x}$ = 3.48), understanding the meaning of academic integrity ($\bar{x}$ = 3.45), and being aware that academic integrity requires proper acknowledgment of information sources ($\bar{x}$ = 3.44). These findings indicated that the respondents are well informed about the ethical expectations associated with scholarly work. Although awareness of the university's academic integrity policy recorded the lowest mean score ($\bar{x}$ = 3.27), it remained above the acceptance benchmark, implying that most respondents were still familiar with the institutional policy governing academic integrity. The relatively higher standard deviation for this item, however, suggests greater variation in respondents' awareness compared with the other statements.

The findings of this study revealed that the respondents possess a high level of awareness of academic integrity. This suggested that the respondents have a good understanding of the principles of honesty, originality, accountability, and ethical behaviour required in academic work. The respondents particularly recognized that every student has a responsibility to uphold academic integrity and that examination malpractice, fabrication, and falsification of information constitute violations of academic ethics. This finding may be attributed to the formal instruction on academic integrity received by many of the respondents and the nature of the LIS curriculum, which

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emphasizes information literacy, ethical information use, scholarly communication, and proper management of information resources. The findings corroborates the assertions of Hagège (2024), they argued that academic integrity encompasses the ethical values of honesty, fairness, trust, respect, and responsibility that underpin quality teaching, learning, and research. It is also consistent with Cox and McPhee (2026), they maintained that academic integrity promotes authentic learning, intellectual honesty, and responsible scholarly behaviour among students. Also, Eaton (2024) emphasized that universities should cultivate a culture of integrity to prepare graduates for ethical professional practice.

Research Question Three: *What is the level of awareness of plagiarism among LIS undergraduates of Federal University Oye-Ekiti?*

Table 4: *The level of awareness of plagiarism among LIS undergraduates.*

Awareness of Plagiarism	SA	A	D	SD	Mean (□)	St.D (σ)
I understand what plagiarism means.	287(59.1)	158(32.5)	29(6.0)	12(2.4)	3.48	0.70
I know that copying another person's work without acknowledgment is plagiarism.	302(62.1)	149(30.7)	25(5.1)	10(2.1)	3.53	0.67
I understand that paraphrasing without citation is plagiarism.	271(55.8)	166(34.2)	37(7.6)	12(2.4)	3.43	0.73
I know that using internet materials without proper referencing constitutes plagiarism.	279(57.4)	163(33.5)	32(6.6)	12(2.5)	3.46	0.71
I understand the	294(60.5)	153(31.5)	28(5.8)	11(2.2)	3.50	0.69

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consequences of plagiarism in academic work.						
I know how to avoid plagiarism through proper citation and referencing.	263(54.1)	171(35.2)	39(8.0)	13(2.7)	3.41	0.75
I am familiar with common citation styles such as APA, MLA, or Harvard.	251(51.6)	176(36.2)	45(9.3)	14(2.9)	3.37	0.78
I know that self-plagiarism is also considered academic misconduct.	218(44.9)	181(37.2)	66(13.6)	21(4.3)	3.23	0.86
I understand that AI-generated content should be properly disclosed or cited when required by institutional policy.	237(48.8)	176(36.2)	53(10.9)	20(4.1)	3.30	0.83
I know that plagiarism detection software can identify copied content.	308(63.4)	141(29.0)	26(5.3)	11(2.3)	3.54	0.67
Grand Mean = 3.43						

Table 4 presents the respondents' level of awareness of plagiarism. The results indicated a high level of plagiarism awareness, with a grand mean of 3.43, which exceeds the criterion mean of 2.50. The statement "I know that plagiarism detection software can identify copied content" recorded the highest mean score ($\bar{x}$ = 3.54), followed by "I know that copying another person's work without acknowledgment is plagiarism" ($\bar{x}$ = 3.53) and "I understand the consequences of plagiarism in academic work" ($\bar{x}$ = 3.50). These findings suggest that the respondents possess substantial knowledge of plagiarism, its consequences, and mechanisms for detecting academic misconduct. Furthermore,

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respondents indicated high awareness of the meaning of plagiarism ($\bar{x}$ = 3.48), the improper use of internet materials without referencing ($\bar{x}$ = 3.46), paraphrasing without citation ($\bar{x}$ = 3.43), and methods of avoiding plagiarism through proper citation and referencing ($\bar{x}$ = 3.41). These results reflect a good understanding of acceptable scholarly practices among the students. The comparatively lower mean scores for awareness of self-plagiarism ($\bar{x}$ = 3.23, SD = 0.86) and the need to disclose or cite AI-generated content where required by institutional policy ($\bar{x}$ = 3.30, SD = 0.83) indicate that these emerging aspects of plagiarism are less well understood than traditional forms. Nevertheless, their mean scores remain above the acceptance threshold, indicating an overall positive level of awareness.

The study found that the respondents exhibited a high level of awareness of plagiarism. The students demonstrated a clear understanding of plagiarism, its consequences, and the importance of proper citation and referencing in academic writing. They were also aware that plagiarism detection software can identify copied content and that copying another person's work without acknowledgment constitutes academic misconduct. This high level of awareness is likely associated with the respondents' exposure to academic writing, information literacy instruction, and referencing practices within the LIS programme. The finding agrees with Li et al. (2025), they reported that students who receive structured instruction on plagiarism prevention and academic writing demonstrate greater adherence to ethical scholarly practices. Similarly, Balalle and Pannilage (2025) observed that increased awareness of plagiarism and institutional integrity policies promotes responsible

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academic behaviour and encourages students to apply appropriate citation techniques. The finding is also consistent with Sozon et al. (2024), they concluded that information literacy education and academic integrity awareness programmes significantly improve students' understanding of plagiarism and reduce academic misconduct.

Research Question Four: *What are the forms of plagiarism commonly practiced among LIS undergraduates of Federal University Oye-Ekiti?*

Table 5: *The forms of plagiarism commonly practiced among LIS undergraduates.*

Forms of Plagiarism Commonly Practiced	SA	A	D	SD	Mean (□)	St.D (σ)
Copying text directly from books or journals without citation.	182(37.4)	196(40.3)	76(15.6)	32(6.6)	3.09	0.89
Copying information from websites without acknowledging the source.	213(43.8)	187(38.5)	59(12.1)	27(5.6)	3.21	0.86
Submitting another student's assignment as one's own work.	96(19.8)	134(27.6)	162(33.3)	94(19.3)	2.48	1.02
Paraphrasing another author's ideas without proper citation.	171(35.2)	195(40.1)	88(18.1)	32(6.6)	3.04	0.90
Copying and pasting information from online sources into assignments.	221(45.5)	176(36.2)	61(12.6)	28(5.8)	3.22	0.88
Reusing previously submitted assignments without permission (self-plagiarism).	129(26.5)	166(34.2)	131(27.0)	60(12.3)	2.75	0.99
Using AI-generated content without proper acknowledgment where	194(39.9)	181(37.2)	78(16.0)	33(6.8)	3.10	0.91

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required.						
Using another person's research project or report without giving credit.	137(28.2)	175(36.0)	118(24.3)	56(11.5)	2.81	0.98
Contracting another person to complete an assignment that is submitted under one's own name (contract cheating/ghostwriting).	103(21.2)	142(29.2)	154(31.7)	87(17.9)	2.54	1.01
Combining copied materials from multiple sources without proper citation (mosaic plagiarism).	159(32.7)	188(38.7)	99(20.4)	40(8.2)	2.97	0.93
Grand Mean = 2.92						

Table 5 presents the forms of plagiarism commonly practiced among the respondents. The results showed an overall grand mean of 2.92, indicating that plagiarism-related practices occur to a moderate extent among the respondents. The most commonly practiced forms of plagiarism were copying and pasting information from online sources into assignments ($\bar{x}$ = 3.22), copying information from websites without acknowledging the source ($\bar{x}$ = 3.21), using AI-generated content without proper acknowledgment where required ($\bar{x}$ = 3.10), and copying text directly from books or journals without citation ($\bar{x}$ = 3.09). These findings suggested that internet-based plagiarism and improper attribution of information sources are the most prevalent forms of plagiarism among the respondents. Respondents also acknowledged practicing paraphrasing another author's ideas without proper citation ($\bar{x}$ = 3.04) and combining copied materials from multiple sources without proper citation (mosaic plagiarism) ($\bar{x}$ = 2.97). In contrast, submitting another student's assignment as

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one's own work recorded the lowest mean score ($\bar{x}$ = 2.48), indicating that this form of plagiarism is comparatively less common. Similarly, contracting another person to complete an assignment that is submitted under one's own name ($\bar{x}$ = 2.54) and using another person's research project without giving credit ($\bar{x}$ = 2.81) were less frequently reported than internet-based plagiarism.

Despite the high levels of awareness of academic integrity and plagiarism, the findings revealed that several forms of plagiarism are still commonly practiced among the respondents. The most frequently reported practices included copying and pasting information from online sources into assignments, copying information from websites without proper acknowledgment, using AI-generated content without appropriate disclosure where required, and copying text directly from books or journals without citation. These suggested that awareness alone may not always translate into ethical academic behaviour. Students may still engage in plagiarism because of factors such as academic workload, time constraints, inadequate practical knowledge of citation, overreliance on digital information sources, and the increasing accessibility of artificial intelligence tools. This finding supports the work of Kampa et al. (2025), they identified poor academic writing skills, inadequate citation knowledge, and unrestricted access to online resources as major factors contributing to plagiarism in higher education. It also agrees with Sozon et al. (2024), they found that plagiarism continues to persist despite students' awareness because of academic pressure, poor time management, and

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inadequate understanding of proper referencing practices. Furthermore, the finding aligns with Iyanu et al. (2023), they reported that plagiarism among Nigerian undergraduates is influenced by inadequate understanding of referencing rules, easy access to online materials, and the desire to obtain better academic results.

Conclusion

This study explored academic integrity and plagiarism awareness among LIS undergraduates of Federal University Oye-Ekiti. The findings revealed that the respondents possessed a high level of awareness of both academic integrity and plagiarism, indicating that they understood the principles of honesty, originality, ethical scholarship, proper citation, and responsible use of information. The students also demonstrated good knowledge of the consequences of plagiarism and recognized the importance of upholding academic integrity in their academic activities. Despite this high level of awareness, the study found that several forms of plagiarism, particularly those involving the use of online information resources and artificial intelligence-generated content without appropriate acknowledgment, were still commonly practiced. This suggests that awareness alone is insufficient to eliminate plagiarism, as students may continue to engage in unethical academic practices due to inadequate practical skills in referencing, academic writing, time management challenges, academic pressure, and easy access to digital information resources. The study therefore concluded that while the respondents are generally

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knowledgeable about academic integrity and plagiarism, there remains a gap between knowledge and actual practice. To bridge this gap, universities should strengthen academic integrity education through continuous information literacy programmes, practical training on citation and referencing, regular seminars and workshops on plagiarism prevention, clear institutional policies, and effective enforcement mechanisms. Such initiatives will foster a culture of honesty, accountability, and responsible scholarship, thereby improving the quality and credibility of academic work within the university system. Based on the findings of this study, the following recommendations are made:

1. Federal University Oye-Ekiti should strengthen academic integrity education by integrating compulsory academic integrity and research ethics modules into the curriculum of all undergraduate programmes, particularly in the first year of study.
2. The Department of Library and Information Science should organize regular seminars, workshops, and orientation programmes on plagiarism prevention, ethical information use, citation techniques, and responsible academic writing to reinforce students' understanding and application of academic integrity principles.
3. University librarians and lecturers should provide continuous information literacy instruction, with emphasis on proper citation, referencing, paraphrasing, and the ethical use of information resources to minimize both intentional and unintentional plagiarism.

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4. The university management should make plagiarism detection software readily available for students and lecturers and encourage students to screen their assignments before submission to improve originality and reduce plagiarism.

5. Clear and accessible academic integrity and plagiarism policies should be widely disseminated through student handbooks, orientation programmes, departmental notice boards, the university website, and learning management systems to ensure that all students understand institutional expectations and sanctions for academic misconduct.

6. Future researchers should extend this study to other faculties and universities using larger samples and inferential statistical techniques to compare levels of academic integrity and plagiarism awareness across disciplines and institutions, thereby providing broader empirical evidence for policy formulation.

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