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Assessment on Level of Awareness, Perception and Utilization of Plagiarism Tools Software among Undergraduate Students in University of Delta Library, Agbor, Delta State, Nigeria

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Abstract

This study investigates the level of awareness, perception and utilization of plagiarism soft ware among university of Delta, Agbor UNIDEL undergraduate students at Delta State, Nigeria. The primary objectives of the research were to determine the level of awareness and perception of UNIDEL undergraduate students towards plagiarism, identify the UNIDEL undergraduate student's awareness of citation and mostly used citation style and types of plagiarism detection software use. Employing a quantitative research design, the study utilized a structured survey distributed to a sample of 620 undergraduate students at UNIDEL Data analysis was performed using the IBM Statistical Package for Social Sciences (SPSS), with results displayed through frequency distribution. Findings indicate that respondent's awareness, perception and the used of plagiarism software is high. The study revealed that student's awareness of citation is high. The respondents strongly agreed that they were aware of APA citation style, MLA citation style, IEE citation style, Harvard citation style, and Chicago citation style. The study, further shows that Grammarly premium, Plagscan, Quetext, Turnitin. iThenticate, and Ouriginal/Urkund, were the typed of plagiarism detection software used by the UNIDEL undergraduate students. The study recommends that university should adopt well publicised institutional policies that clearly define plagiarism behaviours and their consequences and more awareness should be inculcated through introduction of the concept of plagiarism into curriculum order to avoid abuse of intellectual property, management should introduce the use of citation into the university curriculum to avoid unnecessary plagiarism, and more awareness should be inculcated on different typed of plagiarism detection software to the students in the university order to avoid abuse of intellectual property.

Keywords: Awareness, Perception, utilization, Plagiarism tool, Library & undergraduate Students

Background to the Study

Plagiarism is the act of presenting another person's ideas, words, or work as one's own without proper acknowledgment. In academic settings. It is considered a serious forms of intellectual dishonesty that undermines the core values of scholarship, originality, and integrity, With the rapid growth of the internet, online databases, and artificial intelligence tools, students now have easier access to information, but this has also increased opportunities for plagiarism, whether intentional or unintentional. Therefore, computer science students are particularly involving a lot of code reuse, copying from online forums like Stack Overflow, GitHub repositories, and now AI generated code. The line between legitimate code reuse and plagiarism can be blurry, making awareness and clear perception critical for ethical practice. Though, plagiarism has become a growing concern in higher education, where students, researchers and scholars frequently engage in research, programming, and academic writing. Plagiarism. has turning out to be a big challenge to various researchers and academicians due to the easy readiness of resources anytime from anywhere, which poses a serious threat to the integrity of their work. The prominent reasons considered for the rapid growth in plagiarism cases are lack of awareness about it and its consequences, fierce competition, and easy availability of digital resources online. (Mishra & Gautam, 2017). Plagiarism play a crucial role in determining how they approach academic honesty. While some students may be fully aware of plagiarism and its implications, others may lack proper understanding of what constitutes plagiarism, leading to unintentional violation. In computer science, where assignments often involve coding and collaborative projects, the



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boundary between legitimate collaboration and plagiarism can be blurred, making awareness even more essential. University of Delta, Agbor, a centre of excellence in teaching, learning, research, and community services, emphasises academic excellence and integrity. Yet, the extent to which undergraduate students are aware of plagiarism usage, and how they perceive its seriousness remains a vital area of investigation. Therefore, understanding student's awareness and perceptions of plagiarism usage will help identify gaps in knowledge, attitudes, and practices thereby guiding the university in establishment academic honesty and global recognition among others institutions. However, there is limited empirical data on how aware undergraduate students at University of Delta, Agbor, (UNIDEL), are about plagiarism, and how they perceive its seriousness, causes, and consequences. Understanding their level of awareness and perception is important because it forms the basis for designing effective interventions, library instruction, and departmental policies. It is against this background that this study seeks to examine the awareness and perception of plagiarism use among undergraduate students in UNIDEL, Delta State.

Statement of the Problem

Plagiarism remains a pressing issue in higher education, affecting understanding of academic honesty and the reliability of scholarly work. Despite institutional policies and awareness sensitisation, many students continue to engage in plagiarism, either intentionally or due to unawareness of what constitutes academic dishonesty. Plagiarism is particularly complex because of the frequent use of online resources, open-source materials, and collaborative projects, among undergraduate students which can distortion the line between acceptable academic practices and misconduct. There is limited empirical evidence on how undergraduate students perceive plagiarism usage and the extent of their awareness of its implications. Without such skills, it is difficult for the university to design effective interventions to promote academic morality. If students lack awareness of plagiarism, the institution risks producing ill-prepared graduates to uphold ethical standards in both academia and professional practices. This gaps in understanding forms the basis of the present study.

Objectives of the Study

The main objectives of this study is to assess plagiarism tools: awareness, perception and use among undergraduate students at University of Delta, Agbor, library Delta State. The specific objectives of this study are to:

1. Determine the awareness and perception of undergraduate students towards plagiarism in University of Delta, Agbor
2. Identify the level of UNIDEL undergraduate student's awareness of citation and mostly used citation style; and
3. Identify the types of plagiarism detection software use among undergraduate students of University of Delta, Agbor.

Research Questions

The following research questions are provided in the course of the study and will serve as a guide to the achieve stated objectives

1. What is the levels of awareness and perception of UNIDEL undergraduate students towards plagiarism in University of Delta, Agbor?
2. What is the level of UNIDEL undergraduate student's awareness of citation and mostly used citation style?
3. What are the types of plagiarism detection software use among undergraduate students in University of Delta, Agbor?

Review of Related Literature

Concept of Plagiarism

In general plagiarism can be classified into two broad categories; plagiarism due to refusal to cite sources and plagiarism due to an improper citation (Ma et al., 2008), the former is usually intentional, while the latter is mostly unintentional. Plagiarism if left unchecked could yield graduates and scholars of low standard who could impact on societal development by promoting corruption in public service and tarnishing University's reputation (Gullifer & Tyson, 2010; Marsden et al., 2005). Academic dishonesty, especially plagiarism is a global concern in the academia. Derived from the Latin word *plagiare*; a verb meaning abduct or kidnap (Mangalore, 2006), plagiarism has been defined as an act of reproducing another individual's ideas, document, or any other form of information without acknowledging the source of that information (Hashim et al., no date). According to Douglas Harper, the word originates from *plagiarius* meaning seducer, plunder, or kidnapper (Online Etymology Dictionary 2010).



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Concept of Awareness and Perception of Plagiarism Tools

Awareness according to the Merriam-Webster dictionary is having or showing realization, perception or knowledge of a situation, condition or problem exists. It also refers to the knowledge about an object or event, the competences or skills as well as the methods of operation; it has to do with background knowledge about the object, event or any other phenomenon. (Reinhart, Mletzko, Sloep & Drachsler, 2015). Oyewole, Rasheed and Ogunsina (2018) in their work titled awareness, perception and attitude towards plagiarism by distance learners in University of Ibadan, Nigeria state that it will be difficult for University students to avoid plagiarism if they are not aware of what constitutes plagiarism. The work further revealed that the level of awareness on plagiarism of the distance learner was high. Some studies have also reported an average and low level of plagiarism awareness by university students. One of such is the one conducted by Idiegbeyan-Ose, Nkiko and Osinulu, (2016) that focused on the awareness and perception of plagiarism by postgraduate students in federal, state, and private universities in Ogun State Nigeria. Findings of the study showed that the postgraduate students had an average level of plagiarism awareness. Similarly, Okeke, Oladokun, and Olatunbosun (2025) revealed in their study high awareness and strong use of Turnitin, moderate awareness and use of EagleScan, and comparatively lower engagement with the Third Eye tool. Significant positive relationships were found between awareness and usage of all three tools, showing that students who are more knowledgeable about plagiarism checkers are more likely to apply them in their research. Similarly, Babalola (2012) while studying the awareness and incidence of plagiarism, affirmed a negative attitude towards plagiarism as the majority of the respondents were found to have been involved in different forms of plagiarism. Among the respondents for the study, 69.2% admitted to copying and pasting portions of text from the internet; 65.7% often copied verbatim from a textbook or journal without using quotation marks; 58.5% often included references they did not use in their work and 46.7% submitted assignments without references. Adeniyi and Taiwo (2006) in a similar study involving students in Colleges of Education found out that 476 (34.3%) have copied materials word for word from written source at least once, while 407 (29.3%) have fabricated/falsified. According to Jerome, Christopher and Ifeakachuku (2016) in their findings from the study conducted in selected universities in Ogun state shown average level of awareness of plagiarism among postgraduate students, level of training influenced their level of awareness; pressure to meet deadlines, inadequate writing skills and lack of knowledge of what constitutes plagiarism were found to be responsible for the malaise. Oyewole, and Abioye, (2018) in their study awareness of plagiarism acts and policy postgraduate students in university of Ibadan, Nigeria revealed that most of the respondents 17 (86.4%) were aware of what plagiarism is and majority were highly aware of the different acts that constitutes plagiarism. Results also revealed that a significant proportion of the postgraduate students 110(55.6%) had low level of awareness of existence of a plagiarism policy in their university. Likewise, Sambo, Lawal and Habib (2021) in their study, awareness and perception of plagiarism among postgraduate students of Library and Information Science in South-East University Libraries, Nigeria. The study found that copying and pasting parts of electronic documents without acknowledgement 195(95%), lack of understanding of the concept 187(91%), uses of the materials without references the materials 84%, lack of seriousness on plagiarism 165(80%), improper citation 147(72%), submitting an article downloaded from the internet as assignment 116(57%), plagiarism is not a punishable offence/ it does not deprive the original author of his/ her work 103(50%) and others 97(47%). This is in consonance with the finding of (Gullifer and Tyson, 2010; Marsden et al., 2005), attested that plagiarism if left unchecked could yield graduates and scholars of low standard who could impact on societal. Meanwhile, Perception is the way one think or the ability to understand something using sense organs. It is the process of recognizing, organizing and interpreting sensory information. It deals with the human senses and generate signals from environment through the five sense organs: sight, hearing, touch, smell and taste. (Human Perception and Information Processing, 2015 in Idiegbeyan-Ose, Nikko & Osinulu, 2016). A study carried out by Oyewole, Rasheed and Ogunsina (2018) revealed in their study on the awareness, perception and attitude towards plagiarism by distance learning in university of Ibadan, Nigeria that the respondents have a positive perception of the need to be conscious of plagiarism as an academic crime. The favourable perception could be as a result of their understanding of what plagiarism is. Since they had the knowledge that failure to abide by the ethical principles guiding scholarly writing comes with sanctions, they had to develop a positive perception towards its avoidance.

Awareness of Citation and Most Used Citation

Citation is the practice of acknowledging sources of information, ideas, or data used in academic work. It is a key strategy for avoiding plagiarism and upholding intellectual honesty. Literature shows that proper citation not only gives credit to the original author but also allows readers to verify sources and trace the development of ideas. Despite its importance,



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many undergraduate students lack adequate awareness of why and how to cite sources correctly, leading to unintentional plagiarism (Oyewole & Ogunsina 2018). Students often confuse “citation” with “reference list” and do not understand in-text citation rules. This gap vindicated that awareness does not automatically translate to correct practice. Moreso, Sharaf, and Kadeeja (2021) in their study, Plagiarism: awareness, perception and attitude of research scholars in Farook College, Kozhikode, Kerala, India. The study, revealed that more than half of the researchers (63.52%) prefer MLA style manual for citation which may be due to the ease in structuring and styling guidelines of MLA. It also helps the instructor to read and understand the work without any difficulty, while a few researchers (3.52%) opt for the Chicago style manual for citation. In the same study, by Sharaf, and Kadeeja (2021) the respondents were strongly agreed that APA ($X=3.59$); and MLA ($X=3.48$) are the citation style used, with is greater than the criterion mean score of 2.50, whereas Chicago, Harvard and IEE were citation styles lower than the criterion mean score. The study affirmed that computer science students' undergraduate students used APA and MLA citations styles more than others citations styles.

Awareness and Use of Plagiarism Detection Software

Rangeet (2017) organised a case study on the use of plagiarism detection software at SRTM University. The main objectives of the study were to analyse receipts of theses for plagiarism during the period of study. The findings of the study were those maximum researchers, even though not aware of this process succeeded in testing. Most of them were aware of plagiarism detection tools. Suseela and Uma (2017) examined a study of users' perception at the University of Hyderabad. The main objectives of the study were to examine users' perception regarding plagiarism, to identify plagiarism detection tools, the role of the library in executing new practices in Hyderabad University. The survey result indicated that around 80 percentages of respondents were aware of the concept, functionality features of plagiarism detection tools. 80 to 90 percentages agreed that implementing plagiarism detection tools were satisfied with the information and screening services provided by the library. More so, Sambo, Akanbi, and Shehu, (2021); Sharaf, and Kadeeja (2021), found out that the majority of research scholars (87.05%) are aware of plagiarism detection software. Likewise, the majority of both Arts (87.03%) and Science (87.09 %) researchers are aware of plagiarism detection software.

Plagiarism Detection Software Use

Sharaf Hadejjat (2021) affirmed that out of 29 research scholars using plagiarism detection software, more than half of respondents (62.06%) use Turnitin software for plagiarism detection. (34.48%) tend to use Mendeley software. This may be due to the functionality of Turnitin software, which checks for potentially unoriginal content by comparing submitted papers to several databases using a proprietary algorithm (Turnitin Plagiarism Detection Service Trunk User Guide Trunk User Guide, n.d.). Also, the software mostly used by both Science researchers (62.5%) and Arts researchers (61.53%) is Turnitin. Therefore, plagiarism detection software generally operates by scanning documents and comparing them to a repository of academic journals, websites, and previously submitted student papers. Tools like Turnit, Safe Assign, and iThenticate use string matching and fingerprinting techniques to highlight similarities and generate a similarity index for computer science specifically, tools such as Moss- Measure of Software, similarity developed by Stanford, are designed to detect code plagiarism by analysing programme structure rather than just text. Studies on Nigerian universities show that Turnitin is the most widely adopted plagiarism detection tool, often accessed through institutional subscriptions by libraries. KWASU Malate, like many federal and state universities, provides Turnitin access through the university library to lecturers and postgraduate students for thesis and dissertation screening. However, awareness and access among undergraduate students, especially in computer science, remain low, SafeAssign, integrated into LMS platform like Blackboard, is also used in some institutions, but its database is smaller than Turnitin's. Furthermore, the emergence of plagiarism detection tools has become one of the most prominent institutional responses. These tools compare submitted work against extensive online repositories to identify similarity levels. Manual detection methods are often laborious and impractical, especially when dealing with large volumes of texts (Babalola, 2022), whereas electronic detection offers automated and scalable solutions (Ndebele, 2020). Tools such as Turnitin and other commercial systems have become widely used in higher education to promote academic integrity and deter misconduct (Levine & Pazdernik, 2018). Evidence from several studies shows that plagiarism-checking software can support academic honesty by helping users identify copied text, improve citation practices, and promote originality (Cortes-Vera et al., 2018; Shang, 2019; Heckler et al., 2013)



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Research Methodology

The quantitative component of the research design for this study adopted was in the form of surveys to gather data on the use of plagiarism: awareness, perception and attitude of undergraduate students in UNIDEL. The survey will consist of closed-ended questions aimed at gaining a more comprehensive knowledge of the factors that could impact the awareness and perception of undergraduate students at University of Delta, Agbor. Fowler et al. (2013) define survey design as the systematic process of creating a series. The population of this study consist of 17,000 undergraduate students as at 2025/2026 academic session (Sources: University of Delta, Agbor, Library, Delta State). Therefore, 20% of the total population was chosen for this study. (Kothari, 2004; Gay & Airasian, 2003), viewed that for survey studies, the researcher can use 20% of the population as a representative sample provided the population is large and homogeneous. The instrument deployed for eliciting data from the respondents is a structured questionnaire designed specifically to answer the study questions. The instrument was printed and distributed physically to the respondents. The instrument was made up of four sections with questions very easy to comprehend. Section A comprised the demographic features of the respondents which comprised the respondents' gender. Section B answered questions on awareness and perception of undergraduate student towards plagiarism. Section C is based on awareness of citation and most used citation style. Section D covers the types of plagiarism detection software use among undergraduate students of University of Delta, Agbor. Questions were used in the study for eliciting data since they are easy to design, distribute, and elicit data from a given respondent or group which is necessary to conclude a quantitative study. To determine the level of the questionnaire validity, the researcher elicited the assistance of experienced information professionals who assessed the questionnaire contents made some valid corrections, and confirmed it was appropriate the measure the questions raised in the study. Regarding the instrument reliability, the test and retest method was adopted. Thirty copies of the instrument were distributed to undergraduate students at Ambrose Alli University, Ekpoma, Nigeria, which is situated in Edo State. South-South geopolitical zone of Nigeria. The entire thirty copies were returned and the reliability test was done using Cronbach Alpha Correlation Coefficient at 0.50 acceptance level which yielded $r = 0.82$ as the result. This result indicates that the instrument is reliable since the coefficient result is above the 0.50 benchmark set. The instrument was distributed to the respondents physically at University of Delta, Agbor. The physical distribution of the questionnaire to the respondents ensured the consent of the respondents was sought and their obligations and rights before their inclusion in the study ensuring that ethical standards are upheld. The distribution was carried out with the aid of two research assistants who were adequately briefed by the researcher on how to approach respondents and elicit the necessary data from them to complete the study. Eight hundred and fifty (850) questionnaire were distributed and six hindered and ten (620) were retrieved and valid. The questionnaire distribution and retrieval phase lasted for 2 weeks. The data elicited using the questionnaire was analysed using the descriptive statistics method displayed in tables for clarity.

Presentation of Results

Return Rate

The total sample of the study is six hundred and twenty (620) copies of the questionnaire, which were retrieved and usable. This indicates a 72.9% return rate. The analysis of the collected copies of the questionnaire are presented as follows.

Data Presentation and Analysis

Table 1: Respondents Demographic Information (N=326)

Gender	Frequency	Percentage
Male	398	64.1
Female	222	35.8
Age of respondents		
16-20 years	310	50
21-25 years	190	30.6
26 and above	120	19.3
Total	620	100.0

Field Work Survey, 2026

Table 1 indicates that majority of the respondents 64.1% representing were males while 35.8% were females. This implies that more males participated in the survey. The result above shows that majority of the respondents 50% representing

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(N=310) fall between the ages of 16-20 years, while 30.6% (N=190) fall between ages 21-25 and 19.3% (N= 120) are 26 years and above.

Table 2: Level of Awareness

Awareness Level	VHL	HL	ML	VLL	Weighed Means (X)
I know that submitting AI generated work as my own is plagiarism	355(57.2%)	224(36.1%)	39(6.3%)	2(0.3%)	3.50
I am aware that paraphrasing without proper citation is still plagiarism	320(51.6%)	297(47.9%)	3(3%)	-	3.51
I am aware the difference between common knowledge and ideas that must be cited	186(29.4%)	206(32.2%)	122(19.7%)	106(17.1%)	2.76
I am aware that reusing my own past work is self-plagiarism	292(47.1%)	210(33.9%)	98(6.1%)	20(15.8%)	3.24
I am aware that plagiarism detection software like Turnitin/MOSS etc can detect copied work.	289(46.6%)	178(28.7%)	98(15.8%)	55(8.8%)	3.13
I am aware that copying code from GitHub/Stack Overflow without citations	324(52.2%)	211(34%)	76(12.3%)	9(1.5%)	3.37
I can correctly define plagiarism in my own words	66(10.6%)	245(39.5%)	211(34%)	98(6.1%)	2.5

Field Work Survey, 2026

Aggregate Mean

3.14

Criterion Mean

2.50

As seen from the table 4.2, the grand mean score of 3.14, being greater than the criterion mean score of 2.50, indicates that awareness level of UNIDEL undergraduate students is high. The respondents affirm that paraphrasing without proper citation is still plagiarism (X=3.51), submitting AI generated work as my own is plagiarism (X=3.50), awareness between common knowledge and ideas that must be cited (X=2.76), reusing my own past work is self-plagiarism (X=3.24), awareness on plagiarism detection software like Turnitin/MOSS etc. can detect copied work (X=3.31), awareness on copying code from GitHub/Stack Overflow without citations (X=3.37); and I can correctly define plagiarism in my own words (X=2.5).

Table 3 Perception on Plagiarism

Statements	SA	A	D	SD	Weighed Means (X)
Plagiarism is a serious academic offense	342(49.1%)	278(36.8%)	-	-	3.55
Copying code with a citation is acceptable if the code works	213(37.3%)	134(21.6%)	106(17.1%)	167(27%)	2.63
Using AI tools like ChatGPT to write assignments is not plagiarism if I edit it	200(32.3%)	198(31.9%)	117(18.9%)	105(16.9%)	2.79
Paraphrasing someone's idea without proper citation is wrong	111(17.9%)	312(50.3%)	175(28.2%)	22(3.5%)	2.82
Plagiarism reduces the quality and originality of academic work	236(38.1%)	234(37.7%)	98(15.8%)	52(8.4%)	3.05

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Field Work Survey, 2026

Aggregate Mean

2.97

Criterion Mean

2.50

Table 3, indicate that the grand mean score of 2.97, being greater than the criterion mean score of 2.50, indicates that awareness level of undergraduate students of UNIDEL is high. The respondents affirm that plagiarism is a serious academic offense (X=3.55), plagiarism reduces the quality and originality of academic work (X=3.05), paraphrase someone idea without proper citation is wrong (X=2.82), using AI tools like ChatGPT to write assignments is not plagiarism if edited (X=2.79); and copy code with a citation is acceptable (X=2.63),

Table 4: Awareness of Citation and Most Used Citation

Awareness of Citations	SA	A	D	SD	Weighed Mean (X)
I am aware of APA citation style	435(70.1%)	185(29.8%)	-	-	3.70
I am aware of MLA citation style	256(41.2%)	201(33.8%)	63(10.2%)	100(16.1%)	2.99
I am aware of Chicago citation style	177(28.5%)	122(19.7%)	120(19.4%)	201(32.4%)	2.44
I am aware of Harvard citation style	100(16.1%)	90(14.5%)	245(39.5%)	185(29.8%)	2.16
I am aware of IEEE citation style	76(12.3%)	98(15.8%)	230(37.1%)	216(34.8%)	2.05
Citations Style Used					Aggregate Mean 2.67
					Criterion Mean 2.50
MLA	245(39.5%)	277(44.6%)	75(12.1%)	23(3.7%)	2.92
APA	321(61.3%)	299(30%)	-	-	3.51
Chicago	154(14.1%)	100(24.8%)	264(29.8%)	102(31.2%)	2.5
Harvard	111(5.5%)	147(14.1%)	212(34.4%)	150(46%)	2.35
IEEE	109(3%)	123(5.6%)	176(54%)	212(34.4%)	2.20

Field Work Survey, 2026

Aggregate Mean

2.70

Criterion Mean

2.50

Table 4, indicate that the grand mean score of 2.70, being greater than the criterion mean score of 2.50, indicates that UNIDEL undergraduate student's awareness of citation is high. The respondents strongly agreed that they were aware of APA citation style (X=3.70), MLA citation (X=2.99). Although, IEE citation style (X=2.05), Chicago citation (X=2.44), and Harvard citation style (X=2.16), were below the criterion mean score of 2.50. APA citation style and MLA were the most used citation styles among others.

Table 5: Types of Plagiarism Detection Software Use

Plagiarism Detection Software Used	SA	A	D	SD	Weighed Means (X)
Turnitin	213(34.4%)	245(39.5%)	39(6.3%)	123(19.8%)	2.88
Grammarly premium	321(51.8%)	299(48.2%)	-	-	3.52
iThenticate	189(30.5%)	279(45%)	100(16.1%)	52(8.4%)	2.98
Ouriginal/Urkund	177(28.5%)	258(41.6%)	78(12.6%)	107(17.3%)	2.81
Plagscan	258(41.6%)	267(43.1%)	95(15.3%)	-	3.26
Quetext	286(46.1%)	200(32.3%)	34(5.5%)	100(16.1%)	3.08

Field Work Survey, 2026

Aggregate Mean

3.08

Criterion Mean

2.50

Table 4.5, indicate that the grand mean score of 3.08, being greater than the criterion mean score of 2.50, shows that UNIDEL undergraduate student's used of plagiarism software is high. The respondents strongly agreed that grammarly



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premium, (X=3.52), plagscan (X=3.26), quetext (X=3.08), iThentcate (X=2.98), Turnitin (X=2.88), and Ouriginal/Urkund (X=2.81) were the typed of plagiarism detection software used by the UNIDEL undergraduate students.

Discussion of the Findings

The result generated from the findings revealed that computer science undergraduate student's awareness and perception on plagiarism is high. The majority of the respondents were strongly agreed that paraphrasing without proper citation is still plagiarism, I know that submitting AI generated work as my own is plagiarism, I am aware the difference between common knowledge and ideas that must be cited, I am aware that reusing my own past work is self-plagiarism, I am aware that plagiarism detection software like Turnitin/MOSS etc. can detect copied work/ I am aware that copying code from GitHub/Stack Overflow without citations and I can correctly define plagiarism in my own words. This is in line with the finding of Oyewole, Rasheed and Ogunsina (2018) opined that the respondents have a positive perception of the need to be conscious of plagiarism as an academic crime. Findings also indicate that majority of UNIDEL undergraduate students level of perception is high. They believed that paraphrasing without proper citation is still plagiarism, copying code with a citation is acceptable if the code works, plagiarism is a serious academic offense, using AI tools like ChatGPT to write assignments is not plagiarism if I edit; and paraphrasing someone's idea without citation is till wrong. This is supported with the finding of Babalola (2012); Okeke, Oladokun, and Olatunbosun (2025). In their study, majority of the respondent's affirmed that awareness and perception does not influence attitude towards plagiarism as the majority of the respondents were found to have been involved in different forms of plagiarism. Findings further showed that UNIDEL undergraduate students awareness and use of citation is high. The respondents strongly agreed that they were aware of APA citation style, MLA citation. IEE citation style, Harvard citation style and Chicago citation style. Although the most used citation styles are APA and MLA citation styles among others. This is in consonance with the findings of Sharaf, and Kadeeja (2021), who affirmed that the respondents were strongly agreed that APA, and MLA are the citation style used, with is greater than the criterion mean while Chicago, Harvard and IEE were citation styles lower than the criterion mean score. Finally, the study indicated that UNIDEL undergraduate students strongly agreed that Grammarly Premium, Plagscan, Quetext, Turnitin, iThentcate, and Ouriginal/Urkund were the typed of plagiarism detection software used by the UNIDEL undergraduate students. This is supported by the finding of Suseela and Uma (2017) in their study, indicated that majority of the respondents were aware of plagiarism detection tools, and uses.

Conclusion

In conclusion, the results of this study have showed that majority of UNIDEL undergraduate students level of plagiarism awareness and perception. are high. Even though there have been many efforts that have been initiated to curb plagiarism in Nigeria Universities such as Turnitin, copycatch, plagium, Eve2, see sources, plagiarism Detect, or plagiarism checker and Essay Rater these initiatives are commendable step to reducing plagiarism activities among students, researchers and scholars in the university. Students need to be sensitized on plagiarism tools, awareness, perception and the use.

Recommendations

Based on findings and discussions with relevant conclusion, the following recommendations are made.

1. The University should adopt well publicised institutional policies that clearly define plagiarism behaviours and their consequences and more awareness should be inculcated through introduction of the concept of plagiarism into curriculum order to avoid abuse of intellectual property.
2. Management should introduce use of citation into teach curriculum to avoid unnecessary plagiarism.
3. More awareness should be inculcated on different typed of plagiarism detection software to the students in the university order to avoid abuse of intellectual property

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