Awareness and Utilization of Anti-Plagiarism Detection Software among Academic Staff of Yusuf Maitama Sule University

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ABSTRACT

The study investigates the academic staffs' awareness and utilization of anti-plagiarism detection software in academic writing. Quantitative research methodology was used, using survey research design to collect data from the respondents. One hundred and eighty-three (183) copies of questionnaire were administered to the academic staff of Yusuf Maitama Sule University, Kano out of which one hundred and fifty-three were duly returned and found usable which represents 83.6%. Data collected were analyzed using descriptive analysis through the use of frequency and percentages. Findings revealed that, respondents were aware of anti-plagiarism detection software and they came to know about the software through their thesis/ dissertation particularly Quetext and Turnitin. Less than half of the respondents were highly aware while others are moderately aware and only few were completely not aware of anti-plagiarism detection software. It also found that, less than half of the respondents used anti-plagiarism detection software which means majority were not actively using to checkmate academic writings as the institution under study was not using or adopt any anti-plagiarism detection software for academic activities. The study finally revealed that, majority of the respondent unanimously agreed that using anti-plagiarism tools will deter learners from plagiarizing in the first place, improve students' ability to avoid plagiarizing, it will also assist in building a community of academic integrity. However, the study recommends that here is still need for academic staff to been lighten about the existence and functions of the software, there is need for the Yusuf Maitama Sule University, Kano to adopt and implement the use of anti-plagiarism detection software to checkmate and or reduce the level of academic dishonesty and the university management need to understand that using anti-plagiarism tools will deter learners from trying to plagiarized and assist in building a good community of research.

Keywords: *Awareness, Utilization, Plagiarism, Anti-Plagiarism & Detection Software*

INTRODUCTION

Plagiarism is a modern Western construct which arose with the introduction of copyright laws in the eighteenth century. Before then, there was only a little sense of artistic ownership. Since then, the ideas of originality in writing as well as the "autonomous text" have been highly valued (Angelil-Carter, 1995: and Angelil- Carter, 2000). Plagiarism is perhaps as old as the cultivation of human creativity and its expression. Increased incidence of plagiarism in academic institutions in recent years has attracted considerable attention in the academia (McCabe *et al*., 2001; McCabe, 2005). This has also been attributed to both the symptom and cause of declining academic standards (McKeever, 2004). Higher education all over the world especially in this 21st century is experiencing heightened reported cases of plagiarism. The prevalence is traceable to the introduction of information and communication technologies (ICTs) in education as well as the plethora of online resources (Gow, 2013; McCab, 2005; Kress, 1999 and Haward, 1999).

Plagiarism not only affects the quality of research but also negatively impact the reputation of academic institutions. Therefore, academic institutions tend to take strict measures to protect institutional and academic integrity. Plagiarism can devalue the academic credibility and reputation of the institution and the academic integrity amongst students and academic staff could be undermined. Widespread to the Internet and other electronic media has served as something of a double-edged sword with respect to plagiarism' (Youmans, 2011). The Internet makes plagiarism much easier by cutting and paste, but also enables instructors to identify plagiarism in an easily manner of the source of

the plagiarized materials (Lyon, Barrett, & Malcolm, 2006, cited in Youmans, 2011). However, there are many electronic detection software for eliminating the problem in place.

A range of software packages have now become available for tracking down and minimizing plagiarism. With the unprecedented expansion of digitization of academic and scientific literatures, plagiarism has entered the prestigious arena of scientific literature, even in peer-reviewed publications, which is often not equipped enough to trace academic misconduct (Ginsparg, 2004). Fortunately, Internet has also created scope for better detection of potential plagiarism, which was not previously possible by manual checking (Tenbusch, 2002). To prevent plagiarism, software tools are developed that are referred to as anti-plagiarism software.

Anti-plagiarism software is software that searches the web for duplicate textual content. It may be stand-alone program installed in the user's computer or a function of a website. Academic institution constantly adopts anti-plagiarism software to determine if research works have been copied by someone else. Anti-plagiarism software (Plagiarism detection) in academic institutions has become a regular feature in recent years and universities have also developed their own policy on academic integrity. Digital plagiarism is a growing problem for educators in this information era (ButakovandScherbinin, 2009). However, "the infusion of technology in higher education has done little to minimize the problem of academic dishonesty. More than likely, technology has provided the convergence of motivation and opportunity, increasing the problem" (Kennedy *et al*. 2000 cited in Smith *et al*, 2005).

Statement of the Problem

Anti- plagiarism software is designed to effectively detect academic dishonesty and eventually prevent plagiarism. It is a versatile tool that deals with the copy and paste information as well as not properly acknowledged sources. Hence, as a grand breaking guide against plagiarism, the aim of the software is to help in reducing the impact of plagiarism on education and educational institutions. However, despite the great advantage of the software in detecting plagiarized works many academic institutions are not ready to adopt and implement the use of anti-plagiarism software in their academic writings which makes it difficult for academic staff to be much aware of it. Moreover, many academic staff

are also not interested in leveraging on this software to checkmate students' academic writings due to lack of awareness, time, competence and ability to understand how it works. Thus, this research intends to investigate the awareness and utilization of anti-plagiarism software among academic staff of Yusuf MaitamaSule University, Kano.

Research Objectives

The objectives of the study are

- To identify the level of awareness of academic staff about anti-plagiarism detection software in Yusuf MaitamaSule University, Kano.

- To identify academic staff's level of utilization of anti-plagiarism detection software in Yusuf MaitamaSule University, Kano.

To identify the significance of using anti-Plagiarism Software for academic writings in Yusuf MaitamaSule University, Kano

LITERATURE REVIEW

The researchers reviewed related literature of previous research based on conceptual definitions of anti-plagiarism detection software; types of anti-plagiarism detection software; academic staff awareness of anti-plagiarism detection software; use of anti-plagiarism detection software in academic writings; and significance of anti-plagiarism detection software in academic writings.

Conceptual Definitions of Anti-Plagiarism Detection Software

There is need to understand what plagiarism is and what bring about anti-plagiarism detection software. Thus, plagiarism can be seen as the use of material that is not acknowledged or referenced to its source. The act of claiming someone's else work and passing it as your own work is what constitute as plagiarism. It is a heinous act which is certainly synonyms with cheating or corruption (Kennedy, 2000). Lanier (2006) stated that, plagiarism is a form of cheating. Gow, (2013) similarly described it, as corruption of the process of independent and critical thinking that is essential to adding to the body of knowledge. Orim, Brog and Awala-Ale (2013), quoted Park (2003), where he termed plagiarism as academic malpractice and a breach of academic integrity.

Plagiarism is a well-known and growing issue in the academic world. It is estimated to make up a substantial part of the total number of serious deviations from good research practice (Titus,

Wells, and Rhoades, 2008), Vitse and Poland, (2012). Therefore, given that plagiarism is recognized as a considerable problem for the research community, spelling out in some detail what is to count as plagiarism becomes a matter of pressing concern. Hence, plagiarism could be seen as misrepresentation of authorship, an ethical crime. Its detection is also possible using anti-plagiarism software available and by following some strategies for same purpose.

Harris (2012) lists several strategies to detect and prevent plagiarism in his article on plagiarism, where he wrote that the availability of textual material in electronic format has made plagiarism easier than ever. He pointed out that, copying and pasting of paragraphs or even entire essays now can be performed with just a few mouse clicks. He also emphasized that, by employing few strategies, like making students aware about it; educate them about plagiarism; discussing benefits of citing sources etc., help a lot to encourage students to value the assignment and to do their own work. So, the act of stealing someone's intellectual work gave birth to what we called anti-plagiarism.

Therefore, anti-plagiarism means a process of finding and locating the instances of plagiarism within a work or document. It can be done manually which requires substantial work effort and excellent memory and it is impractical in nature whereas it can be done using software which check plagiarism by searching and comparing, detecting and giving result on submitted work or document from the databases (Youmans,2011). This software detects text documents by string matching, bag of words, citation analysis etc. Many factors are taken into account and evaluated for plagiarism detection based on the search scope, detection algorithms, database type, database hosting as well as precision and recall mechanisms (Malcom, 2006, cited in Youmans, 2011). In effect, anti-plagiarism detection software is the software that searches the web for duplicate textual content. It may be a stand-alone program installed in the user's computer or a function of a website such as www.turnitin.com. Universities nowadays increasingly use anti-plagiarism detection software to determine if students have copied someone else's work. Writers use it to see if students or others are using their copyrighted work in full or in part.

Plagiarisma (2019) stated that, anti-plagiarism detection software usually takes a digital finger-print of a student and staff paper in order to cross-references it against a databases of previously written papers as well as the Internet to identity possible instances of plagiarism, the software searches for exact text matches (similarities) in different work. As a result, the software can detect if a work used by any of the following method of plagiarism:

• Cutting and pasting of information from websites;

• Buying papers from online essay services;

• Copying text from other people papers (Purdy, 2005);

Anti-plagiarism detection software has become a vastly accepted plagiarism controlling tool in the research evaluation process of universities all over the world (Kloda and Nicholson, 2007; Stapleton, 2012). The anti-plagiarism software services usually provide the facility to assess the level of similarity between a researcher's work and material publicly accessible online (Stapleton, 2012).

Types of Anti-Plagiarism Detection Software

Anti-plagiarism software can be used as a detecting tool for plagiarized work. The anti-plagiarism software varies; some are free while others are fee-based. Talab (2004) observed that, some software requires installation of additional software, while other are completely web-based. So, one could understand that, the anti-plagiarism software is a software design to detect non-referenced works, ideas, and facts taken from the other literatures.

Some of the anti-plagiarism detection software that can be used for checking academic writings in an institution are as follows: -

• Quetext – open sources
• Check For Plagiarism – commercial
• Plagiarisma – open source
• Plag Scan – commercial
• Viper – open source
• Copy Leak – open source
• Dupli checker – open source
• Plag Tracker – commercial
• Plagium – open source
• Plag Tracker - commercial.

Quetext

Quetext is a leading plagiarism detection software and citation assistant that combines Deep Serach TM technology with clear feedback to detect duplicate content and prevent plagiarism. Quetext is entirely free; it has an easy to use interface and it has unlimited wage there is no

need to download the software or create any account, text can only be copy and paste. In quetext, there is no option for uploading files. It provides basic layout and functional interface that checks against the Internet and various databases. With over one million users worldwide, Quetext has been helping teachers, students and professional writers to improve their writing (Digitalgyd, 2019).

Check for Plagiarism

Check for Plagiarism Software was developed by a team of professional academics and it became one of the best online plagiarism checkers that used to prevent online plagiarism and minimizes its effects on academic integrity (Plagiarism-checker, 2019). To maximize accuracy, the software used some methods like that of document fingerprint and document source analysis to protect document against plagiarism. The fingerprint-based approach used to analyze and summarize collection of document and create a kind of fingerprint for it. Some of numerical attributes used by fingerprint somehow reflects in the structure of the document. Using this feature by Check For Plagiarism increased the efficiency in detecting most types of plagiarisms (Plagiarism-Checker, 2019). The features of this Software are as follows:

- Database Checking: Check For Plagiarism uses its own database that include millions of documents like (paper, articles and assignments), and articles over World Wide Web. So, it offers fast; reliable depth database checking; and provides checking through all other databases in different fields like medical database, law- related database and other specialty and generalized databases (Plagiarism-checker,2019).

- Internet Checking: live (online) and cached links to websites used for extensive Internet checking to all submitted documents. The software can check documents against a website that is no longer online, this include all contents of website like forums, message boards, bulletin boards, blogs, and PDFs etc., all this check is done automatically and in (almost) real-time(Kajan,2019).

- Publications Checking: it offers detailed and deep checking of most types of submitted publication documents, such as; books, articles, magazines, journals, newspapers, PDFs etc. this is done whether the publications is available online (active on the Internet) or not available on the Internet i.e., offline (store paper based) (Harvey,2019).

Plagiarisma

Plagiarisma is another freely available online desktop application tool that supports up to 190 languages including Hindi, Nepali, Sanskrit etc. which used to detect exact matches from different documents (Elearningindustry, 2019). To this effect, the Synonymizer tool makes plagiarism possible by rewriting sentences with synonyms to produce unique text and it's easy to use; multi-purpose plagiarism detection tool that is used by students, teachers, writers, as well as various members of the literary industry. The application software is virtually no language excluded from the list; it can check plagiarism by URL, online or through file upload; and it can also be used through copy and paste or Type your text in the appropriate field, provide a URL, or upload a file from your computer.

Plag Scan

PlagScan is online software used for textual plagiarism checker. PlagScan is often used by school and provides different types of account with different features. PlagScan use complex algorithms for checking and analyzing uploaded document for plagiarism detection, based on up-to-date linguistic research. Unique signature extracted from the document's structure that is then compared with PlagScan database and millions of online documents. The PlagScan is able to detect most of plagiarism types either directs copy and paste or words switching, which provides an accurate measurement of the level of plagiarized content in any given documents (plagiarism checker review, 2011). The Main features of PlagScanare:-

- Database Checking: PlagScan it has own database that include millions of documents like (paper, articles and assignments), and articles over World Wide Web. So it offers database checking whether locally or others database over the internet (Plagscan, 2011).

- Internet checking: PlagScan is an online checker so it provides Internet checking to all submitted documents, whether the document is available on the Internet or available in the local database or cached (plagscan.com> quick-user guide, 2019).

- Publications Checking: PlagScan can also be use in academic field so that it provides checking of most types of submitted publication documents such as books, articles, magazines, journals, newspapers, PDFs etc. (Aronson, 2007).

Viper

Viper is also hundred percent free software for plagiarism detection tool. It's a leading alternative plagiarism checker which use to help in checking plagiarism and duplicate content in someone's work from another. This software is a great tool for student, teachers, lecturers and academics. Viper will scan billions of resources to check for instances of plagiarism in essays, article, dissertations, piece of course work, blogs etc. It has a user-friendly interface, below are some features of viper anti-plagiarism software as follows:

- Its free to use unlike other anti-plagiarism software
- It produces accurate reports, making it easy to detect plagiarism;
- Its fast when scan through 10+ billion resources;
- All features are available to everyone on the Internet (Scanmyessay, 2015).

CopyLeaks

Copy leaks is a cloud based plagiarism checker that lets you track, monitor, and detect online content throughout the Internet. Students, teachers, bloggers, and other content-creators can ensure their content is original using the most sophisticated content detection algorithms. The software ensures that academic content is original by easily scanning essays, term papers, or theses for plagiarism. Online publishers, bloggers and site owners easily track their online content by scanning articles, e-books, blogs, or straight from the application software (Copyleaks, 2019). Its' features are as follows:

- It has different sections on the platform for educational and business purposes. The business section addresses to publishers and CEO agencies, while the education section to schools, students and universities;
- It has multiple File Formats And Languages;
- Copyleaks is able to scan content in various file formats and all Unicode languages. (Copyleaks, 2019).

Dupli Checker

Webxen,(2018) pointed that, Dupli checker is a hundred percent free online plagiarism detection tool which is extremely easy to use and it has the 3 options for entering the input: First copy and pasting the text; second by entering the URL of the text required to be checked; and the third by uploading a text file. The number of searches is limited to 50 searches per day for registered users and only one (1) search per day for unregistered users and the report doesn't give similarity score but only detects exact matches. It is one of the most effective free plagiarism detection tools on the Internet. While it doesn't have a fancy interface, it certainly gets the job done well. Features are as follows:

- It is free of charge to all users
- Dupli Checker enables you to either copy and paste your text in the field and then check it for plagiarisms, or upload a Docx or Text file from your computer.

PlagTracker

Baweja (2012) opined that, PlagTracker is a web tool designed to help people run plagiarism checks on their academic papers and other types of texts. While it may not be the first such web service, PlagTracker is convenient to use with its quick and simple checking process, comprising three steps. PlagTracker is used in abundance in United States, Finland, United Kingdom and Asian countries such as Bangladesh, Indonesia, Philippines, India, Pakistan, and others. PlagTracker also provides a premium service which allows the user to upload documents instead of copying and pasting text. For premium users, a stronger plagiarism checking and professional editing assistance is available. It has the following features:

- Works completely online with no software downloads required;
- Uses a unique algorithm to track plagiarism;
- Provides plagiarism report that can be used later and shared as well (Baweja, 2012).

Plagium

Plagium is a free plagiarism checker tool which has been online since 2006 and checks content for free as long the request are not many. One of the best things about it is that, it compares content with social media posts on Facebook and twitter. It has the following features

- It offers quick search functionally for free as long as the limit is not crossed
- It also offers two type of search quick and deep search (Webxen.com.2018).

This implies that, these types of Software can be used to check plagiarized work either through the Internet; that is online or without Internet; that is offline. These toolshave the capabilities to prevent plagiarism and or minimizes its effect on academic integrity. Some of the software are

completely free; partially free; and others are fee-based. It has been realized that some of these software will really suit our own environment here in Nigeria particularly in Yusuf MaitamaSule University, Kano. These includes: -

- Check for plagiarism
- Plagiarisma
- Copy leaks
- Paper Tracker.

Academic Staff Awareness of Anti-Plagiarism Detection Software

Awareness could be seen as the cognitive ability of a person to discern, decipher and judge a given phenomenon. It refers to the knowledge about an object or event, the competencies or skills as well as the methods of operation; it has to do with background knowledge about the object, event or any other phenomenon (Reinhardt *et al.,* 2015).

However, the committee of Vice Chancellors of Nigerian Universities in 2012 contacted the United Kingdom (UK) based academic integrity software company called Turnitin for discussions and technical collaboration. This makes it virtually all universities in Nigeria to have access to the Turnitin system and they can also now conduct originality checks of diverse publications to ensure genuine intellectual contributions to scholarship. Despite this effort still some of the academicians in Nigerian Universities don't know the existent of Turnitin Software and what actually constitute its blessing (VCNU, 2012).

Kunschak (2018), in his article on Multiple uses of anti-plagiarism software found that, teachers embraced the anti-plagiarism detection software for the affordances it offers to students. Their feedback suggests that some of the main advantages are a noticeable reduction in, presumably, unintentional plagiarism such as patch writing; a focus on learner autonomy; and a motivational boost because students receive immediate feedback. He stressed that, teachers were pleased with the results achieved with *Turnitin* and majority of tutors were supportive of the combination of *Turnitin* and tutorial with one outlier who simply saw no benefit in the system.

Onuoha and Ikonne (2013) concur with Hansen (2008) when they stressed that, the incidents of plagiarism nowadays seem to be on the increase especially with the advent of Internet which made information more easily available and accessible irrespective of any geographical

barriers. On one hand, Gow, (2013); McCabe (2005); and Kress, (1999) swayed towards ICT as the force that promotes plagiarism, by noting that "higher education all over the world especially in this 21st century is experiencing heightened reported cases of plagiarism. The prevalence is traceable to the introduction of information and communication technologies (ICTs) in education as well as the plethora of online resources. Kalani and Twinwal (2019), presented the best method to avoid plagiarism is to cite the works used in the text.

Use of Anti-Plagiarism Detection Software in Academic Writings

The use of plagiarism detection software in higher education was first notably implemented in 2001 at the University of Virginia (Tedford, 2003). In this well publicized case, a Physics Professor developed custom code to check 1500 student papers from the preceding three years. As a result of these checks, a number of students were investigated on plagiarism related academic dishonesty charges. More importantly however, the case served to highlight the lack of available information regarding the prevalence of this form of cheating in higher education and the minimal incorporation of plagiarism detection mechanisms in academic policy enforcement. Following this case, commercial plagiarism detection packages have increased rapidly in number and popularity. The commercial package Turnitin in particular has been adopted in a large number of higher education institutions and continues to be one of the preferred plagiarism detection alternatives available (Royce, 2003).

In recent years, Turnitin has gained popularity as more and more institutions use it to combat plagiarism. Since its inception in 1997, the software has been tried and tested by various institutions around the world like University of Edinburg, University of Malaya, Baylor University etc. There are 87 percent success stories been reported on the effects of turnitin on the incidence of students' plagiarism and the promotion of honest academic writing (iParadigms, 2013).

Bayero University Kano started using turnitin software in the year 2016 when a journal Publishing Policy was raised in order to achieve standard publishing quality in the university and to build institutional recognition in line with international best practice. In its journal Publishing Policy, under ethical guidelines of section four, it was clearly stated that to facilitate the screening of articles, all journals editors must

possess and use plagiarism software such as turnitin (Bayero University Kano, 2016).

The management of the Federal University of Kashere (FUK), Gombe State, said it has introduced the use of anti-plagiarism software to access academic publication and student's dissertation. A statement issued to newsmen in Gombe by the Public Relations Officer of university, Janet Ezekiel, said the Vice Chancellor, Professor Alhassan Mohammed Gani disclosed this at the opening of the 4th Campus Wide Seminar (CWS) held at the institution. He said the software will be used henceforth for promotion of academic staff and checking dissertation of students to avoid plagiarism. According to Professor Gani, the software became necessary to maintain academic standard and encourage self-esteem in accordance with the university's mission of excellence in teaching and research (Daily Trust, 2019).

Significance of Anti-Plagiarism Detection Software in Academic Writings

According to Nonis and Swift (2001), students who engaged in dishonest acts in college are more likely to engage in dishonest acts in the workplace. Considering these potential consequences, every institution should strive to prevent, detect, and deter plagiarism – and any type of student misconduct, that is why it is important to know the significance of anti-plagiarism detection in order to minimize it. Students engage in plagiarism with some frequency (Mc-Cabe, 2005). Yet instructors sometimes struggle to help students to understand the significance of plagiarism or to create assignments that reduce its likelihood (Price, 2002). He stressed that, activity addressing students' conceptual and operational definitions of plagiarism, providing students with the appropriate tools for acknowledging other's work and helping students develop their own critical thinking for assignments may help them approach their written work with increased sensitivity to plagiarism and a greater ability to cite other's work accurately.

Pappas,(2014), stated that, the Internet has offered to student an opportunity to learn anytime, anywhere and to access a wealth of information without even living home, while this has led to a boom in the E-learning industry, it has also made it much easier for learners to plagiarize contents that they stumble upon online. As a result of online instructors and e-learning facilitators often turn to free plagiarism checkers to ensure that their learners are turning in work that are free of copied content. At the same time, educational developers utilize these tools to verify that their work is 100percent original before offering it for public consumption. He further identified five (5) significance of anti-plagiarism detection software as:

Ability to Search many Databases

A plagiarism tool allows access to a number of databases, which means that you can cross check papers across a high volume of documents. These tools can search through a multitude of databases and indexes so that any incidents of plagiarism can be detected and appropriate action can then be taken.

Plagiarism Checking Software Serves as an Invaluable Educational Aid

Anti-plagiarism software can help to discover a paper or assignment that has been plagiarized after checking their work. The instructors can then use this opportunity to show the learner how to properly cite references, instructors can inform the learner on how they can improve upon their writing; and research skills, which ultimately enhances the learning experience as a whole.

Offers Learner the Opportunity to Get More Out of the Educational Experience

Learners who are aware of the consequences of plagiarism today will be more likely to have successful academic careers in the future. Using plagiarism checkers in academic activities help learners to develop moral ethical boundaries in respect to the content they create, whether for class or professional projects. Also, plagiarism checkers enables learners to get that, they will have to truly acquire and retain the information in order to write a paper in their own words.

Deters Learner from Plagiarizing in the First Place

If learners are aware of the fact that, instructors are using plagiarism checkers, then they will be less likely to even attempt to copy the work of others. If instructors or facilitators inform learners that all of their papers will be checked by one of these tools, they may potentially stop plagiarism before it even begins. Oftentimes, simply stating that are using plagiarism checker, even if you are not planning to run each and every paper through the tool, it will be enough to deter copying amongst learners.

Despite the significance of the software in detecting plagiarism, there is widespread tendency

to place unquestioning trust in the results of online plagiarism detection algorithms. There are some significant inherent limitations of the methods employed (Martin, 2005). Royce,(2003)opined that, despite the significance of APDS, there is an important distinction to make that is plagiarism detection software does not actually detect plagiarism, but rather, the software detects matching phrases. He stressed that, some matches of student assignments with existing work should always be expected and accepted especially in fields of study with necessarily limited vocabulary. As a consequence, all cases suspected of plagiarism should always be checked by the instructor (Royce, 2003). Another potential limitation of plagiarism detection software is that students may similarly learn to modify sentences or key words within a passage sufficiently so that they are not match able with the source material (Royce, 2003; Martin, 2005). Despite its limitations it could be said that, the anti-plagiarism detection software plays an important role in checkmating academic dishonesty where the tool is capable of locating incidences where someone copy someone's else work.

METHODOLOGY

This study adopted the quantitative research methodology using survey research design, as this approach is considered suitable for the study looking at the area of coverage and its population. The population of the study consisted of the academic staff of Yusuf MaitamaSule University, Kano and according to the University's Establishment Unit, there are one hundred and eighty-three (183) academic staff that cut across different departments. The researchers used purposive sampling technique that involves examining the entire population and reason for using this is that, the population is well defined. The data collected were analyzed using descriptive statistical analysis using tables to show the response rate with percentages and frequencies. The responses were extracted, collated and coded using the Statistical Package for the Social Sciences (SPSS) version 20.0 to analyze the data collected for this study

FINDINGS, ANALYSIS AND DISCUSSION

This section discussed the research findings and analysis. Table 4.1 present the response rate of the respondents.

Table4.1. *Response Rate*

Questionnaires	Frequency	Percentage
Returned	153	83.6%
Unreturned	30	16.4%
Total	183	100%
Total	183	100%

Source: *Fieldwork (2019).*

The above table 4.1 showed the response rate in which 183 questionnaires were administered to the academic staff of Yusuf MaitamaSule University, Kano out of which one hundred and fifty-three (153) were duly completed, returned and found useful which represent 83.6% response rate. The reason behind this success is that researchers personally administered and retrieved the instrument from respective respondents

while the remaining 30 (16.4%) un-retrieved copies were due to academic staff absent in their office.

Respondent Personal Data

This section presents the personal profiles of the respondents. The aim was to establish the gender, rank, and educational qualification of the respondents.

Table4.1. *Demographic Characteristics of the Respondents*

Gender			Rank			Educational Qualification		
Options	F	%	Options	F	%	Options	F	%
Male	82	54	Graduate Assistant	33	21.5	Bachelor Degree	33	21.5
			Assistant Graduate	40	26.3			
Female	71	46	Lecturer II	28	18.3	Master's Degree	98	64.2
			Lecturer I	32	20.9			
-	-	-	Senior Lecturer	9	5.8	Ph.D.	22	14.3
			Associate Prof.	5	3.2			
-	-	-	Professor	2	1.4	-	-	-
			Librarian	4	2.6			
Total	153	100	Total	153	100	Total	153	100

Table 4.1 revealed that, out of the 153 respondents, 82 (54%) were male and 71(46%) were female academic staff. This show that male dominate most of the response rate than the female. It also showed respondents' different ranks. Graduate Assistant representing 33 (21.5%). Assistant graduates 40 (26.3%), 28 (18.3%) were Lecturer II, 32 (20.9%) were Lecturer I. Senior Lecturer 9 (5.8%), Associate Professor, 5 (3.2%), Professors 2 (1.4%) and 4 (2.6%) were Librarian. Librarians were included because they involved in teaching General Studies as well as departmental courses in the institution under study. This implies that, different academic staff in their different ranks participated in this research with majority of

them from Assistant Graduates. The educational qualification of the respondents revealed that 33 (21.5%) were Bachelor Degree holders, 98 (64.2%) were Master's Degree holders and 22 (14.3%) were PhD holders. This indicates that, majority of the respondents were Master's Degree holders which is usually regarded as the entry point for lecturing in higher institutions.

Awareness, Extent and Sources of Anti-Plagiarism Detection Software

This section asked the respondents whether they are aware of anti-plagiarism detection software, level of awareness and sources of awareness. Their responses were presented in table 4.2 below.

Table4.2. *Awareness, Extent and Sources of Anti-Plagiarism Detection Software?*

Awareness			Extent of Awareness			Sources of Awareness		
Options	F	%	Options	F	%	Options	F	%
Yes	132	86.3	Highly Aware	58	38	Through friends	13	9.8
						Through colleagues	32	24.2
No	21	13.7	Moderately Aware	74	48	Through my Institution	0	0
						Through conference/workshop	11	8.4
-	-	-	Completely not Aware	21	14	Through my thesis/dissertation work	38	28.8
						Through research	24	18.2
-	-	-	-	-	-	Through online channels	14	10.6
Total	153	100	Total	153	100	Total	153	100

Respondents were asked whether they are aware of anti-plagiarism detection software and table 4.2, revealed that 132 (86.3%) are aware of the software while 21 (13.7%) are not aware of the anti-plagiarism detection software. This indicated that, the majority of the respondents are aware of anti-plagiarism detection software. The table also showed that the level of respondents' awareness 58 (38%) of the respondents were highly aware of anti-plagiarism detection software followed by 74 (48%) moderately aware and 21 (14%) completely not aware about anti-plagiarism detection software. This indicated that, less than half of the respondents were highly aware of anti-plagiarism detection software. Finding revealed that, majority of the respondents are moderately aware while only few were completely not aware of anti-plagiarism detection software. It also revealed the respondents' sources of awareness 38 (28.8%) of the respondents came

to know about anti-plagiarism detection software during their thesis/dissertation work followed by 32 (24.2%) through their colleagues, 24 (18.2%) through research, 14 (10.6%) through online channels, 13 (9.8%) through friends, 11 (8.4%) through conference/workshop and 0 (0%) through their institution. This implies that respondents came to know about anti-plagiarism detection software through different channels. Finding revealed that, none of the respondents indicated their source of awareness through their institution which implies that the institution under study might not been using anti-plagiarism detection software.

Use, Area of Utilization of Anti-Plagiarism Detection Software

This section asked the respondents whether they have ever used any anti-plagiarism detection software and table 4.3 presented their data.

Table4.3. *Have you ever utilized anti-plagiarism detection software?*

Use			Area of Utilization			Does YUMSUK use the software?		
Options	F	%	Options	F	%	Options	F	%
Yes	53	34.6	In Student written Assignment	0	0	Yes	2	1.3
No	100	65.4	In Student Projects	5	3.2	No	132	86.3
			In Research Papers	8	5.3	Not Sure	19	12.4
-	-	-	In my Thesis/Dissertation	38	24.8	-	-	-

-	-	-	Others	2	1.3	-	-	-
Total	**153**	**100**	**Total**	**53**	**34.6**	**Total**	**153**	**100**

Table 4.3 showed that, only 53 (34.6%) out of the entire respondents used anti-plagiarism detection software while 100 (65.4%) have not used it. The finding revealed that, less than half of the respondents utilized the software. This also implies that; awareness does not mean utilization as indicated here that majority of respondents were highly and moderately aware of th/e existence of anti-plagiarism software but only few of them are using it. The table also showed the area of utilization in which 38 (24.8%) of the respondents used anti-plagiarism detection software during their thesis/ dissertation this is followed by 8 (5.3%) which used it in research papers, 5 (3.2%) used in student projects, and only 2 (1.3%) used it for other reasons. This shows that, 53 (34.6%) of the respondents were the ones earlier indicated that they used the software. Finding revealed that, majority of the respondents used the software during their thesis/dissertations while only few used it purposely in their research papers, and student projects. This implies that, respondents don't actively used the anti-plagiarism detection software to checkmate their students' academic activities. It also revealed whether Yusuf Maitama Sule

University, Kano are use it or not and it showed that, majority 132 (86.3%) of the respondents indicated that the university under study does not used any anti-plagiarism detection software while 19 (12.4%) of the respondents were not sure if the institution used the software and 2 (1.3%) indicated that the institution used anti-plagiarism detection software. The findings revealed that, majority of the respondents indicated that the institution under study is not using any anti-plagiarism detection software. The ones that indicated yes and not sure could be the ones earlier indicated that they are not aware of the software. It implies that, the institution under study is not using anti-plagiarism detection software.

Significance of using Anti-Plagiarism Detection Software in Academic Writings

This section asked the respondents on what could be the importance of using anti-plagiarism detection software in academic writings and tables 4.12 below presented their responses. *(SA=Strongly Agree, A=Agree, ND=Undecided (neither disagree nor agree), D=Disagree, and SD=Strongly Disagree).*

Table4.3. *Significance of Anti–Plagiarism Detection Software*

S/N.	Statements		SA	A	ND	D	SD	T
1.	Using anti-plagiarism tools will deters learners from plagiarizing in the first place.	F	60	40	19	25	9	153
		%	39.2	26.1	12.4	16.3	6	100%
2.	Use of anti-plagiarism software tool will improve students' ability to avoid plagiarizing.	F	80	40	13	15	5	153
		%	52.2	26.1	8.5	9.8	3.3	100%
3.	Using of anti-plagiarism tool will assisted in building a community of academic integrity.	F	64	55	7	17	10	153
		%	41	36	5	11	7	100%
4.	Adopting plagiarism detection software in university will assist in writing skill development rather than policing plagiarism.	F	72	60	10	7	4	153
		%	47	39	7	5	2	100%

Table 4.12 showed that, half 60 (39.2%) of the respondents strongly agreed that using anti-plagiarism tools will deter learners from plagiarizing in the first place this is followed by 40 (26.1%) how agreed, 19 (12.4%) not sure, 25 (16.3%) disagreed and 9 (6%) strongly disagreed. More than half 80 (52.2%) of the respondents strongly agreed that using anti-plagiarism software tool will improve students' ability to avoid plagiarizing followed by 40 (26.1%) agreed, 13 (8.5%) not sure, 15 (9.8%) disagreed, and 5 (3.3%) strongly disagreed. Also, less than half 64 (41%) of the respondents strongly agreed that, using of anti-plagiarism tool will assisted in building a community of academic

integrity followed by 55 (36%), 7 (5%) undecided, 17 (11%) disagreed and 10 (7%) strongly disagreed. It also showed that, more than half 72 (47%) of the respondents strongly agreed that, adopting plagiarism detection software in university will assist in writing skill development rather than policing plagiarism this is followed by 60 (39%) agreed, 10 (7%) undecided, 7 (5%) disagreed, and 4 (2%) strongly disagreed.

Findings revealed that, majority of the respondent unanimously agreed that using anti-plagiarism tools will deter learners from plagiarizing in the first place, improve students' ability to avoid plagiarizing, it will also assist in building a

community of academic integrity as well as adopting plagiarism detection software in university will assist in writing skill development rather than policing plagiarism. This implies that, if the institution could adopt or implement the use of anti-plagiarism detection software it will really help in checkmating academic dishonesty and build a community of academic integrity in the institution.

FINDINGS

The study revealed that:

- To answer the research objective one (1); to identify academic staff level of awareness about anti-plagiarism detection software in Yusuf MaitamaSule University, Kano.The study found that, respondents were aware of anti-plagiarism detection software and they came to know about the software through their thesis/dissertation particularly Quetext and Turnitin. Less than half of the respondents were highly aware while others are moderately aware and only few were completely not aware of anti-plagiarism detection software.

- To answer the research objective two (2); to identify academic staff level of utilization of anti-plagiarism detection software in Yusuf MaitamaSule University, Kano.The study found that less than half of the respondents used anti-plagiarism detection software which means majority were not actively using to checkmate academic writings as the institution under study was not using or adopt any anti-plagiarism detection software for academic activities.

- To answer the research objective three (3); to identify the significance of using anti-Plagiarism Software for academic writings in Yusuf MaitamaSule University, Kano.The study found that, majority of the respondent unanimously agreed that using anti-plagiarism tools will deter learners from plagiarizing in the first place, improve students' ability to avoid plagiarizing, it will also assist in building a community of academic integrity as well as adopting plagiarism detection software in university will assist in writing skill development rather than policing plagiarism. This implies that, if the institution could adopt or implement the use of anti-plagiarism detection software it will definitely help in checkmating academic dishonesty and build a community of academic integrity in the institution.

CONCLUSION

The act of stealing someone's intellectual idea or work gave birth to what we called anti-plagiarism with the aim of curtailing or preventing this heinous act. Many students engaged in this act and there is urgent need for higher institutions of learning to adopt this tool in order to checkmate and improve the quality of academic standard. Before students are educated about plagiarism, academic staff members need to understand all the forms of plagiarism. Academics must communicate openly about plagiarism, share their teaching experiences and strategies, suggest specific institutional guidelines and formulate unified strategies to reduce student plagiarism. Universities should make effort to curb plagiarism through the use of anti-plagiarism software by provide awareness and guidance through advice in class.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

- Despite the fact that some of the academic staff are aware of the anti-plagiarism detection software, there is still need for academic staff to been lighten about the existence and functions of the software.

- There is need for the Yusuf Maitama Sule University, Kano to adopt and implement the use of anti-plagiarism detection software to checkmate and or reduce the level of academic dishonesty as this will also encourage the academic staff to actively use the software.

There is need for the university management to understand that using anti-plagiarism tools will deter learners from trying to plagiarized and assist in building a community of academic integrity as well as assist in writing skill development in the Yusuf Maitama Sule University, Kano.

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