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Digital Technology use and Academic Dishonesty among Students at Alvan Ikoku Federal University of Education, Owerri

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Abstract

The study examined digital technology use and academic dishonesty among students of Alvan Ikoku Federal University of Education (AIFUE), Owerri. As a contextual replication, it was motivated by growing evidence that digital technologies facilitated academic dishonesties. The study therefore, identified the technologies most frequently used for academic purposes, the forms of dishonest practices associated with them, and their effects on students' academic outcomes. A descriptive survey design was adopted, with a population of 5,223 undergraduate students in the 2024/2025 academic session. A sample of 320 respondents was selected using proportionate stratified random sampling. Data were collected using the "Digital Technologies and Student Academic Dishonesties (DTechSAD)" instrument, comprising three clusters with Cronbach reliability coefficients of 0.88, 0.86, and 0.89. The instrument employed four-point Likert scales, tailored to each research question. Mean and frequency counts were used to answer the research questions, while Chi-square statistics; tested significance at the 0.05 level. Findings revealed that ChatGPT (mean: 3.6) was the most frequently used digital tool for academic activities; the students engaged in various dishonest practices including plagiarism (mean: 3.5) and sharing assignment answers (mean: 3.6) through the digital platforms, and the practice had high negative effect on their academic outcome (mean: 2.8). The study therefore concluded that digital technologies significantly contributed to academic dishonesties among undergraduate students at AIFUE, Owerri. Actionable recommendations were made among which were for the introduction of orientation programmes that framed academic dishonesties as serious moral issues and the promotion of interactive strategies tailored towards reducing students' overreliance on digital technologies for dishonest practices.

Keywords: *Digital Technology Use; Academic Dishonesty; Undergraduate Students; Contextual Replication; Academic Outcomes.*

Introduction

Globally, digital technology is reshaping the way we create, store, process, share and access information in a dramatic especially in developing countries like Nigeria (Kayode & Yohanna, 2025). It has become the backbone of modern life, and its electric nature has made it more wonderful in terms of speed, ease of access as well as utilization. Hnece, it can now be considered as an indispensable tool in various areas of human endeavor ranging from medicine, to commerce, banking, security as well as education facets [2]. Digital technology is defined in various ways; (Zha, 2024), viewed digital technology as the use of electronic systems to create, store, process and communicate information, while Nnajiubah, (2024) referred to digital technology as the use of electronic systems to convert information into binary codes zero's (0's) and one's (1's) for easy storage processing and transmission. From the various views above, it is evident that digital devices alone cannot be regarded as a digital technology, rather their usages for creating, processing, storing, sharing as well as receiving information, is what qualifies them as digital technologies.

Education is one of the areas of human endeavor that digital technology is critically playing a wonderful role at enhancing through meaningful interactivities and engagements among teachers and learners as well as among the learners themselves [5], [6]. As technology makes access to information very easy and fast, it has guaranteed wider varieties of learning materials available for learning, making teaching easier, study periods enjoyable as well as enhancing students' mental wellbeing towards a more productive learning experiences among the students [7].

There is hardly any material or system that has no negative effects, no matter how little and digital

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technology has not been an exception in having its negative vices such as use for spreading misinformation and outright lies [8], cyberbullying and attacks [9], [10], as well as other pleasantries found in the cyber space which has the potency of leading someone into states of anxiety, depression, addiction, as well as other mental health disorders (Lahti et al., 2024). Besides affecting mental health, digital technology appears to have a link with student's academic dishonesty as students' academic dishonesty (SAD) has come up as one of the behavioral problems that schools of learning battle with in recent times (Thomas & De Bruin, 2024a). SAD refers to a range of deceptive behaviors that violate the integrity of academic work ranging from plagiarism, cheating, collusion, fabrication, falsification, and sabotage of the academic processes (Thomas & De Bruin, 2024a). Sequel to this, the research refers to SAD as student's involvement in dishonest acts and behaviors, that contravenes the academic rules and regulations guiding the establishment of the institutions of learning.

Research has shown that it is highly probable that digital technologies has made it easier for students to indulge in academic dishonesty as [13], posited that people acquired new behaviours, attitudes and emotional reactions by observing and imitating others within a social context. Also, students who were not fully aware of these forms of dishonesty in the traditional school environment, gradually through meaningful interactions with the ones who were already deep in the act, learns of the behaviors, supporting the differential association theory which maintained that those who associated with criminals becomes criminals themselves especially in younger adults [14]. Furthermore, several verses of the bible (old & new testaments), discouraged us from being dishonest such as Proverb 6:16, Proverb 12:22, Hosea 4:2, John 8: 44, and Colossians 3:9-10.

Despite the possible penalties which vary from school to school and the strong warning and teachings against dishonesty, many students have continued to be dishonesty in carrying or reporting their academic activities and tasks. According to several research conducted in Romania, the United Kingdom, Poland and the United States of America, approximately forty-seven percent (47%) to eighty-eight percent (88%) of students have engaged in academic dishonesty at one point or the other either through examination misconduct or other forms of academic assessment [15], [16].

Guided by these, the research sought to achieve the following:

1. Determine the digital technologies frequently used by the undergraduate students of AIFUE, Owerri for academic purposes;
2. Examine the forms of dishonesties the students indulge in through the digital technologies; and
3. Assess the effects of the academic dishonesties on the undergraduate students' academic outcome.

To achieve the above objectives, the following questions were postulated by the study:

1. What digital technologies are frequently used by undergraduate students of AIFUE, Owerri for academic purposes?
2. What forms of dishonesties do the students indulge in through digital technologies at AIFUE, Owerri?
3. To what extent do the academic dishonesties affect the undergraduate students' academic outcome at AIFUE, Owerri?

1.1 Hypotheses

H01: The extent to which the academic dishonesties affect the undergraduate students' academic outcome at AIFUE, Owerri is not significant at $p<0.05$;
HA1: The extent to which the academic dishonesties affect the undergraduate students' academic outcome at AIFUE, Owerri is significant at $p<0.05$

2. Conceptual Review

2.1 Academic Technologies

Technology refers to the application of scientific knowledge, methods, and tools for solving practical problems geared towards the improvement of human lives. It encompasses a broad range of simple inventions to very complex ones like artificial intelligence and quantum computing, evolving through human ingenuity for addressing the human needs in areas such as communication, transportation, and healthcare [17]. In essence, technologies drive progress by transforming raw materials, energy, and information into usable forms, often categorized into types such as information technology, biotechnology, and industrial manufacturing, forming an interconnected system influenced by societal values for enabled efficiencies [18], [19].

Academic technologies, often referred to as educational technologies (EdTech), refers to those digital tools, platforms, and systems designed to enhance teaching, learning, and research in academic settings. They apply technological principles to facilitate knowledge delivery, student engagement, and administrative efficiency, evolving from basic electronic learning (e-learning) software to advanced AI-driven solutions (Dron, 2022; Glowatz & O'Brien, 2019). Common EdTech include:

1. Learning Management Systems (LMS): For course delivery and assessments, which include Canvas, Google Classroom, Blackboard, and Moodle [22];
2. Virtual Reality (VR) Tools: For simulations and laboratory practices such as Labster [23]; and
3. Artificial Intelligence (AI) Platforms: For personalized tutoring and user-centric feedbacks such as ChatGPT, Claude and Perplexity [24].

2.2 Dishonesty in Academic Environment

Dishonesty in academic environment, refers to any intentional act of deception, that compromises the integrity of learning, teaching, and research processes. It includes a wide spectrum of behaviors, ranging from plagiarism: the submission of the works done by other researchers without proper attributions; to cheating in examinations through the unauthorized use of hidden notes, digital tools or online proxies (Monahan & Shah, 2022; Thomas & De Bruin, 2024b). For instance:

1. A graduate student in cybersecurity, plagiarizing the methodology sections of other theses, and claiming its originalities; u
2. An undergraduate, using AI tools to generate essays and answers to assignments;
3. The use of impersonators and group chats during examinations for sharing of answers to examination questions;
4. Contract cheating through essay mills, where paid services produce entire dissertations, exemplifying organized dishonesties particularly in high-stakes postgraduate programmes.

Such cases, mirror patterns in institutions worldwide with surveys indicating 60-70% of students admitting to some form of academic dishonesties annually [27]. These practices which has grown with the aid of digital tools, erode the foundational trust in academia where high emphasis is laid on very honest intellectual efforts.

2.3. Spiritually Informed Perspective on Dishonesty

Spiritually, dishonesty is viewed beyond social and ethical lapse to a moral and relational breach, to both God and the society [28]. In the biblical tradition, dishonesty is repeatedly condemned as a violation of divine law and a distortion of created order as seen in Proverbs 12:22, which declared that “the lord detests lying lips, but delights in people who are trustworthy” (Ajewole & Olarewaju, 2026). This underscores the importance of truthfulness in the centrality of one’s relationship with God. Similarly, Colossians 3:9–10 exhorted believers and declared that, “believers should not lie to each other, since they have taken off their old self with its practices, and put on the new self in Christ”, framing honesty as an expression of transformed identity in Christ [30], [31].

From the theological standpoint, dishonesty is often linked to deeper spiritual conditions such as pride, greed, and a lack of trust in God’s provision. The story of Ananias and Sapphira in Acts 5 portrayed dishonesty within the early Christian community as a serious spiritual offense that disrupts communal integrity and invites divine judgment [32]. Jesus’ teaching in the Sermon on the Mount (Matthew 5:33–37) elevated simple truth-telling such as “let your ‘Yes’ be yes, and your ‘No,’ no”; to a standard that reflected the righteousness of the kingdom of God (Okafor et al., 2024). In this sense, spiritual writers and researchers have interpreted dishonesties as symptomatic of disordered hearts, where self-interest overrides covenantal fidelity as well as love for neighbours (Mazar et al., 2018).

Contemporary review literature in moral and spiritual psychology, has expanded these biblical insights through the exploration of means through which religious beliefs and practices, has shaped attitudes that affects an individual’s honesties and integrities. Studies on virtue-based approaches, highlighted that spiritual traditions fostered self-examination, accountability, and confession, all of which served as corrective mechanisms against dishonest behavior [35]. Review-oriented moral-education papers, further argued that grounding honesty as not just a social norm but transcended into moral orders, will strengthen moral resolve especially in situations where dishonesty might yield short-term gains. Thus, a spiritually informed view of dishonesty integrates scriptural teaching with modern ethical reflection, positioning truthfulness as both a theological imperative as well as a practical virtue, essentially required for personal holiness as well as communal trust [36].

2.4 Review Summary

Academic technologies also referred to as educational technologies, denotes digital tools, platforms, and systems; ranging from learning management systems such as Canvas, and Google Classrooms, to virtual reality simulations and AI-driven platforms like ChatGPT, and Claude. These are designed to enhance teaching, learning, and research operations through the application of technological principles geared towards knowledge delivery, student engagement, as well as administrative efficiencies. Hence, an evolution from the basic electronic learning (e- learning) management systems to more advanced AI-driven solutions, propelled by innovative human ingenuities.

Furthermore, dishonesty in the academic environment was seen to encompass intentional deceptive acts such as plagiarism, examination cheating, AI-generated submissions, impersonation through group chats, and contract cheating. These acts, undermines the general integrity of learning, teaching, and research processes, with global surveys revealing that about sixty to seventy percent (60-70%) of students, admitted carrying out such practices annually propelled by digital tools, thereby eroding the foundational trust in honest intellectual endeavors.

Subsequently, spiritually informed perspectives conceived dishonesties as profound moral and relational sin against God and the society. It etiologically linked dishonesties to theological antecedents of pride, greed, and deficient trust in divine provision. Also, contemporary moral psychology underscored religious practices of self-examination and confessions, which were identified as pivotal for cultivating the virtues of truthfulness, theologically imperative for personal holiness and societal trusts.

3. Methodology

The study adopted descriptive survey design, and had a population of five thousand, two hundred and twenty-three (5223) undergraduate students of Alvan Ikoku Federal University of Education (AIFUE) Owerri, in the 2024/2025 academic session. Proportionate stratified random sampling technique, was used to draw a sample of three hundred and twenty (320) respondents from the population. The instrument for data collection themed: "Digital Technology and Students Academic Dishonesty" (DTechSAD); consisted of three (3) clusters; I, II and III. Cluster-I was structured on a four-point frequency of use scale of Always ((4-points), Occasionally (3-points), Rarely (2-points), and Never (1-point). Subsequently, Cluster-II was structured on a four-point Likert scale rating of Strongly Agree (SA, 4-points), Agree (A, 3-points), Disagree (D, 2-points), and Strongly Disagree (SD, 1-point), while Cluster-III was structured on a four-point Likert scale rating of Very High Extent (VHE, 4-points), High Extent (HE, 3-points), Low extent (LE, 2-points), and Very Low Extent (VLE, 1-point). Cluster-1 focused on research question one; Cluster-II on research question two while Cluster-III focused on research question three. The instrument which was validated by experts in the Christian Religious Studies Department; Measurement and Evaluation, as well as Computer Science Departments, had reliability coefficient of 0.88, 0.86 and 0.89 respectively. Frequency counts, and mean were used to answer the research questions, while Chi-Square statistics was used to test the hypothesis at $p<0.05$ significance level.

4. Results

Research Question One: What digital technologies are frequently used by undergraduate students of AIFUE, Owerri for academic purposes. The summary of the digital technologies used by the undergraduate students is presented in table 1:

The analysis on table 1 revealed the following: the AI tool (ChatGPT), was always used (3.6) by the students for academic purposes; search engines such as Google (3.0), and Perplexity and Claude AI tools (2.8) were occasionally used; while WhatsApp platforms (2.4); Virtual Reality tools (2.3); YouTubes (2.3); Google Classroom (2.0), Canva (1.9), Blackboard (1.8) and other learning management systems (2.0) were rarely used by the undergraduate students at AIFUE, Owerri. With a mean of 3.6, the AI tool (ChatGPT) was revealed to be the most frequently used digital technology by undergraduate students of AIFUE, Owerri for academic purposes.

Research Question Two: What forms of academic dishonesties do the students indulge in through digital technologies at AIFUE, Owerri?

The summary of the various forms of dishonesties the students indulge in through digital technologies at AIFUE, Owerri was presented in table 2: The analysis on table 2, revealed the various forms of academic dishonesties the undergraduates indulged in with the aid of digital technologies as follows: submitted works done by ChatGPT AI tool (3.8); shared answers to assignments through WhatsApp Platforms (3.6); plagiarized articles gotten from Google search engine, without proper citations (3.5); used Canva for generating answers to assignments (3.5); as well as obtaining test answers in advance through WhatsApp and ChatGPT platforms (3.5). Furthermore, it was revealed that the students copied the assignments of their classmates from Google Classroom (3.1); used ChatGPT and Google during examinations (2.9) to generate texts prohibited by the instructor(s), as well as paraphrasing the works accessed through YouTube channels without properly acknowledging its source (2.75). Finally, it was revealed that the students only used the digital technologies for personal gains and not to carry out the academic tasks for other students (1.2), thereby allowing their mates to copy from them after they are done accessing dishonest answers from the digital technologies.

Table 1. Digital Technologies & Usage Frequency

Variable	Always (4)	Occasionally (3)	Rarely (2)	Never (1)	Frequency (N)	Mean (X)	Interpretation
Google Classroom	20	85	105	110	320	2.0	Rarely
	80	255	210	110	655		
Canvas	15	75	90	140	320	1.9	Rarely
	60	225	180	140	605		
Blackboard	15	70	85	150	320	1.8	Rarely
	60	210	170	150	590		
ChatGPT	210	90	10	10	320	3.6	Always
	840	270	20	10	1140		
Other AI Tools	70	160	50	40	320	2.8	Occasionally
	280	480	100	40	900		
WhatsApp	40	130	70	80	320	2.4	Rarely
	160	390	140	80	770		
YouTube	40	70	150	60	320	2.3	Rarely
	160	210	300	60	730		
Search Engine	95	165	35	25	320	3.0	Occasionally
	380	495	70	25	970		
Virtual Reality Tools	45	60	165	50	320	2.3	Rarely
	180	180	330	50	740		
Other LMS	15	85	90	130	320	2.0	Rarely
	60	255	180	130	625		

Table 2: Forms of Academic Dishonesty Students Indulge in through Digital Technologies

Variable	SA (4)	A (3)	D (2)	SD (1)	Frequency (N)	Mean (X)	Interpretation
Plagiarizing articles got from Google search engine without proper citation	178 712	128 384	12 48	02 10	320 1122	3.5	Strongly agree
Paraphrasing works accessed through YouTube without proper acknowledgement	80 320	120 360	80 160	40 40	320 880	2.75	Agree
Submitting work done by ChatGPT	268 1072	40 120	10 20	02 02	320 1214	3.8	Strongly agree
Using AI-generated text when prohibited by instructor	80 320	160 480	60 120	20 20	320 940	2.9	Agree
Using ChatGPT & Google search engines in examinations	80 320	160 480	57 114	23 23	320 937	2.9	Agree
Obtaining test answers in advance through WhatsApp platforms	200 800	88 264	24 48	08 08	320 1120	3.5	Strongly agree
Copying other student's assignment from Google Classroom	118 472	138 414	55 110	09 09	320 1005	3.1	Agree
Using Canva for generating answers to assignments	176 704	136 408	07 14	01 01	320 1127	3.5	Strongly agree
Sharing answers to assignment through WhatsApp platforms	200 800	110 330	08 16	02 02	320 1148	3.6	Strongly agree
Completing assignment for my classmates using digital technologies.	05 20	10 30	40 80	265 265	320 395	1.2	Strongly disagree

Research Question Three: To what extent do the academic dishonesties affect the undergraduate students' academic outcome at AIFUE, Owerri?

The analysis of research question three was presented in table 3:

The analysis of research question three as represented in table 3 made the following revelations: to a very high extent, sharing answers through WhatsApp platforms (3.6), has enhanced students speed at assignment submissions while use of ChatGPT has made them too lazy to critically use their cognition in problem solving (3.5).

Table 3: Effects of Academic Dishonesties on Academic Outcome

Variable	VHE (4)	HE (3)	LE (2)	VLE (1)	Frequency (N)	Mean (X)	Interpretation
Plagiarizing articles from Google has discouraged me from carrying out thorough research	153 612	148 444	15 30	04 04	320 1090	3.4	High extent
I cannot properly acknowledge and cite works gotten from YouTube	70 280	120 360	85 179	45 45	320 855	2.7	High extent
ChatGPT has made me too lazy to critically develop my ideas	198 792	90 270	20 40	12 12	320 1114	3.5	Very high extent
AI-generated text has made me have higher grades in school	40 160	100 300	140 280	40 40	320 780	2.4	Low extent
ChatGPT & Google use enables me pass my exams frequently	170 680	120 360	17 34	13 13	320 1087	3.4	High extent
Test answers obtained through WhatsApp platforms has improved my performances in school	47 188	65 195	170 340	38 38	320 761	2.4	Low extent
Copying other student's assignment from Google Classroom helps me stay afloat in school	98 392	138 414	55 110	29 29	320 945	3.0	High extent
I use Canva to generate answers to most of my assignments	07 28	16 48	67 134	230 230	320 440	1.4	Very low extent
Sharing answers through WhatsApp platforms has enhanced my speed at assignment submissions	198 792	112 336	08 16	02 02	320 1146	3.6	Very high extent
I always help my classmates carry out their assignments through digital technologies.	35 140	120 360	140 280	25 25	320 805	2.5	High extent
Cumulative	**1016 4064**	**1029 3087**	**737 1474**	**438 438**	**3200 9063**	**2.8**	**High extent**

Also, to a high extent, plagiarism (3.4), has discouraged the art of researching among students; ChatGPT and Google platforms use has enabled the frequent passing of examinations (3.4); copying other students' assignments has helped the students stay afloat in their academics (3.0); inabilities to properly cite works gotten through digital technologies (2.7); as well as helping one another carry out assignments (2.5).

Furthermore, to a low extent of 2.4, AI generated texts and answers gotten through WhatsApp platforms has led to improvements of the students' academic performances. Subsequently, to a very low extent of 1.4, the students use Canva to generate answers to assignments. With a cumulative mean of 2.8, the analysis of research question three revealed that to a high extent, academic dishonesties through digital technologies has affected undergraduate students' academic outcomes at AIFUE, Owerri.

Hypothesis One: The extent to which academic dishonesties affected the undergraduate students' academic outcomes at AIFUE, Owerri is not significant at $p<0.05$

The summary of the Chi-Square test of the hypothesis is summarily presented in table 4:

Table 4. Chi-Square Analysis on Relationship between Academic Dishonesties on Academic Outcome @$p<0.05$

Variable	VHE (4)	HE (3)	LE (2)	VLE (1)	χ^2 Value (Calculated)	χ^2 Value (Tabulated)	df	p-value	Interpretation
Cumulative	1016	1029	737	438	290.70	7.81	3	0.001	Highly Significant

The analysis on table 4 revealed that the critical value (7.81) was less that the calculated value (290.70), and also the p-value (0.001) was less that the significance limit (0.05). Guided by these expositions, table 4 revealed that to a high extent of 2.8, the effects of academic dishonesties through digital technologies on undergraduate students' academic outcome at AIFUE, Owerri was highly significant at $p<0.05$.

5. Discussion of Findings

The findings from the analysis of research question one as presented in table 1, revealed a pronounced reliance the AI tool; ChatGPT (3.6) among AIFUE undergraduate students for academic purposes, surpassing search engines (Google, 3.0), other AI platforms (Perplexity & Claude, 2.8), and WhatsApp groups (2.4). Also, Virtual Reality platforms (2.3), YouTubes (2.3), Google Classroom (2.0), Canvas (1.9), Blackboard (1.8), and other LMS platforms (2.0), witnessed a rare to occasional use by the student. This dominance of generative AI, while reflecting accessible mobile solutions in resource-constrained Nigerian higher education, signalled heightened academic dishonesty risks, as frequent ChatGPT engagements facilitated undetected plagiarism, essay fabrication, as well as proxy work amid institutional LMS oversight. Therefore, there is need to necessitate targeted AIFUE interventions, including AI- integrated plagiarism detectors, ethical tech training, and campaigns, framing academic dishonesties as a spiritual- moral crime, towards balancing the digital technology benefits with corresponding academic integrities.

Also, the analysis of research question two as shown in table 2, delineated the prevalent forms of academic dishonesties facilitated by digital technologies among AIFUE undergraduates, with the highest mean scores attributed to the submission of ChatGPT-generated works (3.8), sharing assignment answers via WhatsApp groups (3.6), plagiarizing uncited Google search results (3.5), Canva-generated content (3.5), and obtaining pre-examination answers through WhatsApp groups and ChatGPT tool (3.5). Further revelations showed that copying classmates' Google Classroom assignments (3.1), unauthorized ChatGPT/Google use during examinations (2.9), and unacknowledged YouTube paraphrasing (2.75), were also prevalent among the undergraduates. Notably, students rarely performed tasks for others (1.2), rather they leverage these tools selfishly before permitting peers to copy, highlighting a collaborative dishonesty culture enabled by ubiquitous AI and mobile platforms in Nigeria's resource- limited higher education context. These findings directly implicate the high ChatGPT adoption from research question one (table 1), as a dishonesty vector, underscoring the urgent need for AIFUE to deploy AI-detection tools, enforce LMS proctoring, and integrate spiritually informed ethics training, for curbing such breaches while preserving technology's legitimate academic utility.

Furthermore, the analysis of research question three as presented in table 3, revealed that digital technology-enabled academic dishonesties, had high effects on AIFUE undergraduate students' academic outcomes (cumulative mean: 2.8), with WhatsApp answer-sharing accelerating assignment submissions to a very high extent (3.6) while ChatGPT fostered cognitive laziness in problem-solving (3.5). Subsequently, the analysis revealed that plagiarism discourages independent research (3.4), ChatGPT/Google use enabled frequent examination successes (3.4), copywriting peers' assignments was used to maintain academic standing (3.0), as well as poor citation practices (2.7), and collaborative task completion (2.5). These revelations, corroborated the findings of research questions one and two; by linking heavy reliance on ChatGPT and WhatsApp platforms, to a cycle of expediency over authentic learning in Nigeria's constrained educational environment, hence a stronger

need for AIFUE to implement more robust countermeasures to disrupt this dishonesty-performance nexus towards restoring genuine academic achievement in tertiary educations.

6. Conclusions

Guided by the outcome of the study, the following conclusions are made:

1. Undergraduate students of AIFUE, Owerri variably use the digital technologies ChatGPT, Google platforms, Perplexity/Claude AI tools, WhatsApp platforms, Virtual Reality, YouTube, and other learning management systems (Google Classroom, Canvas, & Blackboard) for academic activities;
2. The students use the digital technologies to engage in academic dishonesties of submitting ChatGPT-generated works, exchanging answers to assignments, plagiarizing uncited works, obtaining pre-examination answers, cloning assignments, as well as examination malpractices;
3. These academically dishonest practices; aided by the digital technologies, has highly affected the academic outcome of the undergraduate students at AIFUE, Owerri.

7. Recommendations

Based on the research findings, the following were recommended:

1. Universities of learning especially AIFUE, Owerri; should integrate advanced AI detection tools like Turnitin; into their digital technology platforms in order to automatically check the originality of students' submissions against AI-generated and externally sourced contents in real-time;
2. Lecturers should be trained to spot signs of AI-generated fabrication, enforce proper citation of sources, and adopt modern teaching methods that use tools like ChatGPT for genuine research while reducing academic dishonesties;
3. Religious organizations should create mandatory orientation programs that present academic dishonesties as a serious moral issue, integrating interactive sessions that addresses the overreliance on digital technologies, as well as promoting integrity, self-reflection, and honesty in students;
4. Academic stakeholders should examine why students engage in academic dishonesties in order to develop targeted, restorative solutions that will help the students use the digital technologies honestly.

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