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Edited by

Prof. Iyabo Mabawonku

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Plagiarism Awareness among Library and Information Studies Students at the University of Ibadan: Implications for Quality Assurance

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Abstract

With the explosion of information on the Internet, there is need for adequate enlightenment on the use of information for academic purposes without resorting to plagiarism. The study examined the level of awareness of plagiarism among the University of Ibadan library and information science students. Survey research design was adopted for the study. Eighty-four students, constituting about 60% of the undergraduate and postgraduate students at 400, 700 and 800 levels respectively were surveyed in the study. Questionnaire was used as instrument for data collection. The findings indicated that students were aware of various acts of plagiarism, as well as the implications. They were also taught how to avoid plagiarism in their research work. The level of knowledge of students on plagiarism was high as many had taken courses that mentioned the academic crime of plagiarism. Some of the students indicated that they had been involved in plagiarism before and were ready to desist from such act. Some fundamental problems that need to be solved to reduce incidents of plagiarism were identified to include: inadequate knowledge of appropriate use of Internet resources and lack of current information resources in the university library.

The paper highlights some expectations from lecturers in LIS curricula and recommends that there should be more enlightenment programmes for students through lectures and curriculum redesign. The lecturers are advised to use plagiarism detector software to check students' projects against plagiarism before submission. The university libraries should be stocked with current information resources to reduce incidents of plagiarism in Nigerian LIS schools.

Introduction

Academic community comprises students and staff who could be academic and non-academic. The academic staff of the Nigerian universities contribute in one way or the other to build the Nigerian students who are the leaders of tomorrow. They communicate with undergraduate and postgraduate students through lectures, assignments, examinations and other methods to make them fit for the present and future work force in Nigeria and beyond. Many students from different backgrounds had little or no knowledge of plagiarism, a knowledge which is very essential to ensure the integrity of their theses, projects and academic papers. Copying, cutting and pasting syndrome among students from physical materials and the Internet without acknowledgement, permission and proper citation made students to be victims of plagiarism. As part of requirement for achieving academic excellence,

students are expected to engage in series of assignments, term papers, long essays, theses writing, among others. The academic papers are prerequisite for the award of degrees in universities, including the University of Ibadan.

Students' research and project writing entail consultation and use of past and present works done in different fields relevant to their disciplines. They come to the university with different background and exposure; hence, they need to receive proper enlightenment on the use of original works in carrying out their research work. Original works of authors are referred to as intellectual property. Such original works could be in the form of books, chapters in books, conference papers, journal articles, patents, trademarks, images, audio-visuals, among others (World Intellectual Property Organisation, 2004). They are available in traditional paper and electronic formats. Intellectual property is protected by law which allows for moral, economic and fair use. Students, lecturers, scholars are required to comply with this standard by showing that their studies originated from somewhere when writing on any topic in different discipline: be it art, science, technology, education, medicine, law, management and social sciences. This implies that both students and scholars must read extensively to get up-to-date information, identify problems and find solution to any research of interest. To fulfil this purpose, there is need for students and researchers to study, research and write without breaching intellectual property rights.

The term 'plagiarism' emanates from Latin word *plagiarius* to describe stealing of someone else's work (Wikipedia, (n.d.)) and has been in existence for many decades ago (Drake, 1941; Franklyn-Stroke and Newstead, 1995; Paul, 2009). According to World Intellectual Property Organization WIPO (2004), plagiarism could be described as the act of claiming ownership of another person's, groups of people's original works. No academic can claim fee of plagiarism because findings have showed that such offence is unintentional. In the same vein, Longman Dictionary (2009) defines plagiarism as the act of someone using other person's words, ideas, or work as the rightful owner.

It is, however, more glaring with the advent of Information and Communication Technology (ICT), such as the Internet (Madray, 2007; Rezanejad and Rezaei, 2013). This is because of the quick and easy way of accessing original works on the Internet and most recently, the open access initiatives which promote unlimited access to intellectual property on the Internet which could be copied, cut, pasted and edited to suit individual research and study purposes. According to Sinha, Singh and Kumar (2009), plagiarism is more rampant because of the electronic resources that could be cut and pasted by students in the act of carrying out their research work. Many researchers are involved in the act of copying, cutting and pasting scourge because of its convenience, but fail to acknowledge the owner of such intellectual properties. Sinha, Singh and Kumar (2009) opined that availability and use of Information Communication Technology has contributed to the convenience of plagiarism in academic life. He further noted that plagiarism is performed deliberately or unknowingly among students, researchers and academia.

Globally, there are issues of plagiarism (Stearns, 1992; Paul, 2009; Teixeira and Rocha, 2010; Obasuyi, 2011; Nejati, Ismail and Shafaei, 2011; Gunnarson, Kulesza and Pelterson, 2014) in which students are involved. The developed and the developing countries are facing these challenges and there is need to avoid and prevent it. Researchers and students in particular are involved in the manias of plagiarism which are carried out intentionally or unintentionally (Archibong, 2012; Obasuyi, 2011; Schrimsher, Northrup and Alversson, 2011), and it has become a bone of contention in higher education. Plagiarism happens not only in universities but also among scholars in the research institutes (Obasuyi, 2011), as well as other establishments that have one thing or the other to do with research outputs. However, it was observed that it was more rampant in the academic settings and among students in particular (Teixeira and Rocha, 2010; Schrimsher, Northrup and Alversson, 2011). The authors submitted that plagiarism among students could be due to lack of the knowledge, cultural and ethical grounds. Many students and researchers alike claim the ownership of original authors' works that should be credited to them.

According to WIPO (2004), Intellectual Property (IP) means original works under literary, artistic, scientific and industrial disciplines grouped under copyright and industrial property which protects the rights of intellectual works from being abused by people. Among such abuse are copyright infringement, plagiarism, and replicate of data, which is more pronounced in the higher education setting, and such abuse would contribute to the scourge of plagiarism among the students.

Plagiarism is the act of using other person's intellectual property as one's own original work without proper acknowledgement. As academic life in the universities entails consultation of both conventional and electronic resources to carry out course work exercises, it behooves the students to use these resources to present past, present and possible future on class work, term papers and other assignments given. Students are expected to present their work in systematical order, acknowledging, citing and adding the references of the resources consulted. It was observed that the issue is reverse in the sense that students copy verbatim, cut and paste from resources consulted without acknowledgement, referencing or citing sources when projects are being submitted. Library and information science students need to be knowledgeable about plagiarism as they are expected to be the future generation of library and information science educators.

Statement of the Problem

At the beginning of each academic session, the University of Ibadan organizes orientation programmes at the university, faculty, library and departmental levels in order to familiarize students with the University of Ibadan system, facilities and wealth of resources available for research and study. It was observed that this programme has not adequately sensitized the fresh students on plagiarism and the dangers associated with it. Many students are known to be involved in one form of plagiarism or the other without being aware that it is unethical and illegal. Lack of sensitization and training on the awareness and how to avoid plagiarism and intellectual property infringement could also be responsible for plagiarism. Although many studies have been conducted on information literacy, library use and plagiarism, it has been observed that many students are still involved in acts of plagiarism, especially in the course of writing assignments and projects. It is against this backdrop that the study investigated awareness of plagiarism among the Library and Information Studies students at the University of Ibadan.

Objectives of the Study

The main purpose of this study was to investigate the level of plagiarism awareness among Library and Information Studies (LIS) students at the University of Ibadan. The specific objectives of the study were to:

1. identify the level of awareness on plagiarism by Library and Information Studies students at the University of Ibadan;
2. ascertain the level of the students' involvement in plagiarism;
3. find out the reasons for involvement in plagiarism by the LIS students;
4. determine how to curb plagiarism among the LIS students; and
5. make suggestions on how to curtail the incidence of plagiarism among the LIS students at the University of Ibadan.

Literature Review

Plagiarism among University Students

Research has established that students plagiarize in universities around the globe. Ojokheta (2011), in a study on assessing the knowledge level and practice of plagiarism among distance learning students

in an integrated distance learning institution in Nigeria, established the practice of plagiarism among distance learners in Nigerian universities. His findings show that 99.6% of the students copy other authors' works without citing or referencing them. This implies that mode of study is significant to plagiarism among the universities students. Schrimsher, Northrup and Alverson (2011) survey of Samford University students regarding plagiarism and academic misconduct shows that plagiarism occurs in the university. Rezanejad and Rezaei (2013) conducted a research on academic dishonesty at universities and plagiarism among Iranian language students. They found that students admitted that plagiarism was the using of someone else's original work as the inventor.

However, literature have shown that many students do not have knowledge of plagiarism, citing and referencing sources, thus running foul of plagiarism (Dordoy, 2002; Madray, 2007). Ojokheta (2011) assessed the knowledge level and practice of plagiarism among distance learning students in an integrated distance learning institution in Nigeria and found that 97.7% of distance learners studied did not perceive non-citing of authors' works used as plagiarism. Rezanejad and Rezaei (2013) found that 90.14% of the students admitted the use of another author intellectual property as their own as plagiarism. Generally, in academic life, plagiarism is a serious offence which attracts different sanctions varying from facing disciplinary committee of the parent institution and withdrawal of such work from moral and economic benefits, withdrawal of certificate and payment of fine based on the gravity of the offence committed and the policy of the institution or the publisher concerned.

A study conducted by Rezanejad and Rezaei (2013) on academic dishonesty at universities focusing on plagiarism among Iranian language students found that students believed that information found on the Internet are in the public domain and is free for use without citing or referencing them. Chen and Ullen (2011) in their research outcome on helping the international students at the University of Albany succeed academically through research process, and plagiarism workshop revealed that students who participated in the workshop had better understanding of plagiarism and research process after the workshop. With the newly acquired skills, international students were able to demonstrate improved citing, referencing, and quoting authors of original works used in their research activities.

Reasons for Plagiarism by Students

University students plagiarize for different reasons. Madray (2007) found that students not being taught by their lecturers on how plagiarism could be avoided and the adoption and use of Information Communication Technology (ICT) such as the Internet could lead to plagiarism. Schrimsher, Northrup and Alverson (2011) survey of Samford University students regarding plagiarism and academic misconduct found that availability of ICT such as the Internet made it convenient to copy, paste and use information as common knowledge. In same vein, Rezanejad and Rezaei (2013) found that 84.4% of Iranian language students found it easy to plagiarise. Equally, Nejati, Ismail and Shafei, (2011) who conducted a study on students' unethical behaviour found that ICT has contributed to the level of plagiarism by students in higher learning institutions.

Another reason for plagiarism could be attributed to cultural background of the university students. Chen, and Ullen (2011), in a study on helping international students succeed academically through research process and plagiarism workshops, found that cultural factors contributed to the scourge of plagiarism by students from Asian countries. Comas-Forgas and Sureda-Negre (2010) in their study of academic plagiarism from students' perspective cited in Rezanejad and Rezaei (2013) revealed that the behaviour of students, ICT, and the nature of the course of study are related causes of plagiarism. The study of Ojokheta (2011) found that the distance between the lecturers and the distant learning students at the University of Ibadan was one of the factors that aggravated the practice of plagiarism among the students. Logue, 2004; Bassendowski, 2005; Harper, 2006; Madray, 2007; Schrimsher, Northmp and Alverson 2011; Rezanejad and Rezazaei 2013 conducted studies on plagiarism among students and scholars and attributed the reasons for plagiarism to the quick and easy

access to the Information and Communication Technology facilities, as well as open access publications which encouraged copying, cutting, pasting and editing to suit their research purposes. Babalola (2012), in a study on plagiarism among the Babcock University students, revealed that 79.3% of the respondents rated the availability and accessibility to free downloads of information resources on the Internet as the highest reason for plagiarism. Other reasons such as getting excellent result, lack of Internet sources citing, peer group influence, lack of library resources searches and lecturers' silence over their student's involvement in plagiarism were adduced.

Global Efforts at Combating Plagiarism in Educational Life

The explosion of information, the access to ICT and its movement towards open access have no doubt posed some challenges to combating plagiarism. Lack of awareness and low training on plagiarism could reduce the credibility and integrity on higher education institutions, which in turn could negatively affect the image of such institutions and countries. Globally, efforts are being put in place to reduce the menace to the minimal level. Many universities around the world (Rezanejad and Rezaei, 2013) including the University of Ibadan, Nigeria are yet to deploy the use of plagiarism detective software to detect any plagiarism acts before submission of students' projects.

Higher education in the whole world, especially African and Asian countries, have realized the need for training students right from the first year in the university on how to carry out research without plagiarising in order to retain the reputation and integrity of their institutions and countries. Sanctions such as withdrawer of certificates, expulsion, fines and penalties among others are in place to desist or avoid students from act of plagiarism. Also, the availability of institutional policy in which plagiarism is treated is made accessible online for wider visibility by students, scholars and lecturers.

Chen and Ullen (2011), in their study study, opined that librarians should be involved in the impacting of skills against plagiarism, its avoidance and academic integrity of the students in higher education. Hence, librarians and information professionals should be involved in teaching and instructing about plagiarism (Mundava and Chaudhuri 2007; Gunnarsson, Kulesza and Pettersson 2014). Onuoha and Ikonne (2013) submitted that students' assessment before admission, producing institutional policy on plagiarism, and increased level of students' awareness will discourage plagiarism in the academic environment.

This review has revealed that there is need to find out, even at a micro level, the knowledge of plagiarism and the reasons for plagiarism among the Library and Information Science students at the University of Ibadan.

Methodology

This study adopted descriptive survey research design. The final-year undergraduate and postgraduate students of 2013/2014 academic session from the Department of Library, Archival and Information Studies (LARIS) were the participants in the study. The preliminary investigation of the researchers revealed that there were 141 students at the selected levels in that session. The questionnaire was used for data collection. This was validated through expert advice by three lecturers in the Department of Library, Archival and Information Studies. All the students who were available during the period of data collection received copies of the questionnaire in their lecture rooms and in the departmental library. A total of 84 copies were returned and analyzed using simple percentages. The observation method and secondary data obtained from departmental handbooks were used in making proposals for the expected role of the LIS educators in the Department.

Profile of Respondents

Table 1: Population of the Students and Response Rate

Level of Study	Population	Frequency	Percentage
Undergraduates at 400 level	68	29	34.52
Master's students -700	58	40	47.62
PhD students- 800 level	15	15	17.86
Total	141	84	100

Table 1 presents the distribution of students. It revealed that 34.52% constituting 29 of the respondents were in 400 level. It further revealed that postgraduate respondents with the combination of Master's and PhD students were 55 (65.48%).

Table 2: Distribution of Respondents by Gender and Mode of Study

Gender	Frequency	%	Mode of Study	Frequency	%
Male	40	47.62	Full-time	77	91.7
Female	44	52.38	Part-time	7	8.3
Total	84	100		84	100

Table 2 shows that 40 (47.62%) were male while 44 (52.38%) were female students. The finding revealed that majority of the students studied (91.7%) were full-time students, while 7 (8.3%) were part-time students.

Awareness of Plagiarism

Table 3: Respondents' Knowledge of Plagiarism through Lectures at the University

Response	Level of Study														Total	
	400				700				800				No Response			
	Yes		No		Yes		No		Yes		No		No Response		Freq.	%
Freq	%	Freq	%	Freq	%	Freq	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
Received lecture on plagiarism	20	69	9	31	31	77.5	9	22.5	13	86.7	2	13.3	0	0	84	100
Had lecture on proper citation and referencing	25	86.2	4	13.8	40	100	0	0	15	100	0	0	0	0	84	100
Have knowledge of paraphrasing	20	69	8	28	36	90	4	10	10	66.7	5	33.3	1	3	84	100

n = 84

Source: Field Work, 2014

Table 3 revealed that 69% of the undergraduates, 77.5% of Master's and 86.7% of PhD students indicated that they received lectures on plagiarism. The study shows that 31% of the undergraduates, 22.5% of Master's and 13.3% of the PhD students indicated that they did not receive any lecture on plagiarism. Eighty-two percent of the undergraduates and all the Master's and PhD students indicated that they were taught on how to properly cite and reference original works of authors. Knowledge of paraphrasing was claimed to have been acquired by 69% of the undergraduates, 90% Master's and 66.7% of PhD students respectively. The finding revealed that 28% of the undergraduates, 10% of Master's and 33.3% of the PhD students lacked the knowledge of paraphrasing.

The study also probed the knowledge of the LIS students on intellectual property rights. The findings are in Table 4.

Table 4: Distribution of Respondents on Knowledge of Intellectual Property Rights

Respondents	Level of Study															
	400				700				800				No Response		Total	
	Yes		No		Yes		No		Yes		No		No Response		Total	
Response	Freq	%	Freq	%	Freq	%	Freq	%	Freq.	%	Freq	%	Freq	%	Freq	%
Original works of authors are intellectual property and are protected	25	86.2	4	13.8	36	90	0	0	14	93	1	7	4	10	84	100
No part of any intellectual property should be reproduced except with permission of author or publisher	25	86.2	4	13.8	36	90	1	2.5	15	100	0	0	3	7.5	84	100
Authors should benefit from the protection of moral and material interests of their works	27	93	2	7	37	92.5	0	0	15	100	0	0	3	7.5	84	100

n = 84

Source: Field Work, 2014

Table 4 revealed that 86.2% of the undergraduates, 90% of Master's and 93% of PhD students indicated that they were aware that intellectual works should be protected. The study shows that 86.2% of the undergraduates, 90% of Master's and 100% of the PhD students admitted that original work of authors could be reproduced with the permission of the author or the publishers. This implies that the copyright issues of any material must be cleared before use by the students. Ninety-three percent of the undergraduates, 92.5% Master's and 100% of the PhD students indicated that authors should benefit from their original work.

Students' Involvement in Plagiarism**Table 5: Distribution of Respondents on Submission of Plagiarised Work**

Level	Submission of plagiarised work						Total	
	Yes		No		Not Sure			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
400	15	51.7	9	31.0	5	17.2	29	100
700	15	37.5	18	45.0	7	17.5	40	100
800	4	26.7	10	66.7	1	6.7	15	100

n = 84

Source: Field Work, 2014

Table 5 revealed that some of the respondents had submitted plagiarized work before. The finding shows that 66.7% of the PhD students, 45% of the Master's and 31% of the undergraduates claimed that they had not submitted plagiarized work while other respondents indicated that they were not sure if they had submitted plagiarized work in the past.

Table 6: Distribution of Respondents on Previous Involvement in Plagiarism

Level	Ever Plagiarised Before						Total	
	Yes		No		Not Sure			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
400	18	62.1	9	31	2	6.9	29	100
700	22	55	15	37.5	3	7.5	40	100
800	10	67	4	27	1	6	15	100

n = 84

Source: Field Work, 2014

Table 6 revealed that some of the respondents indicated that they had plagiarized before. The study shows that 67% of the PhD students, 62.1% undergraduates and 55% of the Master's students claimed that they had never plagiarized. 15% the respondents indicated that they were not sure.

Table 7: Distribution Respondents by Types of Documents Plagiarized

Information Source	Level											
	400				700				800			
	R	O	N	NR	R	O	N	NR	R	O	N	NR
Theses, Dissertation and Project	2 (7%)	10 (34%)	16 (55%)	1 (4%)	2 (5%)	9 (22.5%)	24 (60%)	5 (12.5%)	1 (7%)	4 (27%)	9 (59%)	1 (7%)
Books	8 (27%)	15 (52%)	4 (14%)	2 (7%)	4 (10%)	14 (35%)	18 (45%)	4 (10%)	0	4 (27%)	10 (66%)	1 (7%)
Journals	2 (7%)	15 (52%)	11 (37%)	1 (4%)	1 (2.5%)	12 (30%)	23 (57.5%)	4 (10%)	0	6 (40%)	8 (53%)	1 (7%)
Reports	3 (10%)	10 (34%)	15 (52%)	1 (4%)	1 (2.5%)	11 (27.5%)	24 (60%)	4 (10%)	0	5 (34%)	9 (59%)	1 (7%)
Internet and other sources	11 (37%)	13 (45%)	4 (14%)	1 (4%)	8 (20%)	17 (42.5%)	11 (27.5%)	4 (10%)	0	7 (46.5%)	7 (46.5%)	1 (7%)

n = 84

Key: R=Regularly; O=Occasionally; N=Never; NR=No response.*Source: Field Work, 2014*

Table 7 shows that very few undergraduates and Master's students admitted that the Internet and other sources such as books, reports and journals were regularly plagiarized. All the respondents (PhD: 66%, Master's: 45% and undergraduates 14%) indicated that they had never copied from books.

Reasons for Involvement in Acts of Plagiarism

The study investigated the reasons for involvement of the LIS students in pacts of plagiarism and the findings are in Table 8.

Table 8: Distribution of Respondents on Reasons for Plagiarism

Reason	Level														
	400					700					800				
	Highest	Higher	Medium	Lowest	No reason	Highest	Higher	Medium	Lowest	No reason	Highest	Higher	Medium	Lowest	NR
lack of awareness as academic crime	8 (27%)	6 (20%)	4 (14%)	9 (32%)	2 (7%)	11 (27.5%)	7 (17.5%)	0	11 (27.5%)	11 (27.5%)	7 (47%)	1 (7%)	0	2 (13%)	5 (33%)
lack of access to literature	6 (20%)	6 (20%)	4 (14%)	9 (32%)	4 (14%)	8 (20%)	11 (27.5%)	6 (15%)	5 (12.5%)	10 (25%)	3 (20%)	1 (7%)	3 (20%)	3 (20%)	5 (33%)
non availability of relevant literature	9 (32%)	7 (24%)	3 (10%)	8 (27%)	2 (7%)	11 (27.5%)	9 (22.5%)	4 (10%)	6 (15%)	10 (25%)	4 (27%)	1 (7%)	3 (20%)	2 (13%)	5 (33%)
it is easier and convenient	12 (42%)	6 (20%)	1 (4%)	7 (24%)	3 (10%)	11 (27.5%)	3 (7.5%)	7 (17.5%)	10 (25%)	9 (22.5%)	3 (20%)	2 (13%)	1 (7%)	4 (27%)	5 (33%)
it will be detected	3 (10%)	6 (20%)	7 (24%)	9 (32%)	4 (14%)	6 (15%)	5 (12.5%)	3 (7.5%)	16 (40%)	10 (25%)	1 (7%)	2 (13%)	0	5 (33%)	7 (47%)
it is cheaper	9 (32%)	8 (27%)	3 (10%)	5 (17%)	4 (14%)	10 (25%)	9 (22.5%)	0	11 (27.5%)	10 (25%)	0	1 (7%)	2 (13%)	5 (33%)	7 (47%)

n = 84

Key: 1: Hi=Highest; 2: H=Higher; 3: M=Medium; 4: L=Low; NR=No response.

Source: Field Work, 2014

From Table 8, the highest reason rated by the PhD students (47%) for plagiarism was lack of knowledge that plagiarism is an academic crime. This was, however, underplayed by the undergraduates (32%) who rated the reason low. Undergraduates (32%) rated lack of access to literature highest, followed by Master's (27.5%) and PhD (20%) respondents. Non-availability of relevant literature was ranked highest by undergraduates (32%), followed by Master's (27.5%) and PhD students (27%) respectively. The highest reason rated by undergraduate (42%) and Master's (27.5%) students was that it is easier and convenient while PhD (27%) rated it low. All the level of respondents ranked that plagiarism will not be detected (Masters - 40%, PhD - 33% and undergraduates - 32%) lowest. This finding shows that students lack the awareness of detector software to detect plagiarism. Undergraduates (32%) rated being cheaper highest while PhD (33%) and Master's (27.5%) students rated it low.

How to Curb Acts of Plagiarism

Table 9: Distribution of Respondents on how to Curb Plagiarism

Methods	Level of Study							
	400		700		800		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Access to literature	4	14	2	5	1	7	7	8
Awareness, adequate learning facilities and upgrades with recent materials	11	37	11	27.5	6	39	28	33
Hard work and diligence	1	4	0	0	2	13	3	4
Include plagiarism in general teaching curriculum	0	0	0	0	1	7	1	1
Proper monitoring and supervision	0	0	1	2.5	1	7	2	2
Stiffer sanctions	1	4	2	5	0	0	3	4
Students should be properly enlightened	8	27	9	22.5	3	20	20	24
No Response	4	14	15	37.5	1	7	20	24
Total	29	100	40	100	15	100	84	100

n = 84

Source: Field Work, 2014

From the list of methods for preventing plagiarism on Table 9, the highest method rated by the PhD students (39%), undergraduates (37%) and Master's (27.5%) were awareness, adequate learning facilities and upgrades with recent materials, followed by undergraduates who rated proper enlightenment (27%), Master's (22.5%) while PhD students (20%) respectively. Access to literature (8%) and stiffer sanctions (4%) were rated accordingly by the students. Inculcating the teaching of plagiarism in the general teaching curriculum was rated least by the PhD students while other levels were silence on it.

Table 10: Distribution of Respondents by Readiness to Stop Plagiarism

Level of Study	Stay Away from Plagiarism						Total	
	Yes		No		No Response			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
400	22	75.86	7	24.14	0	0	29	100
700	21	52.5	12	30	7	17.5	40	100
800	14	93.3	0	0	1	6.7	15	100

n = 84

Source: Field Work, 2014

Table 10 indicates that many of the respondents constituting 75.86% undergraduates, 52.5% Master's and 93.3% PhD students were ready to desist from plagiarism. Some undergraduate and Master's students were not ready to restrain from such act while few did not attempt the question.

Table 11: Respondents Opinions on applying Sanctions for Plagiarism

Level of Study	Support Sanctions against Plagiarism?						Total	
	Yes		No		No Response		Freq.	%
	Freq.	%	Freq.	%	Freq.	%		
400	18	62.1	10	34.5	1	3.4	29	100
700	31	77.5	8	20	1	2.5	40	100
800	10	66.7	5	33.3	0	0	15	100

n = 84

Source: Field Work, 2014

Table 11 revealed that 77.5% Master's, 66.7% PhD students and 62.1% undergraduates were knowledgeable about sanctions against acts of plagiarism. Thirty-four point five percent undergraduates, 33.3% PhD and 20% Master's students lacked knowledge of any plagiarism sanction.

Discussion of Findings

The findings of this study revealed that undergraduate and postgraduate library and information science students had plagiarized before. Although some claimed to have received lectures on plagiarism while others claimed otherwise. This shows that the students lacked in-depth knowledge of plagiarism; hence, the possibilities of plagiarizing either intentionally or unintentionally. This finding is in line with the position of Marshall and Garry; Babalola (2012) studies on plagiarism that students lack the understanding of proper citing and referencing of authors' work in their academic projects. Dordoy, 2002; Ojokheta, 2011 studies on plagiarism corroborate this finding.

This study revealed that students indicated that they had plagiarized from different sources of information such as dissertation, theses and projects, books, journals, reports and the Internet. Plagiarism from books was found prominent among the undergraduates and Master's students than PhD students. This finding corroborates studies carried out by Marshall and Garry; Babalola, 2012 which found that students plagiarized more from the Internet. The finding shows that more books and the Internet were being used regularly by undergraduates and Master's students than the PhD students.

The PhD students rated plagiarism as an academic crime highest but not so with undergraduate and postgraduate students. This implies that more enlightenment is needed by the students on plagiarism. This finding supports Sinha, Singh and Kumar (2009) whose findings revealed that the respondents regard plagiarism as capital offence. The result of the finding also shows that the three categories of students studied indicated that lack of access to literature was rated highest among the factors encouraging plagiarism. Non-availability of relevant literature was rated highest by the undergraduates, followed by Master's and PhD students respectively. This finding shows that current and relevant information materials were not found in either of the library.

Other findings show that undergraduates and Master's students ranked easier and convenient highest reason for plagiarism while PhD students rated it low. The opinion of the undergraduates and Master's students could be attributed to the availability of the Internet and use of Information and Communication Technology. The studies conducted on plagiarism by Logue, 2004; Bassendowski, 2005; Harper, 2006; Schrimsher, Northmp and Alverson, 2011; Babalola, 2012; Rezarejad and Rezaei, 2013 affirm this finding. Plagiarism detection was rated low by all the categories of students studied. This shows that the students lack the knowledge of sophisticated means that could be used by lecturers to detect act of plagiarism. The students believe that the act of plagiarism will not be discovered when they submit their projects. This finding is in line with the submission of Paul (2009).

Furthermore, plagiarism was rated cheaper as the highest reason by the undergraduates and Master's students while PhD students rated it least. This shows that students see it as a shortcut to exceptional academic performance. The study of Babalola (2012) corroborates this finding. However, majority of the students indicated to desist from the act of plagiarism. Majority of the students

claimed the knowledge about plagiarism sanctions. This shows that despite the knowledge of the sanctions, the students did plagiarise. This finding is in line with the submission on plagiarism by Pupovac, Bilic-Zulle and Petrovecki (2008) and Paul (2009).

The finding of this study further revealed that awareness, adequate learning facilities, upgrading and recent materials provision was admitted highest, followed by enlightenment programme and access to literature as measures for curbing plagiarism among students. Few students suggested application of stiffer sanctions. This finding corroborates Babalola's (2012) study that asserts that other stronger measures of preventing plagiarism be adopted.

Library school educators can create more awareness and reduce the incidents of plagiarism among students by exposing them to the issues in the courses taught, in seminars, workshops, and by being more vigilant in reading students' works while enforcing sanctions on erring students.

Conclusion and Recommendations

The survey shows that plagiarism is common with the final-year library school undergraduates and the postgraduate students of the University of Ibadan. Though there were some causative factors to the menace, the PhD students displayed the highest level of awareness among the various categories of LIS students surveyed.

The following recommendations were made to increase awareness of plagiarism concerns among the LIS students of the University of Ibadan:

- Creating more enlightenment programmes on plagiarism and highlight its effects on the students and the institution
- Stocking the university library with relevant and recent information resources in both print and electronic formats
- University management should put checks and balances such as Turnitin and iThenticate to enable the lecturers detect any plagiarised work before being submitted by the students.
- Stiffer legal actions should be taken against students found guilty.

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