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Tackling the Challenges of Plagiarism in the Age of Information Overload by LIS Professionals in Nigerian Academic Institutions

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Abstract: The advancement in information and communication technologies (ICTs) has increased the generation and dissemination of information. This has created a remarkable shift from the previous promulgation of information explosion to the concept of information overload in this age, which seems to be characterised by the ease of intellectual theft in various forms. The sophistication of ICTs and the overwhelming availability of information have subjected many research outputs to the affliction of 'copy-and-paste' syndrome and copyright abuse; and there appears to be a dearth of literature on efforts being made by LIS professionals to tackle the challenges in Nigerian academic institutions. This study, therefore, sought to draw attention to how the challenges of plagiarism are tackled by LIS professionals in the age of information overload in Nigerian academic institutions. The study adopted the phenomenological research design of qualitative methodology, using semi-structured written interview that was developed by the researchers and sent electronically to the respondents. The data were presented textually with the insertion of verbatim quotations where necessary while the research findings were analysed using thematic analysis. Findings from the 45 respondents across the six geopolitical zones in Nigeria revealed a high level of plagiarism and a moderate level of engagement in curbing the menace by LIS professionals. The study recommends a multifaceted approach to curb plagiarism; comprising information literacy instructions in academic institutions, institutionalised adoption and access to plagiarism detection software and advocacy programmes that promote ethical writing and ICT skills for LIS professionals.

Introduction

Library and information science (LIS) professionals have over the ages been vanguards in providing people-oriented services. These services have facilitated preservation and transmission of human knowledge between people of diverse communities and from one generation to another. Yet, there have been challenges that accompany the operational processes of these services; which have been increased by the continuous advancement in information and communication technologies (ICTs).

Carroll (2012) argues that ICTs have been so disruptive that the means by which information functions are carried out have changed radically. While LIS professionals have been making frantic efforts to enhance clienteles' accessibility and use of information in various formats at the right time, the soaring amount of information being generated globally has become a challenge. The data deluge in various sectors affects human activities due to the unprecedented development in computing technologies, artificial intelligence and machine learning. Alexander et al. (2016) state that societal knowledge in scholarly and non-scholarly forms has

long surpassed the cognitive limits of the individual human's mind. This has invariably created the information overload phenomenon – not a new phenomenon but with a new degree and form.

The information overload phenomenon means greater creation, generation and production of information than the human community can absorb. Due to the overabundance of information, there have been easy ways to lay claim to other people's intellectual property without adequate acknowledgement; and this is a challenge to LIS professionals. Hoq (2014) notes that information overload is a major cause of concern for LIS professionals and information users. Hoq claims that people are suffering from an 'information glut', which makes it difficult for them to find the required information quickly and conveniently from various print, electronic and online sources. However, this claim can be furthered by the challenge posed by the 'copy and paste' syndrome; whereby online information users especially would take credit for other people's intellectual works.

Plagiarism is an academic misconduct and intellectual theft; and has received significant attention because it is a complex phenomenon that undermines the value of educational institutions (Uzun & Kilis, 2020). Plagiarism involves using another person's work or ideas without acknowledging the source, and takes different forms such as self-reproduction of literary works including ghost writing. The impact of plagiarism on the intellectual output is a serious concern in the academic and scientific communities, and this is the reason the institutions continue to devise various mechanisms to contain this prevalent and undesirable activity (Cronan, Mullins, & Douglas, 2018). Furthermore, plagiarism is a challenge that robs intellectual property owners of socioeconomic benefits and scholarly recognition. The menace has gained momentum with the overabundance of information on the internet and in various digital formats; which according to Hoq (2012) creates such unique problems that the global community is challenged by rational and ethical use of information.

Therefore, LIS professionals need to always add new skill sets, especially technology driven skills, in order to stay on top of the disruptive changes brought by ICTs and the accompanying challenges. This age of information overload has indeed facilitated plagiarism; and LIS professionals as custodians of human knowledge in enhancing human progress, have significant roles to perform in tackling plagiarism. Importantly, the new dimensions that characterise this age call for new perspectives and approaches to tackle the challenges of plagiarism. This study, therefore, examines how LIS professionals tackle the challenge of plagiarism in the age of information overload in Nigeria.

Statement of the Problem

Plagiarism is a challenge that robs intellectual property owners of socioeconomic benefits and scholarly recognition. The menace has gained momen-

tum with the overabundance of information on the internet and in various digital formats. Amidst campaigns for open access to information and globalisation of knowledge, there have been frightening cases of plagiarism which make these researchers wonder that, perhaps, information users in the age of information overload may have different perception about intellectual property. Notably, there is a widespread of 'copy and paste' such that no scholarly publication might have, directly or indirectly, been spared of the menace of plagiarism. Online literature search revealed that most publications on plagiarism have focused largely on students, while LIS professionals who are key stakeholders in accessing information resources in academic settings have not been duly studied. Particularly, with the pervasive concerns caused by information overload, there is a need to highlight what efforts, mechanisms and tools are being used by LIS professionals in tackling the challenge of plagiarism in Nigeria. Therefore, this study seeks to examine how LIS professionals are tackling the plagiarism in the age of information overload in Nigerian academic institutions.

Research Questions

This study will be guided by the following research questions:
1. What is the level of encounters of LIS professionals with plagiarism in Nigerian academic institutions?
2. What is the level of engagement of LIS professionals in tackling plagiarism in Nigerian academic institutions?
3. What are the factors of information overload that facilitate plagiarism in Nigerian academic institutions?
4. What are the mechanisms to tackle plagiarism by LIS professionals in Nigerian academic institutions?
5. What are the tools to tackle plagiarism by LIS professionals in Nigerian academic institutions?
6. What challenges has information overload caused LIS professionals in tackling plagiarism in Nigerian academic institutions?

Literature Review

Plagiarism has been a global challenge which undermines academic integrity and robs academics and scholars of due recognition and benefits from their intellectual ideas and property. Academic institutions exist to generate knowledge which can stimulate human progress and enhance socioeconomic development. These institutions facilitate human development through creation/generation, preservation and dissemination of knowledge for societal survival (Olutola, 2016). In a bid to achieve societal development, academics, researchers and students in the academia engage in research; taking and harmonising ideas from others to

make impacting findings. However, many of these research activities have over the ages been characterised by intellectual fraud and dishonesty as some members of the academia have been enmeshed in the web of plagiarism (Olutola, 2016).

There has been no universal definition of plagiarism; yet, it has been recognised globally as a notable intellectual menace. Maina, Maina and Jauro (2014) note that plagiarism, the act of stealing, passing off and using others' ideas, words or works as one's own without acknowledging and crediting the source, is a pervasive dishonesty which seriously undermines academic integrity globally. Plagiarism means the adoption and usage of ideas, thoughts, writings/texts, computer programs, inventions, data, analyses, argumentations, pictures, techniques, tables and figures not generated from primary data but derived from other sources, as one's own without making proper acknowledgment of the sources of the work (Onuoha & Ikonne, 2013; Abioye, 2016). Although there are other scholarly fraud issues in the academia, the unceasing upsurge of plagiarism among students, academics and researchers in many tertiary institutions across the globe, makes it the most common and troubling problem in the academic world (Awasthi, 2019; Olutola, 2016). Plagiarism is an academic crime and depicts a breach of academic integrity which is believed to lessen or sometimes eliminate the real value of scholarly publications (Oyewole & Abioye, 2018).

Plagiarism, summarily, can be regarded as intentional or unintentional, total or partial lifting, paraphrasing, modification and usage of other people's intellectual property (in any format) without giving due credit, acknowledgement or recognition to the original owners or sources. Plagiarism could be intentional or unintentional; although there have been divergent scholarly views about this assertion. Orim (2017), while citing Coventry University, notes that intentional plagiarism stems from the deliberate reproduction or use of another person's work without acknowledgement; while unintentional could be as a result of poor academic practice. The latter, however, has consequent effects on the quality of intellectual output of the plagiarists, particularly students. Gullifer and Tyson (2010) argue that plagiarism does not only bypass learning but produces incompetent graduates whose lack of skills may pose potential threats to societal development through the provision of inaccurate knowledge at different levels.

The challenge of plagiarism in Nigerian academic institutions continues to soar, despite efforts being made by various stakeholders in the education system to curb the menace. Olutola (2016) states that the upsurge in cases of plagiarism in Nigerian academic institutions is one of the factors that necessitated the partnership between the Committee of Vice-Chancellors of Nigerian Universities (CVC) and Turnitin Incorporation – an organisation that specialises in the production of plagiarism detection software, to establish an institutional plagiarism mitigation system in the nation. Nonetheless, several studies have shown that scholarly debates on an enduring panacea to plagiarism have not ceased due to

the challenge it poses, especially with the global shift from information explosion to information overload (Onuoha & Ikonne, 2013; Orim, Davies, Borg & Glendinning, 2013; Onwubiko, 2012; Babalola, 2012; Adebayo, 2011).

Different factors have been identified in several studies as the causes of plagiarism in academic institutions. The causes found and highlighted in some of these studies include: lack of academic writing skills; improper time management; and the proliferation of ICTs which has led to information overload and become influential to the easy accessibility of information resources on the internet, for copy-and-paste syndrome (Harji, Ismail, Chetty & Letchumanan, 2017; Polona, Urh, Jerebic, Trivan & Eva, 2017). The proliferation of ICTs has indeed facilitated access to abundant information, especially in digital and electronic formats. This means that there is overwhelming, available information for the human minds to absorb; hence, the academia – a subset of the global community, has become subject to the phenomenon of information overload. Oyewole and Abioye (2018) argue that the propensity of plagiarism has really become high due to the ease with which hundreds of electronic documents can be downloaded on the Internet through search engines. Likewise, these factors which cause information overload, directly or indirectly, have effects on researchers' inclination towards plagiarism. These factors as identified by Eppler and Menjis, as cited in Hoq (2014), are: too much information; difficulty in managing information; multiplicity of sources of information; lack of time to understand information; and irrelevance or unimportance of information.

Occasionally, these factors seem to create beautiful deceit in the minds of some researchers who engage in plagiarism, thinking that since the internet is overwhelmed with information, they could easily lay claim to others' intellectual property without being caught. Alternatively, some researchers have become guilty of plagiarism not just because they lack time to find and grasp the right information; but also due to lack of requisite information literacy skills, i.e. accessing, retrieving and managing relevant information from multiple sources. This is aside the dearth of formal courses in LIS schools which emphasise information ethics as a mechanism to forestall copyright abuse, amidst other disciplines.

Specifically, these researchers note that while most Nigerian higher institutions offer courses in research methodology at various levels, there have not been courses dedicated to academic writing; whereas it remains one of the ways through which students are evaluated in academic institutions before graduation. This lack of requisite academic writing skills has been an influential factor for the high cases of plagiarism and why a significant number of academics, researchers and students have been predisposed to the menace (Obinna, 2012; Orim, Davis, Borg, & Glendinning, 2013; Olutola, 2016).

The situation is worsened in this age of information overload because being overwhelmed by information stimulates indolence especially by those lacking information searching skills, as many resort to plagiarism. More so, some research-

ers in the academia are unmindful of copyright abuse. The problem of plagiarism, according to Wahid (2011), could potentially result from uncertainties due to abundant availability of information or lack of copyright awareness of users. The resultant effect is that information overload has facilitated the plagiarism through the 'copy and paste' syndrome, such that no scholarly publication might have, directly or indirectly, been spared of the menace of plagiarism. Nelms (2012), for instance, stated that McCabe and Trevino disclosed in their report that 84% of students admitted to having plagiarised at least once. In Nigeria, despite efforts being made to tackle this menace by management of tertiary institutions, the results have not been commensurate as there are still alarming cases of plagiarism reported on a regular basis (Omonijo, Anyaegbunam, Uche, Obiorah & Ogunwa, 2017; Maina, Maina & Jauro, 2014).

However, LIS professionals have invaluable roles to perform in tackling the challenges of plagiarism. While there has been a reliance on detective software to curb plagiarism in academic institutions, there are limitations to that software; hence, Olutola (2016) argues that there should be a shift from total reliance on plagiarism software to assertive and sustained training on scholarly writings nested within related curricula of various academic institutions. To achieve this in Nigerian academic institutions would be impossible without valuable inputs from LIS professionals. Importantly, the roles of LIS professionals should manifest in this age in many ways such as training other academics, scholars, researchers and students on information literacy skills, the rudiments of citation and bibliographic techniques and information ethics. For instance, ethics was incorporated into a core business class where students were surveyed with a pre- and post-test to determine whether students completing the course would demonstrate more ethical judgments than those who did not complete the course. Findings from the study revealed that ethics can change an individual's ability to reason ethically; suggesting that incorporating ethics instruction into a discipline can lead to ethical judgment against plagiarism (Cloninger & Selvarajan, 2010).

Furthermore, to increase awareness about what constitutes plagiarism in this age of information overload, LIS professionals with requisite ICT skills have been noted to create physical instructions or tutorials on web-pages, thereby tactically incorporating plagiarism information into library instruction sessions (Maxymuk, Lampert, cited in Strittmatter & Bratton, 2014). Highlighting the roles of LIS professionals in tackling plagiarism, Gibson and Chester-Fangman (2011) in a survey found that 46 percent indicated that they had worked with at least one instructor to design an effective assignment during the course of an academic year; and that approximately 75 percent incorporated plagiarism information into library instruction sessions. Likewise, LIS professionals at Long Island University, United States, incorporated plagiarism instruction into library instruction programmes, and evaluated the effectiveness of the instruction on students through a pre- and post-test survey (Strittmatter & Bratton, 2014). Findings from the post-test sur-

vey showed that students were better able to identify when plagiarism occurred, increasing from 73 to 97 percent; were better informed about what plagiarism is, from 49 to 89 percent; were better able to cite Internet sources, from 31 to 44 percent; and had a better understanding of the significant effects and penalties associated with plagiarism, from 26 to 88 percent.

Methodology

This study adopted a phenomenological research design of qualitative methods. This research design was adopted to enable the researchers to collect the respondents' first-hand experiences and opinions about the challenges of plagiarism vis-à-vis the age of information overload. Phenomenological research is usually complex due to its tri-fold adoption as a research philosophy, an approach and a methodology in qualitative studies (Heinonen, 2015c; Errasti-Ibarrondo, Jordán-Sierra, Díez-Del-Corral, & Arantzamendi, 2018). However, Qutoshi (2018) argued that phenomenological design helps to look closely at the issues under investigation to explore lived experiences and better understand the social practices. Likewise, the phenomenological approach is more efficient for describing social practices, motivation, beliefs, insights and subjective realities (Qutoshi, 2018).

In the data collection process, the researchers developed a semi-structured written interview which was sent to the respondents electronically. The written interview accounts do not replace oral interviews but elicit focused responses that facilitate the analysis of data. The target respondents for this study comprised sixty LIS professionals (i.e. librarians, information scientists and academics in library schools and academic libraries) from the six geopolitical zones in Nigeria. That is ten from each geopolitical zone because there was no comprehensive database to ascertain the exact number of LIS professionals in the country or each region. The study was conducted during the COVID-19 pandemic lockdown, and the respondents were contacted electronically via email and online platforms that were strictly for LIS professionals. These platforms included online Telegram and WhatsApp groups specifically for professional bodies like the Nigerian Library Association (NLA), the Nigerian Association of Library and Information Science Educators (NALISE) and the Association of Women Librarians in Nigeria (AWLIN). The researchers followed up by posting on these groups for 14 days and reached out to respondents who requested the survey be sent to their emails. At the end of the 14 days, 45 responses were received from the survey and the data collected was presented descriptively and analysed using thematic analyses.

Additionally, most of the respondents were academics/lecturers in LIS, the majority of whom have obtained doctorate degrees (Fig.1) and have been in professional practice for 10 years (Fig. 2). The majority of the respondents are based in the South-South geopolitical zone, followed by the South-East and North Central geopolitical zones (Fig. 3). This implies that majority of the interviewees have

sufficient experience about issues relating to plagiarism and how it can be tackled in the age of information overload.
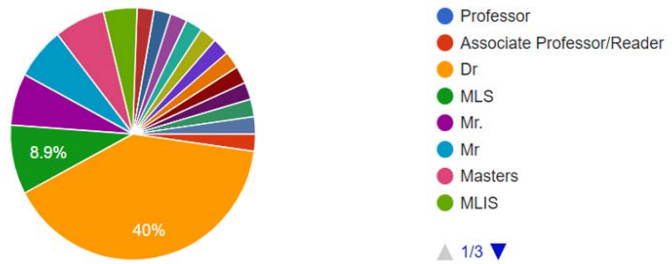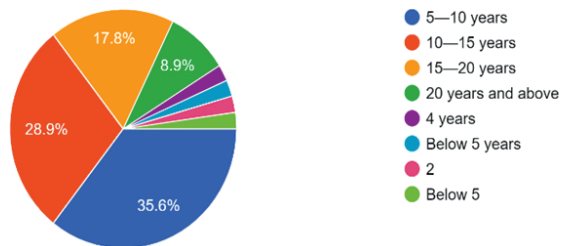
Fig. 1: Academic cadre of the respondents
Source: Made by Authors

Fig. 2: Years of professional experience of the respondents
Source: Made by Authors

Geopolitical Zone
45 responses

● North Central
● North East
● North West
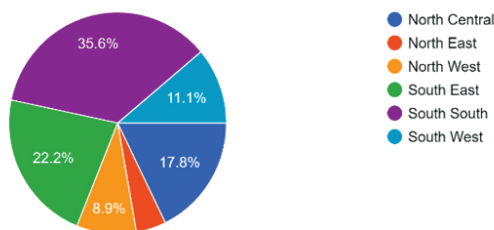● South East
● South South
● South West

Fig. 3: Geopolitical zones of the respondents
Source: Made by Authors

In presenting and analysing the data, the researchers used the steps identified in the thematic analysis approach of Braun and Clarke (2012), which involves thorough familiarisation with manual coding, generating, reviewing and naming themes that were identified from the qualitative data elicited from respondents. The themes identified from the findings were: High Level of Plagiarism; Moderate Level of Engagement by LIS Professionals; Academic Pressure, Internet and Lack of Knowledge; Advocacy, Sensitisation, Information Literacy and User Education; Institutionalisation of Plagiarism Detection Software and Penalties; Publish or Perish Syndrome, Copyright Infringement and Low Ratings of Academic Institutions; and Information Management, Consultancy and Review of LIS Curriculum.

Findings

Research Question 1: What is the level of encounters of LIS professionals with plagiarism in Nigerian academic institutions?

High Level of Plagiarism

The majority of the LIS professionals revealed that they had a high level of encounter with plagiarism in Nigerian academic institutions. This was evident in LIS professionals' views that plagiarism was 'very high', 'quite high', 'a lot', 'rampant', 'almost always', 'often' and 'prevalent'. The interviews confirmed that plagiarism pervades academic institutions. Specifically, one LIS professional stated that,

> "it is indeed a great challenge that has eaten
> deep into the system;"
> While another claimed that,
> "plagiarism is found in about 70% of pub-

lished works, could appear in any form,
whether not properly cited, referenced
or slightly paraphrased and claimed."

This finding is in tandem with the assertion of Olutola (2016) that the high level of plagiarism cases and the need to curb the spread was one of the motivating factors that led to the collaboration between the Committee of Vice-Chancellors of Nigerian Universities (CVC) and Turnitin Incorporation in Nigerian academic institutions.

Research Question 2: What is the level of engagement of LIS professionals in tackling plagiarism in Nigerian academic institutions?

Moderate Level of Engagement by LIS Professionals

Although encounters with plagiarism were high, the findings revealed that the level of engagement in curbing the menace by LIS professionals was moderate. While a few LIS professionals had a high level of engagement in fighting plagiarism, the majority of them stated that their engagement with plagiarism was 'low', 'moderate', 'medium', 'some extent' or 'fair'. One of the LIS professionals responded that,

"We are doing our very best to curtail the
level of plagiarism by using a trial version of
turning software;"

While another mentioned that, "I encourage students to write ethically" and "I only ensure that myself and my post graduate students do not plagiarize".
This finding validates the studies of Strittmatter and Bratton (2014) and Fangman (2011) that LIS professionals have always performed valuable roles by integrating library instructions that dissuade students from engaging in plagiarism. However, there is a need for more involvement by more LIS professionals to curtail the spread of plagiarism in academic institutions.

Research Question 3: What are the factors of information overload that facilitate plagiarism in Nigerian academic institutions?

Academic Pressure, Internet and Lack of Knowledge about Predatory Journals

The factors that facilitate plagiarism, according to the LIS professionals, were many. However, responses showed that academic pressure, internet and

lack of knowledge were notable factors. One of the respondents disclosed that, "The publish or perish syndrome, lack of research grants and deliberate corrupt practices in the minds of academicians" facilitate plagiarism.

Another responded added that, "The music of publish or perish, this is good but at the same time has affected the ambitiousness to publish by all means. Predatory journals are good at promoting plagiarism because they subject materials sent to them to little or no review not to mention of plagiarism check and you see highly plagiarized materials getting published."

The internet has become so overloaded with information that users have become lazier to read or take time to analyse, digest and or develop others' ideas based on what had been read. This is worsened by easy access to search engines on the internet and availability of social media networks through which information is disseminated in unquantifiable amount and copyright is ignored. One respondent stated that, "academic pressure, laziness, and ignorance of the law against plagiarism" have also enabled plagiarism.

This finding is in congruent with the studies of Oyewole and Abioye (2018), Polona et al. (2017), and Harji et al. (2017) which established that the abundance and accessibility to digital/electronic information resources on search engines and the Internet have influenced the proliferation of plagiarism.

Research Question 4: What are the mechanisms to tackle plagiarism by LIS professionals in Nigerian academic institutions?

Advocacy, Sensitisation, Information Literacy and User Education

The mechanisms that have been adopted by LIS professionals to curb plagiarism varied. Some of these mechanisms were advocacy for proper citation and referencing among researchers to help acknowledge intellectual property owners. Sensitisation during lectures/seminars/workshops, library and or institutional orientations had also been used by some LIS professionals to raise awareness about the negative effects of plagiarism.

LIS professionals, however, emphasised that 'information literacy' has been key to equipping researchers to avoid plagiarism in this age of information overload. One LIS professional declared that "organising literacy programmes on plagiarism and promoting use of plagiarism applications" is helpful in tackling plagiarism.

Likewise, user education in academic libraries has been identified as viable mechanism to acquaint researchers with the right attitudes towards using information resources. Furthermore, some LIS professionals engaged in teaching 'Research Methodology' emphasised information ethics and informally advised colleagues as preventive mechanisms against plagiarism. Another LIS professional

believed that the right mechanisms are "advising colleagues to study citation and referencing styles like APA" and "plagiarism software and encouraging originality in carrying out research or academic works."

Research Question 5: What are the tools to tackle plagiarism by LIS professionals in Nigerian academic institutions?

Institutionalisation of Plagiarism Detection Software and Penalties

LIS professionals identified ICTs, closed circuit television (CCTV) in libraries, and plagiarism detection software such as 'Turn-it-in', 'Grammarly', 'Duplichecker', etc. as viable tools to spot and prevent plagiarism in Nigerian academic institutions. Some LIS professionals argued that penalties such as 'rejection of plagiarised academic works or publications and demotion of defaulters' should be encouraged.

One of the respondents stated that LIS professionals use "Plagiarism Checker, Grammarly and Dupplichecker".

While some use "Turnitin software and any other plagiarism detection software. Equally, more trainings are given on how to acknowledge a source properly".

Research Question 6: What challenges has information overload caused in tackling plagiarism in Nigerian academic institutions?

Copyright Infringement, Low Ratings of Academic Institutions and Lack of Productivity

The major challenges information overload has caused according to LIS professionals are copyright infringement, low ratings of Nigerian academic institutions and the lack of genuine productivity fuelled by the 'publish or perish' syndrome. The dearth of publications with high quality and originality, which are free from plagiarism, has been a challenge to the invisibility or low rankings of many Nigerian academic institutions in the global community.

Furthermore, laziness among students and academics, poor knowledge of literature search, the copy-and-paste tendency, unavailability of research works on institutional repositories and difficulty of detecting plagiarism amidst vast publications on the internet, have been possible due to information overload. A respondent from the LIS professionals stated that plagiarism "affects productivity, people become overwhelmed by so many information which reduces their ability to concentrate effectively on the most important messages to produce quality". Another respondent disclosed that information overload has caused "copyright vi-

olation, poor reading culture, poor knowledge of literature search, and poor matrix synthesis of literature".

This finding corresponds to the views espoused in the study of Hoq (2014) that multiple sources of information and the lack of time to critically evaluate the reliability of these sources lead to copyright abuse and overwhelming impact of information overload in academic communities.

Conclusion and Recommendations

This study has further established that plagiarism is high in Nigerian academic institutions; while LIS professionals' engagement in tackling the challenge in this age of information overload has not been adequate enough. The high level of plagiarism in this age has been characterised by the overwhelming abundance of information resources on the internet; common copy-and-paste tendency; academic pressure; publish or perish syndrome; lack of information literacy and academic writing skills; ubiquitous dearth of ethical compliance to copyright regulations; etc.

However, the rise in plagiarism underscores the prospects of LIS professionals whose potentials as information managers can be harnessed to curb the menace. Specifically, LIS professionals have been noted to be critical and analytical thinkers who can serve as anti-plagiarism checkers and consultants. More so, the continuous acquisition of ICT skills by LIS professionals brings to fore their expertise to spot, curtail and deter other members in the academia from plagiarism.

Consequently, based on research findings of this study, the following recommendations are made:

- The revelation that plagiarism is still high calls for a need to adopt a multifaceted approach to curb the menace. Therefore, the use of plagiarism detection software should be fully adopted in all academic institutions in Nigeria; and staff should be equipped with ICT skills to understand the peculiarities of each type and how it can be used to curtail the increase in plagiarism. Likewise, LIS professionals should be more proactive in providing and enabling access for students and researchers to use that software while conducting research activities. Additionally, the LIS curriculum should be reviewed to integrate Academic Writing as a core course and/or incorporated into Research Method(ology) courses. This will expose members in the academia to proper citation techniques, referencing styles, and the nitty-gritty of producing academic works of high quality, free from plagiarism. Also, professional bodies like the NLA and NALISE should initiate, stimulate and facilitate the creation of a postgraduate programme in Intellectual Property Rights, to deepen the understanding of LIS professionals on

copyrights and plagiarism, and equip them with experiential knowledge that can be transferred in formal and informal learning settings.

- LIS professionals need to be more engaged in activities that discourage plagiarism. As information professionals and custodians of knowledge, they should leverage all means to promote ethical information dissemination and knowledge production. This can be undertaken by teaching information literacy courses across all levels in library schools, and the advocacy for its incorporation into general studies programmes for non-LIS students. Orientation programmes, library week activities and workshops should be explored as avenues for increased engagements to reduce plagiarism in academic institutions.

- The pervasive pressure to publish boosts quantity of publication at the expense of quality and impact. Academic institutions should revamp the systemisation of pressure which prioritises the number of papers to get promotion, and enables plagiarised publications as a requirement for getting to the peak in the institutions. While academic activities centre on three key areas: teaching, research and community services, there should be qualitative standards to engender value in the system to recognise other areas beyond the quantity of publications. Moreover, the academics and students need to be deliberate about acquiring knowledge and relevant skills in bibliographic search, information literacy, information management and academic writing techniques to shun plagiarism.

- The use of advocacy, user education and sensitisation programmes should be sustained and encouraged to reach other personnel and disciplines in academic institutions. This should be undertaken at times through collaboration with non-academic staff, student associations and sociocultural groups on campus. In some institutions where there are campus radio stations, professionals should be invited periodically to discuss the negative effects of plagiarism and how it can be avoided.

- The institutionalisation of plagiarism detection software should be encouraged through premium subscription for members of the academic institutions, including students. Students should be mandated to submit their academic works through these software platforms so they become aware of the plagiarism level of their submissions. This has been the practice in some developed countries like the United Kingdom; hence, students gradually know that there are penalties for intellectual theft. The students also become conscious of better ways of acknowledging information sources, and the negative effects of plagiarism on their intellectual outputs.

- • To curb the challenges caused by information overload, there should be incentive mechanisms for authors whose works project originality and quality in academic institutions. Beyond teaching, the quality of research activities and knowledge transfer is part of the criteria used for ranking higher institutions. Publications free from plagiarism boost the visibility and credibility of these institutions; thus, the authors should be funded with research grants or reimbursed for their expenses. This will serve as motivation for lazy writers whose productivity has been worsened by plagiarism.

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Radzenie sobie z wyzwaniem plagiatu w dobie przeładowania informacjami przez specjalistów ds. bibliotekarstwa i technologii informatycznych w nigeryjskich instytucjach akademickich

Abdurrahman Bello Onifade jest absolwentem bibliotekoznawstwa i informacji na Uniwersytecie w Ibadanie, a obecnie pracuje jako niezależny badacz i pisarz w Mumtaaz Synergy Consults. Pracował jako Meta Marketing Pro i koordynator społeczności Facebooka w Teleperformance Group; oraz jako bibliotekarz w bibliotekach Bayero University, Kano i The Polytechnic Ibadan. Jest autorem książki „Student Unionism in Nigeria: Challenges & Strategies", a także współautorem artykułów naukowych w recenzowanych czasopismach. Jego zainteresowania badawcze obejmują interakcje człowiek-komputer, zarządzanie wiedzą, zaburzenia informacyjne i reformy szkolnictwa wyższego.

Dr Juliet C. Alex-Nmecha jest obecnie pełniącą obowiązki kierownika Wydziału Bibliotekoznawstwa i Informacji Naukowej na Uniwersytecie Port Harcourt, Rivers State, Nigeria. Jest także skarbniczką narodową Nigeryjskiego Stowarzyszenia Bibliotek (NLA) i służyła jako przewodnicząca Oddziału Rivers State NLA. Poza profesjonalnym naucza-

niem, badaniami i rozwojem społeczności, jest mentorką młodych bibliotekarzy i jest silnym głosem w programach rzecznictwa bibliotek. Została wyróżniona m.in. nagrodą Best Practicing Libratian, od Library Services Promotion.

Słowa kluczowe: ICT; przeciążenie informacjami; specjaliści ds. bibliotekarstwa i technologii informacyjnych; plagiat; Nigeria

Streszczenie: Postęp w technologiach informacyjno-komunikacyjnych (ICT) zwiększył generowanie i rozpowszechnianie informacji. Spowodowało to niezwykłe przejście od poprzedniego rozpowszechniania eksplozji informacyjnej do koncepcji przeciążenia informacyjnego w tym wieku, która wydaje się charakteryzować łatwością kradzieży intelektualnej w różnych formach. Wyrafinowanie technologii informacyjno-komunikacyjnych i przytłaczająca dostępność informacji sprawiły, że wiele wyników badań zostało dotkniętych syndromem kopiowania i wklejania oraz nadużywania praw autorskich; i wydaje się, że brakuje literatury na temat wysiłków podejmowanych przez specjalistów ds. bibliotekarstwa i technologii informacyjnych mających na celu sprostanie wyzwaniom w nigeryjskich instytucjach akademickich. Badanie to miało zatem na celu zwrócenie uwagi na to, w jaki sposób wyzwania związane z plagiatem są rozwiązywane przez specjalistów ds. bibliotekarstwa i technologii informacyjnych w dobie przeciążenia informacjami w nigeryjskich instytucjach akademickich. W badaniu przyjęto fenomenologiczny projekt badawczy metodologii jakościowej, wykorzystując częściowo ustrukturyzowany wywiad pisemny, który został opracowany przez naukowców i wysłany elektronicznie do respondentów. Dane zostały przedstawione tekstowo z wstawieniem dosłownych cytatów tam, gdzie to konieczne, podczas gdy wyniki badań zostały przeanalizowane za pomocą analizy tematycznej. Ustalenia 45 respondentów w sześciu strefach geopolitycznych w Nigerii ujawniły wysoki poziom plagiatu i umiarkowany poziom zaangażowania w ograniczanie zagrożenia ze strony specjalistów ds. bibliotekarstwa i technologii informacyjnych. Badanie zaleca wieloaspektowe podejście do ograniczenia plagiatu; obejmujące instrukcje dotyczące umiejętności korzystania z informacji w instytucjach akademickich, zinstytucjonalizowane przyjęcie i dostęp do oprogramowania do wykrywania plagiatów oraz programy rzecznictwa, które promują etyczne pisanie i umiejętności ICT dla specjalistów ds. bibliotekarstwa i technologii informacyjnych.

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Die Bewältigung von Herausforderungen im Zusammenhang mit Plagiaten in Zeiten der Informationsüberlastung durch Fachleute für Bibliotheks- und Informationswissenschaft an nigerianischen Hochschuleinrichtungen

Abdurrahman Bello Onifade ist Absolvent des Studiengangs Bibliotheks- und Informationswissenschaft an der Universität Ibadan und arbeitet derzeit als unabhängiger Forscher und Schriftsteller bei Mumtaaz Synergy Consults. Zuvor war er als Metamarketing-Profi (Meta Marketing Pro) und Facebook-Community-Koordinator bei der Teleperformance Group tätig sowie als Bibliothekar an der Bayero Universität in Kano und dem Polytechnikum Ibadan. Er ist Autor des Buches „Student Unionism in Nigeria: Challenges & Strategies" („Studentischer Korporatismus in Nigeria: Herausforderungen und Strategien") und hat auch wissenschaftliche Artikel in rezensierten Zeitschriften mitverfasst. Seine Forschungsinteressen umfassen Mensch-Computer-Interaktion, Wissensmanagement, Informationsstörungen und Hochschulreformen.

Dr. Juliet C. Alex-Nmecha ist derzeit Leiterin des Lehrstuhls für Bibliotheks- und Informationswissenschaft an der Universität in Port Harcourt im Bundesstaat Rivers in

Nigeria. Sie ist auch die Bundesschatzmeisterin des Nigerianischen Bibliotheksverbands (Nigerian Library Association, NLA) und hat verdienstvoll die Position der Vorsitzenden des Landesvorstands des Rivers NLA bekleidet. Neben ihrer professionellen Lehrtätigkeit, Forschung und Gemeindeentwicklung ist sie Mentorin für junge Bibliothekare, eine starke Befürworterin von Bibliotheksprogrammen und wurde mit Auszeichnungen wie „Exzellenter Bibliothekar" („Best Practicing Librarian") und „Förderung von Bibliotheksleistungen" („Library Services Promotion") geehrt.

Schlüsselworte: Urheberrechte; Informationsüberlastung; Fachleute für Bibliotheks- und Informationswissenschaft; Plagiat; Nigeria

Zusammenfassung: Der Fortschritt in Informations- und Kommunikationstechnologien (ICT) hat weltweit zu einer Zunahme der Informationsgenerierung und -verbreitung geführt. Dies hat zu einer bemerkenswerten Verschiebung von der früheren Informationsexplosion hin zum Konzept der Informationsüberlastung in diesem Zeitalter geführt, das sich durch die zunehmend einfache geistige Eigentumsverletzung in verschiedenen Formen auszeichnet. Untersuchungen haben gezeigt, dass die Raffinesse der Informations- und Kommunikationstechnologien sowie die überwältigende Verfügbarkeit von Informationen dazu geführt haben, dass viele wissenschaftliche Forschungsergebnisse unter dem ,Kopieren und Einfügen'-Syndrom und Urheberrechtsverletzungen leiden. Es scheint auch an Literatur darüber zu fehlen, welche Bemühungen von Fachleuten im Bereich Bibliotheks- und Informationswissenschaft unternommen werden, um den Herausforderungen in nigerianischen akademischen Einrichtungen gerecht zu werden. Daher versucht diese Studie, die Aufmerksamkeit auf die Art und Weise zu lenken, wie Fachleute im Bereich Bibliotheks- und Informationswissenschaft mit den Herausforderungen des Plagiats in einer Ära der Informationsüberlastung in nigerianischen akademischen Institutionen umgehen. In der Studie wurde eine phänomenologische Forschungsmethodik unter Verwendung einer qualitativen Methodologie (phenomenological research design of qualitative methodology) angewandt. Dabei wurde ein teilweise strukturierter schriftlicher Fragebogen entwickelt, der den Forschern von den Befragten elektronisch zugeschickt wurde. Die Daten wurden in Textform präsentiert, mit wörtlichen Zitaten, wo notwendig, und die Forschungsergebnisse wurden mithilfe einer thematischen Analyse ausgewertet. Die Ergebnisse der Studie zeigten ein hohes Maß an Plagiat und ein mäßiges Engagement der Fachleute im Bereich Bibliotheks- und Informationswissenschaft bei der Bekämpfung dieser Bedrohung. In der Studie wird empfohlen, Informationskompetenz und akademisches Schreiben als grundlegende Kurse in den Studiengängen der Bibliotheks- und Informationswissenschaft sowie in anderen Disziplinen zu integrieren, um Wissenschaftler mit den erforderlichen Fähigkeiten auszustatten, um qualitativ hochwertige und plagiatfreie wissenschaftliche Arbeiten zu erstellen, insbesondere in Zeiten des Informationsüberflusses.