

ADVANCING EDUCATION THROUGH TECHNOLOGY

A BOOK OF READINGS

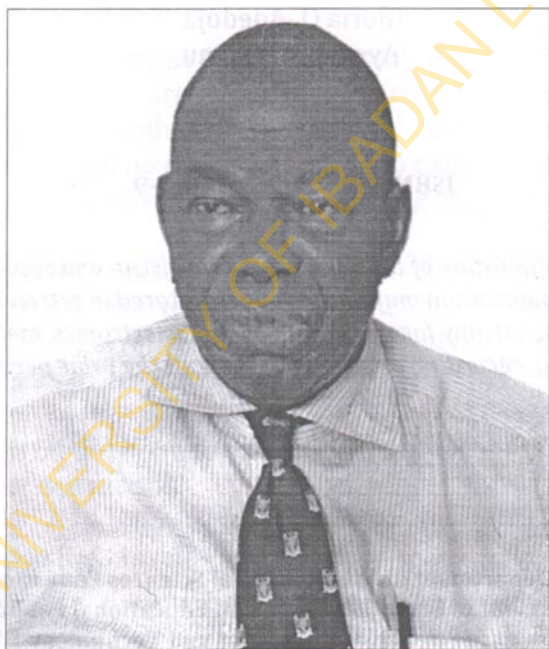
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- Gloria O. Adedoja
- Ayotola S. Aremu

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In Honour of

Professor Alade Abimbade



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Faculty of Education, University of Ibadan (2017)

Advancing Education Through Technology
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Edited by:

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ETHICAL BEHAVIOUR OF POSTGRADUATE STUDENTS ELECTRONIC INFORMATION RESOURCES USE: WHAT IMPLICATION FOR UNIVERSITY LECTURERS AND LIBRARIANS?

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Introduction

University offers different programmes which candidates apply for and are admitted with a duration of between four to six years for undergraduate programmes and one and half years to four years for postgraduate programmes. The students (undergraduates and postgraduates) are expected to engage in different academic activities such as attendance and participation at lectures, assignments completion, seminar presentations, examinations, project report and theses/ dissertation writing to complete their programmes. These academic activities necessitate the use of Information and Communication Technology (ICT) to search and retrieve relevant electronic information resources (EIR), participate in learning outside the classroom, submission of assignments and presentation of seminars.

Universities globally are adopting various ICT to facilitate learning due to enormous benefits to both lecturers and students such as access to teaching materials without geographical location, improved lecture delivery and student participation in learning (Wong et. al. 2015,; Mijares & Chan, 2012). Adetimirin (2016) supported this view in a study on use of technology by female lecturers in a Nigerian university and reported that technology was

adopted for delivery of lecture, improved their teaching and encouraged better interaction in the learning process.

ICT will facilitate the use of electronic information resources (EIR) by postgraduate students. Postgraduate students require ICT such as electronic information resources (EIR) to facilitate academic activities that will promote their learning in the university. Such academic activities include: lectures, assignments, seminars, examination and writing project reports and dissertation. EIR are information resources that can be accessed offline or online through electronic devices such as computers, personal digital assistants (PDA). Johnson et. al. (2012) defined EIR as the electronic representation of information that can be accessed through via electronic system and computer network. Examples of EIR include: e-books, e-journals, e-databases, e-theses and dissertation, e-abstracts, e-magazines, e-maps, e-newspapers.

ICT adoption for teaching and learning can be successful in developing countries such as Nigeria when the curriculum design is relevant to learning performance; awareness of technology, motivation and changing learner's behaviour are considered (Bhuasiri et. al, 2012). This means that the behaviour of the learners (postgraduate students) is important for adoption of ICT for learning. The way the postgraduate students behave in the use of ICT such as EIR is referred to as Ethical behaviour. The use of EIR requires that the postgraduate students behave according to the rules and regulation guiding such EIR. Ethics as defined by Tavani (2007) is a set of rules for guiding human conduct and principles for evaluating those rules.

Postgraduate students can behave ethically in the use of EIR when they have been taught cyber ethics by their lecturers or librarians. Cyber ethics in this study refers to the behaviour of postgraduate students in the use of electronic information resources for learning. This implies that lecturers and librarians must be aware of good ethical behaviour for them to inculcate this knowledge to their students and users. Whittier (2006) explained that ethical behaviour can be encouraged through training of lecturers and students on how to behave right in cyberspace and guiding them to practice such ethical behaviour until it becomes a natural habit.

The knowledge of ethical behaviour can be acquired through different methods. Özeret. al. (2011) reported that teachers in

Turkish schools acquired the ethical knowledge behaviour in computer use mostly through printed and/or visual media (32.6%), the Internet (27.7%) and workshops and/or in-service training courses (25.5%). Over three quarters of the teachers (75.2%) indicated they did not have any course on computer ethical behaviour (cyber ethics) while in the university, this meant universities in Turkey did not consider cyber ethics an important course to be included in the curriculum.

This paper examines the use of EIR by postgraduate students in universities in Nigeria, ethical and unethical behaviour of the students in the use of EIR, and the role of lecturers and librarians in inculcating ethical behaviour to the postgraduate students.

Use of Electronic Information Resources by postgraduate students for learning

Postgraduate students require electronic information resources (EIR) to facilitate academic activities that will promote learning and consequently their academic pursuit in the university. Some EIR can be accessed from the library or directly from the Internet such as online databases, journals, books, theses and dissertations, newspapers and magazines.

Studies have been carried out to investigate the purpose of EIR use by postgraduate students. Okiki and Asiru (2011) that majority of the postgraduate students in six Nigerian universities respondents used EIR in their university libraries for research, term paper and assignments, while Swamy and Kishore (2013) reported that postgraduate students in India used EIR for course work, teaching and research, while in another study, Swamy and Kishore (2014) revealed that majority of the Postgraduate Diploma in Management (PGDM) students of the Institute of Financial Management and Research in Chennai, India used online databases for preparation of class work, assignment, interview and to browse full text articles and for project report. Similarly, Abubakar and Adetimirin (2016) carried out a study on postgraduate students in some universities in Nigeria and revealed that the major purpose of EIR use were project report/ thesis writing (84.4%), classwork (70.0%) and seminars (64.0%).

On the frequency of EIR use, Oyedapo and Ojo (2013) reported daily use of dictionaries by postgraduate students in

Obafemi Awolowo University, Ile-Ife, Nigeria, but the use of EIR was low which was attributed to irregular power supply and low literacy skills. In another study conducted by Adeleke and Emeahara (2016) on use of EIR by postgraduate students in University of Ibadan, Nigeria, they also confirmed low use of EIR especially full text databases and attributed this to low information literacy skills. The study of Akpojotor (2016) negates these previous findings, as he reported a high use of EIR by LIS postgraduate students in Southern universities in Nigeria. This may be due to their discipline where the students would have been exposed to information literacy skills and would have imbibed the skills to retrieve information from EIR for their various academic purposes.

Ethical Behaviour of postgraduate students

Postgraduate students in their use of EIR for learning must abide by the regulations guiding such resources. This will lead to adherence to such regulations, publishers not denying access to use of such EIR, justification on the cost of acquiring such EIR and ultimately the judicious use to achieve their academic goals. Farjami (2012) concluded that ethical behaviour should be “based on its specific technology and how overlooking the role of this technology in human communications can cause serious problems” (p. 150).

Igwe and Ibegwam (2014) highlighted the following as considerations to determine ethical behaviour when online:

1. “Do not use rude or offensive language.
2. Do not be a bully on the Internet. This means that people should not be called names, lied about, sent embarrassing pictures of them, or do anything else to try to hurt them.
3. Do not copy information from the Internet and claim it as yours.
4. Adhere to copyright restrictions when downloading material, including software, games, movies, or music from the Internet.
5. Do not break into someone else's computer.
6. Do not use someone else's password and
7. Do not attempt to infect or in any way try to make someone else's computer unusable”.

(p. 111).

Ethical behaviour involves the postgraduate student acquiring the knowledge on how to behave appropriately in the use of ICT (EIR) and then determining to abide by such knowledge which can be achieved through constant awareness of the need to behave ethically by the lecturers and librarians? The student will have imbibed academic integrity through such knowledge which will result in ethical behaviour. The acquisition of ethical behaviour by the students can be through the academic component of the university such as a course or aspect of a course in the curriculum and disseminated by lecturers and librarians to the postgraduate students.

Ethical behaviour should be embedded in the curriculum of universities for postgraduate students to be taught how to behave properly in their community regarding use of EIR and consequently, this will become a habit for them. Rasche et. al. (2013) confirmed that graduate students were revealed to have ethical behaviour because courses on ethics were included in the MBA curriculum in some universities in US and Europe. This was reflected in the use of cyberspace (including EIR) for their academic activities.

Whittier (2006) reported that in the US, there are character education programmes to inculcate good behaviour in students and the most popular is "Character Counts" which focuses on six major characteristics:

1. **Trustworthiness:** Be honest, Don't deceive, cheat or steal, Be reliable (do what you say you will do), Have the courage to do the right thing, Build a good reputation, Be loyal (stand by your family, friends and country);
2. **Respect:** Treat others with respect; follow the Golden Rule, Be tolerant of differences, Use good manners, not bad language, Be considerate of the feelings of others, Don't threaten hit or hurt anyone, Deal peacefully with anger, insults and disagreements;
3. **Responsibility:** Do what you are supposed to do, Persevere (keep on trying), Always do your best, Use self-control, Be self-disciplined, Think before you act (consider the consequences), Be accountable for your choices;
4. **Fairness:** Play by the rules, Take turns and share, Be open-minded, listen to others, Don't take advantage of others, Don't blame others carelessly;

5. **Caring:** Be kind, Be compassionate and show you care, Express gratitude, Forgive Others, Help people in need; and
6. **Citizenship:** Do your share to make your school and community better, Cooperate, Get involved in community affairs, Stay informed, vote, Be a good neighbour, "Obey laws and rules, Respect authority and Protect the environment" (<http://www.charactercounts.org/defsix.htm>).

Unethical Behaviour of students

Some studies have been conducted in different countries indicating that students use ICT (EIR) unethically in education. For example: Adetimirin (2016), Igwe and Ibegwam (2014) in Nigeria; Beycioglu, (2009 and Akbulut et al., (2008) in Turkey. Unethical behaviour in the use of EIR include: privacy, hacking, intellectual property/copyright, computer crime, and software reliability (Özer et al., 2011). Pusey and Sadera (2011) considered unethical behaviour as: privacy, cyberbullying, predators, hacking, defamation, acceptable use policies, end-user licence agreements, and internet -relevant legislation related to child protection, education and privacy in a study on 318 teaching undergraduates at a college in US.

Farjami (2012) highlighted the following as unethical behaviour in cyberspace: hacking, cyberfraud, cybersex, unleashing of worms and viruses, Identity theft, cyberterrorism, cyberespionage, cyberpiracy, cybervandalism, denial of service attacks, etc. Igwe and Ibegwam (2014) listed the following as unethical behaviour in the use of ICT:

"plagiarism, copyright, hacking, fair use; filesharing, online etiquette protocols, posting incorrect/inaccurate information, cyber-bullying, stealing or pirating software, music, and videos, online gambling, gaming, and internet addiction. Others are privacy, security, electronic monitoring of employees, collection and use of personal information on consumers, and identity theft" (p 110).

Role of Lecturers in Ethical Behaviour of Students

Lecturers are relevant in the ethical behaviour of postgraduate students in their use of EIR for teaching and learning. This is because they are expected to instruct the students on the judicious and proper use of EIR when carrying out academic activities such as

assignments, classwork, project reports and theses and dissertations. This will consequently lead to the students having the appropriate knowledge in using EIR without any contravention of the ethics guiding use. Lecturers can only impact such ethical knowledge to postgraduate students when they have such knowledge. This was emphasised by Whittier (2016) that teachers are instrumental in building up ethical behaviour in cyberspace of people including postgraduate students. However, lecturers in universities in New Zealand and Finland believe in ethical behaviour and that students should possess it, but are not clear about what their role should be and policies on ethical behaviour (Löfström, E. Et. al, 2015).

Some studies carried out on teachers and lecturers have revealed that they do not have the requisite ethical knowledge in the use of EIR. Davies (2009) affirmed this in a study of teachers in Canada, US, Australia and Botswana. Schimmel and Militello (2007) in a study of 1317 teachers in the US concluded that "most teachers are:

1. are uninformed or misinformed about student and teacher rights [or obligations];
2. have taken no course in school law;
3. get much of their school law information from other teachers;
4. would change their behaviour if they knew more about school law; and
5. want to learn more about these issues" (Schimmel & Militello, 2007, p. 257).

Özer et. al., (2011) conducted a study on attitudes of computer teachers on ethics in the use of computers in Turkey and reported that the ethical behaviour of teachers with more than 15 years work experience were lower than those with five to ten years. They concluded that teachers with less work experience had more ethical behaviour about the use of computer. Universities recognise the need to build the ethical behaviour of students and have taken the initiative to do this by having ethics built in the curriculum or having programmes on ethics. For example, Northern Illinois University College of Business started a programme Building Ethical Leaders using and Integrated Ethics Framework (BELIEF) and the goal was to increase the awareness of ethical issues among students and

strengthen their decision making on issues relating to ethics (Dzuranin, et. al. (2013).

Role of Librarians in Ethical Behaviour of Postgraduate Students

Librarians are involved in informing library users, postgraduate students inclusive of new information resources and how to access them through user education programmes such as: library orientation; user instructions, user manuals or documentation and computer assisted instructions. Others include: tutorials, library instruction course or information literacy course, seminars and workshops. User education is important to postgraduate students as it provides the knowledge and skills required to search, retrieve and use EIR for their various academic activities.

It is expected that user education will lead to improve the ethical behaviour of the postgraduate students as they will have been taught the appropriate ways of using EIR. This will lead to non violation of the ethics for using EIR. This was affirmed by Abubakar and Adetimirin (2016) in a study of the influence of user education to postgraduate students' use of e-electronic resources in ten Nigerian university libraries that

"user education programmes are an important aspect of library services because they inform students of the availability, location, and use conditions of e-resources in their libraries" (p. 50).

Omeluzor (2010) reiterated the importance of user education to postgraduate students of Babcock University, Ilishan, Nigeria by comparing those that had undergone user education with those that have not and reported that those that acquired user education were able to search and use EIR optimally than those without user education. Singh and Jindal (2009) carried out a study on graduate students of Delhi University, India and revealed the importance of user education for their learning and research activities. This was also confirmed by Adeleke and Olorunisola (2010) on the impact of user education training programme in Redeemer University to students and revealed that many of the students acquired information literacy, which is the ability to search, retrieve, evaluate and use information resources. This emphasises the responsibility in making the postgraduate students use EIR responsibly.

Librarians therefore, should be involved in impacting ethical behaviour on the postgraduate students through user education where they are enlightened on the appropriate and legal use of EIR. Such ethical behaviour will consist: acknowledging the author for any material used; not violating copyright; using your password for the expected purpose and abiding by the regulations to EIR use.

It is necessary for the librarians to continually instruct and disseminate knowledge that will enhance the ethical behaviour of the postgraduate students. This is confirmed by the findings of Bretag et. al, (2014) that students in six Australian universities had good awareness of ethical behaviour (academic integrity) and ethical behaviour policy and their universities provide adequate information and services to them. However, the postgraduate students were not satisfied with the information and services provided to them on ethical behaviour (academic integrity). This implies that strategies to improve the information and services to the postgraduate students in ethical behaviour must be enhanced.

Conclusion and Recommendations

Electronic information resources (EIR) are important resources to postgraduate students for learning. However, the use of such resources comes with regulations which the postgraduate students must adhere to. The ethical behaviour of postgraduate students in the use of EIR has a positive consequence on the library, university and the society. The appropriate use of EIR by the postgraduate students can be learnt from lecturers and librarians through continuing instruction. This will minimise to the barest minimum unethical behaviour of postgraduate students in the use of EIR. It is therefore, recommended that lecturers and librarians should be equipped with the requisite knowledge of ethical behaviour in EIR use through user education to disseminate to postgraduate students.

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