

Influence of Internet Use on the Copyright Infringement of Electronic Information Resources by Undergraduates in two Universities in South-West, Nigeria

Ajayi Bright^{1*}, Ikegune Daniel Olusegun² and Adekunle Fisayo Adesola³

¹Librarian II, Elizade University, Ilara-Mokin, Ondo State, Nigeria.

Corresponding Author: Ajayi Bright, Librarian II, Elizade University, Ilara-Mokin, Ondo State, Nigeria.

²Librarian II, KolaDaisi University, Oyo, Ibadan, Nigeria.

³Librarian II, Lead City University, Ibadan, Nigeria.

Received: 📅 2025 Dec 15

Accepted: 📅 2026 Jan 03

Published: 📅 2026 Jan 13

Abstract

This study investigated Influence of Internet Use on the Copyright Infringement of Electronic Information Resources by Undergraduates in two Universities in South-West, Nigeria. The descriptive research design of the correlational type was adopted for this study. The undergraduates of Adekunle Ajasin University, Akungba, and University of Ibadan, Ibadan formed the population of the study using two-stage sampling technique. A total of 375 questionnaires were distributed across the two university with a retrieval success of 372 copies, representing 99.2% return rate. Data were analysed using percentages and Pearson Product Moment Correlation analysis. The findings of this study revealed that in University of Ibadan, and Adekunle Ajasin University, the major purpose for which the undergraduates use the Internet was to obtain educational and research information while the least purpose of the use of the Internet in University of Ibadan was to make use of it for e-commerce such as online sales and trading and in Adekunle Ajasin University, the least purpose of use of the Internet was to watch movies or entertain themselves. Findings revealed that in University of Ibadan, and Adekunle Ajasin University, undergraduates use Internet daily for communication and correspondence, while the least of the frequency of Internet use in University of Ibadan was to use Internet to obtain educational and research information and in Adekunle Ajasin University the least frequency of use was to watch movies or entertain themselves. Findings revealed that in University of Ibadan, and Adekunle Ajasin University, inadequate power supply or electricity was the major constraints to Internet use by the undergraduates, while the least constraints to Internet use in University of Ibadan was lack of training on the use of internet and in Adekunle Ajasin University the least constraints to Internet use was lack of time. Findings also revealed that undergraduates in University of Ibadan, and Adekunle Ajasin University plagiarised as they sometimes quote without acknowledgement, summarised texts without appropriate reference to the author of the text and do hack into restricted access materials through websites like Sci-hub.tw. respectively. Findings revealed that there is no significant relationship between Internet use and copyright infringement on EIR by the undergraduates ($Df= 370, N= 372, r= .046, P > 0.05$). It was recommended that the Universities Faculties and Departments should organise workshop or orientation for the undergraduates to sensitise them on copyright infringement and the legal issues surrounding the use of electronic information resources.

Keywords: Influence of Internet Use, Copyright Infringement, Electronic Information Resources, University Undergraduates, South West Nigeria

Word count: 398

1. Introduction

Electronic information resources are digital information materials that are stored and accessed electronically in the library databases and through information technology (IT) devices such as desktop computers, laptops, palmtops, android phones among others and used for the purpose of meeting information quest by users. Undergraduates belong

to the class of active users of electronic information resources. Undergraduates use electronic information resources for different purposes among which are for solving take-home assignments, term paper writing, project work, to update knowledge etc. The avalanche of electronic information resources has enabled active teaching and learning and information communication medium among the Academic

staff and the undergraduate students. Academic staff or lecturers now exchange course materials and lecture notes with students. Nowadays, information users make use of the web to access remote databases and full-text document resources that were previously only available through expensive on-site research visits. The ability of students to find and retrieve information effectively is a transferable skill useful for their future lives as well as enabling the positive and successful use of academic electronic resources (Tella). Access to various electronic information resources have made undergraduates vulnerable to using the electronic information resources without acknowledging the sources or the original owner of the intellectual property. In other words, they infringe on the right of the copyright owner.

Copyright infringement can be defined as the act of using another person's intellectual work without appropriate or full acknowledgement. Copyright infringement has been found consistent among students around the world and indeed in Nigeria. The reason for this copyright infringement concerns cannot be far-fetched as a burgeoning increase in the availability and manipulation of Information and Communication Technologies such as the Internet has contributed magnificent changes to academia and the research world in general [1]. It has brought a drastic effect on the creation, organization, and dissemination of information. There is a rapid increase in the rate at which students and researchers are turning to the Internet for ready solutions and shortcuts for writing assignments, research papers and theses (Shaheen,). Copyright, according to World Intellectual Property Organisation -WIPO (2014) is a legal term used to describe the rights of creators over their literary and artistic works [2]. These include books, music, paintings, sculpture, films, computer programs, databases, advertisements, maps and technical drawings. Copyright therefore, could be viewed as a set of exclusive rights of a creator to reproduce, and prepare derivative works, distribute, perform, display, sell, lend or rent their creations to others. The goal of copyright law is to encourage authors and scholars to put effort into creating new works of art, literature, science and technology. Copyright is a branch of the larger legal field known as intellectual property, which also includes trademark and patent law.

The protection of the intellectual content of authors' works helps to promote creativity and improves the economy in the long run [3]. Theft of intellectual property has become a global problem. It involves infringing on the legal, economic and moral rights of authors of creative and intellectual works. Piracy and plagiarism have become a lucrative business run by some organised cartel and various measures are being put in place by the Federal Government of Nigeria through the Nigerian Copyright Commission and the police to checkmate the villainous activities of these intellectual property thieves (The Nigerian Copyright Act 2007). The Nigerian Copyright Commission has been further empowered to arrest and prosecute offenders, hence the administration of copyright law is now taken with utmost tenacity. Piracy constitutes another means of infringement of copyright law. Piracy as opined by Thomas and cited in

Okwilagwe, is the unauthorised or illegal reproduction of the work of an author for sale without payment of royalty or other compensation to the owner of the intellectual property that was exploited [4]. Several reasons have been adduced for the rising incidences of copyright infringement in academia. The most popular is the ease with which information can be retrieved, manipulated and distributed on the Internet. The widespread use of the Internet among students has fostered the 'cut and paste' approach to research.

Ogedengbe and Adekunle, defined Internet as a large computer network created out of some thousands of interconnected networks that support a broad range of services such as electronic, file transfer protocol, database access and many others [5]. The Internet can also be broadly explained as a worldwide network of computers communicating via an agreed upon protocol (rules for exchange of information). It provides access to the most diversified source of information hosted by individuals and various organisations worldwide, on a vast network of servers. The Internet, which is a global system of interconnected computers, provides many benefits to its users, including access to information from distant documents and databases that can be read and studied to improve knowledge. The Internet combines and presents through the same medium the virtues of print and multimedia resources. With the Internet, students can improve their learning by gaining access to information and materials available online, which they might read online or download and print to read later. The Internet is also not just a passive medium that students might explore to obtain information on their own. It is increasingly also being used by educational institutions and teachers as a flexible medium for delivering online education to distant learning students as well as to regular students.

Young as cited in Babalola blame the anonymity of the web and the practice of 'downloading' music, software, games etc. at no cost from the Internet to gradually erode the culture of attribution that is fundamental to academic research [6]. Students generally have the misconception that the Internet is a free source for collecting information without acknowledging the author. The number of paper mills, websites that offer written term papers for a fee, has increased significantly with the advent of Internet technology. As regards academic dishonesty, educational institutions have taken several approaches to deter students from committing acts of plagiarism. These approaches focus on minimal amounts of "education" on the subject and larger amounts of warnings and threats of punishment. Since technology advancement has inadvertently contributed to the downfall of academic integrity, institutions have now turned to the instruments of the same to combat dishonest writing methods. One of the most common forms of technology "prevention" is the program called Turnitin, however some researchers have equated this method to a "guilty until proven innocent" mind-set [7].

1.1. Statement of the Problem

Students have taken for granted the availability of ICT and the Internet and have arbitrarily utilized this advantage- to

copy and retrieve electronic materials indiscriminately for various academic purposes, most especially assignments and research; without any care for appropriate use and the intellectual property of the electronic materials they utilize. Some even go ahead to hack digitally locked and restricted access material without paying or acknowledging the contributors of such information material- a scenario which if not promptly nipped in the bud will spoil the credibility of academic activity in the Nigerian university circles. Existing related literature on the subject have left unaddressed gaps in knowledge especially with regard to how the Internet have inadvertently induced this unwanted scenario of copyright infringement, hence the concern of this study.

1.2. Objectives of the Study

The objectives of the study are to:

- Find out the purpose of use of the Internet by the undergraduates.
- Determine the frequency of use of the Internet by the undergraduates.
- Identify the constraints to Internet use by the undergraduates.
- Find out the types of copyright infringement on Electronic Information Resources (EIR) by the undergraduates.
- Determine the level of copyright infringement on EIR by the undergraduates.
- Determine the relationship between the undergraduates' Internet use and copyright infringement on EIR.

1.3. Research Questions

The following research questions are formulated to guide the study:

- What are the purposes for which the undergraduates use the Internet?
- What is the frequency of Internet use by the undergraduates?
- What are the constraints to Internet use by the undergraduates?
- Find out the types of copyright infringement on Electronic Information Resources (EIR) by the undergraduates.
- What are the undergraduates' levels of copyright infringement on EIR?

1.4. Hypothesis

The study will test the following hypothesis at 0.05 level of significance:

- **Ho1.** There is no significant relationship between Internet use and copyright infringement on EIR by the undergraduates.

1.5. Significance of the Study

This study will help to create awareness to users of intellectual material on the concept of intellectual property, while delineating copyright from other branches of intellectual property such as patents, trademarks, etc. The findings from the study will help to reduce the incidence of piracy and other illegalities as regards intellectual property violation among students with emphasis on copyright Infringement. From this study, students will know how to carry out original and authentic research while acknowledging and giving due credit to the contributors of their research. The study is also

significant to the entire academia or university community in that it will help to sanitize the academic system by encouraging clean and credible research and other similar assignments, whereby authentic works are produced and appropriately referenced rather than infringed upon. In addition, the result of this study will contribute to the body of literature available in the library and information discipline; in the areas of use of the Internet and Copyright violation.

1.6. Literature Review

1.6.1. Use of the Internet by Undergraduates

The opportunities and challenges associated with using the Internet by students have become a major topic of debates with the rapidly increased awareness and use of this technology [8]. Academic students and researchers commonly use the Internet for e-mail communication, electronic document transfers, or remote computer access. Likewise, the World Wide Web has emerged as a significant Internet-based research tool for accessing and disseminating information. In addition to sending text-based messages, sharing files, or displaying Web pages, the Internet can broadcast audio and video content and support virtual electronic conferencing. Hussain reports that the internet and its use in higher education have increased the educational research and development and have encouraged virtual interaction as a means of sharing research findings [9]. The use of internet for educational purposes has increased in many folds among Nigerian youths. Online access to e-journals and e-books are the emerging trends among learners. The emergence of high-speed internet access and its availability on recently evolved smart phones has opened several new avenues for learning.

Like in any other higher institutions of learning around the globe, Nigerian undergraduate students are often expected to carry out assignments and conduct diverse research work as they progress through their final year of study. The qualities of a student's research and learning is largely dependent on the quality, quantity and current internet resources referred to by the student [10]. This has attracted research debates about the use of the internet in the context of contemporary education in developing countries such as Nigeria. However, most of these studies preponderantly highlight their impact on academic performance (values), communication, and general education goals [11,12]. Fasae and Adegbihero-Iwari discovered that science students in Nigerian private universities who regularly access the internet facilities on their smartphones (such as e-mails, social media and search engines), utilize it for educational and communication purposes [13]. However, poor internet connectivity and the high cost of data subscription were identified to be the major challenges confronting the students.

According to Awoloye, Siyanbola and Oladipo, the students in their response indicate that the internet when utilised appropriately provides a great number of benefits as it helps them to search for more information on a particular subject than hitherto possible [14]. It provides avenues to contact relatives and friends, widens knowledge, and gives information in education, politics and social events. The Internet has changed the method of accessing and using

information and research activities and as well as introduced a novel concept of the technology process and it is constantly modifying the roles played by the participant of the education process [15].

As regards Internet experience, Babalola found that 34.8% of undergraduate students have used the Internet for 5-6 years [6]. Likewise, Fasae and Aladeniyi also reported that 65% had internet experience of more than 3 years while in Awolaye, et al. studies showed that students had about 4 years of internet use experience [14]. The constraints for using the internet have also been identified in many studies. Irregular power supply, high cost of internet access, lack of time, slow access speeds and delays in loading screens, etc. have become major obstacles.

For example, Babalola's findings show server lags as a major obstacle, Fasae and Aladeniyi found slow access/ internet speeds with 96% of respondents. Kumar and Kaur also found that delay in retrieving relevant information was a major problem faced by 69.4% of respondents. In another study, Emeka and Nyeche conducted research on Internet Use and the Academic Performance of Undergraduate Students at the University of Abuja, Nigeria [16]. The results obtained from the study showed that 111 (55%) respondents used the internet every day, 31 (15%) used the internet once a week, 9 (5%) used the internet once every two weeks, 26 (13%) used the internet once in a month, 20 (10%) used the internet occasionally while 3 (2%) do not make use of the internet. The findings show that the majority of students use the internet every day. The study reveals that paying for online services is a problem; this study equally shows that the Internet is one of the useful tools in the information technology (IT) era, not only for business but for academic purposes and it enhances students' skills and abilities that help them in their studies and professional life.

1.6.2. Copyright Infringement of Electronic Information Resources by Students

Copyright protects authors of original works of authorship, including literary, dramatic, musical, artistic, and other intellectual works, regardless of whether the work is published or unpublished. The Copyright Act gives the copyright owner the right to: reproduce the work in copies; prepare derivative works based upon the work; distribute copies to the public by sale or other transfer of ownership, or by rental, lease, or lending; perform the work publicly; display the work publicly; perform the work publicly by means of a digital audio transmission in the case of sound recordings [17]. In Nigeria, an organization known as the Nigeria Copyright Commission was established to oversee to the administration of Copyright. The Commission is responsible for the following. By looking at the various instances of copyright infringement as reported by Bretag and Mahmud, there is a clear thread to suggest that copyright infringement is committed with clear intent and there are those who are committed it with no clear intent [18]. Nevertheless, another literature on copyright infringement among the undergraduate students also grouped the forms of infringement into four main categories (mentioned in

Parks) [19,20]. These categories are the following: stealing material from another source and pasting it off as their own, e.g. buying a paper from a research service, essay bank or term paper mill (either prewritten or specially written; copying a whole paper from a source text without proper acknowledgement, submitting another student's work, with or without that student's knowledge by copying a computer disk), submitting a paper written by someone else (e.g. a peer or relative) and passing it off as their own; copying sections of material from one or more source texts, supplying proper documentation (including the full reference) but leaving out quotation marks, thus giving the impression that the material has been paraphrased rather than directly quoted, and paraphrasing material from one or more source texts without supplying appropriate documentation.

Most undergraduate distance learning students of the University of Ibadan, just like other undergraduate students of Nigerian universities, are poorly aware of the acts that constitute plagiarism and copyright infringement. They print, download, copy, paste and use other people's intellectual property without making any due reference to the source and do not bother to seek the permission to reuse such materials. Unfortunately, most of the materials are copyrighted works. Aboyade, Aboyade and Ajala noted that in Nigeria today, there appears to be an evolving tradition of photocopy of copyrighted materials without taking into cognisance the moral and economic benefits to the authors. This culture of reckless photocopying is rampant among students and is tantamount to an abuse of copyright statutes. The global nature of the Internet serves as a saving grace to these students to run away from such crimes. Unfortunately, most of these students may not be aware of the consequences of their action as they feel that information from the Internet is free for use by all.

1.6.3. Use of the Internet and Copyright Infringement of Electronic Information Resources by Students

The rising incidence of copyright infringement particularly Internet plagiarism among students in universities and other tertiary institutions is not unique to Nigeria. Issues of copyright infringement are contentious for academia in the online environment. Iyanda, Opele and Akintunde, noted that in this information age, a significant relationship exists between information and communication technology (ICT) skills and information resources on the Internet usage pattern of students and other library users in college and polytechnics [21]. As the use of the Internet has rapidly expanded, so has the use of online sourcing for the conduct of academic endeavours from the proliferation of online institutions and programs to the use of online databases and websites for references in papers, theses, and dissertations [22,23]. Along with this, it has been reported in a range of literature that the Internet is influencing or even causing an increase in maligned used of online material by students: "As the access to the Internet in this generation has become easy and more proliferated, literature has revealed that, in recent years, more and more young people at school are practicing cheating, and things are getting worse each year" [24]. Okere, Adam and Sanusi studied the awareness

of plagiarism as copyright violation with implications for intellectual property education in Babcock University, Ilishan- Remo, Ogun State, Nigeria and Redeemers University, Ede, Osun State, Nigeria [25]. The study was cross-sectional in nature in which the researchers conducted four sessions of focus group discussions with eight final year students of mass communication. Results showed that every one of the discussants indicated that they were aware of what plagiarism is and what it stands for. They also acknowledged that plagiarism has really become a menace within academic institutions, and that most students plagiarize without even realizing the implications. On the other, the study of Ozoemelem's revealed that there is a low level of skilfulness in the use of ICT among students of Nigerian tertiary institutions [26]. Babalola reports in his study that 79.3% of students surveyed plagiarized because information is readily available on the internet to download [6]. With billions of electronic full text articles available on the internet, it becomes difficult and if not impossible for instructors to determine where students have lifted their information from [27]. In 2002, CAVAL Collaborative Solutions, a university Library Consortium in Australian (cited in Goh) submitted students papers from five higher education institutions to TURNITIN. A total of 1,770 papers from various disciplines were scanned. The results revealed that 8.8% of the papers had more than 25% internet plagiarized work. The same study found that only two papers out of the 1,770 papers had more than 75% plagiarized work. In the study of Batane reported that the internet has become a 'cesspool' of plagiarism [27]. Likewise, in a study by Singh and Guram , 85% of the respondents reportedly admitted that plagiarism cannot be successfully avoided because of the voluminous articles published which make it difficult to track every publication [28]. The internet continues to provide safe havens for students' plagiarism behaviour to foster. There is too much freedom in institutions of higher learning where there is no close supervision on the part of instructors and students are free to use information from any source including the internet, and are free to obtain help from other persons which they can present as their own work, thereby ending up committing plagiarism. Students feel that their unethical behaviours will never be detected and even if they are caught, the perceived punishment is always minimal.

2. Methodology

The research design adopted for this study was descriptive research design of the correlational type. Survey research design entailed gathering relevant data from the sample to the entire population. The population of study comprises a total of twenty-one (21) faculties, fifteen (15) from the University of Ibadan and (6) six from Adekunle Ajasin University, Akungba, with a combined undergraduate population of 28,816, undergraduates from U.I are 14,778 and 14, 038 from AAUA respectively. The two-stage sampling technique was used. The first stage involved purposive selection of faculties that are common to both universities which are: Arts, Education, Sciences and Social sciences for uniformity in data collection, while the second stage involved using a sample fraction of 2% to obtain the total number of 375 undergraduates as the sample size of the study. This sample size is justified by Krejcie and Morgan 1970, who recommended a sample size of 379 for a population of 30,000. A total of 375 questionnaires were distributed, out of which 372 were returned. There were, however, some missing data points due to few unanswered questions by respondents. The questionnaire was made up of six sections- Sections "A" which examines demographic information, Section "B" comprises questions designed to obtain responses on purposes for which the undergraduates use the Internet, Section "C" comprises questions on frequency of Internet use by the undergraduates, Section "D" comprises questions on the constraints to Internet use by the undergraduates, Section "E" comprises questions on the types of copyright infringement on Electronic Information Resources (EIR) by the undergraduates, while Section "F" comprises questions on the undergraduates' levels of copyright infringement on EIR. The questionnaire was pre-tested on 30 students in the faculty of Public health in the University of Ibadan that was not included in the study. The data collected for this study were analysed using simple percentages and the Pearson Product Moment Correlation analysis.

2.1. Data Analysis

Data were analysed based on their relationship to the specific areas of the study using descriptive and inferential statistics such as simple percentages and Pearson Product Moment Correlation analysis.

2.2. Demographic Information of the Respondents

Variable	Frequency	Percentage (%)
Faculty of respondents		
Arts	87	23.4
Education	87	23.4
Sciences	107	28.8
Social Sciences	91	24.5
Total	372	100.0
Level of study of respondents		
100 Level	109	29.3
200 Level	138	37.1
300 Level	79	21.2

400 Level	46	12.4
Total	372	100.0
Gender distribution of the respondents		
Male	170	45.7
Female	202	54.3
Total	372	100.0
Age distribution of respondents		
16-20 years	185	49.7
21-25 years	167	44.9
26-30 years	20	5.4
Total	372	100.0

Table 1: Distribution of Respondents Based on Demographic Information

Table 1 shows the distribution of demographic characteristics of the respondents. As regards Faculty of respondents, it shows that majority, 107(28.8%) are in Sciences, followed by 91(24.5%) respondents who are in Social Sciences, and 87(23.4%) in Arts and Education respectively. It implies that majority of the respondents are in Sciences. The distribution of respondents according to level shows that majority 138(37.1%) are in 200 level, 109 (29.3%) are in 100 level, 79(21.2%) are in 300 level and 46(12.4%) are in 400 level. The result indicated that majority of the undergraduates are in 200 level. The gender distribution of respondents shows that majority 202(54.3%) are female while the remaining

170(45.7%) are male. These respondents cut across four major faculties common to the two universities. Concerning age distribution, majority 185(49.7%) are between 16 and 20 years of age, 167 (44.9%) respondents' fall between 21-25 years of age, while 20(5.4%) are within 26-30 years old. The result indicated that majority of the undergraduates in the two universities are adolescents.

2.3. Research Questions

Research Question 1: What are the Purposes for Which the Undergraduates Use the Internet?

S/N	Purposes of Internet Use	University	Strongly Agree	Agree	Disagree	Strongly Disagree
1	To obtain educational and research information	UI	112 (75.7%)	32 (21.6%)	3 (2.0%)	1 (0.7%)
		AAU	183 (81.7%)	38 (17.0%)	1 (0.4%)	2 (0.9%)
2.	To watch movies or entertain myself	UI	74 (50.0%)	57 (38.5%)	15 (10.1%)	2 (1.3%)
		AAU	108 (48.2%)	80 (35.7%)	31 (13.8%)	5 (2.2%)
3.	For Communication and Correspondence.	UI	106 (71.6%)	39 (26.3%)	3 (2.0%)	-
		AAU	197 (87.9%)	25 (11.2%)	2 (0.9%)	-
4.	To keep abreast of the latest news and happenings.	UI	95 (64.2%)	45 (30.4%)	8 (5.4%)	-
		AAU	179 (79.9%)	40 (17.8%)	5 (2.2%)	-
5.	I make use of the internet for e-commerce such as online sales and trading.	UI	68 (45.9%)	45 (30.4%)	26 (17.6%)	9 (6.1%)
		AAU	144 (64.3%)	57 (25.4%)	9 (4.0%)	14 (6.3%)

Table 2: Purposes for Which the Undergraduates Use the Internet

The scales for measuring purposes for which the undergraduates use the Internet are strongly agree, agree, disagree, and strongly disagree. But for the purpose of writing the result, strongly agree and agree was merged to become agree, while disagree and strongly disagree was

merged to become disagree. Table 2 revealed that in the University of Ibadan, the largest number of respondents' 144(97.3%) agreed that to obtain educational and research information was the major purpose for which they use the Internet while the least purpose of use of the Internet was to

make use of the internet for e-commerce such as online sales and trading with 113(76.3%). In Adekunle Ajasin University, the largest number of respondents' 221(98.7%) also agreed that to obtain educational and research information was the major purpose for which they use the Internet while the

least purpose of use of the Internet was to watch movies or entertain themselves with 188(83.9%).

Research Question 2: What is the frequency of Internet Use by the Undergraduates?

S/N	Items	University	Daily	Twice Weekly	Weekly	Monthly	Occasion ally
1	To obtain educational and research information.	UI	93 (62.8%)	22 (14.7%)	18 (12.2%)	1 (0.7%)	14 (9.4%)
		AAU	166 (74.1%)	34 (15.2%)	14 (6.2%)	-	10 (4.5%)
2.	To watch movies or entertain myself.	UI	47 (31.7%)	30 (20.3%)	33 (22.3%)	11 (7.4%)	27 (18.2%)
		AAU	99 (44.2%)	47 (21.0%)	41 (18.3%)	8 (3.6%)	29 (12.9%)
3.	For Communication and Correspondence.	UI	115 (77.7%)	15 (10.1%)	9 (6.1%)	4 (2.7%)	5 (3.4%)
		AAU	188 (83.9%)	19 (8.5%)	12 (5.3%)	1 (0.4%)	4 (1.8%)
4.	To keep abreast of the latest news and happenings.	UI	94 (63.5%)	28 (18.9%)	13 (8.8%)	4 (2.7%)	9 (6.1%)
		AAU	156 (69.4%)	33 (14.7%)	30 (13.4%)	1 (0.4%)	4 (1.8%)
5.	I make use of the internet for e-commerce such online sales and trading.	UI	46 (31.1%)	19 (12.8%)	22 (14.7%)	12 (8.1%)	49 (33.1%)
		AAU	72 (32.1%)	41 (18.3%)	21 (9.4%)	12 (5.3%)	78 (34.8%)

Table 3: Frequency of Internet Use by the Undergraduates

Table 3 shows the frequency of Internet use by the undergraduates in both universities. The findings revealed that in University of Ibadan, majority 115(77.7%) respondents' indicated that they use Internet daily for communication and correspondence, while the least one 1(0.7%) respondents' indicated that they use Internet to obtain educational and research information. In Adekunle

Ajasin University, 188(83.9%) respondents also indicated that they use Internet daily for communication and correspondence, while the least 8(3.6%) respondents indicated that to watch movies or entertain themselves.

Research question 3: What are the Constraints to Internet Use by the Undergraduates?

S/N	Constraints to Internet Use	University	SA	A	D	SD
1	Inadequate power Supply or Electricity.	UI	91 (61.5%)	49 (33.1%)	6 (4.0%)	2 (1.3%)
		AAU	167 (74.5%)	49 (21.9%)	5 (2.2%)	3 (1.3%)
2.	To watch movies or entertain myself.	UI	83 (56.1%)	51 (34.4%)	11 (7.4%)	3 (2.0%)
		AAU	143 (63.8%)	64 (28.6%)	10 (4.5%)	7 (3.1%)
3.	For Communication and Correspondence.	UI	22 (14.7%)	28 (18.9%)	56 (37.8%)	42 (28.4%)
		AAU	89 (39.7%)	41 (18.3%)	64 (28.6%)	30 (13.4%)
4.	To keep abreast of the latest news and happenings.	UI	27 (18.2%)	44 (29.7%)	48 (32.4%)	29 (19.6%)
		AAU	105 (46.9%)	59 (26.3%)	40 (17.8%)	20 (8.9%)

5.	I make use of the internet for e-commerce such online sales and trading.	UI	47 (31.7%)	71 (48.0%)	21 (14.2%)	9 (6.1%)
		AAU	116 (51.8%)	85 (37.9%)	16 (7.1%)	7 (3.1%)
6.	Slow connectivity and downloading.	UI	64 (43.2%)	60 (40.5%)	20 (13.5%)	4 (2.7%)
		AAU	117 (52.2%)	86 (38.4%)	21 (9.4%)	-
7.	Non-availability of wireless internet connectivity around the campus.	UI	43 (29.0%)	58 (39.2%)	32 (21.6%)	15 (10.1%)
		AAU	99 (44.2%)	72 (32.1%)	44 (19.6%)	9 (4.0%)
8.	I make use of the internet for e-commerce such online sales and trading.	UI	23 (15.5%)	63 (42.6%)	44 (29.7%)	18 (12.2%)
		AAU	49 (21.9%)	65 (29.0%)	65 (29.0%)	45 (20.1%)

Table 4: Constraints to Internet Use by the Undergraduates

The scales for measuring constraints to Internet use by the undergraduates are strongly agree, agree, disagree, and strongly disagree. But for the purpose of writing the result, strongly agree and agree were merged to become agree, while disagree and strongly disagree were merged to become disagree. Table 4 reveal that in University of Ibadan, the largest number of respondents' 140(94.6%) agreed that inadequate power supply or electricity was the major constraints to Internet use by the undergraduates, while the least constraints to Internet use was lack of training

on the use of internet with 50(33.6%). In Adekunle Ajasin University, the largest number of respondents 216(96.4%) also agreed that inadequate power supply or electricity was the major constraints to Internet use by the undergraduates, while the least constraints to Internet use was lack of time with 114(50.9%).

Research Question 4: What are the Electronic Information Resources that the Undergraduates Infringe Upon?

S/N	ITEMS	University	SA	A	D	SD
Plagiarism						
1.	I usually paraphrase without giving credit to the author.	UI	19 (12.8%)	56 (37.8%)	56 (37.8%)	17 (11.5%)
		AAU	54 (24.1%)	81 (36.2%)	66 (29.5%)	23 (10.3%)
2.	I sometimes quote without acknowledgement	UI	14 (9.4%)	69 (46.6%)	51 (34.4%)	14 (9.4%)
		AAU	40 (17.8%)	100 (44.6%)	60 (26.8%)	24 (10.7%)
3.	I sometimes invent bibliography and references	UI	14 (9.4%)	45 (30.4%)	66 (44.6%)	23 (15.5%)
		AAU	47 (21.0%)	88 (39.3%)	60 (26.8%)	29 (12.9%)
4.	When under pressure, I am fond of using ideas from paper or copyrighted work downloaded from the internet as the basis of academic writing and passing them off as my work.	UI	26 (17.6%)	56 (37.8%)	52 (35.1%)	14 (9.4%)
		AAU	49 (21.9%)	102 (45.5%)	47 (21.0%)	26 (11.6%)
Improper Referencing						
5.	When pushed to the wall, I do false citation and referencing.	UI	11 (7.4%)	25 (16.9%)	69 (46.6%)	43 (29.0%)
		AAU	37 (16.5%)	90 (40.2%)	59 (26.3%)	38 (17.0%)

6.	I cut and paste from different sources and formulate non-existing references.	UI	14 (9.4%)	48 (32.4%)	52 (35.1%)	34 (23.0%)
		AAU	37 (16.5%)	89 (39.7%)	62 (27.7%)	36 (16.1%)
7.	I summarize texts without appropriate reference to the author of the text.	UI	20 (13.5%)	50 (33.8%)	51 (34.4%)	27 (18.2%)
		AAU	46 (20.5%)	94 (42.0%)	56 (25.0%)	28 (12.5%)
Piracy						
8.	Sometimes, I hack into restricted access materials through websites like Sci-hub.tw	UI	12 (8.1%)	17 (11.5%)	47 (31.7%)	72 (48.6%)
		AAU	30 (13.4%)	39 (17.4%)	78 (34.8%)	77 (34.4%)
9.	I reproduce and redistribute materials found on the internet without the permission of the author.	UI	11 (7.4%)	23 (15.5%)	43 (29.0%)	71 (48.0%)
		AAU	26 (11.6%)	52 (23.2%)	69 (30.8%)	77 (34.4%)
10.	At times, I engage in a cheaper purchase and use of pirated books/material to save cost.	UI	11 (7.4%)	32 (21.6%)	41 (27.7%)	64 (43.2%)
		AAU	25 (11.2%)	56 (25.0%)	59 (26.3%)	84 (37.5%)

Table 5: Electronic Information Resources that the Undergraduates Infringe Upon

The scales for measuring the electronic Information Resources that the undergraduates infringe upon are strongly agree, agree, disagree, and strongly disagree. But for the purpose of writing the result, strongly agree and agree were merged to become agree, while disagree and strongly disagree were merged to become disagree. Table 5 reveal that in University of Ibadan, the largest number of respondents with 83(56.0%) plagiarised as they sometimes quote without acknowledgement, 70(47.3%) respondents summarised texts without appropriate reference to the author of the text, while a large number 119(80.3%) do not hack into restricted access materials through websites like

Sci-hub.tw. In Adekunle Ajasin University, the largest number of respondents with 140(62.4%) also plagiarised as they sometimes quote without acknowledgement, 140(62.4%) respondents' summarised texts without appropriate reference to the author of the text, while a large number 155(69.2%) do not hack into restricted access materials through websites like Sci-hub.tw.

2.4. Test of Hypothesis

- **Ho1:** There is no significant relationship between Internet use and copyright infringement on EIR by the undergraduates.

Variables	N	Mean	Std.Dev	Df	R	P	Sig.
Internet use	372	43.7554	5.35700	370	.046	.378	Not Sig.
Copyright infringement on electronic information resources	372	51.9489	12.41771				

Table 6: PPMC Summary Table Showing the Relationship Between Internet Use and Copyright Infringement on EIR by the Undergraduates

Table 6 shows a low Internet use on Copyright infringement on electronic information resources by undergraduates in the two universities (Df= 370, N= 372, r= .046, P > 0.05). Based on this, the null hypothesis is accepted. Therefore, there is no significant relationship between Internet use and copyright infringement on EIR by the undergraduates. It implies that the undergraduates use of the Internet does not determine their copyright infringement on EIR.

3. Discussion of the Findings

The study revealed that majority, 107(28.8%) of the

undergraduates that participated in the study are in Sciences, followed by 91(24.5%) respondents who are in Social Sciences, and 87(23.4%) in Arts and Education respectively. The distribution of respondents according to level shows that majority 138(37.1%) are in 200 level, 109 (29.3%) are in 100 level, 79(21.2%) are in 300 level and 46(12.4%) are in 400 level. The gender distribution of respondents shows that majority 202(54.3%) are female while the remaining 170(45.7%) are male. These respondents cut across four major faculties common to the two universities. Concerning age distribution, majority 185(49.7%) are between 16 and

20 years of age, 167 (44.9%) respondents' fall between 21-25 years of age, while 20(5.4%) are within 26-30 years old. The result indicated that majority of the undergraduates in the two universities are adolescents.

Findings reveal that to obtain educational and research information was the major purpose for which undergraduates use the Internet, while the least purpose of use of the Internet was to make use of the internet for e-commerce such as online sales and trading. This finding is in line with the findings of Hussain who reports that the internet and its use in higher education have increased the educational research and development and have encouraged virtual interaction as a means of sharing research findings [9]. This has attracted research debate about the use of the internet in the context of contemporary education in developing countries such as Nigeria. However, most of these studies preponderantly highlight their impact on academic performance (values), communication, and general education goals (Rashid and Han; Nwagwu) [11,12]. The result of the study also revealed that undergraduates use the Internet daily for communication and correspondence, while the least use of the Internet was to obtain educational and research information. The findings agreed with that of Emeka and Nyeche, they conducted research on Internet Use and the Academic Performance of Undergraduate Students at University of Abuja, Nigeria [16]. The results obtained from the study showed that 111 (55%) respondents used the internet every day, 31 (15%) used the internet once a week, 9 (5%) used the internet once every two weeks, 26 (13%) used the internet once in a month, 20 (10%) used the internet occasionally while 3 (2%) do not make use of the internet. David says that students become more cognizant of how to learn when using ICT because they have to interact with computers. According to Awolaye, Siyanbola and Oladipo, the students in their response indicate that the Internet when utilised appropriately provides a great number of benefits as it helps them to search for more information on a particular subject, provide avenues to contact relatives and friends, widens knowledge and gives information in education, politics and social events [14].

Findings reveal that inadequate power supply or electricity was the major constraints to Internet use by the undergraduates, while the least constraint to Internet use was lack of training. This is in line with the findings of Awolaye, Siyanbola and Oladipo that the constraints for using the internet are irregular power supply, high cost of internet access, lack of time, slow access speeds and delays in loading data, etc [14]. Findings reveal that undergraduates plagiarised as they sometimes quote without acknowledgement, summarised texts without appropriate reference to the author of the text, while, on the other hand, do not hack into restricted access materials through websites like Sci- hub.tw. This finding agreed with a study conducted by Bretag and Mahmud, looking at the various instances of copyright infringement reported that there is a clear thread to suggest that copyright infringement is committed with clear intent and there are those who are committed with no clear intent [18]. Nevertheless, another literature on copyright infringement among the undergraduate students

also grouped the forms of infringement into four main categories (Brandt) [19,20,29]. These categories are the following: stealing material from another source and passing it off as their own, e.g. buying a paper from a research service, essay bank or term paper mill (either prewritten or specially written; copying a whole paper from a source text without proper acknowledgement, submitting another student's work, with or without that student's knowledge by copying a computer disk), submitting a paper written by someone else (e.g. a peer or relative) and passing it off as their own; copying sections of material from one or more source texts, supplying proper documentation (including the full reference) but leaving out quotation marks, thus giving the impression that the material has been paraphrased rather than directly quoted, and paraphrasing material from one or more source texts without supplying appropriate documentation.

The study also shows that there is no significant relationship between Internet use and copyright infringement on EIR by the undergraduates. The study is in line with the study of Ozoemelem's study who revealed that there is a low level of skilfulness in the use of ICT among students of Nigerian tertiary institutions [26]. The study further negates the findings of Iyanda, Opele and Akintunde that in this information age, a significant relationship exist between information and communication technology (ICT) skills and information resources on the internet usage pattern of students and other library users in college and polytechnics [21].

4. Conclusion

It is evident that undergraduates in universities indulge in plagiarism, improper referencing, photocopying and all manners of unauthorised use of electronic information resources. This they do by intention on the part of some and ignorance on the other, in an attempt to seek short-cuts to carrying out a research or an assignment. A lot of them see the Internet as free for all and hence believe they have the right to use any electronic information resources as they please. However, it could be that access to the Internet use influences copyright infringement, but this could attract serious punishment under the Copyright Act. Nevertheless, it was revealed that there is no significant relationship between Internet use and copyright infringement on EIR by the undergraduates.

Recommendations

The following recommendations were made based on the findings of this study:

- The University libraries should ensure that they have good Internet services that the undergraduate students can access at any given time for academic purpose.
- Universities Faculties and Departments should organise workshop or orientation for the undergraduates to sensitise them on copyright infringement and the legal issues surrounding the use of electronic information resources.
- The University lecturers should monitor closely the undergraduate's academic works such as their assignments, term papers and project work to ensure they are free of

plagiarism.

- The University, Faculties and departments should endeavour to provide alternative power supply to enable the undergraduates to have easy access to information resources.

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