

Awareness and Attitudes Towards Copyright and Plagiarism Issue Among the LIS Professionals Working in Selected R & D Organizations in Bengaluru: A Study

Geetha¹, Ramesha²

How to cite this article:

Geetha, Ramesha/ Awareness and Attitudes Towards Copyright and Plagiarism Issue Among the LIS Professionals Working in Selected R & D Organizations in Bengaluru: A Study/Indian J Lib Inf Sci 2021;15(3):107-113.

Authors Affiliation:

¹Research Scholar, ²Professor, Department of Library and Information Science, Bangalore University, Bengaluru 560056, Karnataka, India.

Corresponding Author:

Ramesha, Professor, Department of Library and Information Science, Bangalore University, Bengaluru 560056, Karnataka, India

Email: bbramesha@gmail.com

Abstract

Intellectual Property (IP) has increasingly assumed a vital role with the rapid pace of scientific, technological, business and medical innovations witnessing in the entire world today. The present study was conducted to examine the perception and awareness on Copyright and Plagiarism issues among the LIS professionals working in selected Research and Development (R & D) organisations in Bengaluru city. This study was conducted through a self-administered survey. A questionnaire was designed using both open-ended as well as closed-ended questions and some questions are based on the five-point Likert scale. A total of 57 LIS professionals were personally met, discussed with them, and responses are collected and recorded on various issues related to copyright and plagiarism. The major findings of the study reveals that, all the respondents 100% (N=57) are having basic awareness and knowledge on various aspects of Intellectual Property Rights (IPR). The large majority of the respondents are N=52 (91.2%) are helping their users in handling IPR issues in their respective R & D Organisations.

Keywords: IPR; Copyright; Plagiarism; LIS Professionals; R & D Organizations.

Introduction

Scholars from several disciplines are contributing to the field of Intellectual Property Rights and related concepts like Copyright, Patent etc., This is due to the centrality of Copyright and plagiarism, which are the trending concepts, even though LIS professionals are not legal advisors but it is very essential to be familiar with the copyright rules and regulations and handling plagiarism issues to perform their duty.¹ The domain of intellectual property is very vast therefore, it has grown into one of the world's biggest and fastest-growing fields of law thereby necessitating the LIS professionals are well versed in this area to deal with IPRs issues

across the national and international level. Thus, the purpose of this study is to examine the awareness and attitude on intellectual property rights (IPR) in general the copyright and Plagiarism issues in particular among the LIS professionals working R & D Organisations in Bengaluru city.

Objectives of the study:

- To analyse the Conceptual Awareness of various Intellectual Property Rights among the LIS Professionals working R & D Organisations in Bengaluru City.
- To examine the copyright and its related concepts among the LIS professionals

under the study area.

- To assessing the awareness and knowledge on Plagiarism issues among the respondents.
- To understand the respondents opinion in assisting the scientific community in handling of various aspects of IPR.
- To analyse the overall attitude of LIS professionals on IPR and Plagiarism issues.
- To suggest to LIS professionals to improve their proficiency, skills and competences in handling and assisting the scientific community on IPR and Plagiarism issues.

Review of Literature

Chinyowa (2021)² explains the intention of IPR in creating and expressing new possibilities. As digital piracy is increasing, there is a need for a revisit and reframe the IPR in the light of digitized and networked society. **Handke et al. (2021)³** examined the effect of copyright on data mining in academic research. The process of mining the data from the large sets of data to discover the new value structure to the data is considered as data mining. Data has been analyzed by using contemporary quasi experiment in different levels. Results provide a better evidence base for the policy and also show that DM is increasing the number of journal articles. **Rokni MB, et al. (2020)⁴** conducted study on Plagiarism in Iran, to identify the reasons, prevalence and also the different form of plagiarism. Analysis was done among the academic staffs, students and also personnel working in scientific journal offices by using the questionnaire and face to face interview. **Abbasi, P, et al. (2020)⁵** are made an useful attempt to design a model on the causes of plagiarism among the Iranians by using the ground theory study. The model is explaining deliberately the causes for committing the plagiarism. The results of this research help the policy makers and the activists in academic communities to construct the programmes and regulations to fight against plagiarism in Iran. **Bokosmaty, et al (2019)⁶** analysed the Canadian university students gender attitude towards plagiarism. The study aims to know the effect of gender on becoming a plagiarist. Research results shows that men are not predisposed toward having more permissive attitudes toward plagiarism than women, such findings indicate that students are often uneducated, unpractised, and confused when it comes to proper citation. **Beard et al. (2018)⁷** are proposed the model for copyright policy it covers various aspects which are highly ignored till today. The study uses one of the spatial

models of copyright called Circular model of Salop by using Salop's formulation for the analysis. The study reveals that copyright infringement besets are two different activities, which are subsumed under the single legal action, one is for the pirated work and another one is for the close imitation of the existing work. **Tania., et al. (2017)⁸** conducted astudy in 13 countries using online survey instrument to collect the data from library and information science professionals to analyse their level of knowledge and awareness on copyright and related issues. The study was pointed out that the gaps in existing knowledge of copyright with the copyright literacy among the respondents. Finally the researches recommend that the revision course curriculum by incorporating IPR and copyright literacy will certainly improve their professionals' skills and knowledge on IPR and Copyright issues.

Methodology

This study was conducted through a self-administered survey and the primary data was collected with the help of structured questionnaire. The questionnaire was designed based on the objectives of the study. The questions are consists of both open-ended and closed-ended and some questions are based on the five-point Likert scale. The questionnaire consists of four sections, section one reveals the demographic information including age, gender, designation, educational qualification, experience in the field, and also membership status in the professional associations, section two is about knowledge on IPR among the respondents, the third part concentrates on the copyright literacy among the LIS professionals and the last section deals with awareness on issues related to plagiarism among the LIS professionals working in selected R & D Organisations in Bengaluru City.

Data Analysis and Interpretation

For the purpose this study, there are 60 selected LIS professionals are chosen from various R & D Organisations in Bengaluru City, out of which 57 professionals are responded positively, thus the response rate is 95%. The collected data were tabulated and analysed with the help of MS-Excel sheet and same has been presented as follows:

Distribution of respondents by age

Among 57 LIS professionals, 31 (54.4%) of the respondents were male and 26 (45.6%) were female respondents. Further, the Table -1 indicates that, the highest number i.e., 21 (36.8%) of the respondents belong to the age group of 31-40 years, 14 (24.6%) of them are 51 years and above followed by 12

(21.1%) are in the age group between 21-30 years and remaining 10 (17.5%) respondent's age group is 41-50 years.

Table 1: Distribution of respondents by age.

Age group	Respondents	Percentage (%)
21-30 Yrs	12	21.1%
31-40 Yrs	21	36.8%
41-50 Yrs	10	17.5%
51 Yrs and above	14	24.6%
Total	57	100%

Education qualification of the respondents:

Among the 57 respondents, 35 (61.4%) of LIS professionals completed their Master's degree in Library and Information Science from different universities in India, 8 (14.0%) were completed M.Phil. degree, followed by 6 (10.5%) of the respondents obtained Diploma course and 5 (8.8%) of them are completed BLISc degree and it is good to note that 3 (5.3%) professionals are awarded Doctoral degree in LIS.

Distribution of Respondents by their Professional Experiences

The maturity and professionals experience always helps to deliver quality of information resources and services to scientific community. In the context the Table-2 depicts that among the respondents population i.e., 19 (33.3%) LIS professionals are put up their professionals experiences more than 16 years followed by 15 (26.3%) respondents said that they have completed between 11 to 15 years of experience in their respective positions and 12 (21.1%) of them are possessed with 6 to 10 years

of experience. 11 (19.3%) of the respondents are started their journey in this profession with 1 to 5 years.

Table 2: Distribution of Respondents by their Professional Experiences.

Professional Experience	Respondents	Percentage (%)
1 - 5 Years	11	19.3 %
6 - 10 Years	12	21.1 %
11- 15 Years	15	26.3 %
More than 16 Years	19	33.3 %
Total	57	100%

The Conceptual Awareness of various Intellectual Property Rights

As Intellectual Property (IP) is a vast subject, it includes various concepts like Copyright, Patent, Trademarks, GI, Industrial designs, etc. In this context table 3 shows the level conceptual awareness of various IPR's among the 57 LIS professionals. 26 (45.6%) of the respondents are fully aware followed by 25 (43.9%) of the respondents are aware of Copyright. More than 50 percent i.e., 30 (52.6%) are aware of Patent followed by 20 (35.1%) are fully aware. 24 (42.1%) of the professionals are aware followed by 15 (26.3%) are having awareness on Trademarks. 18 (31.6%) are somewhat aware followed by 15 (26.3%) are having awareness of Geographical indicators. A uniform number 16 (28.1%) of the respondents are responded as aware, somewhat aware, and not aware of the Trade secrets. Industrial design is also part of intellectual property, which is not known to the 19 (33.3%) of the respondents followed by 16 (28.1%) are responded as somewhat aware.

Table 3: The Conceptual Awareness of various Intellectual Property Rights.

Concepts of IPRs	Fully Aware	Aware	Some What Aware	Not Aware	Total
Copyright	26 (45.6%)	25 (43.9%)	06 (10.5%)	-	57 (100%)
Patent	20 (35.1%)	30 (52.6%)	07 (12.3%)	-	57 (100%)
Trademarks	15 (26.3%)	24 (42.1%)	13 (22.8%)	05 (8.8%)	57 (100%)
Geographical Indicators	11 (19.3%)	15 (26.3%)	18 (31.6%)	13 (22.8%)	57 (100%)
Trade Secrets	09 (15.8%)	16 (28.1%)	16 (28.1%)	16 (28.1%)	57 (100%)
Industrial Designs	09 (15.8%)	13 (22.8%)	16 (28.1%)	19 (33.3%)	57 (100%)

Further Table 3 clarifies that, as Copyright and Patents are belong to the educational sectors hence the majority of the respondents are fully aware of the concepts. Whereas other intellectual property rights like trademarks, GI, Industrial designs are coming under industrial sectors, respondents may be having less awareness about the concepts.

Awareness on various aspects of Copyright:

The present research is to examine various aspects of IPR in general and Copyright and Plagiarism in detail. For the purpose researcher raised some open ended questions and the rate of responses were described below.

- Copyright...? 80.7% of the respondents have given the right answer, i.e., Copyright is a legal right of an author.
- Types of sources protected under Copyright? 100% (N=57) respondents are aware that both print and electronic sources of information can be protected under copyright.
- Different kinds of works protected under the Copyright Act? 54.4% of LIS professionals having good knowledge on different kinds of works like Literary work, musical works, and new software are protected under the copyright act whereas 35.1% of the respondents having confusion on New inventions will come under the copyright? Or under Patents? Followed by 10.5% of the population responded as only the literary works are protected under the copyright act.
- Copyright can be given to? A total of 77.2% of the surveyees are well informed about the authorship of a literary work, i.e. copyright is a right given to all the authors of a particular work, followed by 21.1% are telling the only first author of any literary work will be able to take up his/her right called copyright.

In continuation with this, table 4 depicts the distribution of responses on various aspects of Copyright. It is found that the majority (N=48) of the participants are aware of the concept of "Fair use" followed by (N=47) 82.4% are familiar with the meaning of "Fair use". That is Fair use is (a) Academic use of copyrighted materials including research work with certain limitations. (b) Criticism or Review of copyrighted work.

The result in Figure 1 shows that 68.4% of the participants are enlightened with creative commons license (Creative Commons is an international network given to educational access, which is represented by CC). Creative Commons is not an alternative for copyright but it provides copyright licenses to creative works globally called Creative Commons licence.⁹

An international online resource that aggregates and presents publisher/journals open access policies is called SHERPA/RoMEO project.¹⁰ As an information officer in the R & D organization, it is very important to be knowing about this project to provide the best service to their scientist, the results show that (N=29) are needed to upgrade themselves about this.

Further, an investigator of the present study

desired to know, whether the research institutions are having their institutional copyright policies or the set of guidelines for copyright. It is good to know that majority (68.40%) of the respondents are having their institutional copyright policies.

Table 4: Awareness on various aspects of Copyright.

Statements on Awareness	Yes	No	Total
Fair Use	48 (84.2%)	09 (15.8%)	57 (100%)
Creative Commons License	39 (68.4%)	18 (31.6%)	57 (100%)
SHERPA/RoMEO Project	28 (49.1%)	29 (50.9%)	57 (100%)
The institution has a Copyright Policy or Set of guidelines	39 (68.4%)	18 (31.6%)	57 (100%)

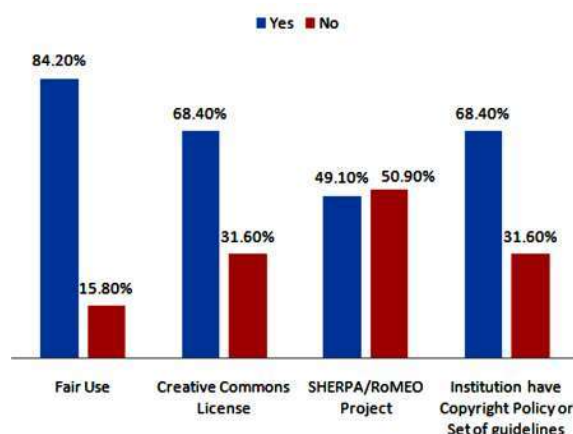


Fig. 1: Awareness on various aspects of Copyright.

Distribution of Respondents by Knowledge on Plagiarism

The distribution of respondents by knowledge on plagiarism is presented in the below table 5, it is found that 100%, i.e., all 57 participants of this survey, are aware of the term Plagiarism. Additionally, it is good to know that 80.7% of the respondents are aware of different types of plagiarism like Intentional plagiarism, Unintentional plagiarism, and Self-plagiarism, etc. Almost 89.5% of the interviewees are familiar with various tools available to detect the similarity of the content that is a plagiarism checker.

Among 57 (100%) LIS professionals 63.2% of the respondents of R & D organizations libraries depending on their head institutions for anti-plagiarism software, followed by 36.8% of institutions using Anti-plagiarism Software independently. Further, the most commonly used anti-plagiarism tool is Turnitin followed by

Urkund, the reason behind this is the number of resources covered in the software is high in these software when compare to all other anti-plagiarism tools.

It is good note that large majority of the LIS professionals under the study having knowledge on the term Plagiarism, types of Plagiarism and Plagiarism Checker software. But only 19.3% (N=11) respondents have conducted the training

programs on using anti-plagiarism software for their users. On the other hand majority (87.7%) of the LIS professionals agreed that need to have a Universal Standard for the unique percentage of the level of plagiarism/similarity to be exempted for all the electronic resources. Further, it is observed from the table 5 more than 50% of the respondents are attended workshop/ seminars/ conferences to update their knowledge in copyright and Plagiarism issues.

Table 5: Distribution of Respondents by Knowledge on Plagiarism.

Respondents by Knowledge on Plagiarism	Yes	No	Total
The term Plagiarism	57 (100%)	-	57 (100%)
Types of Plagiarism	46 (80.7%)	11 (19.3%)	57 (100%)
Plagiarism Checker	51 (89.5%)	06 (10.5%)	57 (100%)
The institution is using any Anti-plagiarism Software	21 (36.8%)	36 (63.2%)	57 (100%)
Have you conducted any training program on using anti-plagiarism software for your users	11 (19.3%)	46 (80.7%)	57 (100%)
Need for Universal Standard for the level (%) of plagiarism to be exempted	50 (87.7%)	07 (12.3%)	57 (100%)
Attended any Workshop/Seminar/Conference on copyright and Plagiarism topics	31 (54.4%)	26 (45.6%)	57 (100%)

Perception of Responsibilities among LIS Professionals

Respondent's opinions about their responsibilities in assisting scientific communities of their respective organizations in handling various aspects of IPR can be seen in table 6. As LIS professionals are acting as a bridge between information creators and the information users, hence they must possess good knowledge in handling the same. It is found that 80.7% of LIS professionals are happy in helping the scientific community to protect their confidential information. 91.2% of the respondents are ready to assist their users in handling various aspects of IPR. 77.2% are ready to give information

on international treaties on IPR. Followed by 82.5% of LIS professionals assisting their scientists on the patentability of inventions in their research area.

Table 6: Perception of Responsibilities among LIS Professionals.

Responsibilities of LIS Professionals	Respondents agreed	Percentage (%)
Protection of Confidential Information	46	80.7%
Handling IPR issues	52	91.2 %
Information on international treaties on IPR	44	77.2 %
Patentability of inventions in their research field	47	82.5%

Table 7: Attitude towards IPR and Plagiarism:

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Plagiarism is an Academic Dishonesty	23 (40.4%)	25 (43.9%)	06 (10.5%)	02 (3.5%)	01 (1.8%)	57 (100%)
IP Acts in India will protect researchers Intellectual work	13 (22.8%)	39 (68.4%)	04 (7.0%)	01 (1.8%)	-	57 (100%)

Attitude towards IPR and Plagiarism:

Table 7, depicts that the overall attitude of the Library and Information Science professionals working in R & D organizations in Bengaluru city. It is found that N=25 (43.9%) of the respondents are agreed, followed by N=23 (40.4%) are strongly agree to the statement "Plagiarism is an Academic Dishonesty". Among 57 (100%) LIS Professionals, 68.4% of them are agreed that, "IP Acts in India

will protect Researcher Intellectual work", followed by 22.8% are strongly agree with the statement. It clarifies that the true researcher will always follow research ethics.

Recommendations to avoid Plagiarism:

Table 8 listed out various suggestions to avoid the percentage of similarity/plagiarism. A majority of the LIS professionals 75.4% (N=43) responded as

"All the above", which means as a researcher he/she must do the original research by giving credit to the original author/s that implies acknowledging the resources he/she referred to write a particular paper. While acknowledging, a researcher must follow proper citation methods. These are the research ethics, as a good researcher must follow research ethics to get a quality research output to contribute to society.

Table 8: Recommendations to avoid Plagiarism.

Recommendations to avoid Plagiarism	Respondents	Percentage
Do the original research	09	15.8%
Give credit to the author/s	01	1.18%
Use proper citation methods	04	07.0%
All the Above	43	75.4%
Total	57	100%

Suggestions and Conclusion:

The findings from this survey underline the critical role of library and information science professionals as sources of advice on copyright and related matters.¹¹ This study proves that all N=57 (100%) respondents are familiar with two commonly used IP rights (Copyright and Patents). 91.2% of respondents agreed that it is the responsibility of LIS professionals to assist their scientific community in handling IPR related issues, and also 80.7% were happy to guide their users on the protection of confidential information. To achieve this as 100%, the proper method of education need to be widespread while teaching in professional qualifications along with continuing education program is essential for the senior working professionals to improve their proficiency, skills, and competencies with the current developments in the field. The study also suggests that every organization needs to set up well-defined guidelines or copyright policies. This suggestion is to make every researcher/scientist and also LIS professionals to be aware of the current local, national, and also international level IPR, Copyright, and also Plagiarism related issues globally.

References

- Allison Estell & Laura Saunders (2016). "Librarian Copyright Literacy: Self - Reported Copyright Knowledge among Information Professionals in the United States", *Public Services Quarterly*, Vol. 12 Issue:3, pp. 214-227. DOI: 10.1080/15228959.2016.1184997.

- Kennedy C, Chinyowa (2021). "Revisiting intellectual property rights in African contexts: a cultural democracy imperative", *The Journal of Arts Management, law, and Society*, Vol.51 Issue:2, pp. 138-149.
- Handke et al (2021). "Copyright's impact on data mining in academic research", *Managerial and Decision Economics*, Vol. 1 Issue:18. DOI: 10.1002/mde.3354. Accessed on 20-06-2021.
- Rokni, M. B. et al. (2020). "Comprehensive survey of plagiarism in Iran", *Pakistan Journal of Medical Sciences*, Vol. 36 Issue:7.
- Abbasi, P., et al. (2020). "Causes of the plagiarism: A grounded theory study", *Nursing Ethics*, Vol. 1 Issue:15.
- Bokosmaty, S; et al. (2019). "Canadian university students' gendered attitudes toward plagiarism", *Journal of Further and Higher Education*, Vol. 43 Issue:2, pp. 276-290. <https://doi.org/10.1080/0309877X.2017.1359505>.
- Beard, T. Randolph; et al. (2018). "Piracy, imitation, and optimal copyright policy", *Southern Economic Journal*, Vol. 84 Issue: 3, pp.815-830, DOI: 10.1002/soej.12251.
- Tania, Yordanova Todorova., et al. (2017) "Information professionals and copyright literacy: a multinational study", *Library Management*, Vol. 38 Issue: 6/7, pp.323-344.
- Tania, Yordanova Todorova., et al. (2017) "Information professionals and copyright literacy: a multinational study", *Library Management*, Vol. 38 Issue: 6/7, pp.323-344.
- Morrison, Chris & Secker. (2017) "Understanding librarians' experiences of copyright: Findings from a phenomenographic study of UK information professionals", *Library Management*, Vol. 38 Issue: 6/7, pp. 354-368.
- Harris, Lesley Ellen. (2015) "Lawyer or librarian? who will answer your copyright question?", *Intellectual Property Journal*, Vol 28, Issue:1, pp. 33-38.
- Gibson, Nancy Snyder & Chester-Fanman, Christina. (2011) "Librarians role in combating plagiarism", *Reference Services Review*, Vol 39, Issue:1, pp. 132-150.
- Gupta, V K. (2004) "Multidisciplinary studies on IPR in R & D: a review", *Journal of Intellectual Property Rights*, Vol 09, pp. 34-42.
- Sinha, Manoj Kumar (2015). "Role of LIS professionals in introducing IPR, copyrights and digital rights management to the university community in changing environment: an overview". In: *Proceedings of the National Conference on IPR: Challenges in Digital Environment (NCICDE-2015)* organized by Lingyaya's University, Faridabad, Haryana (Eds: R.N. Malviya and S. V.A.V. Prasad), pp 40-50 (ISBN: 978-93-82344-01-8).

15. Carter, Howard, Carolyn Snyder, and Andrea Imre (2007). "Library faculty publishing and self-archiving: a survey of attitudes and awareness." *Portal: Libraries and the Academy*, Vol 7, Issue:1, pp. 65-79. DOI: 10.1353/pla.2007.0003. (Accessed on 28-06-2021).
2. <https://doi.org/10.1177/0969733020945753>. Accessed on 25-09-2020.
3. <https://doi.org/10.1108/LM-01-2017-0007>.
4. <https://creativecommons.org/> Accessed on 16-05-2021.
5. <https://v2.sherpa.ac.uk/romeo/about.html> Accessed on 16-05-2021.

Web Source

1. <https://doi.org/10.12669/pjms.36.7.3456>. Accessed on 02-04-2021.
6. <https://doi.org/10.1108/LM-01-2017-0007>.

