
UNDERGRADUATE STUDENTS' KNOWLEDGE OF COPYRIGHT INFRINGEMENT

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Abstract

This study examined undergraduate students' knowledge of copyright infringement at the University of Ilorin, Nigeria. A descriptive survey design was adopted. Three hundred and seventy-two (372) undergraduate students randomly selected from twelve universities constituted the sample for the study. Four research questions were developed and answered and data was collected through a self-designed questionnaire. The findings demonstrate that the majority of the respondents are aware of copyright infringement and have strong perception that copyright infringement is a form of intellectual dishonesty. In addition, the results indicate that downloading content from the internet without permission from the owner is the major way through which undergraduates mostly infringed on the copyright. The findings also show that high cost of textbook is a contributing factor that leads students to infringe on copyright law, followed by scarcity of materials, fear of scoring poor marks, lack of awareness and overarching curricula while the desire to defy authority had the least

influence. The increasing awareness of copyright law and possible punishment for violating the law was rated as the most fundamental way of reducing copyright infringement. The only hypothesis tested in the study revealed a significant difference in the perception of undergraduate students on copyright infringement based on their academic level with (Chi Cal. = 740.85, df=16, chi table= 26.30 at 0.05 level of significant difference). Upon these findings, the study recommends that author and publishers should try to reduce the cost of their textbooks. In addition, libraries in higher institutions should be well equipped with enough and relevant printed/literary resources. These should be readily available and accessible to the students when needed, in order to help reducing the rate of piracy and photocopying in higher institutions.

Keywords: Copyright law, Copyright infringement, Violation of law, Knowledge, Undergraduate students, University of Ilorin, Nigeria.

1 Introduction

Copyright is a type of intellectual property right that protects certain original works. Copyright laws work to provide authors with exclusive rights to their works. In other words, any unauthorized use could amount to copyright infringement. Copyright infringement is a federal, civil cause of action. It occurs when a copyrighted works is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner. Infringement in this context includes piracy, plagiarism of text, using photocopying machines to produce several copies of copyrighted material, duplication of web pages, etc.

There is increasing concern on the copyright infringement among undergraduate students in tertiary institution. For instance, (Aboyade, Aboyade and Ajala, 2015; Williams, 2005) postulated that copyright infringement is not a new phenomenon in the academic environment. This issue of copyright infringement usually affects the economy of the copyright owner. It is on this note that according to Moahi (2004) and Isiakpona, (2012), an understanding of copyright is particularly important in an academic, scholarly and artistic environment where creators are continuously using the

works of others to build and shape their own thoughts, opinions, and indeed produce their own works.

Undergraduate students are infringing copyright laws various ways. According to (McInnis and Devlin, 2002), copyright infringement may take place with different intent and it can range from deliberate fraud to negligence or accidental failure to acknowledge sources when paraphrasing from original sources and misunderstanding about conventions of academic reference. However, in some cases, they may be protected by an exception or limitation; in other cases, they are simply unethical behaviors and not illegal *Per Se*. Undergraduate students may infringe on copyright law if copyrighted works are reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner. This is different from plagiarism, which reflects on instances such as downloading papers from the Internet, copying an article from the Internet or online database, translating foreign article into English or other languages, copying a paper from another student, cutting and pasting from several sources, quoting less than the words copied, changing some words but copying whole phrases, paraphrasing without attribution, summarizing without attribution, forging quotations, etc (Bretag and Mahmud, 2007).

In order to reduce the violation of copyright law, a convention was setup as an international treaty and it was called the Berne Convention, which was first adopted in Bern (Berne), Switzerland, in 1886. This Copyright law protects the rights of authors and creators and their creative works. In fact, one of the basic principles of copyright law is that it only protects the expression of ideas, not ideas themselves. Berne Convention makes it easy for an author to obtain copyright protection in many nations and allows authors to enjoy the full benefits of creative works for a limited period and the creators to enjoy economic value. In this convention, the issue of copyright infringement was seriously approached and the author was granted exclusive right, in which an author and other creative artists could authorize the use of their works in any way.

When setting up this law, there is also a limitation that allows what is called “fair use” and “first sales doctrine”. Under the doctrine of fair use, students or users may make short quotations for purposes of criticism, comment, news reporting, teaching, or scholarship, without first obtaining permission of the copyright owner of the quoted work. However, every quotation and contents that are not the idea of the author must be clearly identified with the source. The reason for this is that in the literature, authors like Aina (2004) have emphasized that it is unethical to lift the work of another person verbatim without permission and claiming ownership of the work. On the other hand, the first sale doctrine, codified at 17 U.S.C. § 109, provides that an individual who knowingly purchases a copy of a copyrighted work from the copyright holder receives the right to sell, display or otherwise dispose of that particular copy, notwithstanding the interests of the copyright owner.

In Nigeria, the Nigerian legislation on copyright infringement Act Cap 28 Laws of the Federation of Nigeria, 2004, part I on copyright section 15 stipulates that: Copyright is infringed by any person who, without the license or authorization of the owner of the copyright, does or causes any other person to do an act, which is controlled by copyright; imports or causes to be imported into Nigeria any copy of a work which, if had been made in Nigeria, would be an infringing copy under this section of this Act; exhibits in public any article in respect of which copyright is infringed under paragraph (a) of this subsection; distributes by way of trade, offers for sale, hire or otherwise or for any purpose prejudicial to the owner of the copyright, any article in respect of which copyright is infringed under paragraph (a) of this subsection; makes or has in his possession, plates, master tapes, machines, equipment or contrivances used for the purpose of making infringed copies of the work; permits a public entertain-

ment or a business place to be used for a performance in the public work, where the performance constitutes an infringement of the copyright in the work, unless the person permitting the place to be so used was not aware and had no reasonable ground for suspecting that the performance would be an infringement of the copyright; performs or causes to be performed for the purposes of trade or business or as supporting facility to a trade or business, any work in which copyright subsists. Notwithstanding subsection (1) of this section, or any other provision of this Act, where any work in which copyright subsists or a reproduction of any such works is comprised in the archives stored in the National Archives established under the Public Archives Act; or the public records of a State, being records for the storage or custody of which provision is made by law, the copyright in the work is not infringed by making or supplying to any person, any reproduction of the work in pursuance of that Act or law.

Section 16 no 2 and 3, which is the action for infringement, stated that (2) Where an action for infringement of copyright brought by the copyright owner or an exclusive licensee related to an infringement in respect of which they have concurrent rights of action, the copyright owner or the exclusive licensee may not, without the leave of court, proceed with the action unless the other is either joined as a plaintiff or added as a defendant; and (3) Where in an action for infringement of copyright, it is proved or admitted that an infringement was committed, but at the time of the infringement, the defendant was not aware and had no reasonable grounds for suspecting that copyright subsisted in the work to which the action relates, the plaintiff shall not be entitled under this section to any damages against the defendant in respect of the infringement, but shall be entitled to an account of profits in respect of the infringement, whether or not any other relief is granted under this section.

Unfortunately, undergraduate students in higher education institutions worldwide including Nigeria seem to be not aware of all these. Looking at the proliferation of copyright infringement among undergraduate students, it is not certain if undergraduate students actually have a reasonable level of knowledge of the copyright laws as a means of protecting the intellectual property right of the prospective authors. However, some might have knowledge of copyright but still infringe on the laws. Currently, limited literature exist on the awareness, knowledge and otherwise of copyright law infringement by undergraduate students. In the light of this, it is pertinent at this time to find out whether or not undergraduate students, especially those in the University, have knowledge of the copyright infringement.

2 Objectives and Research Questions

The broad objective of the study is to examine undergraduate students' knowledge of copyright infringement. The study examines specially the level of awareness on copyright infringement by undergraduate students; determines how undergraduate students perceived copyright infringement; examines the major ways in which copyright laws are being infringed by undergraduate students; finds out the major factors that lead to infringement of copyright and determines ways of reducing infringement of copyright law by undergraduate students. To achieve the objectives of this study, the following research questions were answered.

1. What is the extent of undergraduate students' awareness of the copyright infringement?
2. What is the undergraduate students' perception of the copyright infringement?
3. In what ways are copyright laws being infringed by undergraduate students?
4. What are the factors that lead to infringement of copyright law?
5. What are the various ways through which copyright law infringement can be reduced among undergraduate students?

The research assumed that as undergraduates proceed from one level, i.e. a year of study to the other, the knowledge of copyright infringement should be increasing. It is on this note that the only hypothesis on the study is formulated, i.e.: there is no significant difference in the perception of undergraduate students in the University of Ilorin about copyright infringement based on their academic level.

3 Literature Review

Copyright can be defined as a set of exclusive rights granted by government for a limited time to protect the particular form, way or manner in which an idea or information is expressed. Copyright may subsist in a wide range of creative or artistic form or "works" including literary works, movies, musical works, sound recordings, paintings, photographs, software and industrial designs (Intellectual Property Office, 2011). In other words, copyright is essentially a private right by which the owners decide how to exploit the copyright work and how to enforce the copyright. The owners can decide if there will be any use of the copyright work falling within the scope of the economic rights.

Okwilagwe (2001) pointed out that the concept of copyright was devised for two main purposes: to serve as a positive force for creative people to produce works of culture, and to provide incentives for the effective dis-

semination of these works. This author points out that copyright law protects the rights of authors and creators and their creative ideas. From these perspectives, it is understood that creative ideas are under the absolute control of a creator or author. From another perspective (Fabunmi, 2007) emphasized that copyright can be described as a property that may be sold, assigned or licensed for use by any other person who has interest in such work. This simply means that the whole essence of copyright laws is to avoid intellectual theft by various information users. Ekpo (1992) asserted that copyright allows authors to enjoy the full benefits of creative works for a limited period. In Nigeria, the legal framework that protects created works is the protection decree of 1970 by the Nigerian Copyright Council for literary, dramatic, musical, and artistic works. This legal framework was amended by the Federal Government of Nigeria, when the Nigerian Copyright Commission was inaugurated in August 1989.

Eisenschitz (1993) observes that the easy access of information online has led to the growth of a large number of criminal activities, which have brought barriers to access and communicate in their wake. Okwilagwe (2001), while citing the Copyright Act, Chapter 68 laws of the Federal Government of Nigeria (1990), identified works that will have copyright protection in section 1 of the act. They include literary works, musical works, artistic works, cinematography films, sound recordings and broadcast. The Copyright Act of 1976 only gives the copyright owners the exclusive rights to: reproduce or make copies of the work; prepare adaptations of the work such as preparing a translation of a book originally written in English or preparing a movie screenplay based on a novel; distribute copies of the work to the public; perform the work in public; and display the work in public.

Similarly, Cambridge University distinguishes four categories of rights. These include the right to be identified as the author or creator; the right to not having work subjected to derogatory treatment; the right to not having a work falsely attributed to the author; and the right of privacy of privately commissioned photographs and films. However, these rights are subject to many exceptions, which are detailed in the copyright act. For instance, certain non-profit organizations can perform certain copyrighted works without the permission of the copyright owner and libraries can make copies of damaged books without violating the copyright statute. The statute also permits owners of copies of computer software to make one copy as a backup. Copyright notice informs the public that a given work is copyrighted. The notice is placed in each published copy of the protected work and consists of either the word copyright, or the symbol ©, accompanied by the

name of the copyright owner and the date of first publication. This symbol (©) was established by the Universal Copyright Convention in 1952 meaning that the work is copyright protected. For sound recordings, the symbol ® is used instead of the symbol ©. Under the 1909 act, publication of a work without a proper copyright notice resulted in a complete loss of copyright protection.

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 (United State Copyright Office, 2012).

In Nigeria, an organization known as the Nigeria Copyright Council was established to oversee to the administration of Copyright. The Council is responsible for the following:

1. All matters affecting copyright in Nigeria as provided for in this Act
2. Monitor and supervise Nigeria's position in relation to international convention and advise Government thereon
3. Advise and regulate conditions for the conclusion of bilateral and multilateral agreements between Nigeria and any other country
4. Enlighten and inform the public on matters relating to copyright
5. Maintain an effective data bank on authors and their works
6. Responsible for such other matters as related to copyright in Nigeria as the Minister may, from time to time, direct Copyright Amendment Decree, 1999.

By looking at the various instances of copyright infringement as reported by Bretag and Mahmud (2009), 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. Madray's (2007) contention of accidental copyright infringement seems highly subjective. She claimed it as being the result of common misunderstanding about copyright infringement within the academic. She argued that students unintentionally infringed on copyright when they do not know how to paraphrase, summarize or quote correctly. Howard (1995 cited in Suth-

erland-Smith, 2008), on the other hand, maintains that the key difference in copyright infringement is in the intention. She warns, however, that discriminating between unintentional and intentional infringement may not be clear. This fact prompted her to suggest investigation to find out if the copyright infringement was committed with a clear knowledge of the academic requirements or if it was a consequence of the students' ignorance of academic conventions.

Nevertheless, another literature on copyright infringement among the undergraduate students also grouped forms of infringement into four main categories (Wihoit, 1994; Brandt, 2002; Howard, 2002 mentioned in Parks, 2003, p.475). 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 pre-written 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.

Students who engaged in any one of these are said to have committed infringement of copyright, although the issue about intent as postulated by Howard (1995), as well as the extent (McInnes and Devlin (2002) of the infringement occurrences as they would appear on the spectrum of situations suggested by Park (2003) continues to be a point of contention among scholars alike. The importance of the knowledge of copyright by undergraduates should not be under-estimated. This is because copyright law reflects an important balance between the rights of the creators and the benefits to society resulting from the creation and dissemination of creative works. As we all know, information is usually viewed as very vital to undergraduate students. It could also be seen as the driving force behind the development of different sectors in any nation (Omoba, 2009).

Some studies related to copyright infringement have been conducted especially among undergraduate students. For instance, Muriel-Torrado, and Fernández-Molina (2015) presented the results of a survey with Spanish university students, with the aim of determining their level of knowledge about copyright and copyleft, particularly applied to academic activities. The results revealed a level of knowledge far below the

one required to make proper use of the copyrighted works of other parties, or to appropriately protect and diffuse one's own intellectual creations deriving from activity as a university student. Rodriguez, Greer, and Shipman (2014) discussed the importance of developing copyright education for students as part of an overall information literacy curriculum by describing the development of a relevant, active learning online course targeting students' competencies as both users of and creators of creative content.

Tang, Liang, Chen (2013) examined the copyright statements attached to electronic resources provided by college libraries to determine how often they are present, and analyzed the content of those statements for common themes. The data will tell us how well libraries are meeting their obligations in this realm. After that, it will explore common copyright-related problems that arise when end users use digital library resources. A total of one hundred and fifteen libraries websites of universities sponsored by 211 Projects in the People's Republic of China were examined. Particular attention was paid to whether the libraries are meeting their obligation to educate users about their rights by including information about fair use and problematic copyright-infringement behaviors. Therefore, notices published on libraries websites about students' behaviors towards copyright-infringement were documented, and three librarians in charge of the electronic resources were interviewed regarding the most often student-users' problematic behaviors towards copyright-infringement. Seventy-seven libraries (66%) out of one hundred and fifteen libraries surveyed have copyright statements, and most of them relates to licensed electronic resources. There are, indeed, common elements among statements. They can be grouped, roughly, into five common themes: purpose or basis of copyright statement, authorized users, fair use, copyright-infringement behaviors, remedy measures and disclaimer. Only about seventeen percent of the statements explained the two terms "fair use" and "authorized users" in detail. Some of these statements were frequently vague or misleading, about sixty-six percent of the respondents did not explain what is systematic downloading. From the seventy-seven libraries that provide statements, thirty-one libraries published notices about users' behaviors towards copyright-infringement. Combined with the results from librarian interview, we found that end users' problematic behaviors included systematic downloading, distribution to unauthorized users, and other behaviors going beyond fair use. Librarians and libraries should take some measures to solve these problems. For example, copyright statements on digitalized collections should be improved, the content of copyright statements needs to be more clear, precise and should avoid ambiguity,

copyright education should be delivered along with or embedded in the general library-use education or information-literacy programs, and copyright librarians should be established to handle the library copyright issues.

D'Onofrio, Bowes, and Nieves (2013) investigated the ability of baccalaureate undergraduate teacher education candidates to understand copyright and fair use guidelines and how these guidelines apply to them. Teacher education candidates were instructed to use simulated examples of situations where teachers would need to know how to apply the guidelines. The Turning Point audience response system was used to collect evidence generated through interactive responses sessions during which teacher education candidates responded to scenarios pertaining to copyright and fair use. The study found some statistically credible evidence that the candidates were more knowledgeable about video guidelines than the other areas.

Huan-Chueh, Chou, Ke, and Wang (2010) explored common copyright-related problems that arise when librarians promote the use of digital library resources; and investigated college students' misconceptions of copyright laws that arise when the students use these resources. Four librarians in charge of the management of digital library resources were interviewed regarding student-users' problematic behaviors towards copyright-infringement that these librarians often encountered when they promoted the use of digital library resources. In addition, a semi-structured questionnaire with nine questions about copyright-related behaviors was developed and distributed to college students. Students needed not only to identify whether the behavior was acceptable, but also to explain the reasons for their identification. A total of 109 valid sets of data were collected from 18 universities or colleges. The sets comprised responses from 48 undergraduates, 56 postgraduates, and 5 doctoral students. The librarian interview results indicate that students' problematic behaviors included systematic downloading, distribution to unauthorized users, and other behaviors going beyond the purpose and character of academic use. The student survey results indicate that students had four major areas of misunderstanding about copyright laws when using digital library resources: the digital resources should be shared; the downloaded digital resources are all legitimately authorized and permitted; all educational use is fair use; and any downloading is permitted as long as students are paying tuition.

Locally in Nigeria, Ogunronbi and Bello (1999) have shown that only 5% of students in higher institutions can afford to purchase textbooks needed for learning and research and as a result, these students tend to engage in the act of photocopying, thereby infringing on

the copyright of the author. Batane (2010) found out in her study that out of 272 students that took part in her study, only 6.7% of them attributed lack of skills as a reason for plagiarism. Isiakpona (2012) carried a study on undergraduate students' perception of copyright infringement, a case study of the University of Ibadan, Oyo State, Nigeria. The study reported that the level of awareness of copyright laws by undergraduate students is considerably high (about 85%) but the knowledge on the provisions of the copyright laws on the use of printed/literary materials is low. The study also revealed that the majority of undergraduate students infringe on copyright laws mostly through photocopying and the major reason given is high cost of purchasing. From extant literature, it is observed that limited studies are available especially on the knowledge and perception of copyright by the undergraduates particularly in the Nigeria university context. In the light of this, study such as the one herein is needed nearly in all the Nigerian universities in order to further educate Nigeria undergraduates on the issue of copyright law and its infringement.

4 Methodology – Research design

The research design used in this study is a survey that sought to examine the undergraduate students' knowledge on copyright infringement among the undergraduate students in University of Ilorin. According to Orodho (2003), study concerned with obtaining information by interviewing or administering a questionnaire to a sample of respondents is a descriptive survey. The survey design was considered appropriate in this study as it allows the use of questionnaire as a data collection instrument.

4.1 Population of the Study

The target population of the study consists of undergraduate students of University of Ilorin. According to the 2012/2013 annual report of the university, the total number of undergraduate students stands at 22,624. This number cuts across the entire twelve (12) faculties that made up the university. These are as follows:

1. Faculty of Agriculture
2. Faculty of Arts
3. Faculty of Basic Medical Sciences
4. Faculty of Business and Social Sciences
5. Faculty of Clinical Sciences
6. Faculty of Communication and Information Sciences
7. Faculty of Education
8. Faculty of Engineering

9. Faculty of Law

10. Faculty of Pharmaceutical Sciences

11. Faculty of Sciences

12. Faculty of Veterinary Medicine.

4.2 Sample and Sampling Technique

The Stratified Random Sampling Technique was adopted in carrying out this study. This sampling technique was adopted because the population is divided into homogeneous groups known as strata. Each stratum is represented by a faculty in the university, bringing it to a total of 12 strata. Samples are drawn from each stratum by using the purposive sampling technique. This sampling technique was used to select thirty-one (31) respondents from each of the twelve faculties in the university making a total of three hundred and seventy-two (372) respondents, which represent the sample for the study.

4.3 Data Collection Instruments

A researcher-designed questionnaire titled "Undergraduate students' knowledge on copyright infringement Questionnaire" was used for the collection of data". The questionnaire was divided into two sections, 1 and 2. Section 1 comprised the respondents' demographic information such as gender, age, level/year of study and faculty while section 2 featured items on the variables in the objectives of the study including awareness of copyright infringement, perception of copyright infringement, reasons for infringing on copyright, and solutions to copyright infringement. The questionnaire consists of both open and closed ended questions. In order to ensure the content and validate the questionnaire, two experts (law librarians) who are well versed in copyright law examined it. The essence of it is for scrutiny and expertise judgment with the aim at checking the appropriateness of language and to determine the relevance of the contents in terms of measuring what the questionnaire was designed to measure. The feedback from the experts led to the modification of the questionnaire content before it was finally administered. To achieve the reliability of the instrument used for the collection of data in this study, a two-week interval test re-test reliability method was adopted. The instrument was administered to 40 students in a sister university within Ilorin metropolis. The results obtained were subjected to Pearson Product Moment Correlation and correlation co-efficient returned an $r = 0.78$. This adjudged the instrument to be reliable for data collection in the study and also justifies its reliability for the collection of relevant data in the future.

4.4 Data Collection Procedure

The questionnaire was administered to the respondents by the researcher in their various faculties during a core course. This was performed when the students were in session because that was the only time they could be easily reached and at the same time get the assistance of colleagues in the different faculty of the university. To ensure maximum response, the respondents, after seeking for their informed consent, were asked to fill and return the questionnaire immediately. A total of three hundred and seventy-two (372) copies of questionnaires were administered (i.e. 31 copies per faculty) out of which three hundred and sixty-two (362) copies representing (97%) were returned.

4.5 Data Analysis and Results

Data collected from the field was analyzed using descriptive statistics comprising of simple percentage and frequency count. The data was coded using SPSS Version 16.0. The results obtained are presented as follows:

4.6 Results

<i>Demographics</i>	<i>Frequency</i>	<i>Percentage %</i>
<i>Gender</i>		
Male	183	50.6
Female	179	49.4
<i>Total</i>	362	100
<i>Age</i>		
15-20	132	36.5
21-25	197	54.4
26-30	33	9.1
31-35	-	-
<i>Total</i>	362	100
<i>Level/year of study</i>		
100/First year	94	26.0
200/Second year	96	26.5
300/third year	71	19.6
400/fourth year	101	27.9
500/fifth year	-	-
<i>Total</i>	362	100
<i>Faculties</i>		
Agric. Science	30	8.3
Arts	31	8.6
Basic Medical Science	31	8.6
Business & Social Science	31	8.6
Clinical Sciences	31	8.6
Communication & Information Sciences	31	8.6

Education	31	8.6
Engineering	31	8.6
Law	31	8.6
Pharmaceutical Sciences	25	6.9
Science	31	8.6
Veterinary Medicine	28	7.7
Total	362	100.0

Table 1. *Demographic Information of Students*

The table above shows that 183 respondents (50.6%) are male while 179 (49.4%) are female. This simply means more male participated in the study than female. On the age distribution of the respondents, the results indicate 197 (54.4%) respondents fall between 21- 25 years old. This is followed by 132 respondents (36.5%) 15-20 years old. Next to this, there are 33 respondents (9.1%) 26-30 years old while respondents in the age group 31-35 amounted to (0%) which shows participants from this age group were not represented in the study. The results in the table above also reveal that respondents in 400 levels (year four) were the majority with 101 (27.9%). This is followed by respondents in 200 level (year two) with 96 (26.5%). Next to this, there are the respondents in 100 level (year one) with 94(26.0%) while respondents in 300 level (year three) were 71 (19.6%), and the respondents in 500 level (year five) were not represented in the study. Furthermore, the results also show that the highest number of respondents was from the faculty of Art, Basic Medical Science, Business and Social Sciences, Clinical Sciences, Communication and Information Sciences, Education, Engineering, Law and Sciences with 31(8.3%) each. Next to these, there is the faculty of Agricultural Science with 30 (8.3%). A total of 28 respondents representing (7.7%) were from faculty of Veterinary Medicine while faculty of Pharmaceutical Sciences has the lowest percentage with 25 respondents (6.9%).

<i>Copyright law Awareness</i>	<i>Frequency</i>	<i>Percent</i>
Yes	333	92.0
No	29	8.0
<i>Total</i>	362	100.0
<i>Copyright Infringement Awareness</i>		
Yes	288	79.6
No	74	20.4
<i>Total</i>	362	100.0
<i>Extent of Awareness of Copyright infringement</i>		
Great extent	52	14.4

<i>Copyright law Awareness</i>	<i>Frequency</i>	<i>Percent</i>
Yes	333	92.0
No	29	8.0
Some extent	171	47.2
Little extent	74	20.4
No extent	65	18.0
Total	362	100.0

Table 2. *Undergraduates' level of awareness of copyright infringement*

Table 2 reveals that out of the 362 undergraduate students that were sampled, 333 (92.0%) were aware of the existence of copyright law while 29 (8.0%) were unaware of it. This shows that the majority of the undergraduate students are aware of copyright laws. The result also shows that 288 (79.6%) were aware of the existence of copyright infringement while 74 (20.4%) were not. This simply means that the majority of the undergraduate students are aware that undergraduates do infringe copyright law. The result also reveals the extent of undergraduates' awareness of copyright infringement. The result shows that 171 (47.2%) of the undergraduate students are aware to some extent while 74 (20.4%) stated that they are aware with little extent, while 65 (18.0%) of the respondents stated that they are aware of copyright infringement to no extent. However, 52 (14.4%) of the respondents stated that they are aware of copyright infringement to a great extent. This simply means that the majority of the undergraduate students in the University of Ilorin are aware of copyright infringement to some extent.

Table 3 (Appendix) confirms that out of 362 respondents, 312 (86.2%) agree that copyright infringement is a form of intellectual dishonesty, 36 (9.9%) were undecided while 14 (3.8%) disagree that copyright infringement is a form of intellectual dishonesty. A total of 118 respondents (32.6%) agree that using copyrighted material for academic purpose does not need author acknowledgment, 67 (18.5%) of the respondents were undecided while 177 (48.9%) of the respondents disagree. This simply means that the majority of the respondent have positive perception about copyright infringement except that their perception of using the copyrighted materials for academic purpose without the need to acknowledge the author is considered as rationalization. Furthermore, the results reveal that 197 (54.4%) of the respondents agree that paraphrasing of text does not mean they infringe on copyright law, 83 (22.9%) were undecided while 80 (22.7%) disagree. This suggests that majority of the respondents agree that paraphrasing of text does not mean infringement of copyright law.

The result also confirms that 55 (15.2%) of the respondents agree that submitting another person's assignment as their own does not mean infringement on copyright law, 42 (11.6%) of the respondents were undecided while 265 (73.2%) of the respondents disagree. This simply means that the majority of the respondents disagree that submitting another person's assignment as their own does not mean that they have infringed on the copyright law. It was also revealed that 89 (24.6%) of the respondents agree that not doing academic referencing does not mean that they have infringed on the copyright law, 44 (12.2%) of the respondents were undecided while 229 (63.3%) of the respondents disagree thereby indicating that not providing reference list on academic work does not mean that they have infringed on the copyright law.

<i>S/n</i>	<i>Items</i>	<i>Yes</i>	<i>No</i>
1	I paraphrase the text in a particular textbook	256 (70.7%)	106 (29.3%)
2	I copy word-for-word from the textbook	150 (41.4%)	212 (58.6%)
3	I use to do False Citation	99 (27.3%)	263 (72.7%)
4	Reproduction and redistribution of the internet without the permission from the author	295 (81.5%)	67 (18.5%)

Table 4. *Ways by which undergraduate students infringed on copyright law*

The results in table 4 show that out of 362 respondents 256 (70.7%) of them paraphrase the text in a textbook while 106 (29.3%) of them do not. On the other hand, the result also shows that 150 respondents (41.4%) usually copy word for word from the textbook while 212 (58.6%) of them do not. It was also shown that 99 respondents (27.3%) engaged in false citations while 263 (72.7%) of the respondent stated that they do not do false citation. In addition, 295 respondents (81.5%) indicated they usually reproduce and redistribute the internet without the permission from the author while 67 (18.5%) stated that they do received permission before they download from the internet. The results here imply that major ways by which undergraduate students infringed on copyright law are through downloading from the internet and paraphrasing of text in the textbook.

Besides the items in the table, respondents were given opportunity to identify other ways through which undergraduates infringe on copyright in an open-ended format. Responses given include electronic copyright infringement such as copying music (records, tapes,

CDs) to cassette for playing in the car or at parties, to medium and large-scale commercial piracy and serious organized crime. Other examples highlighted are Copying purchased content for personal private use e.g. copying a cassette to make up a car or party tape or copying a purchased audio book CD to an iPod, downloading for private use, downloading copies of works already purchased in another format, downloading copies of works not purchased, uploading / making available; unwitting uploading e.g. while downloading with BitTorrent, Knowingly uploading in quantity e.g. P2P and making available in quantity with no revenue e.g. via a free website with advertising, etc.

The results in table 5 (Appendix) reveal the various factors that lead the undergraduate students to copyright infringement. It shows that out of 362 respondents 315 (87%) agree that high cost of textbooks make them infringe on copyright laws; (6.9%) were undecided while 22 (6.1%) disagree. The result also shows that 214 (59.1%) of the respondents agree that overcrowded curricula lead them to infringe on copyright law; 68 (18.8%) were undecided with the statement while 80 (22.1%) disagree. A total of 226 (62.5%) respondents agree that lack of awareness leads them to infringe on copyright; 32 (8.8%) of the respondents were undecided while 104 (28.7%) of the respondents disagree. A total of 281 respondents (77.6%) agree that fear of getting poor marks lead them to infringe on copyright law; 26 (7.2%) were undecided with the statement while 55 respondents (15.2%) disagree. Furthermore, the results also indicate that 306 (84.5%) of the respondent agree that scarcity of reading materials lead them to infringe on copyright law; 17 (4.7%) of the respondents were undecided with the statement while 39 (10.8%) totally disagree. In summary, the major factors that lead the undergraduate students to infringe on copyright law as reflected from the results above are high cost of books, scarcity of information materials, fear of getting poor marks, lack of awareness, and overcrowded curricula.

Table 6 (Appendix) shows that out of the 362 respondents 362 (100%) agree that students should be aware of copyright law; 187 (51.7%) agree that students that involved in copyright infringement should be fined. Respondents totaling 116 (32%) disagree that students involved in the copyright infringement should be fined. From the table, it is also clear that 349 (96.4%) agreed that there should be reduction in the price of textbooks. The result also shows that 233 (64.3%) of the respondents agree that school should reduce the overcrowded curricula. The results here imply that the majority of the respondents agree that students should be aware of copyright law, and that there should be reduction in the price of textbooks and a reduction in the overcrowded

curricula and besides, students involved in copyright infringement should be fined.

5. Testing of Hypothesis

The results in Table 7 (Appendix) reveal that the chi-calculated, which is 740.87, is greater than the chi-table value, which is 26.30 at 16 degree of freedom and 0.05 alpha. This means that the hypothesis which states that “there is no significant difference in the perception of University of Ilorin undergraduate students about copyright infringement based on their academic level” is rejected (S**), thereby concluding that there is a significant difference in the perception of University of Ilorin undergraduate students on copyright infringement based on academic level.

6. Discussion of Findings

The main objective of the study was to examine the undergraduate students’ knowledge about copyright infringement among the undergraduate students in the University of Ilorin, Nigeria. The specific objectives are to examine the level of awareness on copyright infringement by the undergraduate students, determine undergraduate students perception about copyright infringement, examine ways in which copyright law are being infringed by the undergraduate students, find out factors that lead to infringement of copyright law and determine ways of reducing copyright infringement law.

The first findings in the study show the level of awareness of the undergraduate students about copyright law and copyright infringement. It indicates that students are aware of both copyright law and copyright infringement to some extent. This is supported by Isiakpona (2012) who reported that out of 200 respondents in his study, (85.0%) were aware of the existence of copyright law while (15.0%) were unaware of it. The majority of undergraduates’ awareness of copyright law and infringement in this study to some extent is therefore not unexpected. This study demonstrates a strong perception of undergraduates that copyright infringement is a form of intellectual dishonesty. This is in agreement with Palmquist (2003) who reported that copyright infringement is “a form of intellectual dishonesty which involves unintentionally using someone else’s work without properly acknowledging where the ideas come from (this is the most common form of copyright infringement) or intentionally copying someone else’s work and passing it as one’s own” (p.134).

In identifying ways in which the respondents are infringing copyright laws, this study generally shows that the major ways by which the undergraduate students infringed on copyright law is through the internet. This is supported by Clifford and Oghenyerhovwome (2014) who observe that the easy access of information online has increased criminal activities, which has brought barriers to access and communicate in their

wake. Zhu, (2002) agrees that "there are several possible legal mechanisms for conventional database protection, such as trade secrets, contract law, and copyright. However, on the Internet, the public can have free access to many databases, eliminating the possibility of trade secret protection. Although some database owners have managed to negotiate licensing agreements with their users, it is costly and sometimes impossible to enforce those contracts. However, Isiakpona (2012) contradicts this finding pointing out that the majority of undergraduate students engages in photocopying materials without permission; and he considers it a copyright infringement act.

This study summarised factors that lead undergraduate students to infringe on copyright law. High cost of textbooks was indicated as the major factor. This is supported by Isiakpona (2012), who reported the major reason for infringement by undergraduates in his study as due to the high cost of purchasing. It was also observed that the majority of undergraduate students infringe on copyright law as a result of the non-availability of printed learning resources. This finding is in consonance with the study carried out by Ogunrombi and Bello (1999), which revealed that the majority of undergraduate students infringe on copyright because of scarcity of these printed resources. Ogunrombi and Bello (1999) have shown that only 5% of students in higher institutions can afford to purchase textbooks necessary for learning and researching. They end up engaging in the act of photocopying without permission, thereby infringing on the copyright of the author.

On ways of reducing copyright infringement among undergraduates, the results reveal that respondents should increase awareness of copyright laws among undergraduates. Onatola and Dina (2005/2006), who reported that librarians need to recognize that most users of copyrighted materials are not aware of their dependence on balanced law and policy for accessing information and gaining knowledge, support this. Students need to be more aware and have a better understanding of the copyright laws and "fair use". White (1993), Rosnow and Rosnow (1995) report that students' lack of awareness and understanding about what constitutes plagiarism is said to be one main contributing factor for students to commit plagiarism. Findings by (Carroll, 2003; Park, 2003; McCabe, 2005), which states that students are not aware that copying and lifting information from the internet and other sources are considered as cheating, as "students are ignorant of the plagiarism concept, or negligent in their writing, and that they plagiarize without intent to deceive", lend a good credence to the finding in this study. Similarly, this finding is supported by Suther-

land-Smith. (2008) who reported a Malaysian university study where students committed plagiarism because they do not understand what plagiarism is and they do not realize that it is wrong. However, Yeo's (2007) data from a case study on 190 first-year science and engineering students at Curtin University of Technology, Australia, suggests that students do have an understanding of the concept of plagiarism and it contradicts this report. Other ways of reducing copyright according to respondents is that there should be reduction in the price of textbooks, in overcrowded curricula and the students involved in copyright infringement should be fined. These are all good solutions, which, if properly implemented, can reduce copyright infringement among undergraduates.

The only educational guess in the study, which stated that "there is no significant difference in the perception of University of Ilorin undergraduate students based on their academic level or year of study", was rejected, thereby indicating that there is a significant difference in the perception of university of Ilorin undergraduate students based on their academic level/year of study". This is not unexpected because as students grow academically or transit from one level of study to the other, their understanding of copyright law is assumed to be increased. Therefore, the likelihood that this understanding will reduce infringement on copyright as students transit from one level to the next higher level might be the reason for the significant difference in the perception of their copyright law and infringement.

7. Conclusion

This study has examined undergraduate students' knowledge about copyright infringement at the University of Ilorin. So far, the results generally have indicated that the students are aware of copyright law and copyright infringement to some extent. The results also demonstrated that students have strong perception that copyright infringement is a form of intellectual dishonesty and that the major ways by which the undergraduate students infringed on copyright law is through the reproduction and redistribution of internet materials. Result also indicates that high cost of textbook is the major factor that leads undergraduates to engage in unethical behavior of illegal photocopies, while other factors involve scarcity of information materials, fear of getting poor marks, and overcrowded curricula. Furthermore, increase in the awareness of copyright law was indicated as the major way of reducing copyright infringement among undergraduate. Other ways identified include reduction in the price of textbook, reduction of the overcrowded school curricula and imposition of fine on any student that infringe on copyright law.

This study reported high cost of textbooks as the major factor that leads students to infringe on the copyright law, followed by scarcity of book materials. On this note, authors and publishers are recommended to try to reduce the price of their textbooks. In addition, libraries in higher institutions should be well equipped with enough and relevant printed/literary resources that will be readily available and accessible to the students when needed. This will help to reduce the rate of piracy and photocopying in higher institutions.

It is essential that copyright law is enforced for the benefit of both creator and user. The owner of copyrighted works has the right to prevent their works from being copied or sold. However, many users of information resources in Nigeria cannot do without copying or reproducing, because of problems of poverty, which characterized most developing countries. Nigeria Library Association (NLA) in conjunction with Nigeria Copyright Commission (NCC) should come together in order to ensure proper implementation and enforcement of decree No 47 1988 Act revised in 2004 that deals with the issue of copyright law and infringement.

Results also demonstrated some level of awareness about copyright laws, which thereby lead some students to infringe on copyright law. It is recommended that libraries, librarians and lecturers should help increase the level of awareness of copyright laws among students by organizing orientation programs/user education to raise students' awareness of copyright laws and motivate compliance. Education on copyright laws could also be included in the curriculum; this will make students more aware of the consequences of infringing on these laws.

Notes

- (1) Despite covering a large number of respondents, this study has some shortcomings. These include limited number of students. This study was conducted when students were receiving lecture and getting prepared for the examination. This led to reluctance in filling the questionnaire, resulting in limited number of respondents. Moreover, the study was limited only to the undergraduate students at the University of Ilorin, Nigeria. The time constraints and tight schedule of the researcher deprived them the opportunity of extending the study to other universities in the state.

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Appendix

Table 03

<i>S/n</i>	<i>Items</i>	<i>Sa</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>Sd</i>
1	I see copyright infringement as a form of intellectual dishonesty	210 (58%)	102(28.2%)	36 (9.9%)	7 (1.9%)	7 (1.9%)
2	Since I'm using it for academic purpose I don't need to acknowledge any author	55 (15.2%)	63 (17.4%)	67 (18.5%)	98 (27.1%)	79 (21.8)
3	Paraphrasing of text does not mean that I'm infringing copyright law	54 (14.9%)	14 3(39.5%)	83 (22.9%)	52 (14.4%)	30 (8.3%)
4	Submitting another person's assignment as my own, does not mean that I infringed on copyright	21 5.8%)	34 (9.4%)	42 (11.6%)	114 (31.5%)	151 (41.7%)
5	Not doing academic referencing does not mean that I have infringed on copyright law	30 (8.3%)	59 (16.3%)	44 (12.2%)	118 (32.6%)	111 (30.7%)

Table 3. *Undergraduate students' perception about copyright infringement*

Note: Strongly Agree + Agree = Agree and Disagree + Strongly Agree = Disagree

Table 05

<i>S/n</i>	<i>Items</i>	<i>Sa</i>	<i>A</i>	<i>U</i>	<i>d</i>	<i>sd</i>
1	High cost of books	224 (61.9%)	91 (25.1%)	25(6.9%)	10 (2.8%)	12 (3.3%)
2	Over full curricula	104 (28.7%)	110(30.4)	68(18.8%)	58 (16.0%)	22 (6.1%)
3	Lack of awareness	98 (27.1%)	128(35.4%)	32(8.8%)	66(18.2%)	38 (10.5%)
4	Fear of poor mark	130(35.9%)	151(41.7%)	26 (7.2%)	23(6.4%)	32 (8.8%)
5	Scarcity of material	189(52.2%)	117(32.3%)	17(4.7%)	16 (4.4%)	23 (6.4%)

Table 5. *Factors that lead undergraduate students to infringe on copyright*

Note: Strongly Agree + Agree = Agree and Disagree + Strongly Agree = Disagree.

Appendix

Table 06

<i>S/n</i>	<i>Items</i>	<i>Sa</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>Sd</i>
1	Students should be aware of copyright law	278 (76.8%)	84(23.2%)	-	-	-
2	Students involved in copyright infringement should be fine	93 (25.7%)	94 (26.0%)	59 (16.3%)	84 (23.2%)	32 (8.8%)
3	There should be reduction in the price of textbook	218 (60.2%)	131 (36.2%)	6 (1.7%)	7 (1.9%)	-
4	School should reduce curricula	108 (29.8%)	125 (34.5%)	61 (16.9%)	47 (13.0%)	21 (5.8%)

Table 6. *Ways of reducing copyright infringement*

Note: Strongly Agree + Agree = Agree and Disagree + Strongly Agree = Disagree.

Table 07

<i>Levels of study</i>	<i>No</i>	<i>Df</i>	<i>Chi-Cal</i>	<i>Chi-table</i>	<i>Alpha</i>	<i>Remark</i>
100/1 st year	94	16	740.85			
200/2 nd year	96			26.30	0.05	S**
300/3 rd year	71					
400/4 th year	101					
500/5 th year	-					

Table 7: *Perception of undergraduates' copyright infringement based on academic level*

Appendix

QUESTIONNAIRE ON UNDERGRADUATE STUDENTS' KNOWLEDGE OF COPYRIGHT INFRINGEMENT

Dear respondent,

This questionnaire is intended to gather data for research on the undergraduate students' knowledge about copyright infringement in University of Ilorin, Nigeria. The information provided in this questionnaire will be held confidential and used for research purpose only.

In the section A, B, C, D, and E you are required to tick the option as apply to you

Section A

Bio-data of Respondents

Gender: (a) Male (b) Female
 Age: 15-20 21-25 26-30 31-35
 Level of study: 100 200 300 400 500
 Faculty.....

OBJECTIVE OF THE STUDY

Section B: Level of awareness among the undergraduate students

- Are you aware of copyright law? A) Yes B) No
- Are you aware of copyright Infringement? A) Yes B) No
- To what extent do you aware of it? a) Great extent b) Some extent c) Little extent d) No extent

Section C: Undergraduate Students Perception of Copyright Infringement

S/N	ITEMS	SA	A	U	D	SD
1	I see copyright infringement as a form of intellectual dishonesty					
2	Since I'm using it for academic purpose I don't need to acknowledge any author					
3	Paraphrasing of text does not means that I'm infringing copyright law					
4	Submitting another person's assignment as my own, did not means that I infringed on copyright					
5	Not doing academic referencing does not means that I have infringe on copyright law					

Respond to the items in the section C by ticking from the OPTIONS Strongly Agree=SA; Agree=A; Undecided=U; Disagree=D; and Strongly Disagree=SD

Section D: Ways in which Copyright Laws being infringed

S/N	ITEMS	YES	NO
1	I paraphrased the text in a particular textbook		
2	I copy word-for-word from the textbook		
3	I used to do false citation		
4	Reproduction and redistribution of the internet without the permission from the author		

Section E: Factors that lead undergraduate students to copyright infringement

Please kindly tick the following factors as applicable to you

S/N	ITEMS	SA	A	U	D	SD
1	High cost of textbook					
2	Over full curricular					

3	Lack of awareness of copyright law					
4	Fear of poor mark					
5	Scarcity of information materials in the library					
6	Desire to defy authority					

Section F: Ways of reducing Copyright Infringement

Please tick the following options as applicable to you

S/N	ITEMS	SA	A	U	D	SD
1	Student should be more aware of copyright law					
2	Students involved in copyright infringement should be fine					
3	There should be reduction in the price of textbook					
4	School authority should reduce curricula					

Others, please specify _____