

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**RESEARCH ON ASSESSING THE KNOWLEDGE AND PERCEPTIONS OF UNZA  
LIS STUDENTS TOWARDS COPYRIGHT**

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## CHAPTER ONE

### 1.0 INTRODUCTION

Copyright is one of the very important intellectual properties which give the author of any creative work an exclusive right to reproduce the work in any form. Intellectual property is a term that refers to the legal rights which result from intellectual creations in the industrial, scientific, literary, and artistic fields. Intellectual property comprises creations that result from the mind and the human intellect. Intellectual property consists of two branches namely; Industrial property, and Copyright related rights. In most countries, there are four primary types of intellectual property (IP) that can be legally protected: patents, trademarks and trade secrets which fall under industrial properties and copyrights (Khan, 2002).

According to Fishman (2008), Copyright “is a legal device that provides the creator of a work of art or literature, or a work that conveys information or ideas, the right to control how the work is used.” It is also intended to promote creativity and originality among authors by ensuring that writers do not reproduce others’ works without permission. It is therefore, illegal to reproduce an original work without the authors’ permission. It was important however, to note that even though the above definition suggests that the author is the immediate beneficiary of copyright, copyright’s ultimate beneficiary is the public and this is done by “ensuring that creators have secure and stable rights to their creations” (Hart, 2011).

A copyright can therefore be said to be a set of rights that are exclusive in nature, granted by the government for a limited period of time to protect the particular form, way or manner in which an idea or information is expressed. Just to note copyright does not protect the idea of someone’s work but the expression of this idea. 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. The Copyright law simply explains the legal protection given to authors against unauthorized copying of their work. Copyright was essentially a private right. The owner must decide how to exploit the copyright work and how to enforce the copyright. The owner could decide if there would be any use of the copyright work falling within the scope of the economic rights. The concept of copyright was devised for the society 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 dissemination of these works (Okwilagwe, 2001).

The aim of copyright was to protect the creative labour of the person involved in different intellectual creations. Copyright is a right given under the law to the creators of literary, dramatic, musical and artistic works and producers of cinematograph films and sound recordings. The objective of copyright law among others is to encourage authors, composers and artists to create original works by rewarding them with the exclusive right for a limited period to reproduce the work for the benefit of the public. For instance, in Zambia the registrar of copyrights grants these rights and it is for a period of 50 years. In fact, it is a bundle of rights including, rights of reproduction, communication to the public, adaptation and translation of the work and other related rights (Bach et al, 2010). The world's first copyright law, the English statute of Anne (1710) stated that the design of copyright was to "encourage learned men to compose and write useful books". Therefore, the aim of copyright in most countries is to advance the progress of knowledge by giving an author of a work an economic incentive to create new works. In Zambia we have the copyright and performance rights (Amendment) Act, 2010.

In this age of information technology, the Internet has brought tremendous changes to the academic and research world. The Internet has had a drastic effect on the creation, organization, accession, and dissemination of information. More and more students and researchers are turning to the Internet for cooked solutions and shortcuts for writing assignments, research papers and thesis. The foundation of academic and scholarly world revolves around ethics and integrity, where new ideas and theories are created, confirmed and re-confirmed, experiments and research works is carried and published for the benefits of the humanity with a genuine desire of acknowledgement Cohendet, (2010). For this purpose, universities and institute of higher learning were established not only to generate new ideas, theories, formulas and standards through experiments, field work and through other research methods, but also to produce highly skilled and competent graduates with high standards of honesty, ethics and professionalism to serve the communities. The University of Zambia (UNZA) is one of the institutions where copyright issues are taught through the various courses provided. Therefore, this paper sought to assess the knowledge and perceptions of UNZA students towards copyright: A case study of Library and information science (LIS) students.

### **1.1 BACKGROUND TO THE STUDY**

In recent years, there has been emphasis on the need to promote intellectual property because it was evidently clear that it was a tool for promoting economic and social development. The subject of intellectual property is growing in importance, and more especially in the

industrialized countries. Most developed countries have effectively embraced intellectual property, as a driving force in their social and economic development, while third world nations including Zambia, have just been making gradual progress in this area. Intellectual property law deals with legal rights associated with creative effort or commercial reputation and goodwill (Bain 1998). Intellectual property is basically divided into two branches, namely copyright and related Rights, and industrial property (Cornish, 1989). Literary, artistic and scientific works belong to the copyright branch of intellectual property. Performances of performing artists, phonograms and broadcasts are called ‘related rights,’ that is rights related to or neighboring to copyrights.

Unlike the protection of interventions, copyright law protects only the form of expressions of ideas, not the ideas themselves. This long-standing principle of copyright law is affirmed by Article 9 in the 2010 copyright law of Zambia, which states that copyright protection shall extend to expressions and not to ideas, procedures, and methods of operation or mathematical concepts as such. The creativity protected by copyright law is creativity in the choice and arrangement of words, musical notes, colors, shapes etc. copyright law protects the rights of the owner in literary, musical, dramatic, and artistic works against those who ‘copy’ or otherwise take and use the form in which the original work is expressed by the author. Copyright protection arises automatically upon the work being created provided it fulfill the criteria for copyright protection, such as the work being original; there is no need to apply for copyright registration. In Zambia like many other common law countries, (whose legal system is founded on the United Kingdom or English legal system due to colonial history), the history of copyright law traces its roots or origin from the UK copyright system. It was not until 1710, when the statute of Anne, was passed into law for the first time, provided for the protection of copyright in books and other writings by an Act of parliament. This was during the reign of Queen Anne. The Act provides for copyright protection of literary, dramatic, musical, artistic works, computer programs, audiovisual works, sound recordings, broadcasts, and cable programs, and for the rights of performers. The statute of Anne was thus the first law of copyright in the modern sense of the term that recognized the existence of an individual right to protection of a published work (Abel, 1967).

Later in 1884, the U.K parliament passed the international copyright act that established a system under which foreign authors would be entitled to protection under English copyright law if the English authors were protected by the copyright laws of that author’s country. In the following year conference at Berne, which in fact resulted in the establishment of the Berne

convention, was convened whose aim was to conclude a convention relating to the international protection of foreign authors at which meeting, Britain was represented.

In the year 1909, a committee in Britain was appointed with a purpose of considering the consistencies of the 1884 Act and convention. The recommendations of the committee led to the enactment of the copyright Act of 1911 which came into force on the 1<sup>st</sup> of July, 1912. This Act was applicable to Britain and extended to her majesties dominions that were not self-governing (copyright act of 1911). Thus Zambia, having been a colony of Britain since 1924 had the Act extended to apply to it by virtue of section 1. The 1911 copyright was repealed in 1956, following the enactment of another copyright Act.

Zambia enacted its own copyright legislation (which in essence was almost a replica of the 1956 Act) in 1971-chapter 701 of the laws of Zambia. In 1994 the 1971 copyright Act was repealed and replaced with the copyright and performance rights Act that is referred to as chapter 406 of the laws of Zambia. This was later amended and now we have the 2010 copyright Act.

From the University's point of view, the works covered by copyright include literary novels, poems, plays, dramatic works, computer programs, database, films, musical compositions and choreography, artistic works such as paintings, drawings, photographs, sculpture, architecture, maps, multimedia creations and technical drawings. In Zambia, Copyrights are protected under the Copyrights Act, Cap 406 of the Laws of Zambia. The creator of copyrights holds the exclusive right to use or authorize others to use the work for a period of fifty years generally and for original works 50 years plus the life of the author. The creator of a work can prohibit or authorize: its reproduction in various forms, such as printed publication or sound recording, public performance, in the form of plays, dramatic or musical works, its recordings, for example in the form of compact discs, CD, DVD's cassettes, or videotapes, its broadcasting, by radio, cable, or satellite e.t.c.

Many creative works, protected by copyright require distribution, communication and financial investment for their dissemination (for example, publications and computer programmes). The University of Zambia, therefore, may need to sell or license the rights to individuals or entities that are best able to market the Copyright works at a fee; Copyright protection also includes moral rights, which involve the right to claim authorship of a work, and the right to oppose changes to it that could harm the University's reputation.

The University of Zambia may wish to oppose the use of copyright in circumstances that the University would deem such work to amount to derogatory treatment of works and to distortion

or mutilation of the work or is otherwise prejudicial to the honor or reputation of the author or creator of works (e.g., to promote a racist agenda or immorality), (university of Zambia intellectual property Act 2009).

The University of Zambia (UNZA) is the prime tertiary educational institution in Zambia. It is the oldest of the public universities established by the government of the Republic of Zambia (GRZ) to provide higher education in the country. Since its inception in 1966, UNZA has been expanding every year as a response to the ever-growing demand of higher education in the country. The University of Zambia is supported by the government through the ministry of higher education to fulfil the national mandate of providing high quality education and service as reflected in its motto of “Service and Excellence”. The goal of the university is to effectively contribute to national development by providing skilled human resource that can foster national development. To achieve this, the Higher Education Act (2013) provides for and spells out teaching, research and service as the main function of a public university. However, with the stated function the university tends to provide information about intellectual property including copyright through a number of courses offered. The University of Zambia has 10 schools. Despite the provision of the information on copyright there is a problem of plagiarism among the majority of students.

## **1.2 STATEMENT OF THE PROBLEM**

The academic world has been faced with issues of cheating, lack of knowledge regarding copyright in general and plagiarism in particular. Literature, both recent and past for instance, according to Korlety (2014) in his research established the creation and ownership of knowledge-based products remain an important aspect of the socio-economic development of an individual and as well as the nation at large, this has led to the establishment that copyright laws are very important for better creativity on the part of the authors and protection of intellectual content of their work. However, it is not certain if information users actually have a reasonable level of knowledge of these copyright laws as a means of protecting the intellectual creativity of respective authors. They might have reasonable level of knowledge of these but still infringe on the laws. Student’s plagiarism occurs in different forms, including incorrect citation and totally stealing someone else’s ideas and work. Apart from this, there is also continued use of copied music, software, the so called “free downloads” on the internet. However, it is not known the extent to which copyright issues are understood at UNZA by



students in particular. The concern of this study therefore is to assess the knowledge and the different perceptions among undergraduate students at the University of Zambia on the issue of copyright.

### **1.3 RESEARCH OBJECTIVES**

#### **GENERAL OBJECTIVE**

The general objective of this research is to find out the knowledge and perceptions of UNZA students towards copyright: A case study of LIS students.

#### **1.3.1 SPECIFIC OBJECTIVES**

1. To investigate the level of awareness of copyright issues among UNZA students.
2. To find out the knowledge levels of students on copyright issues.
3. To establish the perception of UNZA students on copyright protection and plagiarism.
4. To ascertain the students attitude on copyright knowledge, adherence and protection.

#### **1.3.2 RESEARCH QUESTIONS**

1. To what extent are UNZA students aware of copyright issues and the provision of the copyright law?
2. What are the knowledge levels of UNZA students on copyright issues?
3. What are the perception levels of UNZA students on copyright protection and plagiarism?
4. What are the attitudes of UNZA students towards copyright knowledge, adherence and protection?

### **1.4 RATIONALE OF THE STUDY**

At the university of Zambia (UNZA), Lecturers rely upon copyrighted works through fair use to make allowance for great flexibility in the course of teaching their Students as the Students also rely heavily on the understanding and the use of the expression of other peoples' ideas, arguments, evidence, concepts, and theories to support their own and also to facilitate their learning. Unfortunately, there is lack of copyright awareness and understanding in the academic institutions. Some people, including Lecturers, Students and School Administrators fail to notice that the use of other peoples' expression of ideas, concepts, and theories without due acknowledgement is offensive. Some also think that using copyrighted materials does or

does not require permission from the author or the copyright holder at all times. Following this critically, one can therefore attribute the cause of piracy - illegal photocopying and plagiarism to the lack of awareness and knowledge of the copyright of the authors of these works. This study was of significance in endeavoring to promote copyright concerns as a national business. The outcomes of the study would form the basis for awareness-raising in support of the institutionalization of systems that facilitate the protection of materials. It was also hoped that the study would contribute to the development of policies in academic and research institutions, and strategies that would foster copyright awareness and knowledge at the University of Zambia.

### **1.5 ETHICAL ISSUES**

Research ethics involve requirements on daily work, the protection of dignity of subjects and the publication of the information in the research. One of the ethics that we will consider in our research is Informed consent which is the major ethical issue in conducting research. According to Armiger (1977) "it means that a person knowingly, voluntarily and intelligently, and in a clear and manifest way, gives his consent", we will therefore only interview people who will give their consent willingly. Another ethical issue that we will consider is confidentiality and anonymity, respect for dignity and fidelity. Ford and Reutter (1990), suggests anonymity is protected when the subject's identity cannot be linked with personal responses. If the researcher is not able to promise anonymity he has to address confidentiality, which is the management of private information by the researcher in order to protect the subject's identity. In our research we will ensure that our respondent remain unknown and assure them that the information that we will collect from them will only be used for academic purposes only, therefore will encourage them to speak freely without withholding any information as we the researchers will maintain high levels of confidentiality.

### **1.6 DEFINITION OF KEY TERMS**

**Attitudes:** a settled way of feeling or thinking about something. An attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event (Yeo S. 2007).

**Awareness:** the understanding of a situation or subject at the present time based on information given or experience. (Strong. 1981)

**Copyright:** A copyright is a set of rights that are exclusive in nature, granted by the government for a limited period of time to protect the particular form, way or manner in which an idea or information is expressed (Fishman, 2008).

**In-text citation:** the parenthetical reference that allows reader to identify the source of a quotation in a research paper from the Works Cited list (ibid, 2014).

**Infringement:** pertains to an action that breaks a rule, law or an agreement.

**Intellectual property:** Works that have been created as a result of an intellectual endeavor. They include books and music, among others. (Osborn's Concise Law Dictionary, 2002).

**Knowledge:** these are facts, information and skills acquired through experience or education. It is basically the condition of knowing and understanding something or someone (Moahi, 2004).

**Perceptions:** this is the ability to see, hear or become aware of something through the senses. Perception is simply the way an individual interprets and sees things. (Di Valentino, 2015)

**Piracy:** The act of production, distribution, and selling of unauthorized copies of information resources that are protected by copyright. (Wahid, 2011)

**Self-Reported Knowledge:** Knowledge level reported based on an individual's own assessment/rating of his/her own knowledge.

**WIPO (World Intellectual Property Organization):** An international organization established to oversee issues on intellectual property rights worldwide.

## **1.7 SUMMARY OF CHAPTER ONE**

In summary, Copyright issues are a very important aspect of intellectual property which gives the author of any creative work an exclusive right to reproduce the work in any form. Basically this chapter, talks about how the academic world has been faced with issues of cheating, lack of knowledge regarding copyright in general and plagiarism in particular. It looks at how ethics are a requirement in daily work, the protection of dignity of subjects and the publication of the information in the research. One of the ethics that we will be considered in our research is Informed consent which is the major ethical issue in conducting research. Lastly but not the least it gives definitions of key terms that will be used in this research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 OVERVIEW**

A literature review surveys books, scholarly articles, and any other sources relevant to a topic of interest in this particular case copyright was the main area of this research. Hence, this literature review was guided by the following themes: Awareness of copyright among students, the knowledge levels of students on copyrights as stipulated by national and institutional policies, the perception of students on copyrights and plagiarism, and the attitude of students towards adherence to copyright protection. A thorough review of literature available indicates that not much has been written on the perception, awareness, knowledge and attitudes of students regarding copyright. Most of the available literature focused on intellectual property.

#### **2.1 AWARENESS OF STUDENTS ON COPYRIGHT ISSUES**

According to Strong (1981), Copyright Awareness is perceiving, knowing and being conscious that copyright exists, in all forms of perception, knowledge and consciousness. It is the state of having conscious knowledge about copyright in a perceived manner. When users of copyright materials exhibit this sense of awareness in an educational institution, it gives authors the opportunity to enjoy the economic value of their works and motivates their authorship. Copyright awareness is very important as it seeks to change current behavior or influence future actions by nurturing a greater culture of respect and value for the creative economy, and to negate the impact of infringement. Copyright awareness in isolation cannot counter the drivers of infringement but it should be a priority for industries given its relevance to many aspects of everyday media used to help creators and users alike understand the world of copyright. Industry organizations have long realized it was in their interests to promote a greater awareness of the value of copyright to a variety of audiences. Significant investments have been made so far.

According to Wahid (2011), the problem of illegal photocopying (piracy) and plagiarism in our academic environments could potentially result from uncertainties or lack of awareness of users. It was obvious that tertiary education revolves around the use of other people's copyrighted works as well. For instance, at the Kwame Nkrumah University of Science and Technology, lecturers rely on copyrighted works through "permitted use" to make allowance for great flexibility in the course of teaching their students, as the students also heavily rely on the understanding and the use of other people's expressions of ideas to support their own and also to facilitate their learning. However, a distinction that is often discussed in the context of

copyright was the distinction between ideas and expressions. Even though it is true that Section 2 of the Ghanaian Copyright Act 2005 (Act 690) does not extend copyright protection to ideas, nevertheless, copyright protects the expression of these ideas in any form and not the idea itself. Unfortunately, the existence of lack of copyright awareness and understanding in our academic environments reveal that some people, including lecturers, students and school administrators fail to notice that the use of other peoples' expression of ideas without due acknowledgement is offensive. Some people also think that using copyrighted materials does or does not require permission from the author or the copyright holder at all times. Following this critically, one can therefore hypothetically attribute the cause of illegal photocopying (piracy) and plagiarism to the lack of awareness of users. The author states that the violation of copyright in Ghana was due to lack of awareness, therefore the need for a similar research to be conducted at the University of Zambia found out that there was violation on copyright and it was attributed to lack of awareness.

In a similar paper entitled "the management of reprographic right in Ghana: Efforts and Challenges". Unpublished paper presented at the (2008) Ghana Library Association Congress by Nyadzi, showed that large number of students and lecturers were involved in photocopying large volumes of literary works such as textbooks, journals, music sheets, magazines etc, an act which reduces the sale of such publications and royalty payment to authors. It was also estimated that more than 300 billion pages of copyright protected works were photocopied worldwide each year resulting in the loss of about US\$15 billion to right holders (Nyadzi, 2008). The question one may therefore ask is, are users and for that matter library users aware of the copyright law? Whose responsibility is it to create the awareness? The author clearly states a doubt on whether or not users were aware of copyright issues and who was responsible for creating awareness it was for this reason that a similar research was carried out at UNZA to help answer these questions.

Adusei, Anyimadu-Antwi and Halm, (2009) in the African Copyright and Access to Knowledge (ACA2K) report, added that campuses of tertiary institutions in Ghana have no doubt become the hub for the abuse of the copyright law particularly due to photocopying activities even though they are aware of copyright. This was because the books and other information resources available in the academic libraries are highly inadequate to support the large student population. Meanwhile, some students cannot afford to buy the textbooks that are available for sale, especially those published by foreign companies (Okiy, 2005). Based on these findings, it had been recommended that, all stakeholders in education should ensure that

adequate information resources were made available. Also, all stakeholders including librarians must support the implementation of the Reprographic Rights Organizations' (RROs) license in their institutions to create fairness between right holders and users in the literary and the print industries. The paper only discussed the level of awareness of students in Ghana on copyright issues hence there was need to conduct a similar research on the Zambian student's level of awareness.

In the study by Vasudevan and Suchithra (2013) on copyright awareness of doctoral students in Calicut university campus, found that majority (70.2 per cent) of 500 science respondents were aware about the importance of copyright. This study was an attempt made by the investigator to study the level of copyright awareness among doctoral students in Calicut University campus. The findings of the study revealed that majority of the doctoral students were aware about copyright law and its importance. The investigator suggested some methods like attending instruction classes, workshops, seminar etc. to the doctoral students in order to improve their level of copyright awareness.

Based on the data collected by Korleteya and Tettey (N.D) in a study that sought to investigate the level of copyright awareness at Kwame Nkrumah university in Ghana, revealed that, most library users, for that matter students, were aware of copyright law and the consequences of violating the law, yet compliance with the law is low. It was also revealed that even though photocopying was a number one activity which violated the copyright law on campuses of tertiary institutions, not much was being done to enforce the law. The importance of Copyright Awareness could be noticed in its absence. That was to say that the absence of Copyright Awareness could be noticed when there was the problem of uncontrollable copyright infringement activities such as plagiarism and piracy within an academic setup. Even though it was established that there was some level of copyright awareness and observation among the Students and Lecturers at KNUST, the study concludes that the level of copyright awareness was not up to the level expected. Therefore Workshop and seminars should be organized for Students at their various faculties and departments to educate them on copyright in order to reduce copyright infringement. References in Students works should attract marks to motivate them to see the need of crediting sources of information they use their write ups. Hence, was the need to conduct a similar research at UNZA which found out that the students were aware of what was to be done to avoid copyright infringement.

## **2.2 KNOWLEDGE OF STUDENTS ON COPYRIGHT ISSUES**

According to Moahi (2004) knowledge basically refers to the facts, information and skills acquired through experience or education. It is basically the condition of knowing and understanding something or someone. Knowledge on copyright in this research refers to how well students are knowledgeable about copyright and its related issues. 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 to find out whether or not undergraduate students, especially those in the University, have knowledge of copyright and related rights.

Copyright has been 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 any 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).

There is increasing concern on the copyright infringement among undergraduate students in tertiary institution in Africa and Nigeria specifically as observed by Adeyinka in a research titled undergraduate students’ knowledge of copyright infringement conducted at the University of Ibadan in Nigeria. Copyright infringement is the use of works protected by copyright law without permission, infringing certain exclusive rights granted to the copyright holder, such as the right to reproduce, distribute, display or perform the protected work, or to make derivative works. Infringement in this context includes piracy, plagiarism of text, using photocopying machines to reproduce several copies of copyrighted material, duplication of web pages, etc. (Declin 2002). For instance, Aboyade, Aboyade and Ajala, 2015; Williams, (2005) postulated that copyright infringement is not a new phenomenon in the academic environment. Moahi (2004) and Isiakpona, 2012) argue that 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.

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. The authors argued that students unintentionally infringed on copyright [when they do not know how to paraphrase, summarize or quote correctly. This fact prompted them 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.

The importance of knowledge on 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 it may be known 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 plagiarism, 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. The author went on to recommend the introduction of copyright courses at the university so as to increase the students levels of knowledge. The above stated research only discussed the level of knowledge of Spanish university students, hence the need to carry out a similar research at UNZA to ascertain the levels of knowledge among LIS students.

Other studies have also looked at copyright knowledge levels in American K-12 and university educators. James (1981) surveyed teachers at different school levels in Arkansas and concluded that there is a lack of copyright understanding among educators, both in actuality as well as in the teachers' perceptions of their own knowledge (cited in Chase, 1993, p. 3). Even media directors, who one would imagine would have a more developed knowledge of copyright law than their colleagues in other subjects, were found to demonstrate limited competency in their understanding (Clark, 1984, cited in Chase, 1993, p. 4). Elementary and secondary school teachers were found to lack proficiency in understanding of copyright, although those with at least five years of experience using multimedia in the classroom knew more than those with less experience (Shane, 1999). This research was conducted on educators and not students hence there's a need to conduct a similar research on students at the university of Zambia.

A survey of university faculty in Ohio carried out by Renner showed that, generally, copyright knowledge levels of university students and administrators in the U.S. are low; that instructors of web based courses have some knowledge of copyright legislation and the issues but are



mostly unaware about major provisions of the statute; and that instructors who were aware of their institution's copyright policy knew more than those who were not (Renner, 2005). This literature reviewed that the knowledge levels of students on copyright issues in Ohio

In 2006 a group of librarians provided a survey to faculty members at two health sciences departments in Alabama and Texas. They found that respondents reported a limited level of knowledge on copyright issues and admitted gaps in their understanding, but that they did not want a required copyright course due to time constraints (Smith et al., 2006). And in another study by Sims (2011) surveyed and interviewed faculty and library staff at the University of Minnesota and found that there is a gap in faculty understanding of the fundamentals of copyright law, including how copyrights manifest and how long they last. She also found that fair use (the American equivalent of fair dealing) is "an area of tremendous confusion." There is very little discussion of Canadian university faculty knowledge of copyright in the literature; this is unsurprising as the changes leading to the necessity of such a study have only occurred in the past five years. These researches have been carried out on faculty members of universities in the United States of America however they did not assess students' knowledge levels. There is therefore a need to carry out a similar research in Zambia to ascertain knowledge levels of students at UNZA on copyright issues.

### **2.3 PERCEPTION OF STUDENTS TOWARDS COPYRIGHTS PROTECTION AND PLAGERISM**

Perceptions influence the ways in which humans understand the world around them and how they make decisions. There is a large amount of literature on academic misconduct, most of which has been published during the last two decades. The literature on plagiarism offers many different reasons for student plagiarism, including poor time management, perceived disjuncture between the grade and effort required, heavy workload over many subjects, pressure to do well, perception that students do not get caught, anomy, motivation, and individual factors (such as age, grade point average [GPA], gender and personality type) (Anderman, Griesinger & Westerfield, 1998). With deeper insights into how people understand the world, we can better comprehend the ways in which LIS students in this case perceive copyrights protection and plagiarism.

According to a study carried out by Chinda and Philips (2017), at the University of Port Harcourt, the study investigated lecturers' perception of intellectual property rights in universities in Rivers State. The study revealed; that University lecturers have a high perception of intellectual property, including the rights of copyright holders. The results necessitated the

recommendation that, intellectual property unit should be established and strengthened in universities to screen all intellectual write-ups before publication. This study reviewed the perception of lecturers' aspect of intellectual property in general while this research seeks to find out the perception of LIS students towards copyright issues in particular.

Studies have been conducted with regards to the perception of different stakeholders on copyright issues. Di Valentino (2015) in a preliminary survey which was undertaken in Canada, to determine university faculty awareness and perceptions of copyright as to how it affected teaching and learning. This was done through an online survey questionnaire which was distributed (via faculty associations) to teaching faculty across Canada, seeking feedback about the copyright policies and training opportunities at their institutions. It was concerning to see that while nearly all respondents were aware of their institution's copyright policy or guidelines, 40% didn't know whether copyright training was offered. However, this preliminary survey does provide insight into what some faculty members think about copyright.

According to the Study undertaken by Ogunronbi and Bello (1999) at the university of Ibadan, in Nigeria on students perception of copyright infringement, it was 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. Additionally, the study revealed that majority of undergraduate students infringe on copyright laws mostly through photocopying and the major reason for infringement of these laws by undergraduates is because of the high cost of purchasing. It was also observed that majority of the undergraduate students infringe on copyright law as a result of the non-availability of printed learning resources and majority of the undergraduate students infringe on copyright laws as a result of the high cost of purchasing printed learning resources.

It was therefore recommended that the libraries in higher institutions should be well equipped with enough and relevant printed/literary resources that will be readily available and accessible by the students. This research unlike the former seeks to find out the perception students have towards copyright issues which will act as a guide on how the issue of copyright infringement can be avoided.

The spectacular rise of the Internet and the associated 'copy-paste culture' of generation Y students have brought plagiarism to greater public attention since the late 1990s. Studies reported in numerous academic articles have found that many students commit plagiarism either unwittingly or from lack of skill. For instance, Louw (2017) undertook a study as to

establish what students and staff see as plagiarism and whether the definitions corresponds, Having established that plagiarism itself is a difficult concept to define, the question now was whether students and lecturers see it in the same way. It was established that the majority of the lecturers (51%) find plagiarism in isolated cases only and do not experience it as a big issue. The plagiarism that does occur is mostly of the copy-and-paste type from the Internet (79% of lecturers have experienced this). From the student perspective, 53 per cent indicated that they did not know of any students who had committed plagiarism. One can assume that the other 47 per cent were aware of such instances. It was recommended that a standardized definition for plagiarism is needed at university, as well as guidance to lecturers and students on how to identify plagiarism. The main focus of the research was the perception of lecturers and students on plagiarism, this research therefore seeks to find out the awareness and perception of copyright issues knowing that plagiarism is just an example of copyright infringement.

#### **2.4 ATTITUDES OF STUDENTS TOWARDS COPYRIGHT KNOWLEDGE, ADHERENCE AND PROTECTION**

While students are expected to be respectful of others' rights, Internet has created a new generation of students eager to make use of immediate and ready-to-use information. This has had an impact on the student's attitudes towards copyright issues and this has raised some concerns in the educational circles. According to Thurstone (1981) the term attitude refers to an individual's preference for or disinclination towards an idea, issue, item or object, it is subjective in nature, and can be negative or positive. Generally, attitude is a settled way of thinking about something. The investigation on student's attitudes towards copyright issues was aimed at improving information use by all students and encouraging and appreciating authors of works for their efforts (Renard, 1999).

According to Akçayır and Akçayır (2017) in a paper titled Internet Use for Educational Purposes: University Students' Attitudes and Opinions about Copyrights. One of the purposes of the study was to explore the students' existing attitudes about copyrights and the findings obtained from the interview showed that the students did not care about the violation of particular educational materials and did not consider it to be a Problem. During the interviews, only few students stated that they paid attention to copyrights and everybody should do so. Some other students stated that they cared about copyrights and thus, they did not use a material as it was but by modifying it. The two scholars concluded that the student's attitude towards copyright issues was still a serious problem and needed to be taken into consideration. They mentioned that Students have created their own ethical norms and do not take much care about

copyrights. In addition to this, some students held the belief that educational materials were not under the protection of copyright laws. Some of the suggestions were that both instructors and the university management should take an active role in solving of the problem. The instructors should be good models for students. University management should take some precautions to discourage students from violating copyrights so that students should know that they would be confronted with some sanctions when they violate copyrights. This would automatically change the student's attitudes towards copyright issues. However, although the research gives a clear picture of the student's attitudes towards copyright in Universities in Turkey, it does not indicate the attitudes of students at UNZA hence the need to conduct a similar research.

Marshall and Garr (2010) in a research paper titled how well do students really understand plagiarism? Argue that academic honesty and respect of intellectual property are areas of considerable concern to tertiary institutions worldwide. Articles in journals and newspapers frequently discuss the impact that the Internet is having on the prevalence of cheating and on attitudes to intellectual property. Previous research established that academic dishonesty and misuse of intellectual property were related to student perceptions. Furthermore, it was clear that the positions of some writers in arguing for greater freedom in the use of information of all types could be misinterpreted by students as validating some forms of plagiarism. There was the general, if perhaps not yet well supported, belief that students were now more predisposed to engage in dishonest practices during their studies. Simultaneously, there was a concern that significant economic harm was being inflicted on the creators of works arising from a general disrespect for their property rights fostered by the Internet and a rip, mix, burn culture. It was contended that this was most apparent in the student population who were blamed for the poor financial results of media companies and associated collection agencies.

The research paper by Marshall and Garr was important to this study as it gave a general understanding of copyrights and plagiarism in particular in tertiary institutions. However, the paper does not bring out attitudes of students towards copyright at the University of Zambia. Hence, the need to address this gap and find out particularly the attitudes of the University of Zambia students towards copyright.

NUS/IPO/IPAN report (2012) on Student Attitudes towards Intellectual Property investigated student attitudes to, awareness of, and aspirations for, intellectual property (IP) and sought to understand how the continued student journey affects demand for information about IP.

Overwhelmingly, students felt that a knowledge of IP was important to both their education and their future career. There was evidence that IP teaching earlier in their education motivates greater interest among students at Further Education (FE)/ Higher Education (HE) level. Furthermore, once they were exposed to some aspects of IP, students felt more confident about it, and expressed a desire to know more. Students felt it was important to know about IP to ensure everyone receives recognition for their work and ideas, but they did not perceive a strong link between IP and commercial success.

Despite expressing high levels of confidence in their ability to perform IP-related tasks, many students clearly had a limited understanding of areas such as design rights and copyright. The extent of IP teaching was generally limited and, where it occurred, it was most usually integrated throughout HE and FE courses. While briefings before embarking on research projects were fairly common, very few students reported receiving information about IP before a placement. Two-fifths of students who received IP education said it was an assessed part of their course. Academics, and module tutors in particular, were seen as key sources of information about IP issues. However, just half the students surveyed felt their lecturers to be well-informed about IP issues. Many students wanted to see improvements to IP teaching. In particular, they want the teaching of IP issues to be more closely-related to their course discipline. They also called for coverage of IP to extend beyond plagiarism. Overall, only 40% of students consider their current awareness of IP to be enough to support them in their future career. As the use of electronic resources had expanded in recent years, plagiarism had become an increasingly important issue within UK educational institutions, demonstrated by the use of resources such as Turnitin<sup>1</sup>. This research suggested that, although a focus on plagiarism had helped to raise the profile of IP in academic institutions, to date this had not been capitalized on to promote other aspects of IP teaching. There was a need for better support for both academics and students in learning and teaching about IP.

The report by NUS/IPO/IPAN was important to this study as it gave a general understanding of intellectual property issues. However, the paper does not bring out attitudes of students towards copyright at the University of Zambia. Hence, the need to address this gap and find out particularly the attitudes of the University of Zambia students towards copyright.

## **SUMMARY**

Despite the wide range of copyright issues present in the literature, few studies have examined the awareness of copyright-related issues in higher education in Zambia. As noted the literature

related to copyright matters was extensive, but research into the Knowledge and awareness of copyright issues in higher learning institutions in Zambia is very limited. To the best of our knowledge, little research has been done to investigate the knowledge, awareness, perceptions and attitudes of students in universities on copyright issues in Zambia. The value of this study was that it helped to address this gap in the existing literature.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

The methodology is the general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it. These methods, described in the methodology, define the means or modes of data collection or, sometimes, how a specific result was to be calculated (Howell 2013). In the methodology much attention was given to the nature and kinds of processes to be followed in a particular procedure or in order to attain an objective.

### **3.1 RESEARCH DESIGN**

Research design is a general plan about how the research was conducted in order to answer the research questions. It outlined the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem. The design of a study defines the study type, data collection methods and a statistical analysis plan. Research design is the framework that has been created to find answers to research questions (thyer 1993).

The research design used in this study was a survey that seeks to assess the undergraduate students' knowledge and perceptions towards copyright issues at the University of Zambia. According to Orodho (2003), a study concerned with obtaining information by administering a questionnaire to a sample of respondents is known as a descriptive survey. This survey design was considered appropriate in this study as it allowed the use of questionnaire as a data collection instrument.

### **3.2 TOTAL POPULATION**

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Total population in this research was said to be the total sum of all LIS students at UNZA. In this study the total population of LIS students at UNZA was 542.

### **3.3 SAMPLE SIZE AND SAMPLING PROCEDURE**

A sample is basically a subset of the elements or objects of the total study population from which you seek to collect information and make inferences from the sample of the population. Sampling is the selection of a subset (a statistical sample) of individuals from within a statistical population to estimate characteristics of the whole population.

The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in a study is determined based on the expense of data collection, and the need to have sufficient statistical power. Hence the sample size for this research was 100 LIS students.

The study used the simple Random Sampling Technique and purposive sampling. This is most commonly used method of selecting a probability because each element in the population was given an equal and independent chance of selection. This sampling technique was adopted because the research concentrates on a homogeneous group of the population which are the LIS students. Purposive sampling is done with a purpose in mind, usually with one or more specific predefined groups (Trochim, 2006).

The simple random sampling was used to select the students from different year of study in the LIS department. Because the researchers could not give questionnaires to each and every student from this department, it became necessary to select a sizeable number at least from each year of study and so as to have a sizable number to work with and fair representation of each year of study.

### **3.4 DATA COLLECTION INSTRUMENTS**

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. Data collection instruments refer to the tools or device used to collect information from your study sample. A research-designed questionnaire titled “Assessing the knowledge and perceptions of UNZA LIS students towards Copyright Questionnaire” was used for the collection of data. The questionnaire was divided into two sections, A and B. Section A comprises of the respondents’ demographic information such as gender, age and level/year of study while section B featured items on the variables in the objectives of the study including awareness, knowledge, perception and attitude of students on copyright. The questionnaire consists of closed ended questions. The questionnaires were given to identified LIS students who were required to fill in and gave it back to the researchers upon completion.



### **3.5 DATA ANALYSIS**

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamoo and Resnik (2003), Data analysis is the most crucial part of any research. Data analysis summarizes collected data. It involved the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships or trends. Data collected from the field was analyzed using descriptive statistics comprising of simple percentage and Frequency count. The data collected were analyzed using the SPSS and MICROSOFT EXCEL. The researcher used the Statistical Package for Social Sciences (SPSS) to process the data which was later represented using the MICROSOFT EXCEL. All the responses were transcribed and coded into meaningful numerical categories. For instance, “Awareness of copyright law” was coded 1= YES, 2=NO. The data were analyzed using descriptive statistics, including percentages and frequency generated from the responses elicited from the study.

### **3.6 SUMMARY**

This chapter explained the research methodology that was followed in this study, addressing the research design which was the survey, total population of 542 LIS students, sample size of 100 and sampling procedure which were simple random sampling and purposive sampling, the data collection instrument was a questionnaire and finally the data analysis was done using SPSS and Microsoft Excel.

## CHAPTER FOUR

### 4.0 OVERVIEW

This chapter consists of results from the questionnaires used in the collection of Data for the study. The results from the questionnaire were put together as primary data. The data was analysed and interpreted accordingly using the Statistical Package for Social Sciences (SPSS) version 16, giving the study a scholarly dimension. The findings of the study are presented in tables, graphs and charts below.

### 4.1 Background Information

The respondents were asked what their age was and the results indicate that 61% of the respondents were in the age group of 20-24yrs, 22% were between the age group 25-29yrs, those between 15-19yrs were at 9%, 30-34yrs were at 4%, while 40 and above were at 3% and the least age group represented at 1% was 35-39%.

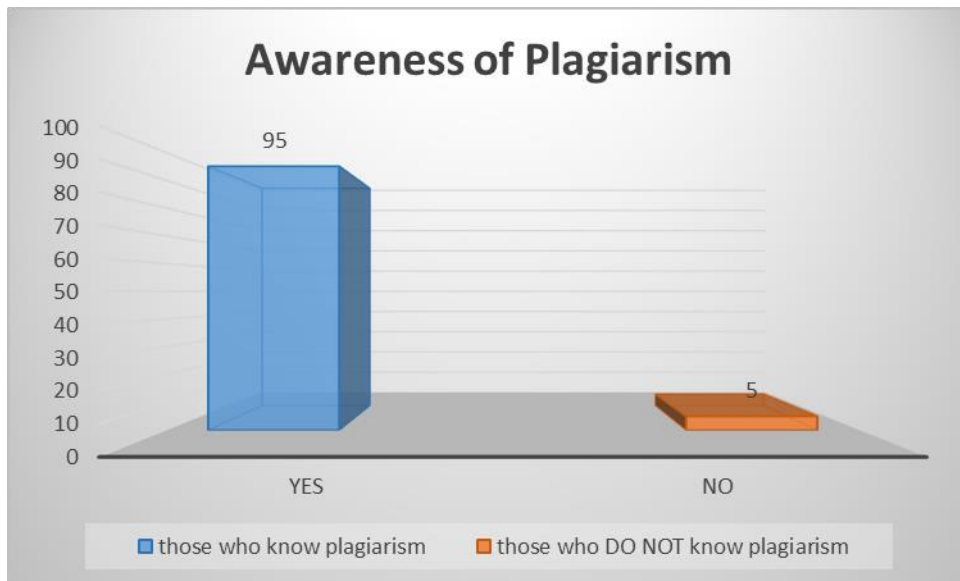
The findings on Gender indicated that 52% of the respondents were female while 48% were male. These students were distributed among the different years of study as illustrated in the table below;

**Table 1. Distribution of students by their year of study.**

<b>YEAR OF STUDY</b>	<b>NUMBER OF RESPONDENTS</b>	<b>% OF RESPONDENTS</b>
<b>First</b>	12	12%
<b>Second</b>	22	22%
<b>Third</b>	20	20%
<b>Fourth</b>	46	46%
<b>Total</b>	100	100%

### 4.2 Students Awareness of Plagiarism as an infringement on Copyright

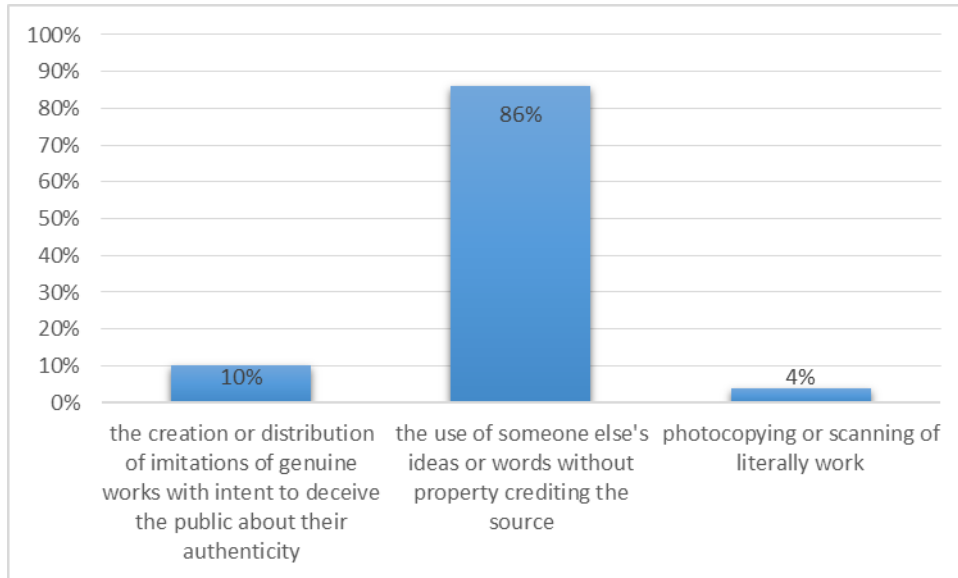
The study indicated that 63% of the total number of respondents knew what the requirement of copyright law in academics is while 37% did not know and that 95% of the total respondents were aware of plagiarism as an aspect of the copyright law while 5% was not aware.



**Fig. 4.2 A Distribution of Students' Awareness of plagiarism based on format type**

Apart from the respondents being aware of the copyright law in academics and plagiarism respondents were asked about the types of resources that are given copyright protection; 13% said print publication, 5% indicated E-resources (e.g. article from the internet), 63% indicated both print publication and e-resources, 2% said none and 17% were not sure of what types of resources are given copyright protection.

Out of the 95% of students who said they knew what plagiarism was, 86% of them, representing a little more than half of the total population could define plagiarism correctly. The remaining 10% had different perceptions about what plagiarism means. Some of them perceived plagiarism to be the photocopying or scanning of literary works; the creation, distribution or imitation of genuine works with the intent to deceive the public about their authenticity. However, the Students who had the correct perception about plagiarism perceived it to be the use of someone else's expression of ideas or words without crediting the source. Nevertheless, some of the Students still had explicit doubts about what plagiarism means. This indicated that out of the 95% Students who perceived that they understood the concept of plagiarism; there were others among them who, in reality, lack its fundamental understanding and what it constitutes.



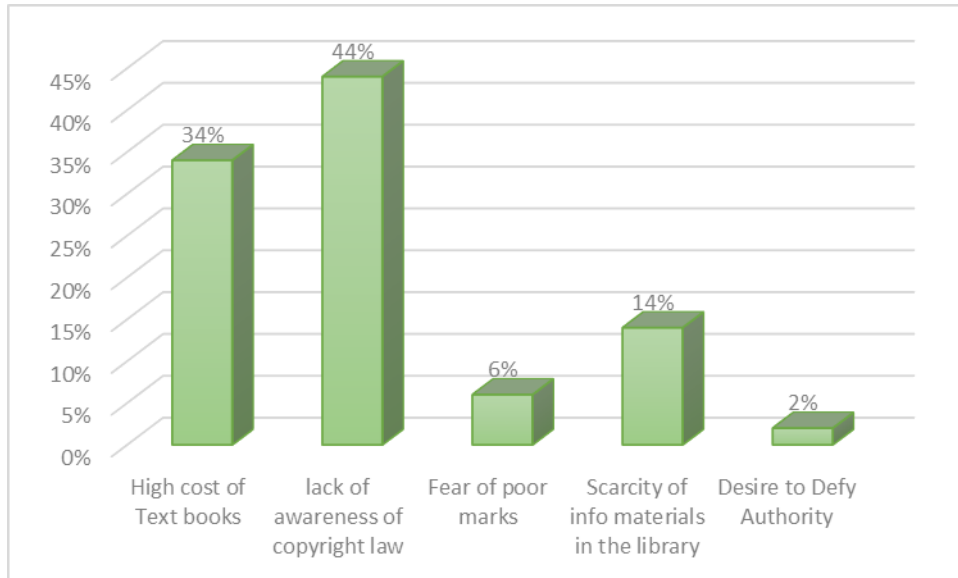
**Fig 4.2.1. A Distribution of Students' Understanding of Plagiarism**

When asked if the department provided any courses on copyright or plagiarism, 53% said yes of which most of them were senior students and 47% were junior students who said no, put simply the responses varied

### **4.3 Students' Knowledge of Copyright**

According to the findings it was indicated that when the respondents were asked about what copyright meant, 87% said copyright was the protection against intellectual theft while 13% said no to this, and 78% also said they were rights that protect creative works of authors which were also correct but 20% said yes to the definitions that copyrights are Human rights and that it was a right to copy.

Furthermore, it was also discovered that there various reasons as to why a number of students were found infringing the copyright law, these reasons are shown in the diagram below;

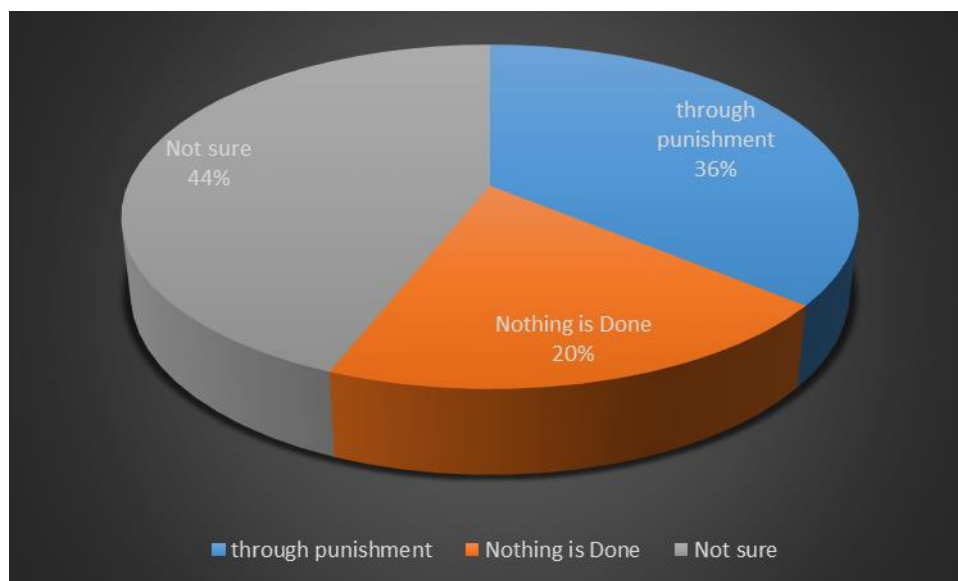


**Fig 4.3. A distribution of what makes students' infringe the copyright law**

When further asked if the LIS department provided any awareness and sensitization programs on copyright infringement 39% attested to the fact that the department provided these programs but 59% said no and 2% had no idea. Hence, more students do not know.

#### **4.4 Attitudes of students towards copyright**

The attitude of students towards Photocopying of materials such as an entire book and copying and pasting seemed ok by 38% of the respondents while 62% said no. When asked how often the students copy and Paste; 21% said very often, 8% often, 20% sometimes, 16% rarely, 2% Never and 33% were not sure. Furthermore, when respondents were asked if they cite sources in their academic work 67% said they do while the 37% do not. The diagram below illustrates how the copyright law is acknowledged by the department, and majority of the respondents that is 41% rated the effectiveness of acknowledging the copyright law to be ineffective by the department.



**Fig 4.3.2. A distribution of how copyright law is acknowledged**

#### **4.4 Students' Perception of Copyright Infringement**

In trying to find out how students perceive copyright infringement, the respondents were asked if they saw copyright infringement as a form of intellectual dishonesty. Further they were asked if they thought it was important to acknowledge the author when using copyrighted materials for academic purposes and if not doing academic referencing does not mean that one has infringed the copyright law. The findings to this study are illustrated in the table below.

*Table; 4.4 A distribution of students' perception of copyright infringement*

	Is infringement a form of intellectual dishonesty	Is Acknowledging the author when using copyrighted material important	Not doing academic referencing does not mean one has infringed the copyright law
Strongly agree	35%	52%	4%
Agree	50%	42%	15%
Undecided	11%	6%	8%
Disagree	2%	0	43%
Strongly Disagree	2%	0	30%

The findings indicated in the table above show that LIS students have a positive perception towards copyright protection and plagiarism. For instance, majority of the respondents perceive copyright infringement as a form of copyright dishonesty as indicated. So it is when acknowledging the author of copyrighted works. On one hand the majority of the respondents disagreed to the assertion that not doing academic referencing does not mean one has infringed on the copyright law. This therefore, shows that LIS students have a good perception towards copyright protection and plagiarism.

## CHAPTER FIVE

### Discussion of the Findings

#### 5.1 Overview

This chapter presents a discussion of findings of the research on the knowledge and perception of copyright among LIS undergraduates at the University of Zambia. The presentation is arranged according to the research objectives as set out in chapter one. This chapter will also draw a conclusion based on the findings and make recommendation.

#### 5.2 level of awareness of copyright issues among UNZA students.

The research established that a majority of the students (63%) were aware or rather know about the requirement of copyright law in academics. Furthermore, it was also indicated that again 63% of the respondents affirmed to the fact that copyright applies to different types of information resources, in this instance both print publication and e-resources. We can therefore expect that more than half of the respondents are aware of copyright. Plagiarism is a component or a form of copyright infringement, the study shows that majority of the respondents (95%) are aware of plagiarism but only 86% of the total respondents are able to define what plagiarism is correctly. The level of awareness of LIS students is to a large extent satisfactory. When compared to a similar study carried out at Kwame Nkrumah University of Science according to Wahid (2011), it can be said that LIS students at the University of Zambia are more aware about copyright as compared to Kwame Nkrumah students.

The study also revealed that majority of LIS students know that copyright is protection against intellectual theft. But regardless of the majority of students being knowledgeable about copyright, it was found that they infringe on copyright laws mostly through photocopying and the major reason for infringement of these laws by students is because of the high cost of text books and they also claim lack of awareness of the copyright law. It was also observed that majority of the LIS students infringe on copyright law as a result of the scarcity of information materials in the library and majority of the students infringe on copyright laws as a result of fear of poor marks, this finding varies from the study carried out by Ogunrombi and Bello (1999), which revealed that majority of undergraduate students infringe on copyright as a result of scarcity of these printed resources.

The study revealed; that LIS students at the University of Zambia have a considerably high perception of copyright issues pertaining to protection and plagiarism, including the acknowledgement of rights of copyright holders, they perceive academic referencing to be an



important component as regards to the copyright law and that infringement is a form of intellectual dishonesty. The results necessitated the need that, copyright issues should be strengthened at all levels in the university. This is similar to a study carried out by Chinda and Philip (ibid), at the University of Port Harcourt that reviewed the perception of lecturers' aspect of intellectual property in general.

### **RECOMMENDATION**

The recommendations therefore are that all stakeholders at the University of Zambia should put their hands on deck in ensuring that adequate resources are available. For instance, university authorities must increase library budgets to enable librarians to acquire adequate materials.

The library should be well equipped with enough and relevant printed/literary resources that will be readily available and accessible by students when needed, this will help reduce the rate of photocopying. Available resources should be in multiple copies, this will enable different users borrow and use the materials at the same time.

Copyright issues should be emphasized in the LIS department and the entire institution at large. There should be more sensitization, if possible each year of study should have a course that looks at different intellectual property components in this instance copyright in particular as regards to academics. This will help students have a broad understanding of copyright issues, in this instance compliance can be guaranteed as regards to the copyright law.

### **CONCLUSION**

In conclusion, the findings are of theoretical importance as they increase our knowledge and perception concerning copyright issues. Clearly, we now realise that in as much as LIS students can be aware of copyright law or copyright infringement in this instance plagiarism, the understanding of what these are varies from one student to the other as seen in the findings.

The result of the study as presented above revealed that most students are aware of copyright law and the consequences of violating the law, yet compliance with the law is low among them. It was also revealed that even though photocopying is among the activities which violates the copyright law on campus, not much is being done to enforce the law as a result it has become common photocopying copyrighted materials.



**Questionnaire number.....**

**THE UNIVERSITY OF ZAMBIA**

## **RESEARCH METHODS AND TECHNIQUES 2018 QUESTIONNAIRE**

**RESEARCH TOPIC: ASSESSING THE KNOWLEDGE AND PERCEPTIONS OF UNZA LIS STUDENTS TOWARDS COPYRIGHT.**

Dear respondent,

We are undergraduate students at the University of Zambia in the school of Education department of library and information science. We are currently carrying out a research to assess “the knowledge and perceptions of LIS students at UNZA towards copyright issues”, in partial fulfilment of research in development information systems (LIS 4014).

You have been randomly selected to help in the investigation by completing this questionnaire. This research is purely academic and the information obtained will be treated with the outmost confidentiality and anonymity.

### **INSTRUCTIONS**

1. Do not indicate your name on the questionnaire.
2. Please tick the appropriate box to express your view.
3. ONLY ONE RESPONSE is required to each question.
4. Please answer all questions applicable to you as truthfully as possible.

**Your cooperation will be greatly appreciated**

## **SECTION A: SOCIO DEMOGRAPHIC INFORMATION**

Q1. In which age group are you?

- a) 15-19
- b) 20-24
- c) 25-29
- d) 30-34
- e) 35-39
- f) 40 and above

Q2. Sex of the respondent

- a) Female
- b) Male

Q3. What is your current year of study?

- a) First
- b) Second
- c) Third
- d) Fourth

## **SECTION B: LEVEL OF AWARENESS AMONG THE UNDERGRADUATE STUDENT**

Q4. Do you know about the requirement of copyright law in academics?

- a) Yes
- b) No

Q5. Which of these types of resources are given copyright protection?

- a. Print publications
- b. E-resources (e.g. articles from the internet)
- c. Both
- d. None
- e. Not sure

Q6. Do you know what plagiarism is?

- a) Yes
- b) No

Q. 7 If yes, in your opinion what is plagiarism?

- a) The creation or distribution of imitations of genuine works with the intent to deceive the public about their authenticity
- b) The use of someone else's ideas or words without properly crediting the source.
- c) Photocopying or scanning a literally work

Q. 8 Does this department provide any courses on copyright or plagiarism?

- a) Yes
- b) No

Q9. Are you aware that plagiarism or copyright are not allowed and can lead to punishment in academics?

- a) Yes
- b) No
- c) No idea

### **SECTION C: KNOWLEDGE LEVELS OF STUDENTS**

Q10. Does copyright mean any of the following to you?

	yes	No
1. Human Rights		
2. Protection against intellectual theft		
3. A Right to copy		
4. Rights that protects creative works of authors		

Q. 11 Does copyright infringement mean any of the following to you?

	Yes	No
1. Copy and Paste		
2. Plagiarism		
3. Collection Development		
4. Piracy		
5. Photocopying materials		
6. Listening to music		

Q. 12 which of the following is likely to make you infringe on copyright laws?

- a) High cost of textbook
- b) Lack of awareness of copyright law
- c) Fear of poor marks
- d) Scarcity of information materials in the library
- e) Desire to defy authority

Q. 13. Are there any awareness and sensitization programs on copy right infringement at your institution or department?

- a) Yes
- b) No

Q. 14. If no do you think the sensitization of students on copyright laws by the department can improve your perception?

- a) Yes
- b) No

**SECTION D: ATTITUDES OF STUDENTS TOWARDS COPYRIGHT.**

Q. 15. Do you think photocopying materials such as the entire books and copy and pasting is ok?

- a) Yes
- b) No

Q. 16. If yes, how often do you copy and paste or photocopy materials?

- a) Very often
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q.17. Do you always cite sources of information in your assignments?

- a) Yes
- b) No

Q. 18. How is the copyright law acknowledged at your institution/department?

- a) through punishment
- b) nothing is done
- c) Not sure

Q. 19. How would you rate the effectiveness of acknowledging copyright laws at this institution/ department?

- a) Very effective
- b) Effective
- c) Ineffective
- d) Not sure

**SECTION D : UNDERGRADUATE STUDENTS PERCEPTION OF  
COPYRIGHT INFRINGEMENT**

Q. 20. Do you see copyright infringement as a form of intellectual dishonesty?

- a) Strongly agree
- b) Agree
- c) Undecided
- d) Disagree
- e) Strongly Disagree

Q. 21. Do you think it's important to acknowledge the author when using copyrighted material for academics purposes?

- a) Strongly agree
- b) Agree
- c) Undecided
- d) Disagree
- e) Strongly Disagree

Q. 22. Does paraphrasing of text means you are infringing copyright Law?

- a) Strongly agree
- b) Agree
- c) Undecided
- d) Disagree
- e) Strongly Disagree

Q. 23. Submitting another person's assignment as my own, does not means that I am infringing on copyright.

- a) Strongly agree
- b) Agree
- c) Undecided

- d) Disagree
- e) Strongly Disagree

Q. 24. Not doing academic referencing does not mean that I have infringed on copyright law.

- a) Strongly agree
- b) Agree
- c) Undecided
- d) Disagree
- e) Strongly Disagree

THANK YOU FOR YOUR COOPERATION!

-

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