

Awareness and Abuse of Copyright by Undergraduates: The Oyo State's Experience

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Abstract

Purpose - As the journey to Marrakesh draws nearer, this study seeks to examine the level of undergraduate students' awareness of, and incidences of copyright infringement amongst selected Universities in Oyo State, Nigeria.

Design/methodology/approach - Descriptive design (six-part questionnaire) which was designed primarily to elicit information from undergraduate students of Ladoke Akintola University of Technology, Ogbomoso (LAUTECH), University of Ibadan, Ibadan and AjayiCrowther University, Oyo, all in Oyo State, Nigeria between the months of February and March, 2016 sought find out on the students' level of awareness on copyright and how they perceive copyright infringements. Simple random sampling method was used to select the respondents and the results analyzed using SPSS.

Findings - It was revealed that infringement of copyright has not yet been abated amongst the Nigerian undergraduate students. While a high percentage of respondents showed fair-knowledge of what copyright infringement is all about, it is ironical that lecturers actually collaborate with students in infringing on the intellectual rights of others.

Research limitations - The constraint faced had to do with the staggered nature of school calendar due to industrial actions and closure of the LadokeAkintola University of Technology and University of Ibadan. This affected the administration of the questionnaire to the extent that the questionnaire had to be administered much after it ought to have been administered.

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Practical implications - Copyright infringement may persist in Nigeria until much is done to squarely address the incidences of infringement in Nigeria.

Originality/value - This paper brings to the fore, the negative roles played by lecturers in encouraging copyright infringements. It further x-rays a paradigm shift in the mode of infringement from the print technology to the use of technology while also advocating a multi-sectoral copyright compliance model in fighting copyright infringements in Nigeria.

Paper type - Research

Keywords - Copyright infringement; Awareness; Technology; Undergraduate students; Nigeria.

Introduction

Globally, there is an increasing awareness on the need to protect the intellectual copyright of creators, authors and inventors. This is in the recognition of the fact that no state can comfortably remain an island in today's global village. Equally, more impact could be achieved when nations act in concert in the pursuit of the agenda to protect human creativity. In furtherance to actualizing this, nations met in Marrakesh, Morocco in November, 2016 to forge renewed commitment towards the protection of human knowledge hence the need to have up-to-date assessment of how campaign against copyright infringement has fared amongst undergraduate students in Nigeria.

Interestingly, copyright awareness is assuming prominence more than ever in Nigeria. This is not surprising considering the negative impact copyright abuse poses on the nation's economic landscape (Chikaodili, 2012). For Nigeria, an export-dependent nation with her income generation accruing mainly from her monolithic crude oil exportation in exchange for insatiable appetite for imported goods, her dwindling economic fortune in the last one year has made it imperative for Federal Government of Nigeria to diversify its economy, and to further block every form of leakages and wastages in the nation's resources as well as harnessing the nation's untapped opportunities in generating more funds.

Also worrisome is the cumulative effect of copyright infringement on the nation's economy as a whole. Besides the illicit reaping of the

labours of others, the government also denied the legal right to generate revenue from tax. Sadly, today in Nigeria, despite the expansion in her creative industry with her Nollywood as the second largest television industry in the world (Cinema of Nigeria, 2017), a survey conducted by Okwuke (2014) revealed that the Nigerian economy loses about 82 billion Naira yearly to software piracy alone, not to talk of other forms of infringements. Yet, the nation is financially bankrupt to the extent of not being able to pay salaries of her civil servants (Omoh, 2015).

If the creative industry is therefore well protected, the government can then make a giant leap in the income generation. This will also encourage copyright holders to produce more intellectual works that will be useful to their generations and humanity at large.

Objectives of the Study

The broad objective of this study is to examine the level of awareness, use and abuse of copyright by undergraduates in Nigeria. The specific Objectives of the study are to:

- i. examine the level of awareness of copyright law among Nigerian undergraduates,
- ii. identify ways through which the Nigerian undergraduates abuse copyright law,
- iii. find out the methods used by undergraduates in infringing copyright law,
- iv. identify where copyright infringements take place amongst undergraduate students, and
- v. identify reasons why copyright law are not obeyed by Nigerian undergraduates.

Research Questions

1. To what extent are the undergraduate students knowledgeable on copyright law among undergraduates in Nigeria?
2. What are undergraduates' sources of information on copyright law?
3. What methods are used by undergraduate students in infringing copyright law?
4. Where do Nigerian undergraduates abuse copyright law?
5. What are the reasons why copyright law are not obeyed by Nigerian undergraduates?

Hypotheses

- Ho₁ There is no significant relationship between awareness of copyright law and its abuse by undergraduates.
- Ho₂ There is no significant relationship between knowledge of copyright law and its abuse by undergraduates.
- Ho₃ There is no significant relationship between awareness of copyright law and reasons why copyright are not obeyed by undergraduates.

Literature Review

The need for man to protect its intellectual works is not a 21st century agenda. Research has revealed that its evolution can be linked with European invention as far back as the 15th century (Ishola & Ogheneyerhovwome, 2014). Nigeria's Copyright Law dates back to 1912, the period during which Nigeria was still under the leadership of the Great Britain. This relationship extended the coverage of the United Kingdom Copyright Act of 1911 to the Northern and Southern Protectorates of Nigeria via Order in Council, No. 912 of 1911 (Aboyade et al., 2015). The copyright regime has been subjected to series of reviews particularly, with the nation's political independence on October 1st, 1960. Currently, the Nigeria Copyright Act has been codified in the Laws of the Federation, 2004.

Copyright strives at protecting the result of intellectual creativity, thereby stimulating the creation of intellectual works of scholars which if not encouraged would adversely impact of human creativity and innovation (Aboyade et al., 2015). Copyright, as defined by the world's copyright apex body- World Intellectual Property Organization - WIPO (2014) is basically a legal term used to describe the rights of creators over their literary and artistic works. This protection is highly essential considering the fact that authors who have laboured so hard to write deserve to reap the fruits of their labour to the exclusion of others (Oyinloye, 2000).

The copyright protections which an author enjoys have been categorized into four by Cambridge as cited by (Alolade, 2014). They include:

- i. The right to be identified as the author or creator,
- ii. The right not to have a work subjected to derogatory treatment,
- iii. The right not to have a work falsely attributed to the author, and

- iv. The right of privacy of privately commissioned photographs and films.

These rights are well protected under the law such that anyone infringes on the any of the right can be punished under the respective laws governing protection of copyright. By the provision of the Nigerian Copyright Act, CAP C28, Laws of the Federation of Nigeria, 2004, copyright protection covers 'original literary, musical and artistic works, cinematography films, sound recordings and broadcast (Ekpenyong, 2015). These works ordinarily should not be reproduced without prior consent and approval of the creator of such works. But in reality, the reverse is the case in Nigeria. Oyinloye (2000) in his study shockingly discovered a growing culture of students and lecturers relying on photocopies, with lecturers selling handouts as substitutes for books, thousands of pages of author's works are photocopied daily without being paid for. Poverty is one of the reasons often attributed to this. For example, Ogunronbi and Bello (as cited in Isiakpona, 2012) found out 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. More recently, the internet Technological advances have enabled copyright pirates to steal more efficiently (Andrews, 2005).

The Nigerian Communications Commission (NCC) was established by the Nigerian Government to handle issues relating to copyright matters in Nigeria. While the commission has been making a number of efforts since its inception, there is still need for improvements (Andrews, 2005). The recommendations of Ngwang (1996) of two decades ago are still relevant even in the present age:

- i. Efforts being made by NCC towards educating the public should also focus on issues like the use and importance of the banderole, the antompilar, the benefits of collecting societies and the damage caused by piracy.
- ii. Intellectual property law should be as a matter of necessity by thought in all tertiary institutions in the country. The copyright law should possible be made either a core course or a compulsory course in relevant departments like Library Science, Information Science, Communication arts and the Department of Law, to name only a few. If this is done, it will be a significant advancement because it will have multiplier effect on the populace.

- iii. Indigenous languages like Igbo, Yoruba and Hausa should be used to reach out to the masses during seminars and workshops. The Commission's Newsletters and foot bills should also be published in the local languages.

Methodology

The descriptive research design of the ex-post facto type was adopted in carrying out this study. Consequently, this study examines the relationship between the independent variable and dependent variable. The population of the study is made up of students of Ladoke Akintola University of Technology, Ogbomoso (LAUTECH), University of Ibadan, Ibadan and Ajayi Crowther University, Oyo, all in Oyo State, Nigeria. Simple random sampling method was used to select the respondents. The questionnaire administered randomly over the period of two months (60 days) between February and March, 2016 to the respondents who came to read at the Olusegun Oke library, West Reading Room, Kenneth Dike Library, Ibadan and Theophilus Danjuma Library in Ajayi Crowther University, Oyo. The questionnaires were administered to respondents across the different levels of studies in their respective universities. The respondents range from freshmen herein referred to as 100 level students, down to graduating students who were either in 400 or 500 levels depending on their choice of courses. A five-point Likert scale was adopted so as to allow for degrees of opinions amongst respondents, thereby providing relative ease in the analysis of the quantitative data obtained from the study (McLeod, 2008). It should be noted that permission was sought and obtained from the respondents before the instrument was administered.

Scope of the Study/Limitations

This study centres on three tertiary institutions in Oyo State. The three institutions from Federal Government-owned University (University of Ibadan), State Government-owned University (Ladoke Akintola University of Technology, Ogbomosho) and a privately-owned University (Ajayi Crowther University, Oyo) represent the three modes of ownership of Universities in Nigeria. The institutions understudied are all located in Oyo State reputed as the pacesetter state in Nigeria. The paramount ruler-Olubadan of Ibadan land and the good people of Ibadan in their charismatic manner warmly embraced the ideals

of western education and as a show of support for the proper take-off of the University in 1948 had magnanimously leased for a period of 999 years, the entire land upon which Nigeria's Premier University -the University of Ibadan. LadokeAkintola University of Technology started operations in 1990 while AjayiCrowther University was awarded the operation license on January, 2005.

The choice of the having Universities ranging from private to public institutions is intended to have a balanced view considering the fact that a number of students from privately-owned institutions may actually come from relatively more comfortable family backgrounds and as such:

- could be better educated on copyright issues, and
- might have high purchasing power which should discourage them for engaging in copyright-induced infringement. Nevertheless, the study captures the opinion of persons from publicly-owned institutions as well.

Findings

Table 1. Demographic Profiles of the Respondents (N = 300)

University	Frequency	Percentage
AjayiCrowther	100	33.3
LAUTECH	100	33.3
University of Ibadan	100	33.3
Sex	Frequency	Percentage
Male	175	58.3
Female	125	41.7
Age	Frequency	Percentage
16-20 years	85	28.4
21-25 years	172	57.3
26 above	43	14.3
Level of education	Frequency	Percentage
100 Level	58	19.3
200 Level	58	19.3
300 Level	67	22.3
400 Level	84	28.0
500 Level	33	11.0

Table 1 shows the demographic profile of the respondents. Each university has equal participation of 100 respondents. The result by sex

of the respondents shows that male participants are more than the females. On the age of the respondents, 57% fell between the ages of 21-25 and are the highest, followed by 28.4% respondents who fell into age bracket 16-20years. The level of education of the respondents revealed that 28% respondents were in 400 level, 22.3% were in 300 level. It should be noted that 500 level student were the least on the table.

Research Questions

Table 2. RQ 1. What is the level of Undergraduate Students' Awareness on Copyright?

S#	Items	UD	SD	D	A	SA	Mean	SD
1	Copyright is the exclusive right given to an author of a particular work to have exclusive right on the reproduction and redistribution of the work	8 2.7 %	1 .3 %	9 3.0 %	85 28.3 %	197 65.7 %	4.54	.81
2	It is unlawful to use someone's original work to make profit without the holder's permission	3 1.0 %	9 3.0 %	12 4.0 %	84 28.0 %	192 64.0 %	4.51	.79
3	Electronic works like C.Ds and DVDs are part of works protected under copyright	3 1.0 %	1 .3 %	12 4.0 %	116 38.7 %	168 56.0 %	4.48	.69
4	There are laws in Nigeria and overseas to protect author's right	-	2 .7 %	19 6.3 %	122 40.7 %	157 52.3 %	4.45	.64
5	The copyright holder may be corporate body/organization	10 3.3 %	3 1.0 %	13 4.3 %	127 42.3 %	147 49.0 %	4.33	.88
6	Someone who disobeys this law may be punished under the law	9 3.0 %	6 2.0 %	15 5.0 %	119 39.7 %	151 50.3 %	4.32	.90
7	It is against the author's right when his/her work is used without his/her permission	2 .7 %	20 6.7 %	23 7.7 %	98 32.7 %	157 52.3 %	4.29	.92
8	Copyright extends even after the death of the copyright holder	9 3.0 %	9 3.0 %	19 6.3 %	123 41.0 %	140 46.7 %	4.25	.93

Undecided (UD); Strongly Disagree (SD); Disagree (D); Agree (A); Strongly Agree (SA); Standard Deviation (SD)

Research question one sought to elicit information on the level of awareness of the participants on Copyright law. That copyright is the exclusive right given to an author of a particular work to have exclusive right on the reproduction and redistribution of the work (mean = 4.54) ranked highest in the mean score rating. This was followed by assumption that it is unlawful to use someone's original work to make profit without the holder's permission (mean = 4.51); Electronic works like CDs and DVDs are part of works protected under copyright (mean = 4.48); There are laws in Nigeria and overseas to protect author's right (mean = 4.45) and that copyright holder may be corporate organization (mean = 4.33).

On the other hand, (mean = 4.32) was of view that someone who infringes copyright law may be punished under the law. (Mean = 4.29) maintained that it is against the author's right when his/her work is used without his/her permission. That copyright extends even after the death of the copyright holder ranked mean = 4.25 and that one could make photocopy of a whole book when need arises, (mean = 3.73).

Table 3. RQ 2. *What are the ways through which students' learn on incidences of copyright abuse?*

S#	Items	UD	SD	D	A	SA	Mean	SD
1	Through the activities of the copyright society of Nigeria (COSON)	22 7.3 %	17 5.7 %	29 9.7 %	128 42.7 %	104 34.7 %	3.92	1.15
2	Through the Library/Librarian	44 14.7%	3 1.0%	26 8.7%	96 32.0%	131 43.7%	3.89	1.37
3	From the newspaper	48 16.0 %	27 9.0%	52 17.3%	87 29.0%	86 28.7%	3.45	1.40
4	Through radio jingles and advertisement	55 18.3 %	50 16.7 %	32 10.7 %	87 29.0 %	76 25.3 %	3.26	1.46
5	Orientation in school	34 11.3%	67 22.3%	60 20.0%	94 31.3%	45 15.0%	3.16	1.25
6	Through someone punished for infringement	67 22.3 %	63 21.0 %	29 9.7 %	74 24.7 %	67 22.3 %	3.04	1.50
7	Through T.V. Broadcasts, jingles and advertisement	55 18.3 %	73 24.3 %	47 15.7 %	65 21.7 %	60 20.0 %	3.01	1.14
8	While surfing the net?	46 15.3%	72 24.0%	83 27.7%	64 21.3%	35 11.7%	2.90	1.24
9	Through peer education	47 15.7%	91 30.3%	81 27.0%	52 17.3%	29 9.7%	2.75	1.20

The focus of research question two was to research into the sources of information on copyright law. The findings reveal that the activities of the Copyright Society of Nigeria (COSON) (mean = 3.92) ranked highest by the mean score rating and was followed by orientation from the Library/Librarian (mean = 3.89); newspaper (mean=3.45); radio jingles and advertisement (mean = 3.26); orientation in school (mean = 3.16); through someone punished for infringement (mean = 3.04); T.V. Broadcasts, jingles and advertisement (mean = 3.01); while surfing the net (mean = 2.90) and lastly by through peer education (mean = 2.75).

Table 4. RQ 3. How do Students perform the activities of copyright?

S#	Items	UD	SD	D	A	SA	Mean	SD
1	Photocopying of textbooks and scanning of documents	39 13.0 %	11 3.7 %	20 6.7 %	103 34.3 %	127 42.3 %	3.89	1.34
2	Through unauthorized internet downloads	41 13.7 %	13 4.3 %	43 14.3 %	78 26.0 %	125 41.7 %	3.78	1.39
3	Others	51 17.0 %	7 2.3 %	20 6.7 %	116 38.7 %	106 35.3 %	3.73	1.41
4	Burning/writing of CDs and DVDs on empty or rewritable discs or transfer of borrowed discs on their computers	46 15.3 %	5 1.7 %	41 13.7 %	112 37.3 %	96 32.0 %	3.69	1.356
5	Using published works without acknowledging the authors	46 15.3 %	13 4.3 %	46 15.3 %	99 33.0 %	96 32.0 %	3.62	1.37
6	Complete reproduction and reselling of copyright items	136 45.3 %	10 3.3 %	17 5.7 %	54 18.0 %	83 27.7 %	2.79	1.76

The methods used by culprits of copyright infringement include photocopying of textbooks and scanning of documents (mean = 3.89); unauthorized internet downloads (mean = 3.78); burning/writing of CDs and DVDs on empty or rewritable discs or transfer of borrowed discs on their computers (mean = 3.69); using published works without acknowledging the authors (mean = 3.62) and complete reproduction and reselling of copyright items and lastly by (mean = 2.79).

Table 5. RQ 4. Where do students perform the activities above?

S#	Items	UD	SD	D	A	SA	Mean	SD
1	Through friends and families who have these gadgets	29 9.7%	5 1.7%	24 8.0%	119 39.7%	123 41.0%	4.01	1.20
2	Through personal scanning machines	35 11.7%	1 .3%	16 5.3%	133 44.3%	115 38.3%	3.97	1.23
3	Using personal computers or laptops to rewrite/copy discs	36 12.0%	4 1.3%	44 14.7%	124 41.3%	92 30.7%	3.77	1.24
4	From business centres around and outside the campus	38 12.7%	3 1.0%	36 12.0%	139 46.3%	84 28.0%	3.76	1.24
5	Others	48 16.0%	23 7.7%	25 8.3%	85 28.3%	119 39.7%	3.68	1.46
6	Through the internet	50 16.7%	18 6.0%	44 14.7%	99 33.0%	89 29.7%	3.53	1.40
7	People actually go to printing press to pirate printed materials	125 41.7%	21 7.0%	25 8.3%	78 26.0%	51 17.0%	2.70	1.61

Responses as where the unlawful act of copyright infringement is down include acts done through friends and families who have requisite gadgets (mean = 4.01) ranked highest by the mean score rating and was followed by activities performed through personal scanning machines (mean = 3.97); using of personal computers or laptops to rewrite/copy discs (mean = 3.77); from business centres around and outside the campus (mean = 3.76); through the internet (mean = 3.53) and lastly by people unscrupulous elements who fraudulently go to printing press to pirate printed materials (mean = 2.70).

Table 6. RQ 5. What are the reasons why copyright are not obeyed?

#	Items	UD	SD	D	A	SA	Mean	SD
1	Some lecturers are collaborators	39 13.0%	10 3.3%	23 7.7%	110 36.7%	118 39.3%	3.86	1.33
2	Ignorance	43 14.3%	11 3.7%	26 8.7%	123 41.0%	97 32.3%	3.73	1.33
3	When the materials are not easily come-by	39 13.0%	14 4.7%	37 12.3%	121 40.3%	89 29.7%	3.69	1.30
4	Poverty	36 12.0%	27 9.0%	31 10.3%	112 37.3%	94 31.3%	3.67	1.32
5	The cost of books/other materials	48 16.0%	14 4.7%	44 14.7%	92 30.7%	102 34.0%	3.62	1.41
6	It is the problem of piracy	170 56.7%	13 4.3%	20 6.7%	43 14.3%	54 18.0%	2.33	1.65

The findings reveal that some lecturers are actually collaborators in the act of copyright infringement (mean = 3.86); ignorance (mean = 3.73), unavailability of the material (mean = 3.69); poverty (mean = 3.67); cost of books/other materials (mean = 3.62) and lastly, the problem of piracy (mean = 2.33).

Ho₁: There will be no significant relationship between Copyright Abuse and Awareness on Copyright.

Table 7. Significant relationship between Copyright Abuse and Awareness on Copyright

Variable	Mean	Std. Dev.	N	R	P	Remark
Copyright Abuse	25.6833	7.1806	300	.132*	.000	Sig.
Awareness on Copyright	38.7733	4.6534				

• Sig. at .05

It is shown in the above table that there was a positive significant relationship between Copyright Abuse and Awareness on Copyright (r = .132, N= 300, P < .05). Null Hypothesis is rejected.

Ho₂: There will be no significant relationship between Copyright Abuse and Students' Knowledge about Copy Right.

Table 8. Relationship between Copyright Abuse and Students' Knowledge about Copyright

Variable	Mean	Std. Dev.	N	R	P	Remark
Copyright Abuse	25.6833	7.1806	300	.486*	.000	Sig.
Students' Knowledge about Copy Right	28.5567	7.5918				

- Sig. at .05

It is shown in the above table that there was a positive significant relationship between Copyright Abuse and Students' Knowledge about Copyright ($r = .486$, $N = 300$, $P < .05$). Null hypothesis is rejected.

Ho₃: There will be no significant relationship between awareness on copyright and the reasons why copyright laws are not obeyed.

Table 9. Relationship between Awareness on copyright and Reason why Copyright are not obeyed

Variable	Mean	Std. Dev.	N	R	P	Remark
Awareness on copyright	38.7733	7.6534	300	.041	.479	Not sig.
Reason why Copyright are not obeyed	24.5800	6.7727				

It is shown in the above table that there was no significant relationship between Awareness on copyright and Reason why Copyright are not obeyed ($r = .041$, $N = 300$, $P > .05$). Null Hypothesis is accepted.

Table 10. *The Collective Contribution of Independent Variables (Awareness on Copyright, Students' Knowledge about Copyright) on Copyright Abuse*

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.804	.647	.641	1.1894		
A N O V A					
Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	4054.655	2	2027.327	52.993	.000
Residual	11362.262	297	38.257		
Total	15416.917	299			

Table 10 shows the joint contribution of the two independent variables to the prediction of the dependent variable, that is, copyright abuse was positively predicted by the independent variables. The table also shows a coefficient of multiple correlation (R = .513 and a multiple R² of .263. This means that 26.3% of the variance is accounted for by four predictor variables when taken together. The significance of the composite contribution was tested at P < .05. The table further displays the analysis of variance for the regression yielded an F-ratio of 52.993 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

RQ 5: What is the relative effect of each of the independent variables (Awareness on Copyright, Students' Knowledge about Copyright) on Copyright Abuse?

Table 11. *Relative contribution of the independent variables (Awareness on Copyright, Students' Knowledge about Copyright) on Copyright Abuse*

Model	Unstandardized Coefficient B	Std. Error	Stand. Coefficient Beta Contribution	T	Sig.
(Constant)					
Awareness on Copyright	2.974	3.350		.888	.375
Students Knowledge about Copyright	.255	.077	.166	3.16	.001
	.448	.045	.497	9.946	.000

Table 11 reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights, viz., Awareness on Copyright ($\beta = .166$, $P < .05$) and Students Knowledge about Copyright ($\beta = .497$, $P < .05$). The table above shows that the two independent variables are significant.

Summary of Findings

This study suggests that the respondents have fair knowledge of what constitutes copyright, but on a closer look, it appears that the knowledge so claimed may not be correct in the real sense if it. For example, 80.7% of the respondents claimed they could photocopy a whole text book if need arises. Such claim conflicts materially with international best practices as to what is permitted to be reproduced under the copyright law.

Photocopy of materials and scanning of textbooks ranked highest amongst acts of infringements perpetrated by students. This is in tandem with Oyinloye's (2000) observation that photocopy accounts for the highest method of infringement of copyright amongst Nigerian students. A possible explanation for the high profile of photocopying activities amongst undergraduate students may be attributed to the heavy dependence on print resources in Nigeria. It would be observed that photocopying business is one of the booming businesses in tertiary institutions in Nigeria. This is partly due to the absolute freedom these business centres have in photocopying books and other intellectual materials to whatever volume required by their customers, not minding that such photocopy would undermine the profit accruable to the author of such intellectual work. The question begging for an answer is that if copyright infringement could be so allowed in an environment that should respect the intellectual proprietary rights of fellow academics across the globe, what then would happen outside school campus where there is no direct supervision on what is reproduced? Simply put, if gold could rust, what would happen to iron?

As regards the sources of undergraduates' information on copyright law, the activities of the Copyright Society of Nigeria (COSON) ranked highest. Equally, the efforts of the library and its staff have yielded positive result in imprinting the consciousness of the need to exercise caution when dealing with the intellectual works of others.

The respondents claim that their families and friends played a key role in copyright infringement of materials. This therefore underscores

the perceived effectiveness of having peer educators who would educate their peers and family members on the destructive tendencies that infringement on copyright could occasion on the knowledge economy is the same persists without being checked.

Poverty is still regarded as a root cause of infringement. This is in line with the view of Ogunrombi and Bello (as cited in Isiakpona, 2012) who had identified that only 5% of students could afford to buy book. This is further corroborated by 64.7% respondents who hold the view that the cost of purchase of books are outside the reach students. This condition may be exacerbated by the on-going economic recession that nation has been plunged into due to balance of payment disequilibrium due to the decreasing income from the sales of crude oil which the nation relied upon for the survival of her monolithic economy. However, these researchers are of the view that while poverty may be appealing to be cited as a justification for infringement, it would never be sufficient as the justification (either morally or legally) for reaping-off others of the fruits of their labour, since two wrongs would never make a right.

67.7% respondents see internet downloads as constituting a major source of infringement. This is indeed worrisome considering the fact that there is an increasing access and dependence on the internet for sales of copyrighted materials. 72% believed that personal computers are used to copy and re-write disc and other copyrighted information.

Meanwhile 76% attributed the rising incidence of copyright infringement by students to unethical collaboration with lecturers. With due respect, it beats one imagination that those expected to serve as models and beacons of hope through exemplary lifestyle are the ones collaborating with students to engage in the ignoble act copyright infringements.

Conclusion and Recommendations

This study reveals paradigm shift in copyright infringement from the traditional photocopy and unauthorized sales of copyrighted materials to high dependence on Information and Communication Technologies (ICT) in perpetrating infringements.

In light of findings above, it is recommended that:

1. The government of Nigeria invests more into education and provides subsidy to publishers and vendors of school related books and electronic resources so as to alleviate the plights of students whose purchasing powers have been grossly reduced due to the rising

inflation occasioned by technical recession the nation is currently faced with;

2. There should be efforts to protect the sanctity of the intellectual proprietary rights since the creative industry is a viable way out from the horrific economic experience the nation is currently through;
3. Copyright study be introduced to undergraduate students in Nigeria. This may be sandwiched into mandatory general courses taken by undergraduate students. It could be taught alongside plagiarism or use of library;
4. The activities of COSON and other relevant stakeholders in the copyright sector should beam searchlight on unlawful and unethical practices on the internet, particularly with respect to access to protected files on the internet;
5. Institutions in Nigeria should have a widely publicized written policy as regards the extent of permissive reproduction within the premises of the University and efforts should be made to ensure that reprographic and reproduction centres in libraries and other designated points across Nigerian campuses adhere strictly to this policy;
6. Persons apprehended engaging in copyright abuse should be punished in line with the punishments stipulated for offenders. Such punishments should equally be publicized so as to serve as deterrence to others;
7. While continuous sensitization of the students is further encouraged, this should not be limited to students but also extended to their teachers and business owners who offer access to reproduce copyrighted materials. COSON could set up a task force made up of volunteers within the University to regularly monitor activities of business centres on campus in order to ensure that their activities remain within the confines of the law.

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