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## OPEN ACCESS RESOURCES USAGE AND COPYRIGHT VIOLATION AMONGST UNDERGRADUATES IN TWO UNIVERSITIES IN IBADAN, OYO STATE

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**OPEN ACCESS RESOURCES USAGE AND COPYRIGHT VIOLATION  
AMONGST UNDERGRADUATES IN TWO UNIVERSITIES IN  
IBADAN, OYO STATE**

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**ABSTRACT**

*Open access is a burning issue in web-based education and research that makes provision for resources that is digital, online, free of charge and free of most licensing restrictions. However, the free accessibility provided to these resources has led to the speculations that undergraduates might tend to violate the copyright protection of these resources. Hence, the study aimed to examine the relationship between the use of open access resources and copyright violation amongst undergraduates in two universities in Ibadan, Oyo state.*

*The study adopted the descriptive survey design with a study population from two universities in Ibadan, Oyo state (Lead city and University of Ibadan) which gave the total population of 1,636 students, the simple random sampling technique, and a sampling fraction of 15% were then used to select a sample size of 282. The questionnaire was the research instrument used for data collection and data was analysed using frequency distribution and percentages together with correlation analysis run on SPSS.*

*Findings revealed that the purposes of use of open access resources by undergraduates in Lead City University and the University of Ibadan were general research (98.1%) and (97.7%) respectively, and open access journals (79.8%), textbooks and books (80.4%) were also mostly utilised by undergraduates in Lead city and University of Ibadan. The findings also revealed that Copy and paste (92.3%), incorrect citing (86.8%) are the main forms of copyright violation known to undergraduates in Lead city and the University of*

*Ibadan also incorrect citing (92.2%) and copy and paste (93.5%) were mostly the forms of copyright violation engaged in by undergraduates in Lead city and the University of Ibadan. Respondents from the two universities also stated that laziness on the part of the student (98.1%) and confusion between plagiarism and paraphrasing (95.7%) were the major factors that promote copyright violation. The study also revealed a positive significant relationship between use of open access resources and Copyright violation by undergraduates ( $r = .133^*$ ,  $N = 265$ ,  $P < .05$ ).*

*In conclusion, undergraduates will continue to make use of open access resources because of their freely accessible nature, and this would result in the violation of the copyright laws of those resources. Therefore, the study recommends that university management should invest in copyright violation detection software tools (such as 'Turnitin') to reduce the rate of copyright violation of open access resources by undergraduates and that stronger legislation and law enforcement by the Nigerian government and various university stakeholders to reward creativity and originality of scholars should be implemented.*

**Keywords:** Open access resources, copyright violation, undergraduates, Nigeria

## **INTRODUCTION**

The shift from ink to paper suddenly allowed the making and sharing of copies of our work with a worldwide audience. About thirty years ago this form of free global sharing became something new in the field of academia (Quadri 2012). However, the development in the use of the electronic resources has influenced all works of life and education is no exception. Oduwole (2004) claims that the use of the internet has greatly enhanced the quality of education by making learning more relevant through the provision of intellectual knowledge at no cost and low barrier restriction. He further stated that the rapid development of the society spurred by technological revolution has brought about the digitalisation of learning resources, solved storage problems and controlled the flood of information through the invention of electronic information resources.

These electronic resources according to Thanuskodi (2012), are a wide range of products ranging from electronic periodicals to CD-ROMs and from mailing list to databases, all of them having a common feature of being used and sometime modified by a computer. These format of information sources posited by Kumar and Kumar (2008) are becoming more and more important for the academic community. Also, Ekwelem, Okafor and Ukwoma (2007) described electronic information as information sources that are available and can be

accessed electronically through computer networked facilities as online library catalogues, the internet, the World Wide Web and digital libraries and they consist of e-books, e-Journals, e-articles, e-newspaper, e-thesis, e-dissertation, e-databases and CD-ROMs, which are likely to be the alternative to the print media. Electronic information sources are important research tools that complement the print-based resources in a traditional library setting.

Furthermore, according to Prangya and Rabinda (2013), these electronic information resources can be in form of open access resources or closed access resources. Open access resources can be accessed fully without subscription while closed access resources are those resources on the internet in which users are not allowed to have full access to the content except through subscription. However, the focus of this research will be built around the concept of open access resources, its nature and concept. Therefore, on the concept of open access, Suber (2012) in his book titled “the concept of open access” gave a thorough definition of the term “open access” he stated that open access which is also known as OA refers to online research outputs that are free of all restriction on access and on use. It can be applied to all forms of published research outputs including peer reviewed and non-peer reviewed academic journal article. He further claimed that open access to scholarly information is a burning issue in web-based education and research nowadays and has become an increasingly important and potentially divisive issue in recent years as journal inflation rates have increased. Suber (2012) states that for many librarians and scholars, journal price inflation is itself the central problem and open access is the solution because it holds promise to remove both price and permission barriers to scientific communication by using the Internet. In fact, Open Access is a step ahead of free Access which removes just the price barriers by providing free access to end users.

Also, Jayanthi (2012) stated that Open Access removes permission barrier, which means under Open Access, the end-user not only has free access to the content but also have the right to further distribute the content. Therefore, open access is a method of electronic publishing that allows anyone with an internet connection to gain access to an entire published work online at no cost and free of most copyright and licensing restrictions. The Budapest Open Access Initiative (2014) on its view of the concept of Open Access claims it is the free availability of information on the public internet, permitting any users to read, download, copy, distribute, print, search or link to the full text of these articles, crawl them for indexing, pass them as data to software or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the

internet. Open access is a method of electronic publishing that allows anyone with an internet connection to gain access to an entire published work online at no cost and free of most copyright and licensing restriction.

Suber (2012) went further to identify the mode of access to open access resources that comes in two degrees. Which include the gratis open access that is online, free of charge and libre open access which is also online access free of charge plus various additional usage rights that are often granted through the use of various specific common licenses. These degrees of open access enable authors to provide free access to their work through multiple ways. One way is to publish it and then self-archive it in a repository where it can be accessed for free such as their institutional repository such as PubMed central. This is known as “green access”. A second way authors can make their work open access is by publishing it in such a way that makes their research output immediately available from the publisher. This is known as “gold access”. Therefore, scholars can access open access resources through the green access or gold access routes.

This development led to the inception of the various types of open access resources Prudy (2015). These types consist of open access journals, archives, repositories, articles, monographs etc. The term open access resources according to Abrizah (2009) are scholarly materials that are available online to the readers without financial, legal, or technical barriers other than those inseparable from gaining access to the internet. However, before open access resources can be utilized for various purposes they have to be known. This therefore brings about the issue of awareness and use of open access. The use of open access resources has been observed to be predominant among students and researcher. These users of open access consist of mainly lecturers, undergraduates and postgraduate students are mostly found in the university community.

The university community can be described as a center for higher education. Higher education is a period of advanced study following the completion of secondary education. According to Griffin et al. (2014), the higher education constituency is growing at a tremendous pace both within Nigeria and outside the nation’s borders. Higher education institutions today are recognised by national governments and donors and key agents for social and economic developments in view of their capacity to foster knowledge creation, processing and dissemination. The duration of the study could be from four to seven years or more depending upon the complexity and nature of the program pursued. University is coined from the word “Universitas” which means “a whole”.

Aramide and Bello (2010) stated that universities provide necessary training for individuals wishing to enter professional careers, therefore, they strive to develop students' creativity, insight and analytical skills by acquainting them with complex ideas in an intellectually stimulating environment. Universities also provide unique opportunities for personal enrichment while also preparing students for future careers. A university consists of staff (academic and non-academic staff) and students (postgraduates and undergraduates). All of the above categories perform research activities and extensively make use of open access resources; however, the focus of this study will be undergraduates. The term undergraduate was defined by Vocabulary.com to mean a student at a college or university who has not yet received a first and especially a bachelor's degree. Undergraduates make use of open access resources and publications mainly for their research works. These open access resources are highly consulted by undergraduates because of the benefits derived.

According to Ivrihreghweta and Onoriode (2012), the primary advantage of open access publications for undergraduates is that the entire content is available to users everywhere regardless of affiliation with a subscribing library and the main motivation for most authors to publish in an open access journal is increased visibility and ultimately a citation advantage. Okoye and Ejikeme (2010) identified the benefits of using open access resources by undergraduate students in tertiary institutions to include the following: Publications are made free from authors, increase in the impact of a researcher's work, articles can be accessed online free of charge, free online access to the literature necessary for one's research, personal growth and career development high quality scholarly work, improved overall academic performance. Furthermore, the survey carried out by Ivrihreghweta and Onoriode (2012) on the awareness and use of open access journals by Library and Information Science students at the University of Ibadan, Nigeria made known the benefits derived from using open access journals by undergraduates. Their research revealed that open access journals provide free online access to the literature necessary for research with 84 (60%) and 38 (27%) positive responses. This was followed by the possibility of self-Archiving with 82 (59%) responses and 38(27%) and easy accessibility of research works with 80 (57%) and 47 (34%) positive responses.

However, despite the numerous benefits of open access resources to the research work of undergraduates they have been quick to take advantage of open access resources. In the process of using open access resources, undergraduates most times violate copyright law backing access to the intellectual content of information resources. These copyright law have been defined by UNESCO (2010) as a branch of law that grants authors (writers, musicians,

artists and other creators) protection over their works. Such protection consists in providing authors with ownership or property rights (or exploitation rights), which consider their material interests. Under copyright, authors are entitled to protection against unauthorized use of their works as well as to a possible share in any earnings its use by the public. Also, copyright laws may also provide protection for another set of interests, of a more personal nature, which are commonly called the moral rights of authors. These rights allow authors to claim authorship in their works as well as respect for their integrity. 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. Copyright laws simply explain the legal protection given to authors against unauthorized copying of their work.

Fishman (2011) opined that 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. Its intent is to advance the progress of knowledge by giving the author of a work an economic incentive to create new works. The copyright law prevents the infringement of the intellectual contents of the literary works by users in higher institutions of learning; the importance of the knowledge of copyright by undergraduates cannot be overemphasised. However, despite the importance and significance attached to copyright laws users of open access resources are believed to still engage in the violation of these copyright laws by engaging in the unauthorized use of copyrighted materials in a manner that violates one of the copyright owner's exclusive rights to produce or perform the copyrighted work, or to make derivative that build upon it. Infringement in this content includes piracy, plagiarism of text, infringement of copyright when using photocopying machines, duplication of web pages. Plagiarism is however a major form of copyright violation that undergraduates engage in. it is the unethical use of other people's publications, by claiming the content or parts thereof as one's own, without paying tribute to or recognising the sources from which the information was obtained, either at all or properly (Brandt et al. 2010). However, the definition extends beyond publications; it describes unethical behaviour that involves the act of taking another person's writing, conversation, song, or even idea, and passing it off as your own. This includes information from web pages, books, songs, television shows, email messages, interviews, articles, artworks or any other medium. Singh and Remenyi (2018) noticed that there is a lack of knowledge of how to use these information resources or other people's information for teaching, learning and research. The lack of knowledge may be associated to lack of implementation of plagiarism policies available in the universities,

which has then led to a drawback in the fight against copyright violation. Now with the rate at which undergraduates are been encouraged and motivated to use open access resources, it seems the rate of copy right violation is not reducing.

Chew and Blackey (2010) stated that since undergraduates make use open access resources and have a high rate of copyright violation record, various questions have been asked as to what the relationship between open access resource and copy right violation is. Does it support it, or does it avert it? These questions can be answered with both a 'yes' and a 'no'. It is well known that the escalating presence of e-resources on the web, while enjoyed by knowledge and information communities worldwide, is also condemned for enabling copyright violation to occur more easily, mainly because full records or parts of records can be rapidly transferred from one document to another. In higher education institutions, students can easily copy and paste entire papers or parts of documents that do not belong to them into their essays without proper attribution of authorship, leading to copyright violation. There is also an increase in online paper writing services or ghost-writing as stated by Singh and Ramenyi (2018) where students buy readymade papers, thesis and dissertations and present them for assessment as their original work (Janssens and Tummers, 2015). However, while it is difficult and laborious to detect such copyright violation in print-only information environments where most documents are not exposed to public scrutiny (as happens with e-resources), it's been argued that Open Access increases chances of detecting and averting copyright violation.

This is because Open Access e-resources, such as those retrieved from search engines, are available and accessible to the public worldwide, therefore any person can read them and detect copyright violation. Authors take more precautions when publishing research output or posting their publications in an Open Access platform. It is also increasingly easy to detect copyright violation by using document resemblance detecting software programs such as Turnitin, Docoloc, EduTie, Eve2, CopyCatch, Glatt, Moss and JPlag, wordCHECK, (Chew and Blackey, 2010). When full text records are available in an Open Access environment such as those represented in DOAR's burgeoning Institutional Repositories (IRs). Among the various text resemblance detecting software programs, Turnitin seems to be the most popular with the highest rating (Janssens and Tummers, 2015; Ison, 2014). Various arguments linking Open Access (OA) to copyright violation can be divided into three categories. The first category suggests that OA makes it easier for copyright violation to occur (e.g. Abrizah, 2009; Brandt et al., 2010). Brandt (2010) report that: "In nearly all recent examples of copyright violations in scientific, academic and scholarly areas the original source of the



plagiarized passages can be found on the Internet.” However, detecting such cases has also become much easier to do precisely because of the internet.

The second category argues that open access averts or prevents copyright violation or makes the detection of copyright violation much easier. Studies by Brandt et al. (2010) recognise that freely available documents, however, bear the risk that they may easily be used by third persons without paying attention to the copyright of the original authors, nevertheless, the unrestricted accessibility of open access publications is their main advantage, especially with regard to copyright protection. Due to their free availability, open access documents are also well-suited for automatic copyright violation search services. Also, studies related to copyright violation detection software tools, development and usage show that internet-based resources, such as open access based-resources, make the detection of copyright violation much easier (Brandt et al, 2010; Lukashenko, Anohina and Grundspenkis, 2007; Chew and Blackey, 2010). The burgeoning number of Institutional Repositories of theses and dissertations in Open access spaces can deter copyright violation, as both authors and affiliate institutions take more precautions to avoid embarrassment. In the past, theses and dissertations were not easily accessible to the public unless one visited libraries or repositories where they were kept or stored ‘gathering dust’. If a researcher from one part of the world or another country, region or institution, copied parts of a thesis and dissertation outside their area of jurisdiction, detection of copyright violation would be difficult. This would require persons who are familiar with the publications, such as theses and dissertations, and who can access and scrutinise the publications, to establish their originality.

It is also reasonable to argue that only a few people who read documents pay close attention to their details, as often occurs when authors read for publication or for research, when examiners examine theses and dissertations, or reviewers review publications, or when students read for examinations to secure good grades. Open Access to e-theses and e-dissertations in institutional repositories makes detection of copyright violation much easier, as more people would read them and are likely to sound the alarm if the work has been plagiarised. The third argument belongs to those who feel that OA both increases and thwarts copyright infringement. This is the compromising argument: “If plagiarism is easier to commit because of the Internet, it is also easier to catch because of the Internet” (Purdy, 2005). The above arguments have therefore created a need for this study to ascertain if access to online electronic resources available in open access have a relationship with copyright violation amongst undergraduates in two Nigerian universities or if truly open access averts copyright violation amongst undergraduates

## **Research questions**

The study has raised some relevant questions that will be answered to achieve the research objectives:

- i. What is the purpose of use of open access resources by undergraduates in two universities in Oyo state?
- ii. What is the frequency of use of open access resources by undergraduates in two universities in Oyo state?
- iii. What are the forms of copyright violation engaged in by undergraduates in two universities in Oyo state?
- iv. What are the factors that promote copyright violation of open access resources amongst undergraduates in two universities in Oyo state?
- v. What is the relationship between the use of open access resources and copyright violation amongst undergraduates in two universities in Oyo state?

## **Theoretical framework**

This study adopts the utility theory and the ethical theory.

### ***The utility theory***

The utility theory which was proposed by Daniel Bernoulli when he explained St. Petersburg paradox in 1738 with the aim understanding why individuals preferred certain commodities over others and the level of total satisfaction derived from the preferred commodities. This theory however can be adopted in understanding the use of open access resources by undergraduates. The utility theory bases its beliefs upon individuals' preferences. It is a theory postulated in economics to explain behavior of individuals based on the belief that people can consistently rank the order of their choices depending upon their preferences (Say 1982). According to Koksalan and Ozpeynirc (2009) everyone will show different preferences, which appear to be hard-wired within everyone. This means that individuals' preferences are intrinsic. As a positive theory it seeks to explain the individuals' observed behavior and choices. Thus, under the assumptions of utility theory, it can be assumed that individuals have clear preferences that enable them to "rank order" all bundles based on desirability, that is, the level of satisfaction each bundle shall provide to everyone (Dong 2007).

Therefore, since the materials made available on open access have the basic characteristics such as knowledge, appreciation, conservation, and exhibition as opined by Zheng (2003) the utility of an article is endowed in the use value and use value is only

realized in the usage or consumption which is a result of its relevance. So, if an article is not relevant, it might cause the total utility to reduce. Otherwise, if a material is quite relevant to the user its total utility would extend or increase. More precisely, the utility of that article now depends on the subjective enjoyment or usefulness a person got from the consumption of that open access resource (Paul and William 1996). Basically, what this means is that an undergraduate will rank ways in which he can access materials for academic research and might decide to retrieve relevant resources made available in open access due to reasons such as easy accessibility (no price or barrier restriction) then the total utility of the resources picked depends on the level of satisfaction derived from its use i.e. the efficiency and effectiveness of the material in fulfilling the function for which it was retrieved. Over the years it has been proven that students would most likely favor the use of electronic and open access resources over that of print resources due to the utility value derived from them. The utility value however varies from student to student. However, no research has yet been conducted to identify those variations.

### ***Ethical Theory***

The next theory to be discussed is the ethical theory which according to Martin and Schinzinger (2005) is the Systematic reflections on moral views and standards (values and norms) and how one should assess actions, institutions and character traits and it will be adopted in this study to give a better understanding of why copyright laws exist. The reasoning here is that the fruit of the author's intellectual sweat must not be seen to be reaped by another, except by authorisation or license. It is against the principle of natural justice for an infringer to reap from where he has not sown (Stallman, 2005). According to Gumpert and Drucker (2003) it is known that Copyright is intended to benefit society. It's easy to lose sight of this open access perspective during day-to-day dealings with copyright, but it's important to keep in mind, especially as the struggle to invent ways in which copy right violation can be brought to its barest minimum is ongoing.

This study will therefore discuss various ethical theories under the copyright law which will enable a better understanding of copyright laws and why they exist. The theory under discussion includes the fairness theory, the personality theory, the welfare theory and the culture theory. The fairness theory for copyright is based on the idea that the law ought to give authors what they deserve; in other words, hard work should be rewarded, and authors should retain control of the fruits of their labors Fisher (2001). For example, exclusive rights afford creators a limited monopoly and the opportunity to profit from their work. Further

application of this theory involves fair compensation for contributors to composite works and increased protections for factual works (facts are not presently protected by copyright). Sara (2003) opined that this theory is particularly influential in common law countries such as the United States and United Kingdom.

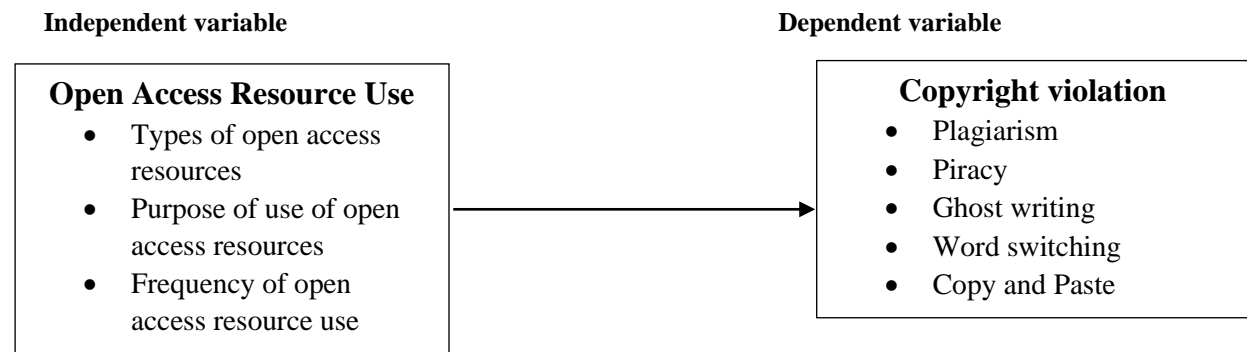
However, Personality theory is less concerned with compensating labor, and focuses instead on protecting the emotional bond between the artist and her creation. Powers (2004) claims that Moral rights derive primarily from personality theory and encompass an author's rights to be credited for her work, to protect the integrity of her work, to determine when to publish a work, to demand that a work be returned, to be protected from excessive criticism and to collect a fee when a work is resold. Personality theory and its attendant moral rights are more prevalent in civil law countries, such as the European Union member states (Stanford encyclopedia of philosophy 2004).

Another theory is the welfare theory of copyright that promotes the interests of society as a whole and favors the greatest good for the greatest number of people. This theory balances with to make works widely available for the benefit of all (e.g., exclusive rights and eventual expiration of those rights). Welfare theory's emphasis on the collective good contrasts with the individual-centric rewards of the fairness and personality theories. The welfare theory might remove copyright protection for those works which would be produced in "optimal" quantities anyways (Dance, 2003). Also, Idris (2003) states an example, that advertisements are created to market other products rather than for any independent value. Advertisements would therefore continue be produced with or without copyright protection.

Finally, the last theory which is the Culture theory contends that the law should cultivate a just and attractive culture. This theory tends towards paternalism, as it presumes to encourage works for the betterment of humankind. According to Fisher (2004) claims that like the welfare theory, cultural theory is prospective its ideology is that the law should prompt individuals to behave in ways that will create a better society in the future. Collectively, these theories illustrate how copyright serves as the means to multiple ends which involves providing due recognition to authors of intellectual properties and provision of resources with intellectual content for academic research.

The above theories were propounded by William Fisher to create a better understanding of the functions of copyright right laws in the academic community. As copyright violation reigns rampant in most parts of the developed and even developing world. The application of these ethical theories to copyright issues will bring about sensitisation of the necessity of copyright laws and why they must be strictly adhered to.

## Conceptual model



**Fig.1:** Self -constructed conceptual model

The self-constructed conceptual model used in this study showed the interaction between two variables. The independent variable which is open access resource use by undergraduates and the dependent variable copyright violation. The use of open access resources by undergraduates in respect of its types such as open access journals, archives and repositories as well as the purpose for which these open access resources are used and the intensity symbolised by how often it is used, directly affects or modifies copyright violation activities among undergraduates.

## METHODOLOGY

The descriptive survey research design was employed for the study. The population of the study consists of undergraduate students at the University of Ibadan, Oyo State and Lead City University, Oyo State. The undergraduates at the faculty of the social sciences in both Universities were studied. The faculty of Social Science in the University of Ibadan has five departments which includes Economics, Geography, Political Science, Psychology and Sociology with a total population of 1,362 undergraduates while Lead City University has four departments in all and they include Economics, Politics and international relations, Psychology and Sociology with a total population of 274 undergraduates this brings the grand total to a population of 1,636 undergraduates in all (see Table 1)

**Table 1 Population of the study**

Name of university	Name of department	Population according to level				
		100	200	300	400	Total
University of Ibadan	Economics	69	67	64	94	298
	Geography	11	55	54	44	164
	Political science	59	60	60	92	271
	Psychology	22	92	76	96	286
	Sociology	74	94	77	98	343
	Grand total	235	368	335	424	1,362
Lead city university	Economics	4	8	28	7	47
	Sociology	4	9	19	19	51
	Politics and international relations	3	30	51	27	111
	Psychology	5	12	25	23	65
	Grand total	16	59	123	76	274

**SOURCE:** Management information systems unit university of Ibadan and office of the faculty manager of Social Sciences Lead City University Ibadan

The two-stage random technique will be used for this study. At the first stage, three similar departments in faculty of social science in the two Universities were selected for ease of comparison. They are economics, Sociology and political Science. The second stage involved the use of 15% sampling fraction to get a sampling size of 170 (see table 3.3.2). This sample size is justified by Krejcie and Morgan (1970) who recommended a sample size of 384 for a population of 200,000 and Thomas (2003) who recommended a sample size of 500 as adequate

**Table 2: Distribution of the sampling size**

Selected Departments	University of Ibadan		Lead city university		Total sample size
	Population	Sample size (15%)	Population	Sample size (15%)	
Economics	298	75	47	12	87
Political Science	271	68	111	28	96
Sociology	343	86	51	13	99
<b>TOTAL</b>	912	<b>229</b>	209	<b>53</b>	<b>282</b>

The instrument used for data collection is a self-developed questionnaire by the researcher. The questionnaire was administered to the respondents at their various department and retrieved immediately after completion. The analysis of data collected was done with the use of simple descriptive statistical analysis of frequency counts and percentages. The Statistical Packages for the Social Sciences (SPSS) was used for data analysis. Figures and tables were also used to present findings; inferences and recommendations were drawn from them.

## DATA ANALYSIS, INTERPRETATION AND DISCUSSION

A total of two hundred and eighty-two (282) copies of questionnaires were administered to undergraduates of both University of Ibadan and Lead City University. Two hundred and sixty-five (265) copies of the questionnaires (94%) were returned and found usable for analysis.

### Demographic Information of Respondents

**Table 3: Demographic data of respondents**

		Lead City University		University of Ibadan	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Department	Economics	18	34.6	80	37.6
	Political Science	13	25.0	68	31.9
	Sociology	21	40.4	65	30.5
	<b>Total</b>	<b>52</b>	<b>100.0</b>	<b>213</b>	<b>100.0</b>
Current level	100	17	32.7	64	30.0
	200	15	28.8	71	33.3
	300	14	26.9	43	20.2
	400	6	11.5	35	16.4
	<b>Total</b>	<b>52</b>	<b>100.0</b>	<b>213</b>	<b>100.0</b>
Gender	Male	24	46.2	104	48.8
	Female	26	50.0	108	50.7
	<b>Total</b>	<b>50</b>	<b>96.2</b>	<b>212</b>	<b>99.5</b>
Age	16-20	31	59.6	99	46.5
	21-25	11	21.2	99	46.5
	26-30	4	7.7	12	5.6
	31-35	6	11.5	3	1.4
	<b>Total</b>	<b>52</b>	<b>100.0</b>	<b>213</b>	<b>100.0</b>

Table 3 showed the demographic data of the respondents. Majority of the respondents from Lead city University 21 (40.4%) were from Sociology department and Majority of the respondent from University of Ibadan 80 (37.6%) were from Economics department, while the least respondents from Lead City University 13 (25.0%) were from Political Science department and the least respondents from University of Ibadan 65 (30.5%) were from Sociology department. Majority of the respondents from Lead City University were from 100 level amounting to 17 (32.7%) and majority of the respondents from University of Ibadan were from 200 level amounting to 71 (33.3%). Higher number of the respondents from Lead City University 26 (50.0%) and University of Ibadan 108 (50.7%) were female. Most of the respondents from Lead City University 31 (59.6%) were within the age range of 16-20 years and most of the respondents from university of Ibadan 99 (46.5) were within the age range of 16-20 years and 21-25 years.

The agreement shown in the result of higher female respondents and age range between both universities could be attributed to the higher level of civilization in the society

which encourages women's right for education and the change in terms of flexibility in the educational system which allows for early and fast admissions in universities.

**Research Question 1: What is the purpose of use of open access resources by undergraduates in two Nigerian universities?**

**Table 4: Frequency distribution table for purpose of use of open access resources**

Purpose of Use	Lead City University				University of Ibadan			
	SA	A	D	SD	SA	A	D	SD
Open access resources are used for general research	27 51.9%	24 46.2%		1 1.9%	128 60.1%	80 37.6%	5 2.3%	
Information retrieved from open access resources can be used in preparing Thesis and dissertation	14 26.9%	36 69.2%	2 3.8%		100 46.9%	106 49.8%	6 2.8%	1 0.5%
Open access resources can be used in preparation for Examinations	24 46.2%	22 42.3%	6 11.5%		121 56.8%	82 38.5%	9 4.2%	1 0.5%
Open access resources provide useful information for Group Discussions	28 53.8%	19 36.5%	4 7.7%	1 1.9%	108 50.7%	97 45.5%	7 3.3%	1 0.5%
Open access resources are useful in preparing Term papers	18 34.6%	30 57.7%	4 7.7%		113 53.1%	88 41.3%	11 5.2%	1 0.5%
Open access can be used for Further reading	22 42.3%	25 48.1%	5 9.6%		116 54.5%	87 40.8%	9 4.2%	1 0.5%
Information retrieved from open access resources is useful for Class presentations	23 44.2%	26 50.0%	2 3.8%	1 1.9%	132 62.0%	73 34.3%	6 2.8%	2 0.9%

Table 4 showed the frequency distribution for the purpose of use of open access resources by undergraduates in the two Nigeria universities. The measurement scale which was: Strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was combined into two parts with strongly agree and agree representing acceptability, Disagreed and strongly disagreed representing non-acceptability. Based on the analysis, the purpose of use of open access resources as indicated by majority of the respondents from Lead City University 51 (98.1%), 50 (96.1) and 49 (94.2) were for general researches, Preparing Thesis and dissertation and for class preparations while the purpose of use of open access resources as indicated by majority of the respondents from University of Ibadan 208 (97.7%), 206 (96.7%) and 205 (96.3%) were also for general researches, Preparation of Thesis and dissertation and for class preparations respectively.

Additionally, 6 (11.5%) and 5 (9.6%) of the respondents from Lead City University did not accept that open access resources are used for preparations for exams and provision of useful information for group discussions. Also, 12 (5.7%) and 10 (4.7%) of the respondents from University of Ibadan did not accept that open access resources are useful in preparing Term papers and in preparation for examinations. This implies that undergraduates use open access mainly for academic purposes in the institutions.



The results in table 4 showed that both universities make use of open access resources for the same purposes (general research, preparation of thesis and dissertations and class presentations) this indicates a need for further knowledge in these areas which lecture materials cannot satisfy. On the other hand, academic areas such as group discussions and preparation for examinations points to the assumption that students read mostly only materials given to them in class and do not seek further knowledge from open access resources for examinations.

**Research question 2: What is the frequency of use of open access resources by undergraduates in two Nigerian universities?**

**Table 5: Frequency Distribution table for Frequency of use of open access resources**

Frequency of Use	Lead City University				University of Ibadan			
	VHU	HU	OU	NU	VHU	HU	OU	NU
Open access journals	15 28.8%	21 40.4%	13 25.0%	3 5.8%	111 52.1%	59 27.7%	41 19.2%	2 0.9%
Open access books	13 25.0%	27 51.9%	11 21.2%	1 1.9%	75 35.2%	91 42.7%	45 21.1%	2 0.9%
Open access articles	14 26.9%	24 46.2%	11 21.2%	3 5.8%	67 31.5%	75 35.2%	58 27.2%	13 6.1%
Open access manuscripts	9 17.3%	20 38.5%	16 30.8%	7 13.5%	39 18.3%	67 31.5%	82 38.5%	24 11.3%
Open access thesis and dissertations	10 19.2%	16 30.8%	17 32.7%	9 17.3%	47 22.1%	71 33.3%	75 35.2%	20 9.4%
Open access monographs	9 17.3%	19 36.5%	15 28.8%	9 17.3%	57 26.8%	65 30.5%	62 29.1%	29 13.6%
Open access textbooks	21 40.4%	21 40.4%	9 17.3%	1 1.9%	81 38.0%	82 38.5%	42 19.7%	8 3.8%
Open access directories	9 17.3%	24 46.2%	14 26.9%	4 7.7%	65 30.5%	68 31.9%	75 35.2%	5 2.3%
Open access bibliographies	12 23.1%	19 36.5%	14 26.9%	6 11.5%	62 29.1%	57 26.8%	82 38.5%	12 5.6%
Online institutional repositories	14 26.9%	21 40.4%	11 21.2%	6 11.5%	53 24.9%	71 33.3%	77 36.2%	12 5.6%
Open access archives	7 13.5%	23 44.2%	15 28.8%	6 11.5%	53 24.9%	71 33.3%	77 36.2%	12 5.6%
Open access handbooks and yearbooks	18 34.6%	13 25.0%	14 26.9%	7 13.5%	65 31.0%	80 37.6%	54 25.4%	13 6.1%
Open access gazetteers and maps	12 23.1%	20 38.5%	11 21.2%	9 17.3%	64 30.0%	84 39.4%	59 27.7%	6 2.8%
Open access audio and music	14 26.9%	17 32.7%	13 25.0%	8 15.4%	75 35.2%	83 39.0%	44 20.7%	11 5.2%
Open access indexes and abstracts	13 25.0%	23 44.2%	7 13.5%	9 17.3%	78 36.6%	81 38.0%	48 22.5%	6 2.8%
Open access video and images	22 42.3%	17 32.7%	7 13.5%	6 11.5%	88 41.3%	80 37.6%	39 18.3%	6 2.8%

Table 5 showed the frequency distribution for the frequency of use of open access resources by undergraduates in the two universities. The measurement scale which was Very highly utilized (VHU) and highly utilized (HU) were combined to represent often utilized

while the other measuring scale occasionally utilized (OU) and never utilized (NU) were left separated. The most often utilized open access resources as indicated by respondents from Lead City University 42 (80.4%), 40 (76.9%) and 38 (73.1%) were open access textbooks, open access books and open access articles respectively. While the most often utilized open access resources as indicated by respondents from University of Ibadan 170 (79.8%), 168 (78.9%) and 166 (77.9%) were open access journals, open access video and images and open access books respectively.

The least used open access resources by Lead City university respondents 9 (17.3%) were open access thesis and dissertations, open access monographs and open access gazetteers and maps respectively. However, the least used open access resources by University of Ibadan respondents 29 (13.6%), 24 (11.3%) and 20 (9.4%) were Open access monographs, Open access manuscripts and Open access thesis and dissertations respectively. The implication of this results especially for the most often used open access resources could be as a result of the purpose of use. The contrast between the frequencies of use between both universities could however be due to the level of awareness and orientation of each form of open access resources by students at both universities and the different information needs caused by difference in methods of lecturing by lectures in the separate Universities.

**Research question 3: What are the forms of copyright violation engaged in by undergraduates in two Nigerian universities?**

**Forms of copyright violation known to undergraduates in the two Nigerian University**

**Table 6: Frequency distribution table for the forms of copyright violation known to undergraduates in two Nigeria Universities.**

Forms of copyright violation	Lead City University				University of Ibadan			
	EA	MA	SA	NA	EA	MA	SA	NA
Copy and paste	34 65.4%	14 26.9%	2 3.8%	2 3.8%	153 71.8%	43 20.2%	14 6.6%	2 0.9%
Incorrect citing	24 46.2%	23 44.2%	3 5.8%	2 3.8%	91 42.7%	94 44.1%	25 11.7%	2 0.9%
Copying from several different sources without citing	29 55.8%	15 28.8%	5 9.6%	3 5.8%	113 53.1%	65 30.5%	28 13.1%	6 2.8%
Word switching	14 26.7%	30 57.7%	3 5.8%	5 9.6%	68 31.9%	77 36.2%	39 18.3%	28 13.1%
Ghost writing	18 34.6%	23 44.2%	7 13.5%	4 7.7%	73 34.3%	79 37.1%	41 19.2%	19 8.9%
Copying ideas without citing	21 40.4%	23 44.2%	6 11.5%	2 3.8%	92 43.2%	91 42.7%	26 12.2%	3 1.4%
Photocopying of copyrighted materials	28 53.8%	19 36.5%	3 5.8%	2 3.8%	93 43.7%	88 41.3%	25 11.7%	6 2.8%
Publishing a translation of someone's foreign work	20 38.5%	24 46.2%	7 13.5%	1 1.9%	86 40.4%	84 39.4%	33 15.5%	9 4.2%
Downloading licensed software from non-authorized sites without the permission of the copyright owner	24 46.2%	19 36.5%	6 11.5%	3 5.8%	87 40.8%	68 31.9%	46 21.6%	11 5.2%
Using copyright logos without permission	21 40.4%	23 44.2%	3 5.8%	5 9.6%	80 37.6%	72 33.8%	48 22.5%	12 5.6%
Scanning a work that has been publishes without attribution or permission	19 36.5%	25 48.1%	6 11.5%	2 3.8%	85 39.9%	68 31.9%	48 22.5%	11 5.2%
Directly copying images or text to another web	19 36.5%	21 40.4%	10 19.2%	2 3.8%	84 39.4%	69 32.4%	45 21.1%	14 6.6%
Issuing duplicates of copyrighted work	17 32.7%	20 38.5%	8 15.4%	7 13.5%	80 37.6%	79 37.1%	42 19.7%	11 5.2%
Renting or loaning copyrighted work to the public	17 32.7%	19 36.5%	12 23.1%	4 7.7%	81 38.0%	75 35.2%	47 22.1%	9 4.2%
Performing, displaying or playing a copyrighted work in public	20 38.5%	20 38.5%	7 13.5%	5 9.6%	89 41.8%	72 33.8%	39 18.3%	12 5.6%
Making an adaptation of a work	13 25.0%	22 42.3%	14 26.9%	3 5.8%	88 41.3%	87 40.8%	33 15.5%	4 1.9%

Table 6 showed the frequency distribution for the forms of copy right violation known to the respondents. The measuring scale which was extremely aware (EA) and moderately aware (MA) were combined to represent the forms known, while slightly aware (SA) and Not at all aware (NA) were combined to represent those unknown. The forms of copyright violation mainly aware to respondents from Lead City University 48 (92.3%), 47 (90.4%) and 47 (90.4%) were Copy and paste, Incorrect citing and photocopying of copyrighted materials respectively while the form of copyright violation aware to respondents from University of Ibadan 196 (92%), 185 (86.8%) and 183 (85.9%) were Copy and paste, Incorrect citing and copying ideas without citing respectively.

Also, the forms of copyright violation mainly unknown to the respondents from Lead City University 17 (32.7%), 16 (30.8%) and 15 (28.9%) were making an adaptation of a

work, Renting or loaning copyrighted work to the public and issuing duplicates of copyrighted works respectively. On the other hand, the forms of copyright violation mainly unknown to the respondents from University of Ibadan 67 (31.4%), 60 (28.1%) and 60 (28.1%) were Word switching, Ghost writing and using copyrighted logos without permission respectively. This implies that the level of awareness of undergraduates to the forms of copyright violation is relatively high. The variations revealed could be as a result of copyright violation trends available in both universities which created the contrast in the level of awareness of forms of copyright violation in the universities.

### Forms of copyright violation engaged in by undergraduates in two Nigerian universities

**Table 7: Frequency distribution table for the forms of copyright violation engaged in by undergraduates.**

Extent of copyright violation	Lead City University				University of Ibadan			
	VHE	HE	AE	LE	VHE	HE	AE	LE
Copy and paste	29 55.8%	14 26.9%	6 11.5%	3 5.8%	129 60.6%	70 32.9%	12 5.6%	2 0.9%
Incorrect citing	25 48.1%	19 36.5%	6 11.5%	1 1.9%	88 41.3%	110 51.6%	9 4.2%	6 2.8%
Copying from several different sources without citing	16 30.8%	26 50.0%	8 15.4%	1 1.9%	95 44.6%	93 43.7%	22 10.3%	3 1.4%
Word switching	19 36.5%	22 42.3%	9 17.3%	5 9.6%	68 31.9%	99 46.5%	32 15.0%	14 6.6%
Ghost writing	15 28.8%	22 42.3%	9 17.3%	5 9.6%	72 33.8%	73 34.3%	41 19.2%	27 12.7%
Copying ideas without citing	17 32.7%	21 40.4%	9 17.3%	4 7.7%	71 33.3%	87 40.8%	44 20.7%	11 5.2%
Photocopying of copyrighted materials	24 46.2%	19 36.5%	6 11.5%	2 3.8%	81 38.0%	93 43.7%	36 16.9%	3 1.4%
Publishing a translation of someone's foreign work	18 34.6%	23 44.2%	6 11.5%	4 7.7%	71 33.3%	92 43.2%	45 21.1%	5 2.3%
Downloading licensed software from non-authorized sites without the permission of the copyright owner	22 42.3%	17 32.7%	7 13.5%	5 9.6%	84 39.4%	80 37.6%	38 17.8%	11 5.2%
Using copyright logos without permission	22 42.3%	17 32.7%	6 11.5%	6 11.5%	81 38.0%	77 36.2%	46 21.6%	9 4.2%
Scanning a work that has been publishes without attribution or permission	21 40.4%	18 34.6%	7 13.5%	5 9.6%	90 42.3%	71 33.3%	41 19.2%	11 5.2%
Directly copying images or text to another web	18 34.6%	23 44.2%	4 7.7%	6 11.5%	80 37.6%	83 39.0%	40 18.8%	10 4.7%
Issuing duplicates of copyrighted work	17 32.7%	21 40.4%	10 19.2%	3 5.8%	72 33.8%	77 36.2%	51 23.9%	13 6.1%
Renting or loaning copyrighted work to the public	16 30.8%	24 46.2%	5 9.6%	6 11.5%	72 33.8%	91 42.7%	37 17.4%	13 6.1%
Performing, displaying or playing a copyrighted work in public	12 23.1%	24 46.2%	9 17.3%	6 11.5%	84 39.4%	87 40.8%	33 15.5%	9 4.2%
Making an adaptation of a work	23 44.2%	14 26.9%	9 17.3%	5 9.6%	89 41.8%	85 39.9%	29 13.6%	10 4.7%

Table 7 showed the frequency distribution for the forms of copyright violation engaged in by undergraduates. The measuring scale 'To a very high extent' and 'To a high extent' were combined to indicate high level of engagement, while the measuring scale 'To an average extent' and 'to a low extent' indicate low level of engagement. The forms of copyright violation mostly engaged in at a high level by respondents from Lead City University 44 (84.6%), 43 (82.7%) and 43 (82.7%) were Incorrect citing, photocopying of copyrighted materials and copy and paste respectively. Meanwhile, the forms of copyright violation mostly engaged in at a high level by respondents from University of Ibadan 199 (93.5%), 198 (92.9%) and 188 (88.3%) were Copy and paste, Incorrect citing and Copying from several different sources without citing, respectively.

However, the other forms of copyright violation that are mostly engaged in at a low level by respondents from Lead City University 15 (28.8%), 14 (26.9%), 14 (26.9%) and 14 (26.9%) were Performing, displaying or playing a copyrighted work in public, making an adaptation of a work, Ghost writing and Word switching. But for the respondents of The University of Ibadan other forms of copyright violation that are mostly engaged in at a low level at 68 (31.9%), 64 (30%) and 55 (25.9%) were Ghost writing, issuing duplicates of copyrighted work and copying ideas without citing respectively. This implies that most undergraduates are very well involved in copyright violation. These results showed some variations in the forms of copyright violation of open access resources by students in both universities which could be due to economic and environmental factors.

**Research Question 4: What are the factors that promote copyright violation of open access resources amongst undergraduates 'in two Nigerian universities?**

**Table 8: Frequency distribution table for factors that promote copyright violation of open access resources amongst undergraduate students**

Factors	Lead City University				University of Ibadan			
	SA	A	D	SD	SA	A	D	SD
Lack of research skills	24 46.2%	22 42.3%	4 7.7%	2 3.8%	129 60.6%	71 33.3%	11 5.2%	2 0.9%
Problems evaluating internet resources	24 46.2%	22 42.3%	4 7.7%	2 3.8%	99 46.5%	107 50.2%	6 2.8%	1 0.5%
Confusion between plagiarism and paraphrasing	26 50.0%	20 38.5%	5 9.6%	1 1.9%	108 50.7%	91 42.7%	14 6.6%	0
Confusion about how to properly cite resources	26 50.0%	20 38.5%	5 9.6%	1 1.9%	91 42.7%	104 48.8%	15 7.0%	3 1.4%
Pressure from family on competition for scholarships and jobs	21 40.4%	21 40.4%	6 11.5%	4 7.7%	91 42.7%	88 41.3%	32 15.0%	2 0.9%
Poor time management and organizational skills	22 42.3%	23 44.2%	4 7.7%	3 5.8%	101 47.4%	91 42.7%	21 9.9%	0
Culturally based attitude towards plagiarism	27 51.9%	20 38.5%	3 5.8%	2 3.8%	99 46.5%	86 40.4%	27 12.7%	1 0.5%
Poor finance	25 48.1%	24 46.2%	2 3.8%	1 1.9%	108 50.7%	81 38.0%	23 10.8%	1 0.5%
Laziness on the part of the student	31 59.6%	20 38.5%	1 1.9%	0	117 54.9%	87 40.85	9 4.2%	0
Lack of awareness on copyright violation	21 40.4%	26 50.0%	5 9.6%	0	99 46.5%	98 46.0%	15 7.0%	1 0.5%
Perception of online information as public knowledge	25 48.1%	24 46.2%	3 5.8%	0	111 52.1%	85 39.9%	16 7.5%	1 0.5%
Misconception of copyright and intellectual property	27 51.9%	20 38.5%	4 7.7%	1 1.9%	101 47.4%	93 43.7%	18 38.5%	1 0.5%
Lack of confidence in personal ability	27 51.9%	19 36.5%	4 7.7%	2 3.8%	120 56.3%	76 35.6%	15 7.0%	2 0.9%
Fear of failure	29 55.8%	19 36.5%	4 7.7%	0	118 55.4%	77 36.2%	15 7.0%	3 1.4%

Table 8 showed the frequency distribution for the factors that promote copyright violation of open access resources amongst undergraduate students. The measuring scale “strongly agree” and “agree” were combined to indicate “Agreed”, while “Disagree” and “Strongly disagreed” were also combined to indicate “Disagreed”. The analysis revealed that most respondent from Lead City University 51 (98.1%), 49 (94.3%) and 49 (94.3%) agreed that Laziness on the part of the student, Poor finance, and Perception of online information as public knowledge were the major factors that promote copyright violation. While it was also revealed that most respondents from University of Ibadan 206 (96.7%), 204 (95.7%) and 199 (93.4%) agreed that Problems evaluating internet resources, Laziness on the part of the student and Confusion between plagiarism and paraphrasing were the major factors that promote copyright violation.

The factors that were mainly disagreed on by respondents from Lead city University 10 (19.2%), 8 (11.5%) and 8 (11.5%) were Pressure from family on competition for scholarships and jobs, Lack of research skills and Problems evaluating internet resources respectively. However, the factors that were mainly disagreed on by respondents from University of

Ibadan 34 (15.9%), 28 (13.2%) and 24 (11.3%) were Pressure from family on competition for scholarships and jobs, culturally based attitude towards plagiarism and Poor finance respectively

**Research Question 5: What is the relationship between the use of open access resources and copyright violation amongst undergraduates in two Nigerian universities?**

**Table 9 Relationship between the use of open access resources and copyright violation**

Variable	N	R	P	Remark
Use of Open access resources and Copyright Violation	265	.133*	0.031	Significant

• Sig. at 0.05 level

The table above showed that there was positive significant relationship between use of open access resources and Copyright violation by undergraduates ( $r = .133^*$ ,  $N = 265$ ,  $P < .05$ ). This implies that as the use of open access resources by undergraduates' increases, copyright violation also increases. In other words, the use of open access resources supports copyright violation among undergraduates because the more undergraduates make use of open access resources the more, they indulge in various forms of copyright violation.

**Discussion of findings**

From the findings of the study, the use of various open access resources has no doubt paved way for academic excellence in different disciplines. They have become an important source for scientific research and development. It is on this note that the study revealed that the purpose of use of open access resources by undergraduates in Lead City University and the University of Ibadan includes, preparation of thesis and dissertations, class presentations and general research. Other purposes indicated by the two universities include; preparation for examinations, preparation of term papers and group discussions. However, slight variations occur as respondents from lead city stated that they rarely use open access resources for group discussions and preparation for examinations as opposed to respondents from the University of Ibadan. This finding is corroborated by Swan and Brown (2005) who state that the use of open access resources by undergraduate varies from institution to institution but are still widely used because it's an information seeking channel has many benefits and can provide up- to-the-minute information which can be obtained from around the world. They also stated that open access resources are used for research due to the ready availability of research papers on the platform. The findings of Ivrihrehweta and Onoriode

(2012) further supported the findings stating that undergraduates make use of open access resources for various academic purposes more than print resources because open access publications entire content is available to users everywhere regardless of affiliation with a subscribing library, it also has other attractive features to researchers such as publications which are made free from authors, increase in the impact of the researcher's work, articles that can be accessed online free of charge, free online access to the literature necessary for the researchers work, personal growth and career development, high quality scholarly work and improved overall academic performance.

The types of open access resources utilized by undergraduates in the selected universities are open access journals, books, articles, manuscripts, thesis and dissertations, monographs, textbooks, directories, bibliographies, institutional repositories, archives, maps, audios and abstracts. However, findings also revealed that the resources frequently used by students in Lead City University were open access textbooks, books and articles while the University of Ibadan, undergraduate frequently make use of the open access journals, video and images, and books. This finding implies that students prefer open access journals over other forms of open access resources, and this agrees with the findings of the results of the user survey, at the University of Hong Kong library (cited by Korobili, Tilikidou & Delistarou 2005) showed that 68.8 percent of the respondents prefer to use open access journals compared to 31.2 percent who prefer to use other open access resources. According to Rexwhite and Ejiro (2012), Open access journals are a good source of primary information. They are published on a regular basic (usually quarterly for monthly). Some journals publish articles that report on the outcomes of academic research while others provide practical information to practitioners in the field. Furthermore, the disparity in types of open access resources used across institutions is due to the peculiarity of student which is evident in their type of information needs that may vary. It is also evident in the style of lecturing students in both universities receive and the previous of electronic resources received. This finding in a way supports Eqbal and khan (2011) who identified that students were more aware of open access journals. This is because open access journals, textbooks and articles are the best bet for cheap current and reliable information for their research and academic works and are easily accessible.

As regards the forms of copyright violation students engage in, previous studies have proven that undergraduates infringe on the copyright laws of online publications either consciously or unconsciously. However, they require initial awareness of the forms of copyright violations that exist. In this line, the study revealed that undergraduates in the



selected Universities were very aware of copy and paste, incorrect citing, photocopying of copyrighted materials and copying ideas without citing as forms of copyright violations. Although, they are less aware but still engage in other forms of infringement such as word switching, ghost writing, using copyrighted logos, making an adaptation of a work and issuing or renting copyrighted work to the public. This implies that the level of awareness of undergraduates is relatively high. This is also in line with the study of Fishman (2012) who claims that the awareness level of copyright violation by undergraduates is very high, however, they pretend to hide under the “cloak of ignorance” to act, but ignorance is not an excuse under the law. This is supported by Korletey and Tetey (2015) that the lack of copyright 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. That some people also think that using copyrighted materials does or does not always require permission from the author or the copyright holder.

The undergraduates in both schools also admitted to have been engaged in forms of copyright violation such as copy and paste, in correcting citing, photocopying of copyrighted materials and copying ideas without citing. The result showed a strong indication of the impact of photocopying as a major way of copyright law infringement among undergraduate of University of Ibadan. Isiakpona (2012) in their study, all affirm that photocopying is very common in higher institutions of learning. The findings also confirmed Bretag and Mahmud (2009) assertion that the different forms of copyright violation engaged in by students includes downloading papers from the Internet, copying an article from the Internet or online database, translating foreign article into English or other languages, copying a paper from another student, cutting and pasting from several sources, quoting less than the words copied, changing some words but copying whole phrases, paraphrasing without attribution, summarizing without attribution, forging quotations, etc.

As regards the findings on the factors that promote copyright violation as indicated by undergraduates in Lead City University were laziness on the part of student, poor finance, and perception of online information as public knowledge while Undergraduates from University of Ibadan identified problems evaluating internet resources, laziness on the part of student and confusion between plagiarism and paraphrasing were the major factors that promotes copyright violation. This finding corroborates with that of Gado (2016) who states that the possible causes of copyright infringement could include the lack of learning materials as the major cause of copyright infringement, poor enforcement of the law as a major cause

of copyright infringement; lack of stringent penalty on offenders and considered lack of awareness could all be possible causes of copyright infringement among undergraduate. Isiakpona (2012) is also of the opinion that scarcity and unavailability of publishing materials which translates to insufficient and high cost of learning materials, therefore leading to infringement on the part of the students who needed information badly. This is also in agreement with Okoye and Ejikeme (2010) who identified inadequate skills to navigate the internet, unstable power supply, unavailability of internet facilities, permanence of open access movement due to unstable financial support, lack of knowledge of the existence of open access resources in the internet as constraints to the use of open access publications by students and researchers in general.

Result of the relationship between the two variables showed that there is a positive significant relationship between use of open access resources and copyright violation. This is because of the continued use of open access resources due its low price and restriction barriers. As expected, students enjoy the use of open access resources due to its availability of relevant resources and its nature of easy accessibility. Therefore, because students make more use of open access resources and publications, it's easier for them to indulge in forms of copyright violation. This collaborate the claim of Lawrence (2013) who stated that the escalating presence of e-resources on the web, while enjoyed by knowledge and information communities worldwide, is also condemned for enabling copyright violation to occur more easily, mainly because full records or parts of records can be rapidly transferred from one document to another. And is supported by Janssens and Tummers (2015) who claimed that there is an increase of online paper writing services or ghost-writing where students buy readymade papers, thesis and dissertations and present them for assessment as their original work. However, this finding disagrees with Brandt et al. (2010) who stated that due its free availability, open access documents are well-suited for automatic copyright violation search services and with Chew and Blackey (2010) who claimed that internet-based resources, such as open access based-resources avert copyright violation among scholars in the academic community. Finally, it also disagrees with Ison (2014) who stated that copyright violation is more existence in traditional and print resources than open access resources.

### **Implication of the study**

It was observed from the findings that undergraduates used open access resources for their various academic tasks irrespective of their university, departments, level of study and demographic characteristics, although the level of use and types of resources used varied. The

availability and accessibility of open access resources were found to increase the rate at which the copyright laws of these open access were violated.

These results suggest that strategies should be adopted by higher institution stake holders to increase the rate of their investment in copyright violation detective tools such as “turnitin” to reduce the rate of copyright violation amongst undergraduate. These tools are highly useful and helpful in open access resources environment. Open access resources around the world come without a fee and they are on the increase because authors continue to publish under this platform as they want their publications to be widely read. Respondents in the selected universities also continue to have unrestricted access to enjoy the use of open access electronic resources as they are also made available and accessible by their university without having to even visit the cybercafé or spend part of their monthly allowances in obtaining handouts. Therefore, the continued availability and accessibility of resources placed online by authors who make their work available to contribute to the common pool of knowledge with low permission barrier encourages the use of open access resources and in turn pave the easy path to copyright violation. Undergraduates could partake in copyright violation due to lack of active legislative laws, lack of orientation of the concepts of open access resources and copyright violation.

This implies that higher institution stakeholders should work together and focus more on education and training to prevent copyright violation, as it is the view that most forms of copyright violation in higher institutions occur because of ignorance and apathy among undergraduates. Also, Information ethics should be introduced as a compulsory course for all undergraduates irrespective of their departments so that they can be taught policies that govern the use and reuse of open access resources. A lecturer from the department of Library, Archival and Information studies could head the compulsory general course. In Universities where there is no Library, Archival and Information studies department a seasoned professional librarian should take the course.

Finally, stronger legislation and law enforcement by the Nigerian government and various University stakeholders to reward creativity and originality of scholars is vital in the fight against copyright infringement.

## **Conclusion**

The relationship between the use of open access resources and copyright violation amongst undergraduates in two Nigerian Universities it became clear that undergraduates are aware of what open access resources are and even make use of them for various academic

purposes, it also unveiled the fact that students are aware of copyright violation as a concept and have in fact engaged in one or two forms of copyright violation of open access resources.

It can however be noted that even though undergraduates are aware of the concept of copyright violation they lack an in-depth orientation (as only a handful undergraduates are privileged to be appropriately oriented) of the dangers and consequences of copyright violation to their personal growth, that of the author of the published work and the academic community. If undergraduates are not properly oriented about the dangers of copyright violation, it defeats the whole essence of the fight against copyright violation of open access resources in the academic community. Questions as to why copyright violation of open access resources is still a battle being fought in the academic community has been raised and the befitting answer to that question is that most of the undergraduate scholars find themselves culprits of the igneous act mainly because they lack proper research skills, are plagued by laziness and lack self confidence in their abilities

It is nonetheless believed that if high priority was placed upon ensuring that certain measures are put in place to efficiently educate undergraduates about how to access information on the internet without violating the copyright of information resources undergraduates will become censored as to how they retrieve, use and present open access resources derived from the internet.

### **Recommendations**

Based on the findings and conclusion of this study the following are the recommendations to address the issues that have been highlighted:

1. The study revealed that undergraduates are only aware of few open access resources available for research. Hence, higher institution stakeholders should work together to focus more on education and training to orientate students on open access resources, its nature, types and purposes.
2. The university management should also organise a campaign to increase the aware the dangers and consequences of copyright violation.
3. Since lack of finance is a factor that promotes copyright violation among students the federal and state government of Nigeria should introduce more scholarship funding for undergraduates so as to reduce their financial burden and encourage scholarship in research.

4. There should be stronger legislation and law enforcement by the Nigerian government and various University stakeholders to reward creativity and originality of scholars is vital in the fight against copyright violation by undergraduate.
5. Management of University libraries should ensure that there's adequate training and education of undergraduates about the forms of copyright violation and how to avoid them.
6. University stakeholders should also put in place certain penalties to punish students who continue to violate copyright laws of open access resources.
7. Information ethics should be introduced as a compulsory course for all undergraduates irrespective of their departments so that they can be taught policies that govern the use and reuse of open access resources. A lecturer from the department of library, Archival and Information studies should the compulsory general course. In Universities where there is no Library, Archival and Information studies department a seasoned professional librarian should take the course.

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