

# REDUCING COPYING AND COPYRIGHT INFRINGEMENT: THE CASE OF GHANA INSTITUTE OF JOURNALISM

Lydia Nyantakyi-Baah<sup>1</sup> and Ernest Afachao<sup>2</sup>

Richard McMillan Library, Ghana Institute of Journalism, Accra.

## ABSTRACT

*The paper researched copying and copyright infringement among students at the Ghana Institute of Journalism. The quantitative research used a questionnaire to conveniently collect data from two-hundred (200) level 400 students. The Reference Librarian of the University was also interviewed to supplement data collected from the students. Analysis of the data revealed that even though majority of the students are aware of the Copyright Law, infringement of the law still exists among students. This phenomenon has been attributed to the unavailability of the information resources on the market. The expensive nature of some of the information resources have also been identified as a reason for photocopying, which makes it cheaper in acquiring the material. It was also found that the Institute has a guideline for referencing information sources. Besides the referencing guideline handbook, students of GIJ are given some education on Copyright issues by the Library. It is visible from the study that GIJ has measures in place to protect intellectual property among students. Students proposed severe punishment for those who infringe the law. Students proposed punitive measures such as the cancellation and deduction of marks from their overall score obtained from an assignment or an examination. The paper suggests continuous education among students and reprographers on campus about copying and copyright.*

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1 Lydia is the Head Librarian at the Richard McMillan library of the Ghana Institute of Journalism. She holds MPhil in Library and Information Studies from the University of Cape Town, South Africa, MA in Information Studies from the University of Ghana, Legon. Lydia read BA degree in Information Studies. Her research area includes Information Literacy, Service Quality and User Studies.

2 Ernest is an Assistant Librarian in charge of E-resources at the Ghana Institute of Journalism. He holds BA and MA degrees in Information Studies from the University of Ghana, Legon. He is currently pursuing MPhil in Information Studies at the Department of Information Studies, University of Ghana, Legon.

**Key words:** Copying, Copyright Infringement, Ghana Institute of Journalism

## INTRODUCTION

The use and reproduction of information resources protected by copyright laws is much to be desired in the age of technology explosion. Students, lecturers, librarians and other information users and creators have access to information resources from remote areas due to the availability of the Internet. Tertiary institutions in Ghana including the Ghana Institute of Journalism provide computers connected to the World Wide Web for students and faculty members to search for scholarly information from varied databases and search engines. Students and lecturers in our campuses use both electronic and print resources such as books, newspapers, audio, videos, journal articles, past examination papers, thesis or dissertations and other information resources in teaching, learning and research on daily basis. These information sources are so important in the lives of students and lecturers that they cannot do without them in their roles and responsibilities as learners, lecturers and researchers. However, these information resources are created by authors, actors, and musicians, that is, they have owners. In using these information sources, their creators must not be forgotten, there should be a balance in copying and protecting original creators' ideas.

Authors of these print and electronic resources are motivated to create or write more when their works are protected by Copyright laws and acknowledged by information users. An unprotected work is more likely to be copied and redistributed at an inexpensive cost. Researchers propose that the tension between creators of information and users of the information resources is comparable to war (Shachaf & Rubenstein, 2007). Authors are disheartened when they earn nothing out of their hard work but rather profit the persons in charge of reprographic services and users. In view of this, Neal (2013) contends that "librarians must be at the frontline of the intellectual property wars".

According to Lessig (2001), the most prevalent copyright infringement involves unlawful book reproduction. Photocopy machines abound in all tertiary institutions in Ghana and the Ghana Institute of Journalism is no exception. There are instances where reprographers allow students or

lecturers to photocopy a whole book or the most salient parts of the book. This can occur due to ignorance of the copyright law or selfish attitude of the reprographer and the misuse of the term 'fair use'. Fair use is the right to use copyrighted material without permission or payment under some circumstances, especially when the cultural or social benefits of the use are predominant (Association of Research Libraries, 2012). Suzor (2014: 160), however, mentions that whether a person will oblige with the provision of 'fair use' is a function of their own self-interest, their trust that others will reciprocate, and the complex patterns of social norms that structure and construct their interaction. Hence, copyright is considered necessary because some users of information resources are generally perceived to be 'free-riders.' This idea about Copy-right stems from Hardin's *Tragedy of the Commons* which asserts that without private incentives, persons are likely to free-ride rather than contribute to the preservation or provision of public goods (Hardin, 1968). This study, therefore, sought to address the following critical objectives:

- To find out whether information users at the Ghana Institute of Journalism are aware of the Copyright Law.
- To find out the role of librarians at the Ghana Institute of Journalism in protecting the Copyright Law covering information creators, the information resources and users of information resources.
- To find out measures put in place by the Ghana Institute of Journalism in protecting intellectual property among students and lecturers.

### **What is Copyright?**

Copyright is a branch of the family of intellectual property rights (Intellectual Property Law is that 'area of law which concerns legal rights associated with creative effort or commercial reputation and goodwill' (Bainbridge, 2007: 3). Copyright is the sole right granted to the author or creator, to copy, produce, distribute, perform, translate, adapt or arrange a work in any material form whatsoever (Bell & Parchomovsky, 2015). Fishman (1996) opined that copyright is a legal means which 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. In other words, copyright is a security for a creator that he or she has legal rights to inhibit the use of his material without fair

reward. According to Davidson (2000), copyright incorporates a bundle of rights for the author, comprising the right to copy, make alterations, perform or broadcast the work and have exclusive ownership. Bainbridge (2007: 27) states that “if a person performs one of the acts restricted by copyright without the permission or license of the copyright owner, the latter can sue for infringement of his copyright and obtain remedies such as damages and injunction.”

Each country has its own copyright laws. The Copyright Law of Ghana covers literary, artistic, and musical works (Copyright Act, 2005). The Copyright Office is responsible for the administration of Copyright in Ghana. The law indicates that the rights of the author are protected during the life of the author and seventy years after the death of the author. Where a work is co-authored, the rights of the author referred to are protected during the life of the last surviving author and seventy years after the death of that author (Copyright Act, 2005). According to Asamoah-Hassan and Bannerman (2010), the following are some major stakeholders of copyright in Ghana:

- Musicians Union of Ghana (MUSIGA)
- Association of Phonogram Industry
- Ghana Association of Record Manufacturers
- Ghana Actors Guide
- Film Video Producers Association of Ghana
- Ghana Association of Writers
- Ghana Book Publishers Association
- Film Video Distributors Association of Ghana
- Reprographic Rights Association of Ghana

If something is protected by copyright, libraries cannot legally make it available to the public in any form other than the original. “For a work to be copyrighted it must be original and it is the expression of the idea that is protected not the idea itself” (Duncan, 2014). The copyright law provides also that authors may transfer their rights to publishers in order to bring their works to the market (public access). Generally, there are actually three groups in the copyright issues, that is, creators who are given legal rights under the copyright law, publishers who have legal rights by transfer, and users (or institutions such as libraries and schools) who have legal rights

through exceptions and limitations to creators' rights (Henderson, 2006). According to Cornish (2004), the benefit of copyright laws is the continued growth of writing, performing and creating. Without copyright protection, there would be little motivation or incentive for people to create anything, as others would be able to take the work and use it in any way they wanted.

However, creating balance among users, creators and publishers is one significant role of the copyright law. Duncan (2014) mentioned that if publishers' rights were too strong, authors and creators might know, appropriately be compensated for their labours. On the other hand, in situations where authors' or owners' rights are too strong, public access could be hindered through controlling of prices or other monopoly-like practices. Undeniably, the protection of the authors' effort is contained in the Universal Declaration of Human Rights, article 27(2), "Everyone has the right to the protection of the moral and material interest resulting from any scientific, literary or artistic production of which he is the author" (Steiner & Alston, 2000: 380).

### **What is 'Authorised or Fair Use'?**

An important part of copyright law is the Fair Use Doctrine. According to the Copyright Act in Ghana (Copyright Act, 2005), copyright-protected works can be used for certain purposes without prior permission from the authors, or the acts considered as violation of the authors' rights. It was intended to balance the rights of a work's creator with the work's possible use to society, as well as free speech rights. Fair Use permits the reproducing, copying and printing of copyrighted works, without obtaining authorisation, mainly for these reasons or purposes: criticism, comment, news reporting, teaching, scholarship, and research (Ballard, 2011: 2). The following four factors must be considered when determining if the use or duplication of a work is legal:

Authorized or 'fair use' of Copyrighted works are as follows:

1. A library with activities that are not for profit may, without the authorization of the author of copyright, make a single copy of the work by reprographic reproduction.
2. A reprographic reproduction may be made when the work reproduced is a published article, other short work or short extract of a work and where the purpose of the reproduction is to satisfy the request of an individual.

3. The library shall ascertain that the copy is to be used solely for the purpose of study, scholarship or private research.
4. The copy is made in order to preserve or replace a copy which has been lost, destroyed or rendered unusable in the permanent collection of similar library or archive if it is impossible to obtain the copy under reasonable conditions.
5. Where a library requires more than a single copy of a work by reprographic reproduction, the permission for this shall be obtained from the author, other owner of copyright or from an appropriate collective administration society authorized by the publisher.

Conventionally, the copyright system is mainly meant to balance the need to protect the work of creators while users gain right to access information (Duncan, 2014). However, the Ghana Copyright Act makes it so rigid that there is no fairness in the term 'fair use'. A library with activities that are not for profit may, without the authorization of the author of copyright, make a single copy of the work by reprographic reproduction. Where a library requires more than a single copy of a work by reprographic reproduction, the permission for this shall be obtained from the author, other owner of copyright or from an appropriate collective administration society authorized by the publisher. This is indeed problematic for libraries and librarians. At times, the librarian is torn between providing access to the information for users and protecting the owner of the copyrighted document. The authors are of the view that if libraries are allowed to make three or four copies, it will be easier to educate library users how to copy fairly than when there is only one copy of a book that is out of print or very expensive to acquire. What happens between the user and the photocopier operators nobody knows.

The rigid nature of the fair use in the Ghana Copyright Act does not overrule the importance of copyright. Bainbridge (2007) further mentions that the intellectual property law deters others from copying or taking unfair advantage of the work or reputation of another and provides remedies should this happen. According to Tetteh and Apronti (2015: 30), "Copyright promotes creativity and originality among authors by ensuring that writers do not reproduce others' works without permission." Suzor (2014: 143) states that the "common utilitarian justification for copyright is that it is a tax on readers for the purpose of giving a bounty to writers". Suzor (2014: 44) further

suggests that the “role of copyright is not to provide authors with incentives to create but to provide incentives for capital.” Copyright enables producers, writers and authors to sell products of their intellect to the public and recoup their costs of production. Copyright accordingly enables producers to invest the resources necessary to fund new productions, or the chance of being successful (Suzor, 2014).

### **Awareness of Copyright Law among Tertiary Institutions**

Creating awareness of copyright laws among users of information resources has been found by Aboyade, Aboyade, and Ajala to be essential in reducing copying and copyright infringement in tertiary institutions. Trosow (2013) notes the significance of copyright literacy, primarily of user rights and exceptions, for the purpose of avoiding “serious [copyright] rights accretion that only becomes more difficult to reverse over time” (Trosow, 2013: 215). When the academic community lacks understanding of the copyright law, there is the tendency that copyrighted materials will be used inappropriately. Hence, the need to constantly educate or remind information resource users about the dangers of copying wrongly.

In a study conducted by Aboyade, Aboyade and Ajala (2015) which sought to find out the perception of Nigerian copyright law vis-à-vis its abuse in relation to published works, the stratified and simple random sampling techniques were used to select 800 students and teachers in Federal Universities in South-West Nigeria for the study. The study found that both teachers and students photocopied copyrighted materials for reasons rather than for personal use. The study further found that majority of the respondents feigned ignorance of the knowledge of copyright. The study recommended that the Copyright Commission of Nigeria should vigorously educate students and lecturers on the grave implications of the abuse of copyright law through workshops, seminars and conferences.

In most parts of Africa, laws enacted are not complied with though the people may be aware. The only way they work is when agencies are set up to strictly ensure enforcement. An investigation conducted by Tetteh and Apronti (2015: 39) to examine the extent to which library users in tertiary institutions in Ghana are aware of the Copyright Law revealed that most library users at the Methodist University College Ghana, University of Cape Coast, Central University College, University College of Education, Winneba

and the University of Ghana, Legon are aware of the Copyright law and the consequence of violating the law, yet compliance with the law is low.

There is the temptation for lecturers, students and even librarians not to fully adhere to the copyright laws due to financial constraints in purchasing these information resources. A typical scenario is where a library of over 6000 users purchase a single copy of a book. You can imagine what will happen to this book. The tendency to copy will be too high. Garwe (2014 :76) confirmed that the causes of book piracy are poverty, book scarcity and ignorance of the copyright laws. Garwe (2014: 72) states that the 'impact of book piracy was positive as far as the beneficiaries were concerned but had debilitating effects to the copyright owners'.

### **Copyright and the Role of Librarians in Tertiary Institutions**

Academic libraries play important roles in the activities of Universities as they support teaching, learning and research. Copyright laws concern academic and research librarians because academic libraries deal with creating, accessing, preserving, displaying and providing access to systems of knowledge and copyrighted information resources. The role of the library makes the librarian a complier and enforcer of copyrights law at the same time. This makes it very challenging as sometimes the desire to provide information for users makes librarians forget about protecting the rights of the copyright holder. Garwe (2014: 74) found that librarians, most students, their parents and teachers in Zimbabwe see copying of intellectual properties in a positive light. Copying, according to these groups, provides access to content, since books and other intellectual resources are generally expensive and unavailable on the market.

In a comparative analysis of libraries' approaches to copyright, Shachaf and Rubenstein (2007) compared the extent to which libraries comply with ethical guidelines and copyright laws in Israel, Russia and the United State of America. It came to light from the study that countries create and monitor intellectual property rights and desire international copyright harmonization but library compliance with copyright laws and ethical guidelines are rare.

Tetteh (2014) examined the level of copyright awareness in educational institutions from the context of Kwame Nkrumah University of Science and Technology (KNUST) and found that both students and lecturers in KNUST are aware of the Copyright law and its implications. It was however, revealed



that 42% of respondents do not acknowledge authors and sources of information resources they consult. Out of the 500 students used for the study, 275 (55%) did not either use proper referencing styles or have no idea about the different formats for providing credit to sources of information in their papers and other academic assignments. This is not only peculiar to these institutions as it permeates in almost all the tertiary institutions in Ghana.

It is in situations like this that academic librarians should demonstrate their mastery in information literacy skills and educate the academic community on how to use information ethically to avoid plagiarism. Garwe (2004) advocated that, librarians in higher educational sectors could contribute to the reduction of book piracy by focusing first on their academic staff and students and ultimately by the whole nation through ripple effects. These ways include awareness, advocacy and enforcement of copyright laws; revitalisation of libraries as well as encouraging curriculum inclusiveness.

## **METHODOLOGY**

The study used the quantitative approach of research method but supplemented with qualitative data collected from the Reference librarian who mostly has direct contact with the students as part of her work schedule. The sample for the study was conveniently drawn from two-hundred (200) level 400 library users. It is assumed that the level 400 students being in their final year have stayed long enough at the Institute to have used varied forms of information resources and can respond appropriately to the questions. Questionnaire was used to collect data from the final year students. The quantitative data was analysed with the help of the Statistical Package for the Social Sciences (SPSS) while the qualitative data from the interview was analysed using the Thematic Content Analysis (TCA).

## **Objectives and Results**

- To find out whether information users at the Ghana Institute of Journalism are aware of the Copyright law.
- To find out the role of Librarians at the Ghana Institute of Journalism in protecting the Copyright law covering information creators, the information resources and users of information resources.

- To find out measures put in place by the Ghana Institute of Journalism in protecting intellectual properties of authors among students and lecturers.

### **Awareness of the Copyright law by students**

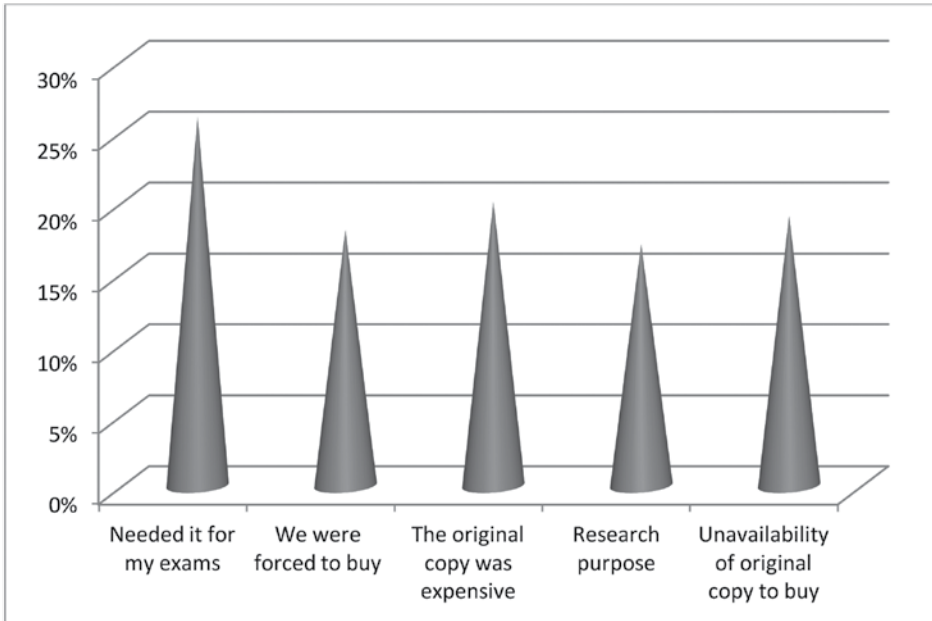
*Table 1: Have you ever photocopied a book?*

	<b>Frequency</b>	<b>Percentage</b>
Yes	82	41%
No	116	58%
No response	2	1%
Total	200	100

Out of the two hundred level 400 students sampled for the study, one-hundred and sixteen, representing 58% indicated that they had never photocopied a book in the course of their study at the Ghana Institute of Journalism. This may be as a result of the education on plagiarism and copyright undertaken by both lecturers and librarians of the Institute. Eighty-two (41%) respondents however admitted ever photocopying a book in the course of their study at the Ghana Institute of Journalism.

*Table 2: Reason for Photocopying an information resource*

	<b>Frequency</b>	<b>Percentage</b>
Needed it for my exams	52	26%
We were forced to buy	36	18%
The original copy was expensive	40	20%
Research purpose	34	17%
Unavailability of original copy to buy	38	19%
Total	200	100



The researchers sought to find out the reasons why students photocopied books and other information resources. Fifty-two (26%) of the respondents photocopied textbooks because they needed the information resource for their exams. Forty (20%) of the respondents could not afford buying the original copy of the books they photocopied because they said the books were expensive. Some thirty-eight (19%) students indicated that the original copies of the books they photocopied are not available to buy, while 36 (18%) of the students also said they were forced to buy photocopied materials by their instructors. Thirty-four (17%) of the respondents also photocopied books for research purposes. These responses are in line with the findings of Garwe (2014) that the causes of book piracy are poverty, book scarcity and ignorance of the copyright laws.

*Table 3: How often do you buy photocopied books or materials in the course of your study in GIJ?*

	<b>Frequency</b>	<b>Percentage</b>
Daily	22	11%
Weekly	102	51%
Monthly	74	37%
No response	2	1%
Total	200	100

Participants were asked how often they photocopied or bought photocopied materials in the course of their study in GIJ. Out of the two-hundred respondents, one-hundred and two (51%) indicated that they photocopied on weekly basis, while seventy-four (37%) of the students indicated that they photocopied monthly. Twenty-two respondents also indicated that they photocopied daily. Two students however did not respond to the question as shown in Table 3 above.

*Table 4: Are you aware of the copyright law governing intellectual properties in Ghana?*

	<b>Frequency</b>	<b>Percentage</b>
Yes	132	66%
No	66	33%
No response	2	1%
Total	200	100

Table 4 above sought to find out whether students are aware of the copyright law governing intellectual properties in Ghana. Majority 132 (66%) of the respondents responded in the affirmative. However, sixty-six (33%) of the respondents said they are not aware of the copyright law governing intellectual properties in Ghana. This confirms the study of Tetteh and Apronti (2015) when they found that most library users at the Methodist University College Ghana, University of Cape Coast, Central University College, University College of Education, Winneba and the University of Ghana, Legon are aware of the Copyright law and yet compliance with the law is low.

*Table 5: Does the Ghana Institute of Journalism have guidelines which educate students on plagiarism?*

	<b>Frequency</b>	<b>Percentage</b>
Yes	104	52%
No	40	20%
I do not know of such guideline	56	28%
Total	200	100

Table 5 above indicates responses given by students when they were asked whether the Ghana Institute of Journalism have guidelines which educate students on plagiarism. One hundred and four students said **yes**, while fifty-six of the students said **I do not know of such guideline**. Forty of the students also indicated **no**, meaning the Ghana Institute of Journalism has no guidelines which educate students on plagiarism.

*Table 6: How often are you educated or reminded of plagiarism and its consequence at the Ghana Institute of Journalism?*

	<b>Frequency</b>	<b>Percentage</b>
Every semester	100	50%
Every year	24	12%
In my final year	16	8%
Never	28	14%
Almost every day	20	10%
Not frequent	12	6%
Total	200	100

Half 100 (50%) of the student respondents indicated that they are educated or reminded of the copyright law governing intellectual properties in Ghana every semester. Twenty-eight (14%) of the students however, indicated that they had never been educated or reminded of the copyright law governing intellectual properties in Ghana. Twenty-four of the students also said they are educated or reminded every year about the copyright law governing intellectual properties in Ghana, sixteen students said they were educated in their final year at the Ghana institute of journalism, while, twenty also

indicated that almost every day, they were reminded or educated. Twelve students representing 6% of the student participants were of the view that they were not frequently educated or reminded of the copyright law governing intellectual properties in Ghana.

In an interview, Adjei-Kuffour (personal interview, 2018, April 20), the Reference librarian of the Ghana Institute of Journalism, revealed that there is no specific department responsible for educating students on copyright at GIJ however, the Library and some individual lecturers do educate the students on plagiarism.

### **Punitive measures at GIJ to deter plagiarism among students**

*Table 7: Punitive measures at GIJ to deter infringement of the intellectual property law in Ghana among students*

	<b>Frequency</b>	<b>Percentage</b>
There are no punitive measures	38	19%
Cancellation of paper	64	32%
I do not know of any punishment	68	34%
Deduction in marks obtained	30	15%
Total	200	100

The above Table 7 shows responses given by students when the researchers sought to find out whether there are punitive measures at GIJ to deter infringement of the intellectual property law in Ghana among students. Majority (68) of the students representing 34% indicated that they do not know of any punishment, while sixty-four representing 32% of them said students who infringe on the intellectual property law in Ghana will have their papers cancelled. Thirty-eight representing 19% of the students also think there are no punitive measures to deter students from infringing on the intellectual property law in Ghana. Thirty of the students however said students who infringe on the intellectual property law will have marks deducted from their overall score obtained from an assignment or an examination.

Adjei-Kuffour (personal interview, 2018, April 20) stated that the Institute has a citation handbook/guide in the Library which has a portion mainly on plagiarism. Lecturers have also been given copies of the citation handbook.

Adjei-Kuffour (personal interview, 2018, April 20) further said the English department course outline for students has a whole topic on plagiarism. The citation guide or handbook is designed to inform the GIJ community about the problems of plagiarism and how to cite or copy without being accused of plagiarism.

*Table 8: Where students seek help with issues related to referencing*

	<b>Frequency</b>	<b>Percentage</b>
Library	70	35%
Lecturers	14	7%
Colleagues	16	8%
I have a referencing guide/book	20	10%
Internet	80	40%
Total	200	100

Students had varied views as to where they sought help with issues related to referencing.

Eighty of the students said they had help from the Internet, while seventy said they got help from the library with issues related to referencing. Twenty of the students however indicated that they have a Referencing Guide or book from which they got help. Sixteen of the students relied on their friends while fourteen relied on their lecturers for help with issues related to referencing.

*Table 9: How conversant are you with referencing information resources you use for your assignments?*

	<b>Frequency</b>	<b>Percentage</b>
I have no idea	26	13%
I am conversant	88	44%
I am very conversant	62	31%
No response	24	12%
Total	200	100

This section found out how conversant students are with referencing information resources they use for their assignments. Majority 88 (44%) of the respondents said **I am conversant** with referencing information resources used for their assignments, while sixty-two (31%) out of the total respondents said **I am very conversant**. Twenty-six (12%) of the respondents said they **have no idea** about referencing information resources and 24 (12%) did not respond to the question.

*Table 10: Do you require further education on copying and copyright?*

	Frequency	Percentage
Yes	128	64%
No	64	32%
No response	8	4%
Total	200	100

Table 10 above enquired from students whether they require further education on copying and copyright. Majority (128) responded in the affirmative, while sixty-four responded in the negative. However, eight of the participants did not respond to the question posed.

*Table 11: GIJ students' opinion about photocopying intellectual properties*

	Frequency	Percentage
I do not see anything wrong with it	44	22%
Provide more library books to end photocopying	52	26%
Books must be affordable	48	24%
It is wrong to photocopy	56	28%
Total	200	100

Table 11 displays students' opinion about photocopying intellectual properties. Majority (56) of the students said it is wrong to photocopy others intellectual properties without permission or acknowledging them. Fifty-two of the respondents think the library should provide more books to end photocopying while, 48 also think books should be made affordable for students. However, 44 students think there is nothing wrong



with photocopying others intellectual properties without permission or acknowledging them.

*Table 12: Suggestions to reduce infringement of Copyright law among students*

	<b>Frequency</b>	<b>Percentage</b>
Constant education	92	46%
Severe punishment	26	13%
Strict rules	40	20%
Increase library resources	42	21%
Total	200	100

As shown in Table 12 above, students suggested ways to reduce infringement on the copyright law. Almost half (92) of the respondents representing 46% said constant education on the Copyright laws and its repercussions would help reduce the infringement of the law among students. Forty-two (21%) of the respondents also suggested that information resources in the library should be increased to meet the pressure and demands of the students while, some 40 (20%) students also think there should be strict rules concerning students copying others intellectual work. Some 26 (13%) students suggested severe punishment for those who infringe on the Copyright law.

Intermittently, librarians give instructional sessions on plagiarism to students during orientations. Final year students are also educated by library staff and lecturers on how to ethically use information when they are about to write their project works. Again, anytime lecturers and students borrow materials, guidelines are given to them on how to copy fairly.

## **DISCUSSION**

### **Awareness of the Copyright law by users of information at the Ghana Institute of Journalism**

Even though the study showed that majority (66%) of the students are aware of the Copyright Law as shown in Table 4, infringement of the Copyright law still exists among students at the Ghana Institute of Journalism. This

phenomenon has been attributed to lecturers coercing students to buy photocopied learning materials. The expensive nature of some of the information resources have also been identified as a reason for photocopying which makes it cheaper in acquiring the material. The unavailability of some of these information resources have also been cited as the course of photocopying among students. Even though it was evident from Table 1 that majority of the students at GIJ do not rely on photocopied materials, the percentage that agreed to ever infringing on the Copyright law is alarming (41%). From Table 3 it can be seen that 51% of the students infringe on the Copyright law on weekly basis.

### **The role of librarians at the Ghana Institute of Journalism in protecting the Copyright law covering information creators, the information resources and users of information resources.**

From Table 5, majority (52%) of the students agreed that the Ghana Institute of Journalism has guidelines which educate students on plagiarism. This guideline was prepared by the Richard McMillan library which serves the information need of the University community. Again in Table 8 some students indicated that they seek help from the library with issues related to referencing or acknowledging authors. In Table 9 most students indicated that they are conversant with referencing information resources they use for their assignments. It is therefore disturbing the rate at which authors rights are infringed upon by these students. There is no doubt some students are calling for severe punishment (13%) for those who infringe on the Copyright Law as can be seen in Table 12. Even though it is evident from the interview granted by the Reference librarian and from Table 6 that students of the Ghana Institute of Journalism are given some education on Copyright issues, there is a need for more to be done in curbing the rate at which students defy the Copyright law.

### **Measures put in place by the Ghana Institute of Journalism in protecting intellectual properties of authors among students**

It is visible from the study that GIJ has measures in place to protect intellectual properties of authors among students. Aside education, it is important that severe sanctions are given to students who infringe on the Copyright law. As proposed by some students in Table 7, students who infringe on the Copyright law should have their papers cancelled or students who infringe on the intellectual property law should have marks deducted from their

overall score obtained from an assignment or an examination. Students are calling for more education as part of the measures to curb copying without due process as shown in Table 12.

## CONCLUSION

A survey of literature revealed that copyright infringement exists in some tertiary institutions across the world and is portrayed in different ways depending on the nature and interest of the individual or institution involved in the abuse of fair use provision in the Copyright law.

Institutions must ensure that authors' intellectual properties are not reproduced without permission. Librarians can be creators and users of information and are therefore entreated to serve as moderators who promote peace or maintain cease-fire between creators and users of information. Librarians in tertiary institutions especially, the Ghana Institute of Journalism should endeavour to follow their ethical guidelines and comply with copyright laws. The Ghana Institute of Journalism community should be educated on the grave implications of the abuse of copyright law through workshops, seminars and conferences. Students should properly acknowledge their reference sources and ensure the reasonable use of authors' intellectual properties.

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