



**PERCEPTION AND AWARENESS OF INTELLECTUAL PROPERTY RIGHTS
BY UNDERGRADUATES OF TWO UNIVERSITIES IN SOUTH WEST,
NIGERIA**

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ABSTRACT

In recent times, the rate at which undergraduate students make use of works covered by intellectual property rights without seeking permission from copyright owners seems alarming. This could be detrimental to the growth of scholarship as authors could be discouraged from engaging in sound researches. The study used descriptive survey research design. The population comprise a total of 14,536 undergraduate students from University of Ibadan and Lead City University, Nigeria. Purposive and Stratified sampling technique were used to select a sample size of 347 students. Questionnaire was used to collect data for the study, which were analysed using the Statistical Package for the Social Sciences. Findings revealed that undergraduate students from the two universities were knowledgeable of the concept of intellectual property but majority of them had negative perception of it. Though majority of the respondents were aware of copyright law and intellectual property, a significant number of them was not. The university libraries of the selected schools did not provide adequate education on copyright issues. It was therefore recommended that university libraries should broaden students understanding of intellectual property and copyright laws through user education.

Key Words: Intellectual Property rights, Undergraduate Students, University libraries, Perception, Copyright Infringement.

Word Count: 350

Introduction

Ethical information use is a daily concern to university libraries. Not only must they use information in a manner that recognises the legal, moral and commercial rights of people who produce information, they must also pay attention to what undergraduates do with the information they access from the library. The education of undergraduates is a core part of the responsibilities of university libraries. Undergraduates ought to be informed about the importance of intellectual property rights for the avoidance of possible violations of such rights as unauthorised use of copyrighted materials, digital piracy and plagiarism. The correction of all these violations, within a university system falls under the function of university libraries. University libraries must up and do what teaching undergraduates the importance of respecting intellectual property rights, including the necessity, value and fundamentals of citing the works of others in academic works.

Lee (2015) defines Intellectual property (IP) as creations of the human minds for which exclusive rights are recognised. Innovators, artistes and business owners are granted certain exclusive rights to a variety of intangible assets for a specified duration. Intellectual property also refers to the creations of the mind, such as inventions, literary and artistic works, designs and symbols, names and images used in commerce. It is an intangible asset to a company. It gives business partners and financial institutions the confidence to invest in or collaborate with organisations. In addition to protecting their creation, business owners can maximise the value of their intellectual properties in many ways. They can franchise, license out or transact their intellectual property. Intellectual property is protected in law by patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create.

Some of the intellectual property rights are often infringed upon by some undergraduate students of universities, especially in less economically developed countries. Despite students' appetite for intellectual property knowledge, only a few university courses address intellectual property issues. Students perceive intellectual

property knowledge as being important, not only to their education, but to their future career (NUS 2012).

Intellectual property contributes enormously to national and state economies. This is so because authors, publishers and other creative individuals produce works that promote the culture of the society. This is important as these individual pay taxes to the government when they make profits from their intellectual property. Works of intellectual property recorded on paper-based materials and in electronic form contribute immensely to the academic activities of undergraduates in the university, as they are used in learning and research. These works can be accessed in the university library and through the Internet.

In recent times, it has been observed that students infringe on intellectual property during the course of using information materials either for their term papers or in carrying out research projects. This is done through: copying and pasting of intellectual works of others without properly referencing them, piracy and indiscriminate photocopying of copyrighted materials. Interactions with students have revealed that some students are not aware that violation of intellectual property is an academic crime. This reveals lack of awareness on the part of the students and perhaps failure on the part of the university library in providing the needed enlightenment.

Previous studies, such as Igudia and Hamzat (2015), have been conducted on students' perception of plagiarism and copyright separately but few studies have actually examined the role of libraries in enhancing undergraduates understanding of intellectual property which is a large concept that accommodates copyright infringement and plagiarism. Based on this backdrop, this study therefore examines undergraduate students' perception of intellectual property rights, and the role of the library in selected universities in Oyo State, South West Nigeria.

Research questions

The following research questions guided this study:

- i. What is the perception of undergraduate students of University of Ibadan and Lead City University on intellectual property?
- ii. What is the awareness level of undergraduate students of University of Ibadan and Lead City University on copyright laws and intellectual property rights?
- iii. To what extent do university libraries provide user education on copyrights issues in selected Nigerian universities?
- iv. What are the challenges faced by undergraduate students of selected Nigerian universities in understanding intellectual property rights?

Literature Review

Intellectual property relates to items of information or knowledge, which can be incorporated in tangible objects at the same time in an unlimited number of copies at different locations anywhere in the world. The property is not in those copies but in the information or knowledge reflected in them (Terfa, 2015). According to the World Intellectual Property Organisation (WIPO, 2011), Intellectual Property (IP) refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce. It refers to a number of distinct types of creations of the mind for which exclusive rights are recognised. These rights are granted to creators and inventors to regulate the use of their products and they are granted for a limited period of time (Adegoke, 2011). Intellectually or artistically gifted people have the rights to prevent the unauthorised use or sale of their creations, just the same as owners of physical property, such as cars, buildings, and stores.

According to Oboh (2014), the concept intellectual property has various meanings to different categories of people from the legal, business, economic, academic, social and organisational points of view. WIPO (2008) defined intellectual property from the legal point of view as that property for which an exclusive right of ownership has been granted.

The exclusive right of ownership is conferred on the owner through a legal process, thus, making intellectual property a legal issue. Intellectual property is therefore, a legal right given to innovators, inventors, authors or creators for the intellectual activity and efforts used in developing industrial, scientific innovations and inventions, and literary and artistic works to enable the owner derive economic benefit from such properties.

United Nations Economic Commission for Europe (UNECE, 2011) defined intellectual property from the economic point of view as the rights to use, sell or dispose-off creations of the mind, inventions, literary and artistic works and symbols, names, images and industrial designs used in commerce. From the academic world, Intellectual property is seen as the product of intellectual rigor which could be invention in medicine, the cure to a disease, a mechanical invention like the engine of a car, a design like the shape of phone and many others with great economic benefits while the socialist view intellectual property as intellectual product or commodity that should be made available to all for the public good (Nwannekanma, 2013). According to Okwilagwe (1993, as cited in Clifford, 2014), any material that has been produced for education, information and entertainment or for any other reason or reasons must have been written by an author, or a group of people or an organisation whose right to the material must be protected from undue exploitation by other members of the society. This means that apart from the owner of an intellectual property, no other person can make economic use of it unless he gets permission from its owner or his licensee.

Copyright as a form of Intellectual property is a legal term describing the economic rights given to creators of literary and artistic works, including the right to reproduce the work, to make copies and to perform or display the work publicly. Copyrights offer essentially the only protection for music, films, novels, poems, architecture, and other works of cultural value. As artists and creators have developed new forms of expression, these categories have expanded to include them. Computer programmes and sound recordings are now protected too. Copyrights also endure much longer than some other forms of IP. The Berne Convention, the 1886 international

agreement under which signatory states recognise each other's copyrighted works, mandates that the period of copyright protection cover the life of the author and 50 years after the death of the author. Under the Berne Convention, literary, artistic, and other qualifying works are protected by copyright as soon as they exist. No formal registration is needed to protect them in the countries party to that convention (BIIP, 2006). Asein (2012, cited in Babalola et al., 2015) opined that unlike other assets that diminish with use, copyright is not necessarily adversely affected by repeated use. In fact, the commercial value of the work may appreciate as a result of its being frequently used. For instance, the commercial value of a published novel stands a good chance of appreciating as the readership increases.

In Nigeria, the copyright laws are not effectively administered. This is the reason violation of copyright laws still persists. This manifests in terms of plagiarism, photocopying and piracy (Fabunmi, 2007). People who copy copyrighted works without permission can be punished by law, usually with a fine. In more serious cases, they could be prosecuted (Fabunmi, 2007).

Plagiarism, as an element of copyright infringement, could be described as the violation of copyright law to use all or any part of A's document, either verbatim or with trivial changes, in a document written by B, except as described in the section on fair use (Isiakpona, 2012). Plagiarism is rampant in the academia, among both students and researchers (Shahabuddin, 2009); and it occurs either knowingly or unknowingly (Maina, 2014). Plagiarism is an illicit activity synonymous with cheating. It can be described as corruption of the process of independent and critical thinking that is essential to increase in the body of knowledge (Gow 2013, cited in Idiegbeyan-Ose, 2016).

Higher education all over the world especially in this 21st century is experiencing heightened reported cases of plagiarism. The prevalence is traceable to the introduction of information and communication technologies (ICTs) in education as well as the plethora of online resources. Plagiarism undoubtedly constitutes a seemingly imperceptible threat to the growth of genuine global scholarship. The causes of plagiarism

can be summarised as: ignorance, lack of skills, and academic pressure. To buttress this point, Orim, Borg and Awala-Ale (2013, cited by Idiegbeyan-Ose, 2016) stressed that most plagiarism cases occurred as a result of lack of awareness and proper skills.

The University of Chicago (2015) outlines the common forms of plagiarism among persons in the academia as: submitting someone's work as their own; taking passages from their own previous work without adding citations; re-writing someone's work without properly citing sources; using quotations, but not citing the source; interweaving various sources together in the work without citing; citing some, but inaccurately citing the source; relying too heavily on other people's work; fails to bring original thought into the text; not all passages that should be cited; melding together cited and uncited sections of the piece; providing proper citations, but fails to change the structure and wording of the borrowed ideas enough.

Piracy is another element of copyright infringement. Piracy as opined by Bankole (1988) is "the theft of copyright which occurs for reasons of want, scarcity and inaccessibility to books." Consequently, Isiakpona (2012), citing Thomas (1991) submits that piracy is "the unauthorised or illegal reproduction of the work of an author for sale without payment of royalty or other compensation to the owner of the intellectual property so exploited." According to Lessig (2001, cited in Garwe, 2014), there exist three types of book piracy practised worldwide. The one that is most prevalent involves unlawful book reproduction. The next form is that of publication of books by a different author but then inscribing the name of a prominent author in order to improve sales. A variation of this form of piracy is whereby the pirate obliterates the name of the author and inserts another name with or without altering the content of the book. The last type of piracy involves production of translated editions of books originally written in other languages without recourse to the copyright owner.

Lack of knowledge among library users on the use of intellectual materials available in academic libraries is a growing concern in academic librarianship. This has been caused by poor communication and inadequate interaction between users and the

library. If the library is to promote awareness of intellectual property rights, there must be continual interaction with its users. Libraries use different activities to create awareness about intellectual property rights, one of which is user education. User education is an instruction which equips library users with the skills to enable them to be independent and sophisticated users of libraries and their resources (Murugan, 2013).

In the study conducted by Lydia Namugera (2014), on ‘Users’ awareness, perceptions and usage of Makerere library services in the main and selected branch libraries’, surprisingly, a significant number of participants (73.7%) were unaware of library user training services, yet it is included in the orientation programme for new students every academic year. It has however been observed that the library user training schedule coincides with lectures leaving students with limited time to attend. This problem needs to be addressed not only by the library but the University administration at large.

Musoke and Mwesigwa (2012, cited in Namugera, 2014) recommended that continuous improvement of the end-user training programme needs to be engaged. The study they conducted clearly informed that there was need to increase the number of regular end-user training programmes for the undergraduate users, in addition to the annual library freshmen’s orientation programme. There should also be one-on-one response to the users’ queries and an “Ask the Librarian” desk. Library user training service is very crucial because it is the starting point to orient and introduce new users to available services, resources and facilities.

Awareness refers to the cognitive ability of a person to discern, decipher and judge a given phenomenon. It refers to the knowledge about an object or event, the competences or skills as well as the methods of operation; it has to do with background knowledge about an object, event or any other phenomenon (Reinhardt, Mletzko, Sloep and Drachsler, 2015). Awareness and perception are two concepts that affect the judgment and action of any individual. Perception is the process of recognising, organising and interpreting sensory information, it deals with the human senses and

generate signals from the environment through the five sense organs: sight, hearing, touch, smell and taste (Human Perception and Information Processing, 2015). Awareness and perception level of researchers will have effects on their involvement in and use of intellectual property (Idiegbeyan-Ose, 2016). From the reviewed literatures above, there are diverse intellectual properties available to undergraduate students in universities in Nigeria. They range from literary works, musical works, artistic works, cinematograph films, sound recordings to broadcast. These intellectual properties when properly harnessed by undergraduate students in universities in Nigeria ensure that they are not liable to any criminal offence.

Methodology

The descriptive survey research design was used for this study. The population comprised undergraduate students of the university of Ibadan and Lead City University, Ibadan, Oyo State, Nigeria. The population of undergraduate students for the 2015/2016 session in the University of Ibadan and Lead City University were 12,894 and 1,642 respectively, making a total population of 14,536.

A two-stage sampling technique was used for the study to select only faculties that are common to both universities. Four faculties were purposively selected which are: Arts, Education, Law and Social Sciences, which sum up to 7,683 students. Stratified random sampling technique was used to select 4.5% of the total population of undergraduate students across the levels of the four faculties under investigation. A sample size of 347 undergraduate students was used as sub-set of the 7,683 undergraduate students. The major instrument for this study was a self-designed questionnaire. The data collected were analysed with the use of descriptive statistics such as means, deviations percentages and frequency distribution, using the Statistical Package for the Social Sciences (SPSS) to interpret the result of the findings.

Data Analysis

Research question one: What is the perception of undergraduate students of University of Ibadan and Lead City University on intellectual property?

Table 1: Perception of undergraduate students on intellectual property

Statement	Name of your University							
	University of Ibadan (UI)				Lead City University (LCU)			
	SA	A	D	SD	SA	A	D	SD
I am knowledgeable of the concept of intellectual property	228 (85.4%)	14 (5.2%)	24 (8.9%)	1 (0.4%)	67 (83.8%)	9 (11.3%)	3 (3.8%)	1 (1.3%)
I am knowledgeable of the types of intellectual property	132 (49.4%)	22 (8.2%)	76 (28.5%)	37 (13.9%)	60 (75%)	19 (23.8%)	1 (1.3%)	0 (0%)
I know I can create and own intellectual properties	206 (77.2%)	44 (16.5%)	14 (5.2%)	3 (1.1%)	68 (85%)	12 (15%)	0 (0%)	0 (0%)
I know the benefits I can derive from my intellectual property	192 (71.9%)	51 (19.1%)	21 (7.9%)	3 (1.1%)	75 (93.8%)	5 (6.3%)	0 (0%)	0 (0%)
I know I have the right to own and transfer my intellectual property	222 (83.1%)	35 (13.1%)	10 (3.7%)	0 (0%)	75 (93.8%)	4 (5%)	1 (1.3%)	0 (0%)
The perception of intellectual property in my institution is adequate	253 (94.6%)	7 (2.6%)	7 (2.6%)	0 (0%)	77 (96.3%)	3 (3.8%)	0 (0%)	0 (0%)
I feel laws guiding copyright and plagiarism issues are not binding on me as a student	243 (91.0%)	9 (3.4%)	14 (5.2%)	1 (0.4%)	70 (87.5%)	4 (5%)	5 (6.3%)	1 (1.3%)
I don't regard copyright infringement and plagiarism issues as a criminal offense	172 (64.4%)	85 (31.8%)	10 (3.7%)	0 (0%)	71 (88.8%)	3 (3.8%)	5 (6.3%)	1 (1.3%)
I don't feel it is necessary to acknowledge the author of a work I use	76 (28.5%)	115 (43.1%)	49 (18.4%)	27 (10.1%)	36 (45%)	25 (31.3%)	16 (20%)	3 (3.8%)
I don't perceive i should participate in intellectual property matters in my university	94 (35.2%)	143 (53.6%)	24 (8.9%)	6 (2.2%)	43 (53.8%)	30 (37.5%)	6 (7.5%)	1 (1.3%)

Table 1 shows undergraduate students' response on their knowledge of intellectual property. Total of 237 students from various faculties under study in UI, agreed that they knew what intellectual property was all about, while, 76 students in LCU agreed that they were knowledgeable of the concept of intellectual property. However, 25 students in UI and 4 of the students in LCU disagreed that they were not knowledgeable of the concept of intellectual property. This implies that a very high percentage of students in the four faculties considered in the two universities knew that they could create and own works of their intellect.

Research question two: What is the awareness level of undergraduate students in University of Ibadan and Lead City University on copyright laws and intellectual property rights?

Table 2: Awareness level of undergraduate students on copyright laws and intellectual property rights

Statement	Name of your University							
	University of Ibadan (UI)				Lead City University (LCU)			
	SA	A	D	SD	SA	A	D	SD
I am knowledgeable of the concept of copyright	92 (34.5%)	142 (53.2%)	23 (8.6%)	10 (3.7%)	15 (18.6%)	54 (67.5%)	9 (11.3%)	2 (2.5%)
I am aware of the copyright laws that exist in my university community	43 (16.1%)	134 (50.2%)	74 (27.7%)	16 (6.0%)	10 (12.5%)	44 (55%)	24 (30%)	2 (2.5%)
I know what intellectual property right entails	53 (19.9%)	164 (61.4%)	39 (14.6%)	11 (4.1%)	20 (25%)	37 (46.3%)	23 (28.8%)	0 (0%)
I know what it means to infringe on intellectual property right of others	63 (23.6%)	174 (65.1%)	23 (8.6%)	7 (2.6%)	18 (22.5%)	42 (52.5%)	19 (23.8%)	1 (1.3%)
I know the penalties for infringing on the intellectual property right of others	44 (16.5%)	150 (56.2%)	67 (25.1%)	6 (2.2%)	18 (22.5%)	33 (41.3%)	26 (32.5%)	3 (3.8%)
I know that plagiarism is a form of copyright infringement	84 (31.5%)	161 (60.3%)	21 (7.9%)	1 (0.4%)	31 (38.8%)	34 (42.5%)	9 (11.3%)	6 (7.5%)

Careful study of Table 2 shows that a total of 234 respondents from UI out of 267 respondents that participated in the research agreed that they were knowledgeable of concept of copyright, while 33 of the respondents disagreed. On the other hand, LCU had 69 respondents who agreed on this item, while 11 respondents disagreed on this item. This implies that majority of the students in these universities have the knowledge of what copyrights entail.

Research question three: To what extent does the university library provide user education on copyright issues?

Table 3: Extent which university library provides user education on copyright issues

Statement	Name of University							
	University of Ibadan				Lead City University			
	SA	A	D	SD	SA	A	D	SD
I received orientation from the library on issues of copyright and plagiarism	47 (17.6%)	51 (22.8%)	103 (38.6%)	56 (21.0%)	10 (12.5%)	20 (25%)	36 (45%)	14 (17.5%)
I have had one-on-one session in the library and discussed issues of copyright and plagiarism	29 (10.9%)	49 (18.4%)	105 (39.3%)	84 (31.5%)	6 (7.5%)	12 (15%)	43 (53.8%)	19 (23.8%)
The use of library chapter in the GES textbook has a section on copyright and plagiarism	33 (12.4%)	120 (44.9%)	86 (32.2%)	28 (10.5%)	18 (22.5%)	36 (45%)	16 (20%)	10 (12.5%)
The library provides pamphlets warning against copyright violation and plagiarism	40 (15%)	59 (22.1%)	115 (43.1%)	53 (19.9%)	14 (17.5%)	22 (27.5%)	34 (42.5%)	10 (12.5%)

Table 3 showed that total number of 103 students and 36 students from University of Ibadan and Lead City University respectively, disagreed that they received orientation from their library on copyright and plagiarism. However, total number of 108 students from University of Ibadan and 30 from lead city agreed to this item. Table 3 reviewed that majority of the students from the two universities disagreed that they had one-on-one session in the library and discussed issues of copyright and plagiarism.

Research question four: What are the challenges faced by undergraduate students in understanding intellectual property rights?

Table 4: Challenges faced by undergraduate students in understanding intellectual property rights.

Statement	Name of your University							
	University of Ibadan				Lead City University			
	SA	A	D	SD	SA	A	D	SD
Lack of awareness of copyright and plagiarism acts	70 (26.2%)	138 (51.7%)	59 (22.1%)	0 (0%)	7 (8.8%)	51 (63.8%)	20 (25%)	2 (2.5%)
Inability to cite, paraphrase and quote correctly to avoid plagiarism	46 (17.2%)	164 (61.4%)	39 (14.6%)	18 (6.7%)	9 (11.3%)	51 (63.8%)	18 (22.5%)	2 (2.5%)

Lack of library orientation on copyright issues	58 (21.7%)	164 (61.4%)	45 (16.9%)	0 (0%)	13 (16.3%)	51 (63.8%)	16 (20%)	0 (0%)
Inadequate bibliographic instructions warning against copyright and plagiarism by students	53 (19.9%)	131 (49.1%)	73 (27.3%)	10 (3.7%)	9 (11.3%)	50 (62.5%)	17 (21.3%)	4 (5%)
Lack of one-on-one session between students and the library on issues of copyright and plagiarism	73 (27.3%)	143 (53.6%)	51 (19.1%)	0 (0%)	9 (11.3%)	67 (83.8%)	4 (5%)	0 (0%)
Poor communication and interaction between students and the library on copyright and plagiarism issues	79 (29.6%)	140 (52.4%)	38 (14.2%)	10 (3.7%)	23 (28.8%)	49 (61.3%)	8 (10%)	0 (0%)

Table 4 showed 208 students from the University of Ibadan agreed that lack of awareness of copyright and plagiarism acts was one of the challenges faced by the respondents. On the other hand, 58 students from Lead City University agreed to this item. Table 4 showed that majority of the respondents from the University of Ibadan and Lead City University agreed and strongly agreed that the stated problem was one of the challenges faced in understanding intellectual property rights.

4.4 Discussion of findings

Findings from the perception of students on intellectual property revealed that students from University of Ibadan as well as those from Lead City University were knowledgeable of the concept of intellectual property but majority of them have negative perception about it. This finding corroborates the study conducted by Isiakpona (2012) which states that undergraduate students have a reasonable level of knowledge of the dictates of copyright law but still go ahead to infringe on these laws. This finding goes contrary to a study carried out by Ryan, Bonanno, Krass, Scouller and Smith, (2009) on undergraduate and postgraduate pharmacy students' perceptions of plagiarism and academic honesty; on which they discovered that there is widespread deficiency in students understanding of plagiarism across all years of undergraduate and postgraduate

pharmacy students in University of Sydney, Australia. Perhaps the study of Ryan et al (2009) would have yielded a different result if it were conducted in recent time.

On the level of awareness of undergraduate students on copyright laws and intellectual property rights, the findings disclosed that majority of undergraduate students of University of Ibadan and Lead City University were aware of copyright laws and intellectual property though a good number of them were not yet aware of such laws. This is in line with Isiakpona, (2012) on undergraduates students perception of copyright infringement: A case study of University of Ibadan Oyo state, Nigeria, where he found out that the level of awareness of copyright law by undergraduate students was considerably high but the knowledge of the provisions of the copyright laws on the use of literally materials is low among the undergraduate students in the University of Ibadan.

Discussing about the extent which university library provide user education on copyright issue the research disclosed that the university libraries from the selected schools had not provided adequate education on copyright issues, however majority of the students accepted that the chapter on use of library in the GES textbook has a section on copyright and plagiarism. This finding corroborates with the study conducted by Lydia Namugera (2014) which focused on users' awareness, perceptions and usage of Makarere library services in the main and selected branch libraries. Surprisingly, a significant number of participants (73.7%) were unaware of library user training services yet it is included in the orientation programme for new students every academic year.

The findings on the role of university library in promoting the understanding of intellectual property, indicated that majority of the respondents posited that the university library built the competence of users on how to cite, paraphrase and quote correctly to avoid plagiarism. This is because no student from university of Ibadan strongly disagreed to this, while nine and four students from university of Ibadan and lead City University respectively disagreed. This finding agreed with Ugwuanyi (2004) who asserts that Academic libraries play critical roles in intellectual property education that stave off

abuses of intellectual property rights. Some of these roles are: creation of public awareness through workshops, symposia, seminars, conferences etc.

Discussing on the challenges faced by undergraduate students in understanding intellectual property, findings disclosed that 79 and 140 students strongly agreed and disagreed respectively that poor communication and interaction between students and the library on copyright and plagiarism issues is a challenge. Only 10 students out of 267 students from University of Ibadan strongly disagreed with this. On the other hand, 23 and 49 students from University of Ibadan and Lead City University strongly agreed and agreed respectively on the above item. Only eight respondents disagreed and none strongly disagree that poor communication and interaction between students and the library on copyright and plagiarism issues is a challenge. This finding corroborates with Ugwuanyi (2014) who stated that ignorance is one of the challenges faced by undergraduate students in understanding intellectual property.

This finding also agreed with Bukhari (1996) who found that lack of sufficient user education programme (library orientation, bibliographic instructions, one-on-one session) in university libraries is another challenge faced by undergraduate students in understanding intellectual property. This finding is also in line with Somadina (1998) who illustrated that lack of user education programme at all levels and proper guiding from schools lead to deficiency at more advanced levels. That resulted in the vast majority of students having no significant information literacy skills. Technology has not been fully developed and applied towards encouraging proper research by Internet protocol IP experts.

Summary of findings

The findings of the study are summarized below:

1. Undergraduate students from University of Ibadan as well as those from Lead City University were knowledgeable of the concept of intellectual property but majority of them had negative perception of it.

2. Majority of the students of University of Ibadan and Lead City University were aware of copyright laws and intellectual property. However, a sizeable number of them were not yet aware of such laws.
3. There is lack of adequate awareness campaign on plagiarism and copyright issues by managements of university libraries in University of Ibadan and Lead City University.
4. Poor communication and interaction between students and staff of university libraries are a challenge to the effective use of the university library.

Recommendations

- i. What are the challenges faced by undergraduate students of selected Nigerian universities in understanding intellectual property rights?

The following recommendations were made based on the findings of the study:

1. University libraries should package refresher courses for students at the library on the principles and laws governing the use of library resources and intellectual property.
2. University libraries should design flyers, easy-to-read handbills and organise Workshops, Seminars and Symposium to create awareness on plagiarism and copyright issues as well as copyright laws and intellectual property rights.
3. University libraries should design credit unit courses of study to be integrated in the academic programmes of students in all fields so as to effectively educate undergraduate students on what copyright laws are and the punishments those that infringe these laws.
4. Government should effectively enforce the law governing the infringement of copyright acts in accordance with the provision of law.

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