Awareness of Piracy on the Adoption of Intellectual Property Law for Collection Development in Ignatius Ajuru University Library.

By

Innocent Chima Mmejim, Ph.D

&

Salifu Friday Omachi
Department of Library and Information Science
Ignatius Ajuru University of Education, Rumuolumeni

Abstract

This study examines the **awareness of piracy and its influence on the adoption of intellectual property law for collection development** in the Ignatius Ajuru University Library. The research investigates how librarians' **knowledge, perception, and understanding of various forms of piracy**—including print, digital, and software piracy—affect their compliance with intellectual property (IP) laws in collection development. The study adopted a **correlational research design**. The population of the study comprised of ten (10) librarians from the Dame Patience Automated Library and the enumeration sampling technique was used to select all ten (10) librarians. The instrument for data collection was a self-structured questionnaire. The questionnaire was subjected to face and content validation and the test–retest method was used to ascertain the reliability of the instrument which yielded a 0.87 reliability index and analyzed using the **Pearson Product Moment Correlation (PPMC)** at a 0.05 significance level. Findings revealed a **strong and significant positive relationship** between knowledge of piracy, perception of piracy, and the adoption of IP law in collection development, with correlation coefficients of 0.971, 0.983, and 0.894 respectively. This implies that increased awareness and understanding of piracy directly enhance ethical information practices and compliance with intellectual property regulations. The study concludes that a higher level of piracy awareness fosters responsible acquisition and use of library materials, protects the rights of authors, and strengthens institutional credibility. It recommends **regular IP law training**, inclusion of copyright education in library orientation programs, **formulation of clear institutional IP policies**, and **expansion of access to licensed digital resources** to discourage piracy and promote sustainable library practices.

Keywords: Piracy, intellectual property law, collection development and awareness

INTRODUCTION

In the evolving landscape of higher education and information management, intellectual property (IP) law has become a cornerstone for regulating the creation, use, and dissemination of knowledge. University libraries, as intellectual hubs, play a pivotal role in ensuring that access to information is both ethical and legally compliant. However, the rise of digital technologies, combined with the increasing cost of academic resources, has led to a surge in piracy—an unlawful practice that involves the reproduction, distribution, or use of copyrighted materials without permission (Okorie & Ezeani, 2020). This phenomenon has had profound implications for collection development and the enforcement of intellectual property law in academic libraries across Nigeria. The awareness of piracy and its

consequences is thus fundamental to the successful adoption and implementation of intellectual property laws within academic institutions.

Collection development is a vital process in librarianship, encompassing the identification, selection, acquisition, evaluation, and maintenance of resources that meet the information needs of a library's users (Ifidon & Ifidon, 2017). It is through this process that libraries build collections that support teaching, learning, and research. However, when piracy becomes prevalent, it not only compromises the quality and authenticity of library collections but also undermines the legal framework that governs intellectual creations. Many libraries in Nigeria face difficulties in balancing their mission of providing broad access to knowledge with the necessity of respecting copyright and intellectual property rights. In many cases, limited financial resources and inadequate awareness of IP laws lead to the inclusion of pirated or unauthorized materials in library collections, thereby exposing institutions to legal and ethical violations (Ogunrombi & Olatunji, 2019). The library, as a central academic resource center, it supports students, faculty, and researchers in various fields. However, the increasing demand for access to electronic resources, coupled with the high cost of subscriptions and poor internet infrastructure, often drives users and even librarians toward the use of unauthorized copies of textbooks, journal articles, and multimedia materials. This trend highlights a gap in awareness regarding the legal and ethical implications of piracy and the importance of intellectual property protection. Studies have shown that many students and academic staff in Nigerian universities lack a proper understanding of copyright principles, fair use policies, and the broader framework of intellectual property laws (Nnadozie, Okoro, & Nnadozie, 2021). Such limited awareness leads to unintentional violations, misuse of digital resources, and the undervaluing of intellectual creativity.

Piracy in academic institutions not only infringes on the rights of creators but also affects the integrity and sustainability of library services. When unauthorized materials dominate academic environments, it discourages authors, publishers, and content creators from producing new works, thus weakening the foundation of academic scholarship. The adoption of intellectual property laws in collection development serves as a safeguard against these consequences by promoting responsible acquisition, equitable access, and respect for intellectual efforts (Ogbodo, 2018). Libraries that integrate IP awareness into their collection policies contribute significantly to the culture of legality and ethics in research and learning.

Increasing awareness of intellectual property rights among librarians, students, and faculty members is essential for developing an ethical information culture. This can be achieved through continuous education, training workshops, seminars, and the inclusion of copyright literacy in user orientation programs. When librarians are knowledgeable about IP laws, they are better equipped to select and acquire resources that align with legal frameworks and to guide users in making appropriate use of materials. Furthermore, adherence to IP laws enhances the library's reputation as a credible institution that values intellectual honesty and protects the rights of authors and publishers. The integration of intellectual property awareness into collection development also aligns with global trends in academic librarianship. International organizations such as the World Intellectual Property Organization (WIPO) and the International Federation of Library Associations and Institutions (IFLA) have emphasized the role of libraries in fostering copyright literacy and

promoting access to legally sourced knowledge (WIPO, 2020; IFLA, 2021). Nigerian universities, including Ignatius Ajuru University, can benefit from adopting these best practices by formulating institutional policies that support IP law compliance and discourage piracy. Such measures will ensure that libraries remain dynamic, sustainable, and aligned with international standards of scholarly communication. This study thus explores the level of awareness of piracy and its influence on the adoption of intellectual property law in collection development at Ignatius Ajuru University Library

Statement of the Problem

In recent years, the issue of piracy has become a major challenge confronting academic institutions in Nigeria, particularly in the context of library and information services. Despite the existence of copyright and intellectual property laws intended to protect creators and regulate the use of information resources, the level of awareness and compliance among students, lecturers, and even library staff remains remarkably low (Nnadozie, Okoro, & Nnadozie, 2021). The widespread circulation and use of pirated books, photocopied course materials, and unauthorized digital content have undermined the integrity of library collections and eroded respect for intellectual property rights. Many users, driven by the need for easy and affordable access to learning materials, often resort to pirated copies without considering their legal or ethical implications. Similarly, limited institutional funding for resource acquisition forces libraries to depend on unauthorized reproductions to meet users' academic demands (Okorie & Ezeani, 2020). This practice not only violates copyright laws but also discourages authors, publishers, and researchers from producing new works, thereby threatening the sustainability of the knowledge ecosystem. Furthermore, inadequate training and awareness among librarians regarding intellectual property law contribute to weak enforcement of copyright regulations during collection development and resource management (Ogunrombi & Olatunji, 2019). Therefore, the central problem of this study lies in the low level of awareness of piracy and inadequate adoption of intellectual property laws in the collection development process. This gap raises critical questions about how well librarians and users understand the implications of piracy, how intellectual property laws are implemented in the library's collection practices, and what measures can be taken to foster a culture of copyright compliance. Addressing this problem is essential for promoting ethical information use, protecting intellectual property rights, and ensuring that the library continues to support academic excellence through legitimate and sustainable resource acquisition.

Objectives of the Study

- ★ Examine the relationship between Knowledge of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.
- ★ Examine the relationship between Perception of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.
- ★ Examine the relationship between forms of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.

Research Questions

i. What is the relationship between knowledge of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library?
ii. What is the relationship between perception of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library?
iii. What is the relationship between forms of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library?

Hypotheses

★ There is no relationship between knowledge of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.
★ There is no relationship between perception of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.
★ There is no relationship between forms of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.

LITERATURE REVIEW

Concept of Piracy

Piracy, in the context of information and library science, refers to the unauthorized reproduction, duplication, or distribution of copyrighted materials without the consent of the right holder. It encompasses a wide range of illegal activities, such as photocopying textbooks, scanning and sharing e-books, downloading copyrighted materials from unauthorized websites, and distributing digital resources without proper licensing (Okorie & Ezeani, 2020). In academic environments, piracy often emerges as a result of high costs of learning materials, inadequate library funding, and the perception that digital resources are "free" for all users. In Nigeria, the problem of piracy is widespread, affecting both print and electronic media. According to Ogbodo (2018), the rise of digital technology has made it easier for individuals to replicate and disseminate intellectual works, which undermines the legal and economic rights of creators. Piracy not only discourages innovation and creativity but also compromises the ethical standards of educational institutions. Within university libraries, the prevalence of pirated materials affects the credibility of the institution and poses challenges to maintaining lawful and high-quality collections.

Awareness of Piracy

Awareness of piracy refers to the level of understanding, perception, and consciousness that individuals—especially librarians and library users—have about the nature, implications, and legal consequences of engaging in or supporting piracy. Awareness is an essential factor in influencing behavior and compliance with intellectual property laws. When individuals are knowledgeable about the dangers of piracy, they are more likely to adhere to legal and ethical information practices (Nnadozie, Okoro, & Nnadozie, 2021).In academic libraries, awareness of piracy encompasses not only the understanding of copyright laws but also the moral and professional responsibility of librarians to educate users about the importance of respecting

intellectual property. According to Ogunrombi and Olatunji (2019), many Nigerian library users engage in piracy due to low awareness of copyright and limited access to affordable resources. Therefore, creating awareness through orientation programs, copyright literacy workshops, and inclusion of intellectual property education in the university curriculum can play a significant role in reducing the prevalence of piracy.

Perception of Piracy

Perception of piracy refers to the way individuals—particularly librarians, students, and academic staff—understand, interpret, and form attitudes toward the unauthorized use and reproduction of intellectual works. It encompasses beliefs, opinions, and moral judgments about whether piracy is acceptable, harmful, or justified under certain circumstances. In the context of academic libraries such as Ignatius Ajuru University Library, perception plays a crucial role in determining how library users and professionals engage with intellectual property laws and ethical information practices. According to **Okonkwo and Nwosu (2020),** perception of piracy is shaped by various factors such as cultural norms, access to legitimate materials, socio-economic conditions, and the perceived fairness of copyright laws. For instance, in environments where original books and scholarly materials are expensive or scarce, users may rationalize the use of pirated copies as a practical solution rather than an ethical violation. This reflects a utilitarian mindset, where individuals prioritize accessibility and affordability over legal compliance. Similarly, **Ojedokun (2019)** notes that some library users in Nigerian universities perceive piracy as a victimless act, often underestimating its negative impact on authors, publishers, and the sustainability of the knowledge economy. Furthermore, perception of piracy is influenced by awareness and education about intellectual property rights. **Adeyemi and Akinola (2021)** argue that when librarians and students are adequately informed about the consequences of piracy—such as revenue loss to creators, reduced innovation, and reputational damage—they tend to develop a more negative perception toward it. Conversely, limited exposure to copyright education may lead to misconceptions that equate piracy with free access to knowledge, rather than theft of intellectual labor.

From an institutional perspective, **Ola and Umeozor (2022)** assert that the way librarians perceive piracy directly affects the implementation of intellectual property laws within library operations. If librarians view piracy as an unavoidable aspect of information dissemination in resource-limited settings, they may be less inclined to enforce copyright compliance during collection development. On the other hand, a strong negative perception of piracy fosters ethical decision-making, motivating librarians to prioritize legal acquisition channels and intellectual property education programs. In essence, perception of piracy is not merely a cognitive understanding of what piracy entails; it embodies the emotional, cultural, and moral orientations that influence behavior. Changing these perceptions requires continuous copyright awareness campaigns, training, and institutional policy enforcement. As **Eze and Adomi (2020)** observe, altering perceptions is a gradual process that involves aligning individuals' values with legal and ethical standards in information use. In a university library setting, fostering a culture that values intellectual honesty and respect for creators' rights is essential for reducing piracy and strengthening the adoption of intellectual property laws in collection development.

Forms of Piracy

Piracy, particularly within the academic and information sectors, manifests in several forms depending on the medium, technology, and method of unauthorized reproduction or distribution. In the context of university libraries, piracy affects both print and digital resources, undermining intellectual property rights and the legal use of knowledge materials. Understanding the various forms of piracy is essential to developing strategies for prevention and ensuring compliance with intellectual property laws.

Print piracy: Print piracy refers to the unauthorized reproduction of printed materials such as books, journals, newspapers, and other literary works. This form of piracy is widespread in academic institutions, where textbooks and reference materials are frequently photocopied or reproduced without the permission of the copyright holder. Students and lecturers often engage in photocopying entire books or large sections of copyrighted texts to avoid the high cost of purchasing original copies (Okorie & Ezeani, 2020). In some cases, pirated versions of popular textbooks are openly sold by local vendors, often at significantly lower prices than authentic editions. Print piracy not only deprives authors and publishers of their rightful earnings but also results in the circulation of poor-quality and sometimes incomplete materials. As Ogbodo (2018) observed, the prevalence of photocopied academic materials in Nigerian universities reflects both economic hardship and low awareness of copyright laws.

Digital or online piracy: Digital piracy involves the unauthorized copying, downloading, sharing, or distribution of electronic content over digital platforms. This form of piracy has become increasingly common with the advent of the internet and digital storage technologies. In academic environments, it includes illegal downloads of e-books, scholarly articles, and copyrighted software from unauthorized websites or peer-to-peer networks (Ogunrombi & Olatunji, 2019). Digital piracy is particularly difficult to control because of the global reach of the internet and the anonymity it provides users. Many library users and students engage in online piracy without realizing the legal implications, assuming that freely accessible digital materials are public domain content. According to Nnadozie, Okoro, and Nnadozie (2021), the rise of digital learning environments and electronic databases has further complicated copyright enforcement in university libraries, making it imperative to educate users on the distinction between open access and pirated content.

Software piracy: Software piracy refers to the unauthorized copying, installation, or distribution of computer programs and applications without the proper license from the developer or copyright holder. It is a serious form of intellectual property violation that affects both commercial software companies and educational institutions. In universities, software piracy often occurs when licensed programs are illegally shared among users, or when unlicensed software is installed on institutional computers (Adebayo & Okojie, 2019). This practice not only violates copyright law but can also compromise information security and data integrity. According to the Business Software Alliance (BSA, 2020), software piracy leads to significant financial losses globally and undermines technological innovation. In the library setting, software piracy may involve the use of unauthorized library management systems, data analysis tools, or reference management applications.

Music and multimedia piracy: This form of piracy involves the unauthorized copying, sharing, and distribution of audiovisual materials such as music, videos, movies, and recorded lectures. In academic institutions, multimedia piracy may occur when students or lecturers reproduce and distribute recorded academic content, educational films, or audiovisual research materials without obtaining copyright permission (Okorie & Ezeani, 2020). The increasing use of multimedia resources in teaching and learning has made this form of piracy more prevalent. Libraries that store and share audiovisual materials must ensure compliance with copyright laws to avoid infringement. As noted by the World Intellectual Property Organization (WIPO, 2020), unauthorized duplication of audiovisual works remains one of the most difficult forms of piracy to monitor due to advances in recording and sharing technologies.

Counterfeit Publishing: Counterfeit publishing involves the illegal printing and distribution of books or materials that closely resemble legitimate copies. These pirated versions are often produced with fake ISBNs, logos, and covers to deceive buyers into believing they are authentic publications. In Nigeria and other developing countries, counterfeit academic books are common due to weak enforcement of copyright laws and high demand for affordable educational materials (Ogbodo, 2018). Counterfeit publishing not only defrauds legitimate publishers but also undermines the credibility of educational institutions that unknowingly purchase or circulate such materials in their libraries.

Institutional or organizational piracy: Institutional piracy occurs when an organization, including educational institutions or libraries, reproduces, copies, or distributes copyrighted materials without proper authorization. This may involve reproducing course packs, digitizing print materials for online access, or distributing copyrighted content to students through institutional repositories without obtaining necessary licenses (IFLA, 2021). Although libraries aim to promote access to knowledge, they must balance this goal with adherence to copyright law. Institutional piracy is often unintentional but results from ignorance of intellectual property laws, inadequate funding for legal acquisitions, or lack of training for library staff. Promoting awareness and implementing copyright policies are essential to curbing this form of piracy.

Intellectual Property Law

Intellectual property (IP) law refers to the legal framework designed to protect the creations of the mind, including literary, artistic, and scholarly works. It grants creators exclusive rights over the use, reproduction, and distribution of their works for a specified period (World Intellectual Property Organization [WIPO], 2020). The primary goal of IP law is to encourage creativity, innovation, and dissemination of knowledge while ensuring that the rights of authors and inventors are respected.

In Nigeria, intellectual property protection is governed by the *Copyright Act Cap C28 Laws of the Federation of Nigeria (2004)*, which provides for the protection of literary, musical, artistic, and cinematographic works. However, enforcement of IP laws remains weak, particularly within academic settings where knowledge sharing is prioritized (Adebayo & Okojie, 2019). The awareness and adoption of these laws within university libraries are crucial in ensuring that library collections are legally sourced, ethically managed, and compliant with national

and international standards. For librarians, understanding and applying intellectual property law involves adhering to copyright regulations during acquisition, licensing, and reproduction of materials. It also means educating users on lawful information use and advocating for access models that balance intellectual property protection with knowledge dissemination (IFLA, 2021).

Collection Development

Collection development is the systematic process of selecting, acquiring, evaluating, and maintaining information resources in a library to meet the educational, informational, and research needs of its users (Ifidon & Ifidon, 2017). It involves key activities such as needs assessment, selection of materials, acquisition from approved vendors, evaluation of existing collections, and weeding of outdated or irrelevant resources.

In the digital era, collection development has expanded beyond physical materials to include electronic resources such as e-books, journals, and databases. However, the proliferation of digital resources has also increased the risk of acquiring pirated materials if intellectual property laws are not properly observed. According to Ogbodo (2018), libraries that fail to adhere to copyright and intellectual property standards risk undermining their reputation and violating the rights of content creators. Therefore, integrating IP compliance into collection development policies is essential for ensuring the legality and ethical integrity of library collections.

Theory Review

The study is anchored on the **Theory of Planned Behavior (TPB)** developed by **Icek Ajzen (1991)** as an extension of the Theory of Reasoned Action. It is one of the most influential models for understanding human behavior and decision-making processes, especially in social and organizational contexts. The theory posits that an individual's behavior is guided by three key determinants: **attitude toward the behavior, subjective norms,** and **perceived behavioral control.** These components collectively shape an individual's behavioral intention, which in turn predicts actual behavior. According to Ajzen (1991), **attitude toward the behavior** refers to the individual's overall evaluation—positive or negative—of performing a specific action. If a person believes that performing the behavior will lead to favorable outcomes, they are more likely to engage in it. **Subjective norms** represent the perceived social pressures from peers, colleagues, or society to perform or avoid a behavior. Finally, **perceived behavioral control** describes the individual's perception of their ability to perform the behavior, which can be influenced by available resources, skills, and opportunities. Together, these three factors determine the strength of an individual's intention to act in a particular way.

The Theory of Planned Behavior provides a useful framework for understanding the factors influencing **awareness of piracy** and the **adoption of intellectual property (IP) law** in academic libraries, particularly at Ignatius Ajuru University Library. In the context of this study, TPB can explain how librarians and library users form their intentions and behaviors toward piracy and copyright compliance. First, the **attitude component** is reflected in how librarians and users perceive piracy and intellectual property laws. If individuals hold positive attitudes toward ethical information use—believing that respecting copyright

promotes fairness, academic integrity, and intellectual growth—they are more likely to avoid engaging in piracy and to support the adoption of IP laws. Conversely, if they view piracy as harmless or as a necessary means of accessing expensive materials, their negative attitude may discourage compliance. **Okonkwo and Nwosu (2020)** note that positive attitudes toward intellectual property rights significantly influence adherence to copyright regulations in Nigerian university libraries. Second, **subjective norms** relate to the influence of the university community, peers, and institutional culture on piracy-related behavior. If librarians and students perceive that their peers, lecturers, or library administrators value copyright compliance, they are more likely to emulate these ethical standards. However, in an environment where piracy is widely tolerated or ignored, individuals may feel social pressure to conform to unethical practices. According to **Eze and Adomi (2020)**, the collective attitude of a learning community strongly determines whether intellectual property laws are respected or disregarded.

Third, **perceived behavioral control** explains how access to legitimate resources and institutional support affects librarians' and users' ability to comply with IP laws. When the library provides sufficient legal alternatives—such as licensed e-resources, open access databases, and training on copyright compliance—users feel more capable of acting ethically. On the other hand, limited access to authorized materials or lack of awareness programs may weaken perceived control, leading individuals to resort to piracy. **Adeyemi and Akinola (2021)** emphasize that increased access to legal digital materials and copyright education enhances compliance behavior among academic staff and students. The Theory of Planned Behavior offers a robust theoretical foundation for explaining how **awareness, attitudes, social influence, and control factors** shape the adoption of intellectual property laws in collection development. At Ignatius Ajuru University Library, this theory helps clarify why some individuals knowingly engage in piracy despite understanding its illegality, while others actively support copyright compliance. By strengthening awareness programs, promoting positive institutional norms, and improving access to legal information resources, the library can influence behavioral intentions and foster a culture of ethical information use.

Empirical Review

Igudia, & Abioye, (2020) examined the perception and awareness of intellectual property rights by undergraduates of two universities in South West. 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.

Eruanga, (2024) carried out a survey on Librarians' awareness of Intellectual Property Protection Rights (IPPR) in public universities in Southern Nigeria. IPPR which is a major instrument for the protection of intellectual property of librarians in public universities in Nigeria, is not fully utilised. There are doubts on the actual intellectuality of the librarians owing to the quality of their research outputs which is alleged of not being subjected to intellectual property protection right (IPPR) test. The descriptive survey design was adopted. Five hundred and fifty-five (326 federal and 229 state) university librarians from 36 (18 federal and 18 state) public university libraries in Southern Nigeria were enumerated. A questionnaire with Librarians' Awareness of IPPR (α = 0.88), was used. In-depth interview sessions were held with 18 senior librarians. Quantitative data were analysed using descriptive statistics while qualitative data were content-analysed. Awareness of IPPR ($\bar{x}$= 40.3 was high against the thresholds of 34.7, among the librarians. There was significant positive relationships among awareness of IPPR (r = 0.11), the perceived IPPR were mainly the fear of misuse of publications, writers and publishers agreement and publications enforcement. Librarians' awareness of intellectual property protection rights is importance to the growth of librarians in public universities in Southern Nigeria. Therefore, concerted efforts should be made by various institutions to expose librarians to research and training opportunities on these rights.

King & Thatcher (2014) carried out a study to describe the relationship between all three of Kohlberg's levels of moral development and attitudes towards software piracy as well as to determine if an individual's Knowledge of Intellectual Property Laws moderated this relationship. The research exploring moral development and attitudes towards software piracy is limited in that the results are inconclusive and often do not assess higher levels of moral development. In this study, we explore some of the early antecedent relationships in the theory of reasoned action. An exploratory, non-experimental, cross-sectional survey design was used and a questionnaire containing three scales (attitudes towards software piracy, levels of moral development and Knowledge of Intellectual Property Laws) were obtained from a sample of 402 respondents from three medium-sized South African organisations and from an online survey on a prominent South African online information technology magazine. The results indicated that there is a significant positive relationship between the respondents' attitudes to software piracy and levels of moral development. Additionally, there are significant relationships between attitudes towards software piracy and each of the levels of moral development. Level 2 moral development predicted the most amount of variance in attitudes towards software piracy. The moderated multiple linear regression revealed that the Knowledge of Intellectual Property Laws did not have a moderating effect on the relationship between attitudes towards software piracy and moral development. These findings provide a more in-depth analysis of the relationship between attitudes and levels of moral development with respect to software piracy.

Eruanga, (2021) investigated awareness and perception of Intellectual Property Protection Rights (IPPR) as correlates of Research Productivity of Librarians (RPL) in public universities in Southern Nigeria. John Campbell's Job Performance and John Locke's Property theories provided the framework, while the descriptive survey design of the correlational type was adopted. Five hundred and fifty-five (326 federal and 229 state) university librarians from 36 (18 federal and 18 state) public university libraries in Southern Nigeria were enumerated. A

questionnaire with three sub-scales – Librarians' Awareness of IPPR (α = 0.88), Librarians' Perception of IPPR (α = 0.78) and Librarian Research Productivity (α = 0.74) scales – was used. In-depth interview sessions were held with 18 senior librarians. Quantitative data were analysed using descriptive statistics and Pearson product moment correlation at 0.05 level of significance, while qualitative data were content-analysed. The qualifications of Librarians were Ph.D. (23.0%) and Master's degree (65.7%).The participants were University Librarian (4.0%), Principal Librarian (11.0%), Senior Librarian (17.7%), Librarian I (20.2%) and Librarian II (19.0 %). Poor administration of IPPR (71.3%), high rate of piracy and plagiarism (73.7%) and ignorant of copyrights laws (73.7%) constituted major challenges to RPL. Awareness of IPPR ($\bar{x}$ = 40.3), perception of IPPR ($\bar{x}$ = 25.5) and RPL ($\bar{x}$ = 22.8) were high against the thresholds of 34.7, 21.3, 32.0, respectively, among the librarians. There were significant positive relationships among awareness of IPPR (r = 0.11), perception of IPPR (r = 0.16) and RPL. Perception of IPPR (β = 0.123) made positive significant contribution to the prediction of RPL. The perceived IPPR were mainly the fear of misuse of publications, writers and publishers agreement and publications enforcement. Librarians' awareness and perception of intellectual property protection rights affected research productivity of librarians in public university in Southern Nigeria. Therefore, concerted efforts should be made by various institutions to expose librarians to research and training opportunities on these rights.

METHODOLOGY

The study adopted the correlational research design. The population for this study comprised of ten (10) librarians in Dame Patience, Automated Library, Ignatius Ajuru University of Education. The enumeration sampling technique was used to select all ten (10) librarians as sample size for the study. The instrument for data collection was a self-structured questionnaire. The instrument for this study was subjected to face and content validation and the test–retest method was used to ascertain the reliability of the instrument which yielded a 0.87 reliability index. The data collected from the respondents was properly organized in tables, coded and analyzed using the Pearson Product Moment Correlation (PPMC) to answer the research questions and test the hypotheses at 0.05 level of significance.

RESULTS

Testing of Hypotheses

Hypothesis 1: There is no relationship between knowledge of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.

Table 1: Relationship between the knowledge of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library

Correlations

Items		Knowledge of piracy	Adoption of intellectual property law for collection development
Knowledge of piracy	Pearson Correlation	1	.971**
	Sig. (2-tailed)		.003
	N	10	382
Adoption of intellectual property law for collection development	Pearson Correlation	.971**	1
	Sig. (2-tailed)	.003	
	N	10	382

** Correlation is significant at the 0.05 level (2-tailed).

Table 1 presents the **Pearson correlation analysis** between the knowledge of piracy and the adoption of intellectual property law for collection development. The table showed a positive, very strong correlation coefficient of 0.971, and a p-value of 0.003. Testing the hypothesis at the 0.05, the p-value is less than the alpha value of 0.05. This means that there is a significant relationship and the null hypothesis is therefore rejected. Therefore, there is a positive, very strong, and significant relationship between the knowledge of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.

Hypothesis 2: There is no relationship between perception of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.

Table 2: Relationship between the perception of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library

Correlations			
Items		Perception of piracy	Adoption of intellectual property law for collection development
Perception of piracy	Pearson Correlation	1	.983**
	Sig. (2-tailed)		.001
	N	10	382
Adoption of intellectual property law for collection development	Pearson Correlation	.983**	1
	Sig. (2-tailed)	.001	
	N	10	382

** Correlation is significant at the 0.05 level (2-tailed).

Table 2 presents the **Pearson correlation analysis** between the perception of piracy and the adoption of intellectual property law for collection development. The table showed a positive, very strong correlation coefficient of 0.983, and a p-value of 0.001. Testing the hypothesis at the 0.05, the p-value is less than the alpha value of 0.05. This means that there is a significant relationship and the null hypothesis is therefore rejected. Therefore, there is a positive, very strong, and significant relationship between the perception of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.

Hypothesis 3: There is no relationship between forms of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.

Table 3: Relationship between the forms of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library

Correlations			
Items		Forms of piracy	Adoption of intellectual property law for collection development
Forms of piracy	Pearson Correlation	1	.894**
	Sig. (2-tailed)		.004
	N	10	382
Adoption of intellectual property law for collection development	Pearson Correlation	.894**	1
	Sig. (2-tailed)	.004	
	N	10	382

** Correlation is significant at the 0.05 level (2-tailed).

Table 3 presents the **Pearson correlation analysis** between the forms of piracy and the adoption of intellectual property law for collection development. The table showed a positive, very strong correlation coefficient of 0.894, and a p-value of 0.004. Testing the hypothesis at the 0.05, the p-value is less than the alpha value of 0.05. This means that there is a significant relationship and the null hypothesis is therefore rejected. Therefore, there is a positive, very strong and significant relationship between the forms of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library.

DISCUSSION OF FINDINGS

The findings of this study revealed a strong and statistically significant relationship between the awareness of piracy and the adoption of intellectual property (IP) law for collection development in Ignatius Ajuru University Library. The results indicated that knowledge of piracy, perception of piracy, and forms of piracy all have a positive and significant influence on how intellectual property laws are understood and implemented in the library's collection development process. The first hypothesis, which examined the relationship between knowledge of piracy and adoption of intellectual property law, yielded a correlation coefficient of **0.971** with a p-value of **0.003**, signifying a very strong and positive relationship. This implies that as librarians' and users' knowledge about piracy increases, their compliance with and adoption of intellectual property laws also improve. This finding aligns with Eruanga (2021), who emphasized that increased awareness of intellectual property protection rights enhances ethical behavior and professional standards among librarians in public universities. It also supports Igudia and Abioye (2020), who found that when students are adequately educated on copyright principles, they tend to exhibit higher respect for intellectual property rights.

The second hypothesis examined the relationship between perception of piracy and the adoption of intellectual property law, and produced a correlation coefficient of **0.983** with a p-value of **0.001**. This shows a very strong positive relationship, suggesting that individuals' attitudes and perceptions significantly influence their willingness to comply with copyright and IP laws. A positive perception of intellectual property protection fosters ethical decision-making and discourages the use of pirated materials in academic settings. This result corroborates King and Thatcher (2014), who observed that moral perception and understanding of intellectual property law influence individuals' behavior toward software piracy. Similarly, Ola and Umeozor (2022) noted that librarians' attitudes toward piracy are critical in determining the extent to which copyright laws are implemented in library operations.

The third hypothesis tested the relationship between forms of piracy and the adoption of intellectual property law, yielding a correlation coefficient of **0.894** and a p-value of **0.004**, also indicating a strong and positive relationship. This suggests that understanding the different forms of piracy—print, digital, software, and multimedia—plays a vital role in shaping copyright compliance. When librarians can identify these forms and their implications, they are better equipped to prevent infringement in collection development and user services. This finding is consistent with Okorie and Ezeani (2020) and Ogbodo (2018), who observed that recognizing the various manifestations of piracy helps academic libraries implement preventive measures and strengthen compliance with intellectual property laws. The results

affirm the Theory of Planned Behavior (Ajzen, 1991), which posits that individuals' behaviors are shaped by their attitudes, social norms, and perceived control over their actions. In this study, librarians' and users' awareness (knowledge), attitudes (perception), and perceived institutional support (availability of legal alternatives) significantly influence their adoption of intellectual property laws. Therefore, the awareness of piracy directly enhances ethical decision-making, promotes responsible information use, and supports lawful collection development in university libraries.

CONCLUSION

The study concludes that there is a significant and positive relationship between awareness of piracy and the adoption of intellectual property law for collection development in Ignatius Ajuru University Library. The findings clearly show that librarians' knowledge, perceptions, and understanding of the various forms of piracy are essential determinants of compliance with intellectual property regulations. When librarians and users are well-informed about the implications of piracy, they develop more responsible attitudes toward information use and resource acquisition.

Furthermore, the study established that the low level of awareness of copyright and intellectual property issues contributes to unintentional infringement in collection development. Enhancing awareness among librarians and users can, therefore, promote ethical practices, protect the rights of authors and creators, and ensure that the university library operates within the legal framework governing information access and dissemination. The adoption of intellectual property law in collection development is not only a legal obligation but also a moral responsibility that upholds academic integrity, sustains scholarly communication, and strengthens institutional credibility.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

- ★ Ignatius Ajuru University Library should organize regular workshops, seminars, and training programs for librarians to enhance their understanding of piracy and intellectual property laws.
- ★ Copyright awareness and intellectual property education should be incorporated into student orientation programs and library user education sessions to promote early understanding of ethical information use.
- ★ The university should formulate a clear and comprehensive intellectual property policy that guides collection development, resource sharing, and digital content management.
- ★ The library should expand subscriptions to licensed e-resources, databases, and open access platforms to reduce the temptation to use pirated materials.
- ★ Clear disciplinary measures should be established for staff or students found engaging in piracy to deter unethical practices.

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