A study on the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana

By :

Hazlin Ibrahim Khan
(IM 772)

Faculty of Information Management

Mara University of Technology

Puncak Perdana, Shah Alam

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AUTHOR DECLARATION

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Name of Candidate : Hazlin Ibrahim Khan

Candidate I.D. No. : 2013725767

Programme : Master in Library Science

Faculty : Information Management

Research Title : A study on the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana

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Signature of Candidate: ....

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ABSTRACT

The advent of digital libraries today has been mired with several aspect including the development of appropriate technologies, issues related to storage, right management and so on. With the application of technologies in digital libraries, process of digitization can easily done, the increasing of storage capacity and the improving quality of accessing the materials or information. However, just as digital technology creates new opportunities for library user to have convenient access to massive library digital content, this technology at the same time helps open the possibility of user's problematic behaviour, such as massive downloading or even copyright law violation. The purpose of this study is to identify on the awareness of copyright and investigate the factor that contribute to the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana. To achieve the research objective, quantitative method were use to get the feedback from respondent. Overall, 256 respondent involve in answering questionnaire, then analysed using SPSS software to show the possible correlation between dependent and independent variables selected in study. In addition, SPSS is the most common methods used in order to analyse findings for quantitative data.

From the findings, it shows that three factors have a major/significant influence on the awareness on copyright towards digital collection namely policy guidance, promotional programs and training. Finding also shows that three factors discussed in this study have a relationship and contribute to the lawful attitude of respondent. In general, the findings can conclude that for PTAR, UiTM Puncak Perdana users, there is evidence that policy guidance, promotional activities and training about copyright is related to lawful attitude. In particular, it indicate that the more a user knows about copyright, the greater their lawful attitude when accessing the digital content provided by library. However, the importance of respecting intellectual property rights in particular copyright on digital content is still at a moderate level. In spite the fact that most respondents agree with the importance of copyright, yet a high percentage of them indicate that they still use paragraphs from published articles with certain reasons. Therefore, it is necessary for those who involved with the digital content creation to be well conversant with copyright issues, educate and make the library users aware in how to respect others intellectual property. It is important to avoid any copyright infringement due to the awareness and understanding of user towards copyright.

The outcomes of the study will form the basis for awareness-raising in supporting of the institutional of systems that facilitate the protection and easy access to learning materials. Hence, the results can be used as a guide to the improvement of library services, especially in terms of digital content. There is a need to protect property rights yet allow creative use of content by university communities in UiTM. As a further extension to this study, it would be interesting to see the future research engage with respondents from different background and different faculty, then in other Academic Libraries in Malaysia. In addition, researcher suggests that in the future research, the qualitative and mix approach is being used to collect and gathered the data to achieve research objectives.

Keywords: Copyright, digital copyright, intellectual property rights, digital content, digital library issue, awareness

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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CHAPTER 1: INTRODUCTION

1.0 Introduction

Information and communication technology (ICT) and digital information have opened up new opportunities to access essential content and provide innovative services and scholarly information (Prasad & Hombal, 2012) which also open the opportunity to libraries use, acquire, create and host generate digital content. Increasingly, libraries are utilizing digital technology to preserve library works which may or may not be made available to the public and generated the digital content for internal library purposes, such as displays in events and for teaching. Further, libraries often are asked to assist users who are creating user generated content. User generated content raises significant copyright issues for libraries as they create, manage and host such content (Gasaway, 2010). Digital content has been changed both the face of research and the ways in which libraries provide materials and services to their users. One noteworthy manifestation of this trend is libraries taking advantage of digital technologies to preserve printed and analog works, which operates in several ways. Users may prefer digital versions and request that the library provide access to them because of the enhanced search features that digital works typically provide, such as the ability to search the entire corpus of the digital product with a single search. Furthermore, librarians use digital works to which the library subscribes as a response to reference queries, and provide copies of articles to their users upon request. Libraries also create digital content by digitizing existing collections in order to preserve the print works and to provide greater access for users since the works generally are available through the Internet.

Intellectual property is a category of intangible rights protecting commercially valuable products of the human intellect. The category includes trademark, copyright, patent rights and trade-secret rights. The advent of the internet has seen the voluminous growth of born digital material (Taylor, 2004) and the potential for copyright infringement has increased and the legal protections are now under the spotlight. Copyright could be classified in terms of items, right and terms (Rao, 2003) and copyright protection has traditionally been dealt with in a technology-specific way. According to Oddie (1999), materials are protected as works which include

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artistic, dramatic, musical or literary works, including computer programs and subject matter other than works including sound recording, cinematograph films, TV and sound broadcast and published edition. However, the current protection cause difficulties with new works such as computer generated materials, multimedia products and digital technology.

Copyright issues have been in the forefront all times even when digital libraries stated to emerge. According to Abdulla (2008), the academic and research community members care about copyright because it affects every aspect of their academic life. Everything they create and use in their teaching, learning, and research is protected under copyright. Due to that, publishers and vendors across the world put their foot together to bring out necessary counter measures to protect themselves from piracy and infringement. They argue that because of piracy, infringement, copyright owners cannot make a return on their investments in content creation; they will stop investing in new content or the continued exploitation of old content, for that matter (Prasad & Hombal, 2012).

According to Hackett (2005), libraries support copyright because recognise the need for creators to be rewarded for their work and for creative works to be protected from piracy and other unfair exploitation. But copyright is not just about protection for right holders. Copyright was from its early days meant to balance the need to protect creators with the user's right to access information for teaching, learning and further creative endeavours.

From the perspective of the users, however, the major function of a digital library is to provide them easy and timely access to the digital resources wherever and whenever a need for them arises. The users main concern may be whether this access is efficient and complete, rather than whether this access and their behaviours are legitimate or authorized (Wu et.al, 2010). Even though some users may already have general knowledge about copyright law, they usually do not know about the implementation and specific licensing agreements for digital content. Consequently, they may violate copyright law or a given licensing agreement when they using the digital content services.

With the emergent of Internet, users can download and copy huge amounts of information on to personel computers and further disseminate this across a network almost instantaneously. With digitisation, works can be pirated because users can be copied without any loss of quality. The ease of downloading and copying and also the speed of dissemination make tracking infringement extremely difficult. The appropriate copyright laws need to be in place so that interest of content creators can be protected.

1.1   Background of Study

Generally, libraries are devoted to making information broadly available to their users. Most libraries seek to preserve materials for future generations to ensure that knowledge is not lost and to permit tomorrow's researchers and scholars can both locate and use it (Gasaway, 2010). Copyright is a form of protection provided by the laws to the authors of "original works of authorship" including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Only the author or those deriving their rights through the author can rightfully claim copyright. This study is primarily concerned with one aspect of intellectual property in the new digital content environment which is copyright and were discuss in term of the awareness of copyright towards digital content among users of PTAR, UiTM Puncak Perdana. In addition, copyright issues with regard to content in digital libraries are hardly on the radar of digital library creators (Mahesh & Mittal, 2009). However, the digital content collection to study referring specifically to thesis/dissertation provided by PTAR, UiTM Puncak Perdana. The number of respondents is 256, which are consisting both undergraduate and postgraduate students those who are user of library.

1.1.1 Background of the organization

PTAR Puncak Perdana Library was established on 1st July 2004 and has a total collection of more than 30,335 up to date. The collection comprises of books, journals, conference proceedings, audio, video, theses and dissertations. It is located at No. 1, Jalan Pulau Angsa, Section U10, 40150 Shah Alam, Selangor Darul Ehsan.

The 1523.50 sq meter building has a seating capacity of up to 240 persons including study carrel. PTAR Puncak Perdana also offers access to electronic resources such as e-journals, databases, citation indexes, and bibliographic management software. The core business of PTAR Puncak Perdana is to support teaching, learning and research needs of the University especially for two major faculties (Faculty Information Management and Faculty Technology Creative and Artistic).

1.2   Problem Statement

The emerging digital technology, increasing use of computers and communication technology, have given rise to challenging legal issues for copyright and many more are expected in future (Rao, 2003). Many concepts associated with existing rights are not easily transferable from paper based formats to digital world. The nature and use of copyright material in the digital environments differs from the print environment. Copyright materials in digital content can be accessed almost instantaneously from anywhere at any time. Advances in technology make it possible for the digital content to be quickly and easily copied on a large scale without the copyright owner's knowledge, without the use of intermediaries, transmitted and use by multiple users.

Problem that arises when there is a misconception that the contents available on the internet may be used by anybody without the authorization of the right owner, whereas these contents a protected by copyright law regardless of whether they are published on paper or on the internet. For example, according to Wu et. al (2010), some students might download an e-book and then e-mail it to their many friends in other schools. Students not only are unaware of these behaviours' possible violation of a licensing agreement, but also consider these behaviours to be good deeds – a selfless sharing of information with peers. Similar responses were reported by Bay (2001), which faculty misconceptions about copyright law are also common which were discuss further under the literature review. In line with Mahesh and Mittal (2009), with regard to copyright issues, digitizing 'out of copyright' material and institution owned copyright material such as dissertation and thesis is easier but obtaining permissions from copyright owners of other desired materials is a daunting task. It also supported by Vasudevan and Suchithra (2013), which found that in the

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new digital world, the importance of copyright is important because of that the misuse of information is increasing as a response to issue which there was an incident of cancelation of PhD at international level due to plagiarism or called as literary theft which is another problem related to copyright violation.

Lecturers rely upon copyright works through fair use to make allowance for great flexibility in the course of teaching their students as the students also rely heavily on the understanding and the use of the expression of other peoples' ideas, arguments, evidence, concepts, and theories to support their own and also to facilitate their learning. Unfortunately, Korletey (2014), found that there is lack of copyright awareness and understanding in the academic institutions. Some people, including lecturers, students and school administrators fail to notice that the use of other peoples' expression of ideas, concepts, and theories without due acknowledgement is offensive. Some also think that using copyrighted materials does or does not require permission from the author or the copyright holder at all times (Korletey, 2014).

This is why some of users directly copy material from the web and simply turn it in as their own homework without any paraphrasing or citing of sources. They do not aware that most of the information on the internet is protected under copyright laws. Even though some users may have general ideas about copyright laws, these users often do not realize that much of their online behaviour is illegal or unethical. Chou, Chan and Wu (2007), identified three great student misconceptions about internet resources and copyright laws which is all internet content is open for the public to use; the internet is always free; and all educational use is fair use. It should be noted, however, that Chou, Chan and Wu study focused on general web content, yet the three misunderstandings also apply to how students use library digital content.

Therefore, it is necessary for those who involved with the digital content creation to be well conversant with copyright issues, also to educate and make the library users aware in how to respect others intellectual property or publication. It is important to avoid any copyright infringement due to the awareness and understanding of user towards copyright law. In order to ensure that the digital content freely available to access, education on copyright laws could also be included in the curriculum

(Isiakpona, 2012) and user awareness need to be in place for instance through copyright promotional activities (Horava, 2010), workshop and seminars (Korletey, 2014) and copyright-related policies (Smith et al., 2006), thus, interest of content creators can be protected, contribute to the new knowledge creation and an author can declare that they works was protected under one of the various creative common licenses. Strittmatter and Bratton (2014), reported that after receiving library instruction on the topic of plagiarism, students exhibited heightened perceptions of fairness, contractual obligations, and cultural acceptability. Therefore, the researcher suggested that the importance of training and the role of library instruction, not only in disseminating information about plagiarism but in positioning plagiarism as an issue of ethics.

1.3 Objectives of Study

The main purpose in conducting this study is to study on the awareness of copyright and investigate the factor that contribute to the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana, based on Hammond and Hawtin (2011), which consist of policy guidance, promotional program and training.

Specific objective are consists of:-

a. To identify the relationship between policy guidance on digital content towards lawful attitude

b. To identify the relationship between promotional program on digital content towards lawful attitude

c. To identify the relationship between training on digital content towards lawful attitude

1.4 Scope of Study

The nature and use of copyright material in the digital content different from printed publication. Copyright materials in digital content can be access instantaneously from anywhere at any time. Advances in technology makes it possible for the digital content to be easy to accessing and downloading without the copyright owner

knowledge, without use of intermediaries, and can access by multiple users with several purpose.

This study focuses on 2 aspect in line with research purpose which is, to study on the awareness of copyright and investigate the factor that contribute to the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana. The populations selected that were use in study is focus to the user of PTAR, UiTM Perdana regardless any demographic value.

1.5 Research Question

This study assesses the awareness towards copyright focusing on digital content.

Three research questions for this study are:

1. Does the relationship exist between policy guidance on copyright towards digital content with the lawful attitude

2. Does the relationship exist between promotional program on copyright towards digital content with the lawful attitude

3. Does the relationship exist between training on copyright towards digital content with the lawful attitude

1.6 Hypothesis

To answer the research questions, the following hypotheses were formulated:-

$H1_1$ Policy guidance on digital content has a positive influence towards lawful attitude

$H2_1$ Promotional program on digital content has a positive influence towards lawful attitude

$H3_1$ Training action on digital content has a positive influence towards lawful attitude

1.7   Significance of study

Today, both academic and special libraries are creating digital libraries and archives. Digital projects generally have two goals which is to preserve library materials and to make the materials available to user both near and far. Whether the library confronts copyright problems in developing these projects depends on the ownership of the copyright, the status of the work and at least somewhat on the distribution of digitals copies. Some digitals products are for preservation only (the digital version is not made available to users), while the sole purpose of others projects is to provide increased availability (Gasaway, 2002).

The study aims to given some insight users awareness of copyright related with digital content. As Patra (2006) declared, the introduction of e-resources has improved library services and enhanced access to library resources, but sometimes the management is not trouble-free. Consequently, in such an environment, lack of copyright awareness may result in uncontrollable copyright infringement activities.

When digital libraries are in the process of creating digital content, it would augur well to take into account the technological protection measures such as digital watermarking, digital signatures, encryption and etc. to control infringement in digital content environments. With regard to the turned digital content, digitization of out of copyright material has not been a problem. Other than uploading digitized content on websites, digitization is undertaken by libraries to preserve old, brittle and crumbling documents for posterity. The creator of digital content has to sensitize the users and make them literate and aware so that there is no violation of copyright in general and also specifically about the agreement that the terms and conditions must be followed by the users. There should be legal mechanisms to protect against the hacking of technological protection measures applied to copyrighted works in digital environments.

Through this study, the findings can be used as a guideline and measurement of library user awareness of copyright towards digital content and factor that contributing the awareness among users. The outcome of the study forms the basis for awareness-raising in support of the institutionalisation of systems that facilitate the

protection and easy access to learning materials. The results can also be used as a guide to the improvement of library services, especially in terms of digital content. Therefore, such management challenges can be faced successfully, relevant programs can be designed for and delivered to library users which will foster copyright awareness while access to teaching and learning materials.

1.8 Limitation of the Research

The intent of the research is not to provide a solution to the library regarding on copyright issues, but looking at the awareness of copyright towards digital content and factor that contributing the awareness among users who use digital content and to improve the quality of digital content services, which may not satisfy quantitative criteria for calculation accuracy.

1.9 Operational Terms

Attitude : Attitudes refer to general evaluations individuals have regarding people (including yourself), places, object and issues (Baumeister & Finkel, 2010).

Awareness : The perception of the activities being carried out by members of a team in a given context. The use of awareness support techniques reduces the effort needed to realize communicative and collaborative tasks (Gallego, et.al, 2011).

Copyright: A group of rights guaranteed by legislation giving authors of original works the exclusive right to reproduce, adapt, publish, perform, or display their work(s).

Copyright Awareness : All forms of perception, knowledge and consciousness, revealed as the ability to perceive (perception), know (knowledge) or the state of being conscious (consciousness). Simply defined, awareness means you are aware of something (Korletey, 2014).

Copyright laws : Are meant to balance the public interest in accessing information with the rights of authors, artists, and publishers (IFLA).

Digital content : Content created in digital form with the purpose and understanding that the content is primarily meant for storage and use in digital form, includes the types of content such text, audio, video, pictures, etc and variety type of formats such as DOC, PDF, JPEG, AVI and so on (Mahesh & Mittal,2009).

Policy Guidance : important information about the committee's policy reaction function. (Femia, et.al ,2013)

Promotion : Promotional is defined as making positive claims about the product. (Young, 2000), marketers communicate important information about their products and persuade consumers to purchase them (Graeff,1995)

Training : The systematic development of the attitudes/knowledge/skill behavior patterns required by an individual in order to perform adequately a given task or job. (Department of Employment, 1971)

Lawful Attitude : Referring to such values as social legal values, they may be viewed as modifiers of individual behavior in a more general sense as with respect to a person's social legal attitude which reflects the person's attitude. (Kaugia , 1996)

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter reviews both theoretical and empirical literature from the various literatures related to the study of copyright awareness. The underpinnings for the literature review were as follows, determine the user awareness of copyright towards digital content among library users which consist of policy guidance, promotional program and training. In addition, the literature also briefly discuss about copyright issue in library. The chapter concludes with a summary of what the literature review mean and how it relates to the study.

2.1.1 The Concept of Copyright

Khan (2002), defined intellectual property to include the creations of the human mind, involving the human intellect.
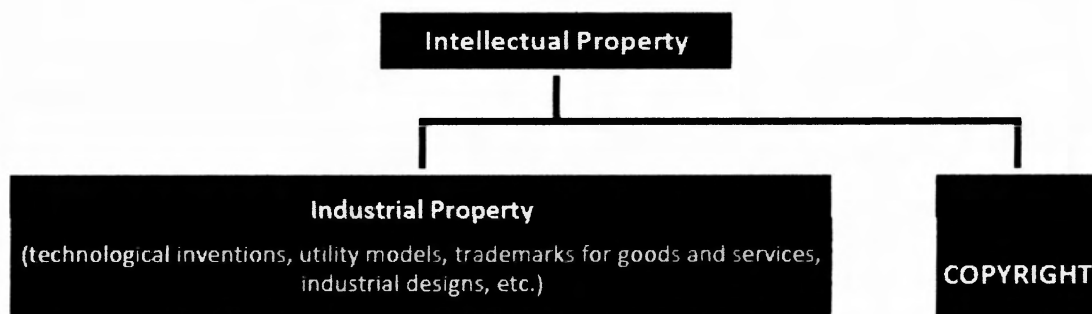
Figure 1: Branches of Intellectual Property (Korletey, 2014)

Figure 1 above indicates a clear picture of Intellectual Property (IP) having two branches. One deals with *Industrial Property,* comprising technological inventions, utility models, trademarks for goods and services, industrial designs, etc. and the other being *Copyright.* This clearly supports Khan's (2002) definition, since both Industrial Properties and Copyright basically involve the creations of the human mind, and of the human intellect (Korletey, 2014). WIPO defines copyright as "a legal term describing rights given to creators for their literary and artistic works. (http://www.wipo.int/about-ip/en/copyright.html).

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Some scholars view copyright as a form of *property* and for that matter *intellectual property* since it involves the creation of the mind. This dimension is based on the assertion made by Montagnes (1991) that "copyright is a form of intellectual property (IP)." Similar idea was also expressed by Dankey and Akussah (2008) that "copyright is part of the family of intellectual property rights" as we can see in Figure 1.

Intellectual property primarily consists of four areas of assets, including copyrights, trademarks, patents, and trade secrets. According to Merges, Menell, and Lemley (2003), when intellectual property is situated a tangible property, four broad rights attach. These are the rights to possess, use, transfer, and exclude. Merges, Menell, and Lemley (2003) also explain that the primary reasons for acknowledging and protecting property rights in intangible creations include: avoiding conflict among parties, preserving the natural rights of creators, respecting the personhood of creators, and encouraging the ongoing and effective use of original works of creation. Each category of intellectual property has various degrees of protection and specific requirements to attain protection. Brown, Stannard and Ritchie (2006) mention that, copyright law protects a broad range of literary and artistic expression. Copyright offers protection to the manifestations of ideas, not the underlying ideas themselves. Therefore, the well-known plot of a novel may not be protected, but the author's own interpretation of the plot, the novel itself, is eligible for protection. Copyright requires only a small level of originality and that the idea is fixed in a tangible means of expression. Once the idea has been fixed, copyright protection immediately attaches. Currently, the term of protection for a work by a single author is life of the author plus seventy years. Different lengths of protection exist for anonymous works, joint works, and works for hire, among others.

Nowadays, in a Web 2.0 age, which encourages personel expression, uploading, sharing and cooperation, student may think that sharing digital library resources with others is a form of altruism long encouraged in the cyber world (Wu et. al., 2010).

According to Gasaway (2010), most of collections that libraries have digitized to date are comprised predominantly of public domain works, which include works on which the copyright has expired and those created under earlier copyright statutes that failed

to meet the statutory requirements. Even though these collections exist in print and are available to library users who visit the libraries that own copies of the works, the digital versions are significantly more valuable because of their increased accessibility. Scholars are able to access these works without having to travel to the library or archives that own the physical copies.

However, just as digital technology creates new opportunities for students to have convenient access to massive digital library resources, this technology at the same time helps open up the possibility of students' problematic behaviour, such as massive downloading or even copyright-law violation. Wan, Ismail and Cheat (2012) conducted a study with the purpose to identify the extent of students' understanding of the concept of plagiarism through the use of computer and information technology. The results showed that the students' understanding of the concept of plagiarism was still not satisfactory in line with Eret and Gokmenoglu (2010) found that the prospective academicians have negative attitude towards plagiarism, they might plagiarize due to foreign language problems, time constraints, and lack of knowledge about plagiarism added by Smith, Ghazali and Noor Minhad (2007) include lack of awareness, lack of understanding, lack of competence, and personal attitudes. Olaka and Adkins (2012) conducted a study on exploring copyright knowledge in experience and education level among academic librarians in Kenya. The result showed that academic librarians were only moderately knowledgeable about copyright issues. Li and Casanave (2012) explored the students' understanding of plagiarism, their strategies for composing, the similarity between their texts and source texts and the lecturer's assessment of their work. It indicated that both students were appeared to understand the university's plagiarism policy yet their texts were characterized by patch writing and inappropriate citation. In another study, Mahesh and Rekha Mittal (2009) examined modes of digital content creation for digital libraries and discussed the associated copyright issues with the types of digital content. It found that extant copyright laws, particularly in India, allow scope for forming opinions with regard to digital content thereby giving room for insecurity for digital content creation.

Vasudevan and Suchithra (2013), in analysed the level of copyright awareness of doctoral students through questionnaire found that science respondents are more aware about copyright than non-science respondents and the percentage of science respondents who agree with the regulations of copyright is more compared to percentage of non-science respondents. Korletey (2014), found that many scholars believe that the rate of frequent copyright infringements among students and other users of copyright materials in the academic environment is an indication that the awareness of copyright is still extremely low, especially, today that technology has made is easier to photocopy, plagiarize and pirate other people's materials. This shows that there is little respect for creativity, so copyright protection is considered unnecessary. In addition, the researcher also mention that when student were asked to express their knowledge about copyright, they all failed to give responses that showed that they know about the aspect of the copyright law which talks about *permitted use* of works protected by copyright which according to Darkey and Akussah (2008), is an important part of copyright law and the mechanism that makes the copyright system function properly due to its system of exceptions and limitations to the author's and creator's ownership of his or her works.

Policy Guidance on Copyright Awareness

Gasaway (2002), mention that The Digital Millennium Copyright Act gave libraries the right to make up three copies of an unpublished work for preservation, security or deposit for research in other libraries. One of these copies may be in digital content. However, a digital copy of a copyrighted, unpublished work made available to the public outside the premises of the library or archives, and thus may not be distributed via the Web. In line with Wu et.al (2010), there are three major problems or cases that those librarians often encountered during their promotion of digital library resources, massive downloading, distribution to unauthorized users such as friends in other universities and going beyond the purpose and character of academic use.

Creators of digital libraries and its contents should keep copyright issues in the scheme of digital library creation and management so that copyright issues are addressed within a legal framework and the rights of the creators and owners of the

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content is protected (Mahesh & Mittal, 2009). Wu et. al (2010), found that although libraries on their portal web pages had kept reminding users to cautiously follow e-resource downloading guidelines, few of the libraries had developed any instructions to promote users' better understanding of copyright laws and of related issues in reference to digital library resources. The librarians we interviewed spoke of the need to develop related learning materials and courses concerning both copyright laws and fair use of digital library resources. However, the librarians had encountered only a few problematic cases, and had no sufficient information about the larger population's alternative concept of laws and regulations.

Enforcement of digital copyright is reliant to a great degree on technological measures. Limitations on users' ability to use information that may infringe on content owners' rights are defined by what technology allows. In instances where users could potentially have legitimate access to content, some technologies now silently prevent those possibilities (Postigo, 2006). Copyright is enforced by a successful implementation of copyright enforcement policies and enforcement mechanisms must be balanced against policies to improve the lot of students and researchers. Copyright notices for education should be placed at places where copyrighted materials are used such as The Library and Lecture Halls (Korletey, 2014).

Korletey (2014), mention that most of the students in Kwame Nkrumah University of Science and Technology think of copyright as an instrument that prohibits others from using information resources without the authors' permission. One of the major observations that call for a serious concern, in this study, is the fact that lacks of proper Copyright Policy and policy gap is a potential vacuum likely to hold back access to knowledge and stifle innovation in the long run. That notwithstanding, based on the research findings and review of related literature of the study, it was highly recommended that the university should have a copyright policy to address copyright issues that arise from the use of copyright materials by students and lecturers.

Despite the wide range of copyright issues present in the literature, few studies have examined the awareness of copyright-related policies in higher education in the Unites States. One study of faculty on two academic health sciences campuses in the U.S.

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found that faculty had limited knowledge of copyright laws (Smith et al., 2006). Yet, the awareness of various copyright laws among those working in academic libraries in the U.S. remains under explored (Charbonneau & Priehs, 2014).

Promotion Program on Copyright Awareness

With the prevalence of network and digital publication techniques, nowadays almost all libraries have made great efforts to effectively develop and promote digital activities, services, and resources in relation to their users (Sharifabadi, 2006 & Patra, 2006). On college campus, such developments in libraries have indeed benefited students' academic work and professional development.

Wu, et.al (2010), found that three major problems or cases that those librarians often encountered during their promotion of digital library resources, massive downloading, distribution to unauthorized users such as friends in other universities and going beyond the purpose and character of academic use.

Libraries play an important role in raising consumer awareness on copyright. In a study of Canadian academic libraries, Horava (2010) found that responsibility for copyright activities was distributed across library position levels, including library administrators, librarians, and staff within various departments. ACRL Standards for Libraries in Higher Education advise librarians to collaborate with teaching faculty to teach students skills in "information evaluation, critical thinking, intellectual property, copyright, and plagiarism (Schlosser, 2009)

Interestingly, very few of the libraries in the study sample from Canadian academic libraries reported having an individual located within the library serving as a copyright officer (Horava, 2010). Some institutions may not employ a dedicated copyright officer but rather have staff across several departments working collaboratively with copyright matters (Secker & Bell, 2010). Among institutions in the United States with a designated copyright officer, the location of this position was often within the library rather than another unit on campus (Albitz, 2013).

Training on Copyright Awareness

Many of the students did not know that this kind of behaviour perhaps violated not only copyright laws but also licensing agreements. It was also found that, Chou, Chan and Wu (2007), suggested that library need to identify the major purposes of the instruction. If the major instructional purpose is to stimulate the student's awareness and help students develop a sense of legitimacy, then the instructions, general library user education or information literacy program (Kinengyere, 2007) should present appropriate behaviours in real cases.

Academic libraries are becoming increasingly involved in copyright issues, such as through work with course reserves, licensed library resources, and assisting faculty authors with negotiating copyright agreements with publishers. Albitz (2013) states as the importance of copyright education grows, it is critical to ensure that the people assigned this responsibility have the resources and support to perform their responsibilities in the most effective and efficient way possible. In another copyright realm, a report from Educause (2013) declares there is a heightened need for copyright education on campus with regards to copyright challenges and Massive Open Online Courses (MOOCS). Taken together, it becomes evident that copyright issues and opportunities permeate the higher education landscape. When people understand how they fit and what their role is, they can create a new sense of engagement (Axelrod, 2014).

As mention early by Chou, Chan and Wu (2007) which identified three great student misconceptions about internet resources and copyright laws which is all internet content is open for the public to use; the internet is always free; and all educational use is fair use. Similar responses were reported by Bay (2001), which faculty misconceptions about copyright law are also common. Although many faculty members are unaware of this, fair use does not apply to all materials used for an educational purpose. Certain conditions must be met for fair use to apply to protected materials. "Determination of fair use is to be made on a case-to-case basis, with an examination of the particular circumstances of each use" (Schockmel, 1996). It is

obvious that library staff and the users of academic libraries need to be taught about copyright and how this complicated and important issue affects them.

Therefore, with the same approach, user should be given awareness, education and understanding of issues related to copyright in the university when they conduct research or complete tasks assigned when accessing sources of digital content provided by PTAR, UiTM Puncak Perdana. Building a knowledgeable and trained academic library workforce is just one step to supporting those in academic libraries and their copyright responsibilities (Charbonneau & Priehs, 2014). In line with Korletey (2014), workshop and seminars should be organized for students at their various faculties and departments to educate them on copyright in order to reduce copyright infringement.

Furthermore, Bay (2001), report that the basics of copyright law are extremely important in academia, but librarians, those academic personnel most likely to be on the "front lines" of copyright infringement battles, are not doing enough to educate patrons about copyright and how it affects the higher education community. The instruction programs of academic libraries very rarely deal with educating patrons about copyright, while training them in the basics of information literacy or the intricacies of the research process. Clearly, this is an area in which library instructional and information literacy programs could be making a much-needed impact.

It can be conclude that, there is a global concern of copyright law to fight plagiarism, piracy and other forms of copyright infringement by offering protection for copyrighted works. However, when copyright is enforced and awareness is raised, piracy, plagiarism, and other forms of copyright infringement will be reduced.

2.2 Discussing Variable
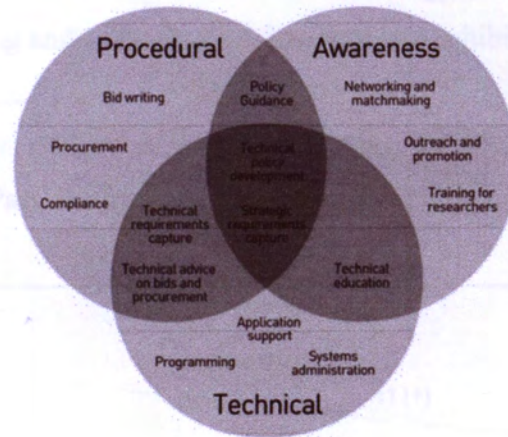
Figure 2 : Awareness Model by Hammond and Hawtin (2011)

This chapter were discuss about the variables that has been adopted from Hammond and Hawtin (2011) as a guideline to identify on the awareness of copyright and investigate the factor that contribute to the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana.

The dependent variable of this study is lawful attitude on digital content as main issue to study. This study was supported with three relevant independent variables highlighted by Hammond and Hawtin (2011) to measure the awareness of copyright which consist of policy guidance, promotional program and training. Dependent variables are closer relationship between the independent variables that is mentioned above because those lawful attitudes will influences to the result of copyright awareness in digital content. According to Hammond and Hawtin (2011) in their study, awareness raises the profile of ICT facilities and associated support, or trains researchers in the use of facilities.

Copyright has always been an issue in the development of digital libraries; copyright legislation in many countries was not designed with the digital environment in mind. Acquiring, managing and providing access to digital information in libraries involves making copies, which is rarely the case with more traditional library material. There is an increasing shift away from the model of the library as a physical repository of

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information artifacts to provision of licensed access to digital resources (Muir, n.d). Digital information may be surrounded by technology designed to protect it from unauthorised copying and redistribution that may also inhibit or prevent preservation actions.

2.3   Discussing Past Theories and Frameworks
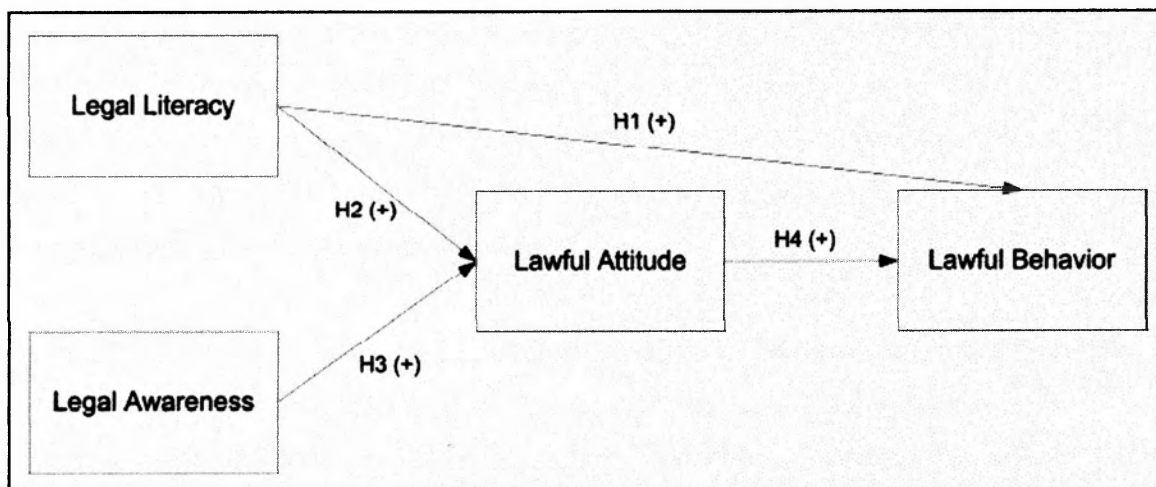
Figure 3 : Research Model by Steininger and Rückel (2013)

The purpose of this study was to better understand whether legal knowledge and awareness typically associated with Internet use are related to a Lawful Attitude and how all of these three antecedents are related to the actual behaviour (Steininger & Rückel, 2013). Therefore, hypotheses were derived from relevant literature and tested empirically. The study conducted by quantitative approach because a significant amount of research on the investigated constructs has already been conducted and several theories and hypotheses can be derived from prior work. A total of 1,624 students participated in the survey, 1,134 of them completed the questionnaire.

The findings reported in the study strongly support two of the four hypotheses. There are negative relationship between Legal Literacy and Lawful Behavior (H1), there are no evidence that indicate a significant positive relationship between Legal Literacy and Lawful Attitude (H2), Legal Awareness proves to be positively related to a Lawful Attitude (H3), and there are a significant positive effect of Lawful Attitude

and Lawful Behaviour (H4). There is evidence that younger people are less aware of risks associated with Internet usage (Steininger & Rückel, 2013).

Korletey (2014), examined the level of copyright awareness in educational institutions from the context of Kwame Nkrumah University of Science and Technology (KNUST). To achieve the objectives of the study, the researcher employs the case study method which is questionnaire and interviews to make empirical inquiries into the research topic. The researcher carried out the study on KNUST campus, focusing on administrators, students and lectures as the main participants. A sample of 500 respondents was created among the students and supported with interviews with lecturers from the six Colleges, The Deputy Registrar (Academic & Student Affairs) and The University Librarian. The *simple random sampling* was used to select the departments where Lecturers were interviewed.

The study showed that most of the students in Kwame Nkrumah University of Science and Technology think of copyright as an instrument that prohibits others from using information resources without the authors' permission. One of the major observations that call for a serious concern, in this study, is the fact that Kwame Nkrumah University of Science and Technology lacks proper Copyright Policy and this policy gap is a potential vacuum likely to hold back access to knowledge and stifle innovation in the long run. Based on the research findings and review of related literature of the study, it was highly recommended that the university should have a copyright policy to address copyright issues that arise from the use of copyright materials by students and lecturers.

Vasudevan and Suchithra (2013), conducting the study with aims to examine the copyright awareness of doctoral students in Calicut University campus. The population of the present study is the full time the doctoral students in Calicut University campus. A structured questionnaire was distributed among 120 doctoral students in the Calicut University campus. Out of 120, 60 from science departments and 60 from non-science departments. Statistical technique used for analysis of collected data was percentage method. Microsoft Excel method was used for the consolidation of data.

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The findings of the study revealed that majority of the doctoral students are aware about copyright law and its importance. It is very clear from the result that, doctoral students from science discipline are more aware compared to non-science. But the study also revealed that a good number of the doctoral students are less aware about plagiarism. The investigator suggested some methods like attending instruction classes, workshops, seminar etc. to the doctoral students in order to improve their level of copyright awareness. The teachers and libraries can provide orientation programmes for doctoral students as well as for other graduate and post graduate students in order to increase their copyright awareness.

Okiy (2005), investigate the extent to which students in five tertiary institutions in Delta, Edo and Kwara States of Nigeria utilize photocopying facilities and are aware of the requirements of copyright laws. The three methods used to collect relevant data were questionnaire, interview and observation. A total of 300 questionnaires were distributed randomly to students at the photocopying center. Of the 500 questionnaires administered, 478 were retrieved and found to be suitable for analysis. Visits were also paid to the photocopying centres in and around the institutions. During the visits, students and operators of photocopying machines were observed in action and the operators were interviewed to elicit their views on their levels of awareness and compliance with the copyright law. The findings shows that more than 50 per cent of the respondents photocopied whole books and journals, while over 65 per cent of them are aware of the copyright law. In addition, opinions of the operators of photocopying centres interviewed confirmed that most of them are ignorant of the existence of the copyright law and its implications for photocopying services.

Lastly, Mapulanga (2012), study the prospects and challenges of digitising library resources and building digital repositories in the University of Malawi Libraries. Data collected through online questions sent to college librarians, ICT director and systems administrator and assistant librarians or repository co-ordinators in the constituent colleges of the University of Malawi (UNIMA) coupled with technical reports on digital and institutional repository projects in the UNIMA Libraries. The study revealed that digitising library resources and building digital repositories in the UNIMA has gone through ups and downs. Among other aspects identified were

policy issues, staff education, viral attack, funding and levels of ICT. The study also suggested that librarians should draw policies specifically for digitisation of library resources, copyright and building of digital repositories in the UNIMA Libraries.

2.4 Development of Theoretical Framework / Conceptual Framework / Relationships between variables

<u>Copyright Awareness</u>

Independent Variable

Dependent Variable
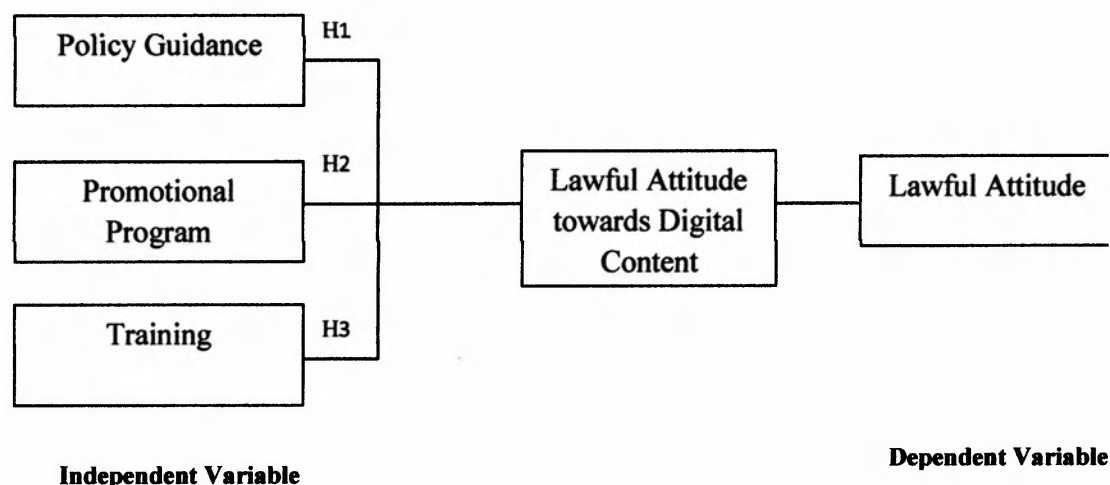
Figure 4 : Theoretical framework adapted from Research Model by Steininger and Rückel (2013)

There is no standard definition for Copyright Awareness. However, some critics have argued that awareness can only be defined in the light of what is being manifested in all forms of perception, knowledge and consciousness. In each expression, awareness is revealed as the ability to perceive (perception), know (knowledge) or the state of being conscious (consciousness). Simply defined, awareness means you are aware of something (Korletey, 2014). When users of copyright materials exhibit this sense of awareness in an educational institution, it gives authors the opportunity to enjoy the economic value of their works and motivates their authorship due to copyrighted works can be infringed with such simple actions as photocopying, scanning, downloading, digitizing and uploading materials something (Korletey, 2014).

Attitudes refer to general evaluations individuals have regarding people (including yourself), places, object and issues. Attitude can be assessed in many ways and are accorded special status because of their presumed influence on people's choices and actions (e.g., attitude change mediates the impact of belief change on behaviour change) (Baumeister & Finkel, 2010).

Copyright awareness can be developed when conscious efforts are made to bring it into fruition. For instance, when copyright notices are displayed at various points where copyright materials are mostly used. In this study, three independent variables based on previous studies have identified the contribution to increase the copyright awareness towards digital content, namely policy guidance, promotional program and training. Hence, increasing the copyright awareness and therefore increasing knowledge about what is legal and what are the consequences of illegal behaviour will lead to more lawful attitudes (Steininger & Rückel, 2013).

There are different methods available by which one can access information on copyright and become aware. Vasudevan and Suchithra (2013), study shows that majority 56.3% of the respondents depend upon internet to become aware about copyright, 28.6% of the respondents go for instruction classes, 23.2% of them preferred reading books on copyright, 16.1% depends on library professionals and a 10.7% use guides. The researcher suggested some methods like attending instruction classes, workshops, seminar etc. to the doctoral students in order to improve their level of copyright awareness. The teachers and libraries can provide orientation programmes for doctoral students as well as for other graduate and post graduate students in order to increase their copyright awareness. According to Darkey and Akussah (2008), academic libraries are important components of universities as they facilitate research, teaching and learning. In addition, Trussell (2004), also highlighted that librarians need to specifically highlight and emphasize the components of information literacy training focused on ethics.

3.0 CHAPTER THREE: RESEARCH METHODS

3.1 Introduction

This study work attempts to identify on the awareness of copyright and investigate the factor that contributes to the awareness of copyright towards digital content. Therefore, this chapter describes the research process used to complete this study. It includes a research approach, research design, quantitative research, description population and sample, the instrument, source and procedures used to gather data, the data collection process, and the data analysis procedures.

3.2 Research Approach

For this study, questionnaire have been used to assess awareness of copyright among users of PTAR, UiTM Puncak Perdana. Structured questionnaire were distributed to the users of PTAR, UiTM, Puncak Perdana with purpose to identify on the awareness of copyright and investigate the factor that contribute to the awareness of copyright towards digital content. In questionnaire, respondent have been be informed that their replies will be strictly confidential and that no individual will be named in the report. All information gathered used only for the purpose of this study and raw data were analyzed to get the final result.

3.3 Research Design

The study is conducted based on a theoretical framework that has been developing adopted from Hammond and Hawtin (2011). The theoretical framework consists of three aspects to identify user awareness of copyright towards digital content, namely policy guidance, promotional program and training.

Figure 3-1 Decision tree matching research design to category of research question.

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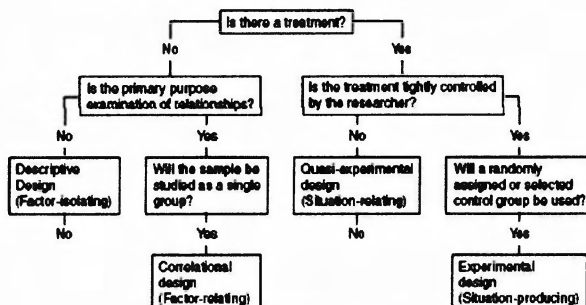
For research design purpose, the study used a descriptive research design in order to test hypotheses or answer questions regarding the participants of the study. A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). In human research, a descriptive study can provide information about the naturally occurring health status, behavior, attitudes or other characteristics of a particular group. In addition, descriptive research involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. For research questions, cross sectional be used to collect the data. Cross sectional is a research study in which information is collected at one point in time.

3.4 Quantitative Research

The methodology selected is quantitative method which is distributing questionnaires to the users of PTAR, UiTM Puncak Perdana. The quantitative is chosen because quantitative research has been characterised by its concern for objective data collection, emphasis on researcher control, and development of systematic and standardised procedures (Kelemen & Rumens, 2012). In addition, according to Cibangu (2010), quantitative research questions seek to establish links between major concepts or variables of the study. Moreover, the problem of research methodology has been framed in terms of language, whereby qualitative methods provide different answers from specific quantitative methods. Bryman (2008), mention that choices of how to do research were increasingly seen as not just a simple matter of making a technical decision based on one's professional expertise but it also about the most appropriate way to collect data.

3.5   Data Collection Methods

Both primary and secondary data sources were used to answer research questions. Primary data mainly be obtained through the collecting of questionnaires paper from respondent. Whereas for secondary data collection conducted by collecting information from a diverse source of documents or electronically stored information for instance, through analysis of literature from previous study which can be accessed from online databases like Emerald, Proquest, Science Direct and other online database provided by UiTM library in order to obtain some reliable literature and empirical findings. Process of collating and analysing the data need to be done carefully to make sure the findings are significant to research objectives and statistical techniques are used to summarize the information.

3.5.1 Population and Sample

In quantitative research the size of the sample should be calculated at the design stage (Proctor et al. 2010). According to Polit and Beck (2010), quantitative researchers should select the largest sample possible so that it is representative of the target population.

The population of this study is all users PTAR, UiTM Puncak Perdana which is the study employ probability sampling to select the respondent. A probability sampling method is any method of sampling that utilizes some form of random selection. The advantage of using a random sample is the absence of both systematic and sampling bias. If random selection was done properly, the sample is therefore representative of the entire population (Explorable.com)

The population for this study is approximately 327 users based on 7 Disember 2014 statistic of user which is 1913 of library users. The purpose of choosing these populations is because the library giving their services to students from various faculty which normally have been expose by their faculty towards copyright issues.

3.5.2 Data collection instruments, sources and procedures

Data collection is a process of collecting all the relevant data which is important to this study. Quantitative data are collected to classify and describe attributes, behaviours and activities of populations according to Parahoo (2006). Essentially the

researcher must ensure that the instrument chosen is valid and reliable. The validity and reliability of any research project depends to a large extent on the appropriateness of the instruments. The instrument used to collect information on the awareness of copyright towards digital content among users with structured or closed-form questions using a Likert scale.

The questions are basically short, requiring the respondent to provide a 'yes' and 'no' response, or checking an item out of a list of given responses. It may also be multiple choice options from which the respondent selects the answer closer to their own opinion. The respondent choices are limited to the set of options provided (Annum, 2014).

3.6   Data analysis and procedure

The data were analyzed by quantifying the numbers and percentages of user's aware digital content that is accessible for teaching and research purposes are protected by copyright law. The numbers and percentages of users using the digital content were also quantified. The data then analysed using SPSS software to show the possible correlation between dependent and independent variables. In addition, this software is the most common methods used in order to analyse findings for quantitative data.

Overall, this chapter can be conclude in table as below :

Table 1: Research Methods

A study on the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana		
RESEARCH METHODS		
3.2	Research Approach	Structured questionnaire were distributed to 327 users of PTAR, UiTM, Puncak Perdana
3.3	Research Design	The descriptive research design use to test hypotheses and cross sectional research questions have ben used to collect the data.
3.4	Quantitative Research	The quantitative method which is distributing questionnaires to the users.
3.5	Data Collection Methods	Primary data obtained through the collecting of questionnaires, whereas for secondary data collection conducted from analysis of literature from previous study
3.5.1	Population and Sample	The population of this study employ probability sampling and the population approximately 327 users.
3.5.2	Data collection instruments, sources and procedures	The structured or closed-form questions using a Likert scale.
3.6	Data analysis and procedure	The data were analysed using SPSS.

4.0 CHAPTER FOUR: DATA ANALYSIS AND RESULT

4.1 Introduction

In this study, pursuing the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana, a user survey conducted by using the questionnaire method to find out the responses from respondents was analyze.

The researcher conducted two phases of data collection, which are pilot study and full study. A pilot study is designed to measure the reliability of each construct and is distributed to a small group of users before implementing it on a large scale of users. In addition, pilot study assists the researcher in giving the early expectation about the quality of questionnaires, evaluate the questionnaires whether it able to measure what is supposed to measure and also to get the feedback from respondents about the instruction on the questionnaires. In this research, 15 questionnaires were distributed and from the feedback, some of the questionnaires were changes, replace and added new questions to increase the level of understanding of respondents. Whereas for the full study, out of 285 questionnaires, 256 questionnaires were returned by the respondent, although the population of this study planning to get approximately 327 users in the Population and Sample section.

This section of the report presents the discussion of the descriptive statistic and concludes with the statistical analysis. There is also correlation, table and other suitable form of statistic that appropriate to analyze the data from the questionnaire using SPSS 16 software. The list of data analysis conducted in this study is as per following:

a. Factor analysis
b. Descriptive statistics
c. Inferential Analysis
d. Linear Regression Analysis

4.2 Survey Response Rate

To achieve a high response rate as targeted 250 respondents, the researcher was distributed 265 questionnaires at the first batch by hand and manages to receive 236 feedbacks. To complete the target respondent, second batch of 20 questionnaires was distributed and managed to get all of the questionnaires back. There are 9 questionnaires were rejected because of the respondents do not indicate any score in any section in questionnaires and another 20 questionnaires were missing. The summary of survey response rate as stated in Table 2 below :

Table 2 : Survey Response Rate

Status of distributed questionnaires	Amount	Percentage
Distributed	285	100
Returned	256	89.82
Missing	29	10.18
Status of returned questionnaires	Amount	Percentage
Accepted	256	89.82
Rejected : Incomplete questionnaires	9	3.16
Rejected : Missing questionnaires	20	7.02

4.3 Factor Analysis

Factor analysis is known as data reduction technique. It is to identify a reduced number of factors from a larger number of items which is to measure the variables. The factors are identified are called latent variables.

4.3.1 Assessment of Common Method Bias

Common method bias might cause systematic measurement errors and the further bias the estimated of the true relationship between theoretical constructs. According to Podsakoff and Organ (1986), common method bias is considered as a major problem and a threat to the validity of the results if one factor accounts more than 50% variance in the dataset. According to Cote and Buckley (1987), common methods bias can be different by discipline and type of construct being investigated in the research. In this research, Harman's single factor has been executed. The results from this research are 27.890% of the total variance. Thus, the data collected is free from threats of common method bias because the cumulative % less than 50%. Thus, in that respect is no subject of common method bias. The Table 3 below shows the results of common method bias :

Table 3 : Common Method Bias

	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.136	27.890	27.890	6.136	27.890	27.890	4.800	21.820	21.820
2	4.976	22.616	50.507	4.976	22.616	50.507	3.426	15.571	37.391
3	1.723	7.833	58.340	1.723	7.833	58.340	2.591	11.778	49.169
4	1.098	4.991	63.331	1.098	4.991	63.331	2.436	11.075	60.244
5	1.035	4.702	68.033	1.035	4.702	68.033	1.714	7.789	68.033
6	.856	3.891	71.924						
7	.798	3.625	75.549						
8	.733	3.334	78.884						
9	.642	2.918	81.802						
10	.521	2.369	84.170						
11	.448	2.037	86.207						
12	.409	1.861	88.068						
13	.356	1.618	89.686						
14	.352	1.598	91.284						
15	.337	1.531	92.815						
16	.312	1.420	94.235						
17	.281	1.278	95.513						
18	.241	1.095	96.608						
19	.213	.969	97.577						
20	.191	.866	98.443						
21	.181	.824	99.267						
22	.161	.733	100.000						

Extraction Method: Principal Component Analysis.

4.3.2 Factor Analysis of Relationship Quality

The awareness of copyright towards digital content consists of three dimensions which include policy guidance, promotional programs and training. The factor analysis of awareness of copyright will be discussed in this section. Exploratory factor analysis is analyzed to verify the number of underlying factors available in data. This factor analysis is carried out as follows:

The Table 4 shows the interpreting KMO and Barlett's test. The result shows that KMO of sampling is adequacy with value 0.863. It indicates adequacy of sample because the value of KMO is greater than 0.6. For the P value, it is 0.000 (P <0.05) which indicates data is suitable for factor analysis.

Table 4 : KMO and Bartlett's Test

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.863
Bartlett's Test of Sphericity	Approx. Chi-Square	3.246E3
	df	231
	Sig.	.000

4.3.3 Interpreting Communalities

Table 5 : Interpreting Communalities

Communalities

	Initial	Extraction
C1	1.000	.713
C2	1.000	.738
C3	1.000	.654
C4	1.000	.461
C5	1.000	.697
C6	1.000	.467
D1	1.000	.739
D2	1.000	.656
D3	1.000	.686
D4	1.000	.802
D5	1.000	.498
E1	1.000	.648
E2	1.000	.775
E3	1.000	.736
E4	1.000	.790
E5	1.000	.867
E6	1.000	.854
F1	1.000	.603
F2	1.000	.738
F3	1.000	.757
F4	1.000	.658
F5	1.000	.429

Extraction Method: Principal
Component Analysis.

Communality measures the percentage of a variables variation that is explained by the factors. When the communality is more than 0.5, this indicates that the variables have a lot in common to the other variables taken as a group.

4.3.4 Reliability Analysis

Reliability analysis is conducted to describe Cronbach's alpha value which evaluated for each variable. Gliem and Gliem (2003) stated that Cronbach's alpha is test reliability technique in order to provide estimate for reliability of the data. Cortina (1993) has stated that, the Cronbach's alpha value greater than 0.7 is adequate and acceptable to measuring the reliability. According to the George and Mallery (2003) as cited in Gliem and Gliem (2003), the rules of Cronbach's alpha value is, when greater than 0.9 is excellent, greater than 0.8 is good, greater than 0.7 is acceptable, greater than 0. 6 are questionable, and below than 0.5 are unacceptable. So it is recommended that the value of Cronbach's alpha is greater than 0.7.

Policy guidance

Reliability Statistics

Cronbach's Alpha	N of Items
.889	6

Promotional Programs

Reliability Statistics

Cronbach's Alpha	N of Items
.895	5

Training

Reliability Statistics

Cronbach's Alpha	N of Items
.850	6

Lawful attitude

Reliability Statistics

Cronbach's Alpha	N of Items
.837	5

Table 6 : Reliability Analysis		
Variable	Cronbach's alpha value	Number of items
Policy guidance	.889	6
Promotional programs	.895	5
Training	.850	6
Lawful attitude	.837	5

Table 6 shows the Cronbach's alpha value for all variables include in this study. As can see above, the value of Cronbach's alpha for policy guidance is 0.889, promotional programs is 0.895, training is 0.850 and lawful attitude is 0.837. From the results, the Cronbach's alpha value for all the variables mentioned above is 0.8 which is considered as good value. Therefore, it can be said the data is full fill the reliability and also trustworthiness.

4.4 Descriptive Analysis

This section discussed the descriptive statistics of the research sample. Burns (2000) stated that descriptive statistic enables the researcher to summarize large amount of data using measures that easily understood by an observer. Furthermore, Argyrous (2005) asserted that by employing descriptive statistic such as pictures, graphs or table, results of the study can be clearly and concisely presented. In view of that, this study employs the use of tables in presenting the descriptive profiles of the research variables.

4.4.1 Demographic Details

The demographic profiles are discussed in this section. The demographic profiles for this study are including gender, age, academic prospect, faculty and semester. Therefore, the demographic profile of the respondents is discussed as followed:

4.4.1.1 Gender

Table 7 : Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	57	22.3	22.3	22.3
	Female	199	77.7	77.7	100.0
	Total	256	100.0	100.0	

Table 7 above present the frequency and percentage of the respondents. Out of 256 respondents, 77.7% were female, whereas 22.3% were male. The majority of the user PTAR, UiTM Puncak Perdana is belong to female with frequency 199 respondents, compared to only 57 respondents were male.

4.4.1.2 Age

Table 8 : Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-26 years	239	93.4	93.4	93.4
	27-36 years	17	6.6	6.6	100.0
	Total	256	100.0	100.0	

Table 8 above depicts the age of the respondents. From the table shows that age has been categorized into two categories which is 17-26 years and 27-36 years. The majority indicated the age ranging from 17-26 years is 93.4% with 239 respondents, whereas only 6.6% with 17 respondents is ranging from 27-36 years.

4.4.1.3 Academic prospect

Table 9 : Academic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	198	77.3	77.3	77.3
	Master	58	22.7	22.7	100.0
	Total	256	100.0	100.0	

Table 9 above is regarding with the academic prospect, the majority of the respondent from degree student which 77.3% or 198 respondent, followed by Master student which 22.7% or 58 respondent.

4.4.1.4 Faculty

Table 10 : Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Information Management	195	76.2	76.2	76.2
	Faculty of Film, Theatre and Animation	61	23.8	23.8	100.0
	Total	256	100.0	100.0	

From the Table 10 shows that faculty has been categorized into two categories which is Faculty of Information Management and Faculty of Film, Theatre and Animation. The result indicated the majority respondent from Faculty of Information Management which 76.2% with 195 respondent, whereas only 23.8% with 61 respondents is from Faculty of Film, Theatre and Animation.

4..4.1.5 Semester

Table 11 : Semester

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	28	10.9	10.9	10.9
	2	63	24.6	24.6	35.5
	3	58	22.7	22.7	58.2
	4	25	9.8	9.8	68.0
	5	37	14.5	14.5	82.4
	6	45	17.6	17.6	100.0
	Total	256	100.0	100.0	

Lastly for demographic profiles, the Table 11 shows that majority of the students are those from semester 2 with 24.6%, followed by semester 4 with 22.7% , semester 6 with 17.6%, semester 5 with 14.5%, semester 1 with 10.9% and semester 4 with 9.8%. This shows that the students from semester 2 were the frequent library users at PTAR, UiTM Puncak Perdana.

4.4.2 The awareness of copyright towards digital content

Table 12 : Respondent awareness about copyright

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	252	98.4	98.4	98.4
	No	4	1.6	1.6	100.0
	Total	256	100.0	100.0	

Table 12 above shows that the majority with 98.4% with frequency 252 respondent is aware about copyright and only 1.6% with frequency 4 respondent is not aware.

Table 13 : Respondent understanding the meaning of copyright

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	249	97.3	97.6	97.6
	No	6	2.7	2.4	100.0
	Total	256	100.0	100.0	

Out of 256 respondent, 97.3% or 249 respondent understand the meaning of copyright, whereas 2.7% or 6 respondent not aware.

Table 14 : Respondent gets the awareness about copyright

Respondent feedback		Frequency	Percent	Valid Percent	Cumulative Percent
Through university website	No	167	65.2	65.2	65.2
	Yes	89	34.8	34.8	100.0
Total		256	100.0	100.0	
From friends	No	121	47.3	47.3	47.3
	Yes	135	52.7	52.7	100.0
Total		256	100.0	100.0	
From librarian	No	169	66.0	66.0	66.0
	Yes	87	34.0	34.0	100.0
Total		256	100.0	100.0	
From lecturer	No	58	22.7	22.7	22.7
	Yes	198	77.3	77.3	100.0
Total		256	100.0	100.0	
Others	No	244	95.3	95.3	95.3
	Yes	12	4.7	4.7	100.0
Total		256	100.0	100.0	

Table 14 above shows that the majority with 77.3% with frequency 198 respondent get the awareness about copyright from their lecturer, followed by from friends 52.7% with frequency 135 respondent, through university website 34.8% with frequency 89 respondent and from librarian 34.0% with frequency 87 respondent. Lastly, only 4.7% with frequency 12 respondent choose other which referring from Internet.

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Table 15 : Respondent have a session on copyright during their studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	212	82.8	82.8	82.8
	No	44	17.2	17.2	100.0
	Total	256	100.0	100.0	

Table 15 above shows that 82.8% respondent have a session on copyright during their studies, whereas only 17.2% respondent not attending any session on copyright.

Table 16 : Respondent perception session on copyright is useful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	212	82.8	82.8	82.8
	No	44	17.2	17.2	100.0
	Total	256	100.0	100.0	

Out of 212 respondents who have a session on copyright during their studies, the majority 82.8% said the session is useful whereas 17.2% said not useful as reflect to the respondent who not attending any session on copyright.

Table 17 : Respondent perception when they can be accused of copyright

Respondent feedback		Frequency	Percent	Valid Percent	Cumulative Percent
Assignment	No	21	8.2	8.2	8.2
	Yes	235	91.8	91.8	100.0
Total		256	100.0	100.0	
Dissertation	No	164	64.1	64.1	64.1
	Yes	92	35.9	35.9	100.0
Total		256	100.0	100.0	
Exam	No	202	78.9	78.9	78.9
	Yes	54	21.1	21.1	100.0
Total		256	100.0	100.0	
Project	No	95	37.1	37.1	37.1
	Yes	161	62.9	62.9	100.0
Total		256	100.0	100.0	
Others	No	256	100.0	100.0	100.0
	Yes	-	-	-	-
Total		256	100.0	100.0	100.0

Table 17 above shows that the majority with 91.8% with frequency 235 respondent choose assignment regarding the perception when they can be accused of copyright, followed by project 62.9% with frequency 161 respondent, dissertation 35.9% with frequency 92 respondent and lastly 21.1% with frequency 54% choose in exam.

Table 18 : Respondent confident with their references

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	97	37.9	37.9	37.9
	Not	38	14.8	14.8	52.7
	Sometimes	121	47.3	47.3	100.0
	Total	256	100.0	100.0	

Table 18 shows that majority of 47.3% respondent choose the answer Sometimes when asking respondent confident with their references when completing their work, followed by37.9% said Yes and 14.8% said No.

Table 19 : Respondent use words or sentences from articles when completing assignment without citation or reference

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	111	43.4	43.4	43.4
	Not	44	17.2	17.2	60.5
	Sometimes	101	39.5	39.5	100.0
	Total	256	100.0	100.0	

From the Table 19 above, it is clearly shows that majority 43.4% respondent use words or sentences from articles when completing assignment without citation or reference, followed by 39.5% said Sometimes and only 17.2% said No.

Table 20 : Respondent ask for help about copyright/referencing

Respondent feedback		Frequency	Percent	Valid Percent	Cumulative Percent
Friend	No	60	23.4	23.4	23.4
	Yes	196	76.6	76.6	100.0
Total		256	100.0	100.0	
Lecturer	No	76	29.7	29.7	29.7
	Yes	180	70.3	70.3	100.0
Total		256	100.0	100.0	
Librarian	No	221	86.3	86.3	86.3
	Yes	35	13.7	13.7	100.0
Total		256	100.0	100.0	
Others	No	248	96.9	96.9	96.9
	Yes	8	3.1	3.1	100.0
Total		256	100.0	100.0	

Table 20 above shows that the majority with 76.6% with frequency 196 respondent will ask for help about copyright and referencing from their friend, followed by from lecturer 70.3% with frequency 180 respondent, from librarian 13.7% with frequency 35 respondent and others 3.1% with frequency 8 respondent.

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4.4.3 Frequency Analysis : Policy Guidance

Table 21 – 26 explain the frequency analysis of policy guidance as the independent variables in this study.

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Quite Agree (QA)	Agree (A)	Strongly Agree (SA)

Table 21 : Digital content collection is protected under copyright policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	1.6	1.6	1.6
	QA	35	13.7	13.7	15.2
	A	129	50.4	50.4	65.6
	SA	88	34.4	34.4	100.0
	Total	256	100.0	100.0	

The finding in Table 21 shows the majority respondent which 50.4% agree with the statement *I understand that digital content collection is protected under copyright policy*, whereas only 1.6% said disagree.

Table 22 : Policy guidance is important to protect digital content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	2	.8	.8	1.2
	QA	27	10.5	10.5	11.7
	A	135	52.7	52.7	64.5
	SA	91	35.5	35.5	100.0
	Total	256	100.0	100.0	

Table 22 shows that majority 52.7% agree that policy guidance is important to protect digital content, followed by 35.5% strongly agree and 10.5% quite agree.

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Table 23 : University provide proper policy guidance on digital content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	3.1	3.1	3.1
	D	27	10.5	10.5	13.7
	QA	69	27.0	27.0	40.6
	A	128	50.0	50.0	90.6
	SA	24	9.4	9.4	100.0
	Total	256	100.0	100.0	

The finding in Table 23 shows the majority respondent which 50.0% agree with the statement *My University provide proper policy guidance on digital content,* followed by 27.0% quite agree. However, there is lower percentage for negative statement which 10.5% choose disagrees and 3.1% strongly disagree.

Table 24 : Information in digital content can be copied and reused without the permission

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	35	13.7	13.7	13.7
	D	50	19.5	19.5	33.2
	QA	65	25.4	25.4	58.6
	A	94	36.7	36.7	95.3
	SA	12	4.7	4.7	100.0
	Total	256	100.0	100.0	

For statement *Information in digital content can be copied and reused without the permission of copyright holders,* majority of respondent chose agree with 36.7%, followed by quite agree 25.4%. While only 19.5% of respondent disagree and 13.7% strongly disagree.

Table 25 : University is effective at monitoring students who are committing copyright infringement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	2.7	2.7	2.7
	D	40	15.6	15.6	18.4
	QA	79	30.9	30.9	49.2
	A	113	44.1	44.1	93.4
	SA	17	6.6	6.6	100.0
	Total	256	100.0	100.0	

Table 25 shows the finding on statement *My university is effectively at monitoring students who are committing copyright infringement*. The majority of respondent with 44.1% agree with the statement, followed by 30.9% quite agree. However, there is lower percentage for negative statement which 15.6% choose disagrees and 2.7% strongly disagree.

Table 26 : Accessing digital content through library portal means that I accept the terms and conditions provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	3	1.2	1.2	1.6
	QA	59	23.0	23.0	24.6
	A	157	61.3	61.3	85.9
	SA	36	14.1	14.1	100.0
	Total	256	100.0	100.0	

Table 26 shows that majority with 61.3% of respondent agree that accessing digital content through library portal means that they accept the terms and conditions provided, followed by 23.0% agree and 14.1% strongly agree.

4.4.4 Frequency Analysis : Promotional Program

Table 27 – 31 explain the frequency analysis of promotional program as the independent variables in this study.

Table 27 : Promotional program is important to raise awareness on copyright

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	1.6	1.6	1.6
	QA	26	10.2	10.2	11.7
	A	115	44.9	44.9	56.6
	SA	111	43.4	43.4	100.0
	Total	256	100.0	100.0	

The finding in Table 27 shows the majority respondent which 44.9% agree that promotional program is important to raise awareness on copyright, followed by 43.4% strongly agree and 10.2% quite agree. However, there is lower percentage for negative statement which 1.6% disagrees.

Table 28 : University is effectively doing promotion about copyright awareness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	2.0	2.0	2.0
	D	31	12.1	12.1	14.1
	QA	80	31.2	31.2	45.3
	A	109	42.6	42.6	87.9
	SA	31	12.1	12.1	100.0
	Total	256	100.0	100.0	

Table 28 shows the finding on statement *My University is doing promotion about copyright awareness*. The majority of respondent with 42.6% agree with the statement, followed by 31.2% quite agree. However, there is lower percentage for negative statement which 12.1% choose disagrees and 2.0% strongly disagree.

Table 29 : Many ways have been taken to communicate information about copyright in faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	2.0	2.0	2.0
	D	38	14.8	14.8	16.8
	QA	75	29.3	29.3	46.1
	A	115	44.9	44.9	91.0
	SA	23	9.0	9.0	100.0
	Total	256	100.0	100.0	

Table 29 shows the finding on statement *There are many ways have been taken to communicate information about copyright in faculty*. The majority of respondent with 44.9%% agree with the statement, followed by 29.3% quite agree. However, there is lower percentage for negative statement which 14.8% choose disagrees and 2.0% strongly disagree.

Table 30 : University has been promoting the policies and procedures regarding on copyright

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	1.6	1.6	1.6
	D	35	13.7	13.7	15.2
	QA	85	33.2	33.2	48.4
	A	116	45.3	45.3	93.8
	SA	16	6.2	6.2	100.0
	Total	256	100.0	100.0	

For the statement *My University has been promoting the policies and procedures regarding on copyright*, the majority 45.3% agree with the statement, followed by 33.2% quite agree and 6.2% strongly agree. However, there is lower percentage for negative statement which 13.7% choose disagrees and 1.6% strongly disagrees.

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Table 31 : Interested to join any promotional program about copyright

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	1.6	1.6	1.6
	D	11	4.3	4.3	5.9
	QA	31	12.1	12.1	18.0
	A	151	59.0	59.0	77.0
	SA	59	23.0	23.0	100.0
	Total	256	100.0	100.0	

For the statement *I am interested to join any promotional program about copyright which provided by my university,* the majority 59.0% agree with the statement, followed by 23.0% strongly agree and 12.1% quite agree.

4.4.5 Frequency Analysis : Training

Table 32 – 37 explain the frequency analysis of training as the independent variables in this study.

Table 32 : Training activities is important to raise awareness on copyright

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	2.0	2.0	2.0
	QA	27	10.5	10.5	12.5
	A	118	46.1	46.1	58.6
	SA	106	41.4	41.4	100.0
	Total	256	100.0	100.0	

The finding in Table 32 shows the majority respondent which 46.1% agree that training is important to raise awareness on copyright, followed by 41.4% strongly agree and 10.5% quite agree. However, there is lower percentage for negative statement which 2.0% disagree.

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**Table 33 : Copyright education program is important
to help student gain a deeper understanding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	.8	.8	.8
	D	3	1.2	1.2	2.0
	QA	26	10.2	10.2	12.1
	A	127	49.6	49.6	61.7
	SA	98	38.3	38.3	100.0
	Total	256	100.0	100.0	

Table 33 shows the finding on statement *Copyright education program is important to help student gain a deeper understanding*. The majority of respondent with 49.6%% agree with the statement, followed by 38.3% strongly agree and 10.2% quite agree.

**Table 34 : Copyright education program develops the skills
necessary to use information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	3	1.2	1.2	1.6
	QA	31	12.1	12.1	13.7
	A	145	56.6	56.6	70.3
	SA	76	29.7	29.7	100.0
	Total	256	100.0	100.0	

The finding in Table 34 shows the majority respondent which 56.6% agree that training is important to develops the skills necessary to use information in a way that is in line with the law, followed by 29.7% strongly agree and 12.1% quite agree. However, there is lower percentage for negative statement which 1.2% disagrees.

Table 35 : University is effectively provides training about copyright

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	2.7	2.7	2.7
	D	39	15.2	15.2	18.0
	QA	80	31.2	31.2	49.2
	A	114	44.5	44.5	93.8
	SA	16	6.2	6.2	100.0
	Total	256	100.0	100.0	

For the statement *My university is effectively provides training about copyright*, the majority 44.5% agree with the statement, followed by 31.2% quite agree and 6.2% strongly agree. However, there is lower percentage for negative statement which 15.2% choose disagrees and 2.7% strongly disagree.

Table 36 : Librarians can fulfil the need for copyright education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	9	3.5	3.5	3.9
	QA	73	28.5	28.5	32.4
	A	123	48.0	48.0	80.5
	SA	50	19.5	19.5	100.0
	Total	256	100.0	100.0	

For the statement *Librarians can fulfil the need for copyright education*, the majority 48.0% agree with the statement, followed by 28.5% quite agree and 19.5% strongly agree. However, there is lower percentage for negative statement which 3.5% choose disagrees and 0.4% strongly disagrees.

Table 37 : Librarians can help users make informed decisions on how to meet their information needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	.8	.8	.8
	D	12	4.7	4.7	5.5
	QA	52	20.3	20.3	25.8
	A	136	53.1	53.1	78.9
	SA	54	21.1	21.1	100.0
	Total	256	100.0	100.0	

For the statement *Librarians can help users make informed decisions on how to meet their information needs while still respecting copyright,* the majority 53.1% agree with the statement, followed by 21.1% strongly agree and 20.3% quite agree. However, there is lower percentage for negative statement which 4.7% choose disagrees and 0.8 % strongly disagrees.

4.4.6 Frequency Analysis : Lawful attitude

Table 38 – 42 explain the frequency analysis of lawful attitude as the dependent variables in this study.

Table 38 : It is important to discuss issues like copyright infringement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	1.6	1.6	1.6
	QA	28	10.9	10.9	12.5
	A	141	55.1	55.1	67.6
	SA	83	32.4	32.4	100.0
	Total	256	100.0	100.0	

Table 38 shows the finding on statement *In times of moral and ethical decline, it is important to discuss issues like copyright infringement.* The majority of respondent with 55.1% agree with the statement, followed by 32.4% strongly agree and 10.9% quite agree. However, there is lower percentage for negative statements which 1.6% choose disagree.

Table 39 : Copyright infringement should NOT be considered a very important issue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	33	12.9	12.9	12.9
	D	54	21.1	21.1	34.0
	QA	67	26.2	26.2	60.2
	A	88	34.4	34.4	94.5
	SA	14	5.5	5.5	100.0
	Total	256	100.0	100.0	

Table 39 shows the finding on statement *Since copyright infringement is taking other persons word rather than tangible assets, it should NOT be considered a very important issue*. The majority of respondent with 34.4% agree with the statement, followed by 26.2% quite agree and 5.5% strongly agree. However, there is lower percentage for positive statement which 21.1% choose disagrees and 12.9% chose strongly disagree.

Table 40 : It is justified to copy part of similar paper already published in that language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	29	11.3	11.3	11.3
	D	42	16.4	16.4	27.7
	QA	84	32.8	32.8	60.5
	A	89	34.8	34.8	95.3
	SA	12	4.7	4.7	100.0
	Total	256	100.0	100.0	

Table 40 shows the finding on statement *If a student cannot write well in a foreign language (English), it is justified to copy part of similar paper already published in that language*. The majority of respondent with 34.8% agree with the statement, followed by 32.8% quite agree, 16.4% disagree, 11.3% strongly disagree and 4.7% strongly agree.

Table 41 : Student cannot avoid using other people's words without citing the sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	3.5	3.5	3.5
	D	11	4.3	4.3	7.8
	QA	101	39.5	39.5	47.3
	A	112	43.8	43.8	91.0
	SA	23	9.0	9.0	100.0
	Total	256	100.0	100.0	

For the statement *Sometimes student cannot avoid using other people's words without citing the sources, because there are only so many ways to describe something,* the majority 43.8% agree with the statement, followed by 39.5% quite agree and 9.0% strongly agree. However, there is lower percentage for positive statement which 4.3% choose disagrees and 3.5% strongly disagree.

Table 42: Copyright infringement is as bad as stealing an exam

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	2.7	2.7	2.7
	D	30	11.7	11.7	14.5
	QA	76	29.7	29.7	44.1
	A	106	41.4	41.4	85.5
	SA	37	14.5	14.5	100.0
	Total	256	100.0	100.0	

Lastly, for the statement *Copyright infringement is as bad as stealing an exam,* the majority 41.4% agree with the statement, followed by 29.7% quite agree and 14.5% strongly agree. However, there is lower percentage for negative statement which 11.7% choose disagrees and 2.7% strongly disagree.

4.5 Descriptive Statistic

In descriptive analysis, the mean and standard deviation being interpret. The highest mean, lowest mean and overall mean will be discuses in this analysis part.

Table 43 : Descriptive analysis for policy guidance

Descriptive Statistics

	N	Range	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
C1 I understand that digital content collection is protected under copyright policy	256	3	4.18	.045	.717	.514
C2 Policy guidance is important to protect digital content	256	4	4.22	.043	.693	.480
C3 My university provide a proper policy guidance on digital content	256	4	3.52	.057	.916	.839
C4 Information in digital content can be copied and reused without the permission of copyright holders	256	4	2.99	.071	1.141	1.302
C5 My university is effective at monitoring students who are committing copyright infringement	256	4	3.36	.057	.919	.844
C6 Accessing digital content through library portal means that I accept the terms and conditions provided	256	4	3.88	.041	.663	.439
			3.69		0.842	
Valid N (listwise)	256					

Table 43 shows the results of descriptive analysis for policy guidance variable, which demonstrate the lawful attitude. The overall mean for policy guidance is 3.69, suggesting that the respondents of the study felt that the policy guidance towards the digital content fulfilled their expectation. The overall standard deviation is 0.842, which is less than 1, denoting that overall the respondent have almost identical opinion about the policy guidance factor on copyright towards digital content. Further scrutiny on the results suggest that the highest mean is for *Policy guidance is important to protect digital content,* while the lowest is for *Information in digital content can be copied and reused without the permission of copyright holders.*

Table 44 : Descriptive analysis for promotional programs

Descriptive Statistics

	N	Range	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
D1 Promotional program is important to raise awareness on copyright	256	3	4.30	.045	.714	.509
D2 My university is effectively doing promotion about copyright awareness	256	4	3.51	.058	.925	.855
D3 There are many ways have been taken to communicate information about copyright in faculty	256	4	3.44	.057	.918	.844
D4 My university has been promoting the policies and procedures regarding on copyright	256	4	3.41	.054	.858	.737
D5 I am interested to join any promotional program about copyright which provided by my university	256	4	3.98	.051	.816	.666
			3.73		0.846	
Valid N (listwise)	256					

Table 44 shows the results of descriptive analysis for promotional program variable, which demonstrate the lawful attitude. The overall mean for promotional program is 3.73, suggesting that the respondents of the study felt that the promotional program towards the digital content fulfilled their expectation. The overall standard deviation is 0.846, which is less than 1, denoting that overall the respondent have almost identical opinion about the promotional program factor on copyright towards digital content. Further scrutiny on the results suggest that the highest mean is for *Promotional program is important to raise awareness on copyright*, while the lowest is for *My university has been promoting the policies and procedures regarding on copyright*.

Table 45 : Descriptive analysis for training

Descriptive Statistics

	N	Range	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
E1 Training activities is important to raise awareness on copyright	256	3	4.27	.045	.726	.527
E2 Copyright education program is important to help student gain a deeper understanding	256	4	4.23	.046	.741	.549
E3 Copyright education program develops the skills necessary to use information in a way that is in line with the law	256	4	4.14	.043	.694	.482
E4 My university is effectively provides training about copyright	256	4	3.36	.057	.910	.828
E5 Librarians can fulfil the need for copyright education	256	4	3.83	.050	.793	.629
E6 Librarians can help users make informed decisions on how to meet their information needs while still respecting copyright.	256	4	3.89	.051	.814	.662
			3.95		0.78	
Valid N (listwise)	256					

Table 45 shows the results of descriptive analysis for training variable, which demonstrate the lawful attitude. The overall mean for training is 3.95, suggesting that the respondents of the study felt that the training towards the digital content fulfilled their expectation. The overall standard deviation is 0.78, which is less than 1, denoting that overall the respondent have almost identical opinion about the training factor on copyright towards digital content. Further scrutiny on the results suggest that the highest mean is for *Training activities is important to raise awareness on copyright*, while the lowest is for *My university is effectively provides training about copyright*.

4.6 Inferential Analysis

Correlation is a technique for investigating the relationship between two quantitative. To investigate the relationship between policy guidance, promotional activities and training with the lawful attitude, the correlation analysis were performed for this study. The results of correlation analysis are displayed in the Table 46 below.

Table 46 : Correlation Analysis

Correlations

		ALL_Policy Guidance	ALL_Promotional Program	ALL_Training	ALL_Lawful
ALL_PolicyGuidance	Pearson Correlation	1	.697"	.561"	.446"
	Sig. (2-tailed)		.000	.000	.000
	N	256	256	256	256
ALL_Promotional Program	Pearson Correlation	.697"	1	.681"	.423"
	Sig. (2-tailed)	.000		.000	.000
	N	256	256	256	256
ALL_Training	Pearson Correlation	.561"	.681"	1	.305"
	Sig. (2-tailed)	.000	.000		.000
	N	256	256	256	256
ALL_Lawful	Pearson Correlation	.446"	.423"	.305"	1
	Sig. (2-tailed)	.000	.000	.000	
	N	256	256	256	256

**. Correlation is significant at the 0.01 level (2-tailed).

From the correlations analysis above, it can be seen that the correlation coefficient (r) equals 0.446 for policy guidance, 0.423 for promotional program and 0.305 for training towards lawful attitude, indicating a positive relationship, thus implying that moderate and significant relationship exist between the policy guidance, promotional activities and training with the lawful attitude.

The result can conclude that for PTAR, UiTM Puncak Perdana users, there is evidence that policy guidance, promotional activities and training about copyright is related to lawful attitude. In particular, it seems that the more a user knows about copyright, the greater their lawful attitude when accessing the digital content provided by library.

4.7 Linear Regression Analysis

Regression analysis generates an equation to describe the statistical relationship between one or more predictor variables and the response variable.

Table 47 : The relationship between Policy Guidance on digital content towards lawful attitude

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	ALL_PolicyGuidance[a]		. Enter

a. All requested variables entered.

b. Dependent Variable: ALL_Lawful

Model Summary

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.446[a]	.199	.196	.50824	.199	63.217	1	254	.000

a. Predictors: (Constant), ALL_PolicyGuidance

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.330	1	16.330	63.217	.000[a]
	Residual	65.610	254	.258		
	Total	81.940	255			

a. Predictors: (Constant), ALL_PolicyGuidance

b. Dependent Variable: ALL_Lawful

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.548	.241		6.412	.000
	ALL_PolicyGuidance	.515	.065	.446	7.951	.000

a. Dependent Variable: ALL_Lawful

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Hypotheses 1 (H1) proposed that policy guidance on digital content has a positive influence towards lawful attitude. Based on the Table 47 showcase the results of the linear regression analysis between policy guidance and lawful attitude. As shown in Table 47, the p value of the linear regression is 0.000 less than 0.05; therefore the linear regression model is significant and accepted. The t-value for policy guidance equals 7.951, and is statistically significant, meaning that the regression coefficient for policy guidance is significantly. Therefore, the result does supported Hypotheses 1 (H1) where policy guidance on digital content has a positive influence towards lawful attitude.

Table 48 : The relationship between Promotional Programs on digital content towards lawful attitude

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	ALL_Promotiona lProgram[a]		. Enter

a. All requested variables entered.

b. Dependent Variable: ALL_Lawful

Model Summary

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.423[a]	.179	.175	.51473	.179	55.270	1	254	.000

a. Predictors: (Constant), ALL_PromotionalProgram

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.643	1	14.643	55.270	.000[a]
	Residual	67.296	254	.265		
	Total	81.940	255			

a. Predictors: (Constant), ALL_PromotionalProgram

b. Dependent Variable: ALL_Lawful

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.885	.213		8.850	.000
ALL_PromotionalProgram	.420	.056	.423	7.434	.000

a. Dependent Variable: ALL_Lawful

Hypotheses 2 (H2) proposed that promotional program on digital content has a positive influence towards lawful attitude. Table 48 showcase the results of the linear regression analysis between promotional program and lawful attitude. As shown in Table 48, the p value of the linear regression is 0.000 less than 0.05; therefore the linear regression model is significant and accepted. The t-value for policy guidance equals 7.434, and is statistically significant, meaning that the regression coefficient for promotional program is significantly. Therefore, the result does supported Hypotheses 2 (H2) where program on digital content has a positive influence towards lawful attitude.

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Table 49 : The relationship between training on digital content towards lawful attitude

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	ALL_Training[a]		. Enter

a. All requested variables entered.

b. Dependent Variable: ALL_Lawful

Model Summary

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.305[a]	.093	.090	.54086	.093	26.111	1	254	.000

a. Predictors: (Constant), ALL_Training

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.638	1	7.638	26.111	.000[a]
	Residual	74.302	254	.293		
	Total	81.940	255			

a. Predictors: (Constant), ALL_Training

b. Dependent Variable: ALL_Lawful

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	2.139	.259		8.261	.000
	ALL_Training	.332	.065	.305	5.110	.000

a. Dependent Variable: ALL_Lawful

Hypotheses 3 (H3) proposed that training action on digital content has a positive influence towards lawful attitude. Based on Table 49 showcase the results of the linear regression analysis between training and lawful attitude. As shown in Table 49, the p value of the linear regression is 0.000 less than 0.05; therefore the linear regression model is significant and accepted. The t-value for training equals 5.110, and is statistically significant, meaning that the regression coefficient for training is significantly. Therefore, the result does supported Hypotheses 3 (H3) where training action on digital content has a positive influence towards lawful attitude.

4.8 The Hypothesis Result

In order to investigate the factor that contribute to the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana, the Table 50 below represents the complete result from overall hypotheses include in this study.

Table 50 : Hypothesis Result

Hypotheses	Description	Result
$H1_1$	Policy guidance on digital content has a positive influence towards lawful attitude	Supported
$H2_1$	Promotional program on digital content has a positive influence towards lawful attitude	Supported
$H3_1$	Training action on digital content has a positive influence towards lawful attitude	Supported

From the findings shows that overall the hypotheses was supported, which means policy guidance, promotional program and training contribute to the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana and has a positive influence towards lawful attitude. These findings will be discussed later in the Chapter 5 with several recommendations.

5.0 DISCUSSION

5.1 Introduction

In this chapter, it has been assigned into five sections where started with the introduction is discussion about the research findings in this study. Then, discussion on the awareness of copyright and the factor that contribute to the awareness of copyright towards digital content which are resulted and interpreted from the findings. Besides that, in this chapter acknowledges some of the contribution from the study, limitation that researcher had encountered while conducting this study, offer some proposed areas of future development and extend scope of the study presented in this study. Last section in this chapter summarizes the research findings and the conclusion of the study.

5.2 Discussion on Research Findings

As highlighted in Chapter One, this study was conducted with the purpose to achieve the research objectives. As a result, the following subsection provides a detailed discussion that is addressed above mentioned objective.

5.2.1 Awareness of copyright on digital content

The findings indicate in the Table 12 and Table 13 shows that majority of respondent aware and understand the meaning of copyright towards digital content. The factor contributes to the awareness could be derived when majority respondent have a session on copyright during their study (Table 15) and said the session is useful (Table 16). In addition, respondent also gets their awareness from lecturer as a main sources, advice from friends, searching on the university website and minority said from librarian as shown in Table 14.

However, the awareness is not much help in raising their confidence level when finding in Table 18 showed that the majority of respondents choose the answer *Sometimes* when asking level of confidence with their references when completing work and out of 256 respondents, 38 of them not confident at all. In addition, there are respondent choose they can be accused of copyright during the examination.

Through the finding also, it demonstrates that respondents have an awareness of copyright towards digital content, but not intensively. It is clearly shown in findings in Table 19 which majority respondent uses words or sentences from articles when completing assignments without citation or reference. This was also found in Korletey (2014), that many scholars believe that the rate of frequent copyright infringements among students and other user of copyright materials in the academic environment is an indication that the awareness of copyright is still extremely low, especially, today that technology has made is easier to photocopy, plagiarize and pirate other peoples materials.

In general, although some users PTAR, UiTM Puncak Perdana may have general ideas about copyright, these users often do not realize that much of their information retrieval behaviour is illegal or unethical. Therefore, it is necessary for those who involved with the digital content creation to be well conversant with copyright issues, educate and make the library users aware in how to respect others intellectual property. It is important to avoid any copyright infringement due to the awareness and understanding of user towards copyright.

5.2.2 Factor that contribute to the awareness of copyright towards digital content

5.2.2.1 Policy guidance on digital content

The findings indicate that policy guidance on digital content has a positive influence towards lawful attitude. This objective was answered through the tested hypotheses *H1: Policy guidance on digital content has a positive influence towards lawful attitude.*

Based on the finding at Table 21, it clearly shows that respondent understand that digital content collection is protected under the policy, agree that policy guidance is important to protect digital content (Table 22) as well as accessing digital content through the library portal means that they accept the terms and conditions provided (Table 23). Beside the positive attitude, however, there are lower percentages for statement information in digital content can be copied and reused without the

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permission as evident in Table 24, lower percentage for disagreement that university is effective at monitoring students who a committing copyright infringement and university provide proper policy guidance (Table 25-26). Even thought there is lower percentage, but the statistic needs to be taken into consideration to avoid any misconduct of library users more severe in the future.

It was supported by Chou, Chan and Wu (2007), identified three great student misconceptions about internet resources and copyright laws which is all internet content is open for the public to use; the internet is always free; and all educational use is fair use.

Therefore, it is important for university and librarians to give a guidance to library users, to protect the intellectual work, to seek copyright permission for copyrighted material, as well as clarify the confusion surrounding the actual amount that could be legally used under fair use guidelines as stated by Massis (2014), basic digital copyright issues faced daily by librarians which each of them must understand the guidelines that support "Fair Use" of copyright. In addition, the role of the librarian has indeed changed as a result of a quantum shift in the issues surrounding digital resources and the legal landscape.

5.2.2.2 Promotional programs on digital content

The findings indicate that promotional programs on digital content have a positive influence towards lawful attitude. This objective was answered through the tested hypotheses *H2: Promotional programs on digital content have a positive influence towards lawful attitude.*

A total of 5 questions was submitted to assess the respondent's perception of the promotional activities undertaken by the university. In general, Table 27 indicate that the majority respondents agree that promotional program is important to raise awareness on copyright and interested to join any promotional program conducted by university. In spite of that agreement, also raised the question of the extent to which the universities are effectively doing promotions as there are lower percentages for disagreement in aspect promoting the policies and procedures regarding on copyright

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as shown in Table 28, also ways have been taken to communicate information about copyright at faculty in Table 29.

Libraries and universities can take proactive action to intensify promotional activities related copyright issues. The visibility of the copyright information in library and university website indicates the importance of this information to users, as reflect to the findings in Table 14 shows the sources of respondent to get their awareness of copyright. In libraries where librarians perceive copyright information is important today, they will make this information easily available to their users as in line with Shachaf and Rubenstein (2006), on these libraries' web sites, the user will not spend time following multiple links; a lower number of clicks will lead the user to the relevant information.

However, findings in Table 31 indicate that, there are low percentages of respondents who are not interested to participate in promotional programs relating to copyright held by the University. This matter needs to be addressed and require more detailed study to identify the causes of the problem for the improvement of the promotional program.

5.2.2.3 Training on digital content

The findings indicate that training on digital content have a positive influence towards lawful attitude. This objective was answered through the tested hypotheses *H3: Training on digital content have a positive influence towards lawful attitude.* Based on the finding in Table 32, it clearly shows that respondent agree that training activities is important to raise awareness on copyright. In addition, they also agree that copyright education program is important to help student gain a deeper understanding and develops the skills necessary to use information in a way that is in line with the law (Table 33-34).

Therefore, university need to be more effective in providing training to users of the results of the study showed that there are a percentage of respondents disagreed with the statement that the university is effectively provides training about copyright. Library UiTM, Puncak Perdana can play an important role in providing education to

users regarding copyright as evident in Table 36, as well as help them on how to meet their information needs, while still respecting copyright. It was supported by Horava (2010) found that responsibility for copyright activities was distributed across library position levels, including library administrators, librarians, and staff within various departments.

In line with Le (2015), major challenges facing by academic library leadership in the digital age where the need to prove the relevancy of the library to the university community, as well as on the changing roles of academic libraries in this environment. To prove the need for the library's existence, academic library must demonstrate to the campus community the linkage between the library and the students' learning outcomes and the faculty research productivity and teaching, thus assisting to position the institution for a more competitive higher education landscape. In particular, according to the Le (2015), the areas where academic library can play important and influential roles include data repository, digital publishing ("libraries as publishers"), open access, copyrights, inter-institutional collaborative partnerships, rapid dissemination of new knowledge, etc. As with other studies by Johnston and Williams (2015), mention that there is much demand and a continuing most needed area of skills training was information literacy, followed by copyright training and technical skills.

5.2.3 Lawful attitude towards digital content

Data collected from the survey respondents represented their perceptions regarding copyright towards digital content. In general, the important of respecting intellectual property rights in particular copyright on digital content is still at a moderate level. Although the respondent agrees with the important of copyright in Table 38, but the high percentage of respondents in Table 40 indicated that they still using paragraphs from an article published with the reason cannot write well in English and cannot avoid using other people words without citing the sources (Table 41). The reason is line with previous study by Smith, Ghazali and Noor Minhad (2007) which noted due to lack of awareness, lack of understanding, lack of competence, and personal attitudes, added by Eret and Gokmenoglu (2010) mentioned due to foreign language

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problems, time constraints, and lack of knowledge. Furthermore, there is also an opinion that copyright infringement is not as bad as stealing in examination as evident in Table 42.

Nowadays, in the meantime, more libraries may decrease their local print holdings and instead build their institutional repository, where more collection can be efficiently managed, stored, preserved, jointly collected, and shared. In some aspect, even though some of user believes the copyright law, intellectual property laws, and license terms can limit the sharing of information, however, according to Hainer, Beaubien, Posner and Simpson (2014), creative solutions can still be developed that are both within the law, and allow libraries to provide excellent and proactive service. Libraries should use technology whenever possible and be willing to go beyond their local, regional, and even national partners when necessary (Posner, 2013).

5.3 Contribution of the Study

Researcher has not found many of the literature which focusing on the awareness of copyright and the factor that contribute to the awareness of copyright towards digital content within Academic Library in Malaysia respectively. The main contribution of this study by hoping that this research will be use for future reference for other scholars who interested in this issue. As Patra (2006) declared, the introduction of e-resources has improved library services and enhanced access to library resources, but sometimes the management is not trouble-free. Consequently, in such an environment, lack of copyright awareness may result in uncontrollable copyright infringement activities.

The outcomes of the study will form the basis for awareness-raising in support of the institutional of systems that facilitate the protection and easy access to learning materials. Hence, the results can be used as a guide to the improvement of library services, especially in terms of digital content. Thus, that such management challenges can be faced successfully, relevant programs can be designed for and

delivered to library users which will foster copyright awareness while access to teaching and learning materials.

From the practical scenes, the instrument developed and employed in this study can be adopted by other researchers who are interested in looking for the area in this study. Therefore, this study has important theoretical and empirical implications, which both difference and integrating with prior contributions in the same interest.

5.4 Limitation and Future Study

In the success of the study which to answer the research objectives, this study also addresses few number of limitations for the future research which should be taken into consideration. In the regard to the theoretical framework, the framework from the previous studies were reviewed carefully to ensure the proper and appropriate framework used in this study. The framework was being adapted from Research Model by Steininger and Ruckel (2013) in order to help researcher conducted this study. Moreover, the present study was conducted only within user PTAR, UiTM Puncak Perdana and focused only two faculties in UiTM Puncak Perdana, raising the question of transferability of results to the other PTAR, UiTM library user. It would be interesting to see the future research engage with respondents from different background and different faculty, then in other Academic Libraries in Malaysia. In addition, researcher suggests that in the future research, the qualitative and mix approach is being used to collect and gathered the data to achieve research objectives.

5.5 Conclusion

This study aims to study on the awareness of copyright and investigate the factor that contribute to the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana. From the findings, three factors have been founded influenced the awareness on copyright towards digital collection which include policy guidance, promotional programs and training. Finding also shows that three factors discussed in this study have a relationship and contribute to the lawful attitude of the respondent.

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Copyright law is a balancing act between protecting the rights of creators and protecting the rights of users. A fundamental mandate of libraries is to protect intellectual freedom and support for fair and equitable access to information. Copyright issues are always evolving, and librarians can be one of the key resources in this area for universities and colleges.

Similarly with many libraries in the world, the emergence of technology have been changing the way library offered their services to users. The library has not only provide conventional books, but digital content which can be shared and disseminate to many users at the same time, as well library nowadays not only evaluated by the number of users coming to library but the quality of their services, the document supplied and their trust on the librarians (Tran, 2015). It is mean that staff of the library has to upgrade their skills and techniques to work with digital and ICT development, and alert with current technological issues and environment. Library staff, although has enough qualification before they came to the library, each of them has different strong ability, and what most important is the ability to adapt to the changes of new environment, their attitude to work with technology and their personal life. Therefore, it can influence to the quality of service and part of them can continue working in the new environment.

In order to ensure that the digital content freely available to access, education on copyright laws could also be included in the curriculum (Isiakpona, 2012) and user awareness need to be in place for instance through copyright promotional activities (Horava, 2010), workshop and seminars (Korletey, 2014) and copyright-related policies (Smith et al., 2006), thus that interest of content creators can be protected, contribute to the new knowledge creation and an author can declare that they works was protected under one of the various creative common licenses. Nevertheless, the process of implementation of each planning action taken should be given attention and emphasis to ensure that the objectives of the action can be achieved. There is a need to protect property rights yet allow creative use of content by university communities in particular UiTM.

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Appendix

A study on the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana

Dear respondent,

This study seeks to identify the awareness of copyright and investigate the factor that contribute to the awareness of copyright towards digital content among users PTAR, UiTM Puncak Perdana. The result of this study will be used as a guideline and measurement of library user awareness of copyright towards digital content and factor that contributing the awareness among users as well as to the improvement of library services, especially in terms of digital content. Your responses will be kept strictly confidential.

Thank you for your participation in completing this research question.

Section A: Demographic profile
Section B: Awareness of copyright on digital content
Section C: Policy guidance on digital content
Section D: Promotional programs on digital content
Section E: Training on digital content
Section F: Lawful attitude towards digital content

Yours faithfully,

Hazlin binti Ibrahim Khan
2013725767
012-3684761
Student of Master in Library Science (IM772)
Faculty of Information Management, UiTM Puncak Perdana

Instructions: This questionnaire consists of six (6) sections. Answer all the questions. Tick (/) where appropriate.

Section A: Demographic

A1. Please state your gender:
   ○ Male   ○ Female

A2. In which age group do you belong to?
   ○ 17-26 years
   ○ 27-36 years
   ○ 37-46 years
   ○ 47-60 years

A3. Academic prospect:
   ○ Diploma
   ○ Degree
   ○ Master
   ○ PhD
   ○ Other

A4. Please specify your faculty:
   ○ Faculty of Information Management
   ○ Faculty of Film, Theatre and Animation
   ○ Other *(Please specify)* _____

A5. You are in the semester?
   _____

Section B: The awareness of copyright towards digital content

B1. Do you aware about copyright?

    ◯   Yes   ◯   No

B2 : Do you understand the meaning of copyright?

    ◯   Yes   ◯   No

B3. How do you get the awareness about copyright? *(can choose more than one)*

    ◯   Through university website
    ◯   From friends
    ◯   From librarian
    ◯   From lecturer
    ◯   Others *(Please specify)* _____

B4. Did you have a session on copyright during your studies?

    ◯   Yes   ◯   No

B5. If yes, did you find it useful?

    ◯   Yes   ◯   No

B6. When can you be accused of copyright? *(can choose more than one)*

    ◯   Assignment
    ◯   Dissertation
    ◯   Exam
    ◯   Project
    ◯   Other *(Please specify)* _____

B7. Are you confident with references of your work?

    ◯   Yes
    ◯   Not
    ◯   Sometimes

B8. Do you use words or sentences from articles when completing your assignment without citation or reference?

    ◯   Yes
    ◯   Not
    ◯   Sometimes

B9. Who would you ask for help about copyright/referencing? *(can choose more than one)*

    ◯   Friend
    ◯   Lecturer
    ◯   Librarian
    ◯   Other *(Please specify)* _____

Section C: To identify the relationship between policy guidance on digital content towards lawful attitude

(Policy Guidance: university's copyright policy to address copyright issues that arise from the use of digital content)

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Quite Agree (QA)	Agree (A)	Strongly Agree (SA)

No.	Question	SD	D	QA	A	SA
C1	I understand that digital content collection is protected under copyright policy					
C2	Policy guidance is important to protect digital content					
C3	My university provide a proper policy guidance on digital content					
C4	Information in digital content can be copied and reused without the permission of copyright holders					
C5	My university is effective at monitoring students who are committing copyright infringement					
C6	Accessing digital content through library portal means that I accept the terms and conditions provided					

Section D: To identify the relationship between <u>promotional programs on digital content</u> towards lawful attitude

No.	Question	SD	D	QA	A	SA
D1	Promotional program is important to raise awareness on copyright					
D2	My university is effectively doing promotion about copyright awareness					
D3	There are many ways have been taken to communicate information about copyright in faculty					
D4	My university has been promoting the policies and procedures regarding on copyright					
D5	I am interested to join any promotional program about copyright which provided by my university					

Section E: To identify the relationship between <u>training on digital content</u> towards lawful attitude

No.	Question	SD	D	QA	A	SA
E1	Training activities is important to raise awareness on copyright					
E2	Copyright education program is important to help student gain a deeper understanding					
E3	Copyright education program develops the skills necessary to use information in a way that is in line with the law					
E4	My university is effectively provides training about copyright					
E5	Librarians can fulfil the need for copyright education					
E6	Librarians can help users make informed decisions on how to meet their information needs while still respecting copyright.					

Section F: To identify the lawful attitude towards digital content

No.	Question	SD	D	QA	A	SA
F1	In times of moral and ethical decline, it is important to discuss issues like copyright infringement					
F2	Since copyright infringement is taking other persons word rather than tangible assets, it should NOT be considered a very important issue					
F3	If a student cannot write well in a foreign language (English), it is justified to copy part of similar paper already published in that language					
F4	Sometimes student cannot avoid using other people's words without citing the sources, because there are only so many ways to describe something					
F5	Copyright infringement is as bad as stealing an exam					

Thank you for your corporation in answering this survey ☺