Improving copyright administration in academic libraries in Ghana: Stakeholder perspectives

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Abstract

The interests of actors in the copyright debate needs harmonisation to properly harness the benefits of the copyright system. This study employed the mixed methods sequential explanatory approach to investigate the opinions of stakeholders on how the administration of copyright in academic libraries in Ghana can be improved. Data was collected from 530 postgraduate students and 38 library staff using questionnaires, and from four head librarians in one-on-one interview sessions. Data from two focus group discussion sessions involving six students each, on the one hand, and the five members of the Technical Committee of CopyGhana, on the other hand, was also used as part of the study. The students and the librarians were from two private and two public universities. The librarians recommended making copyright issues less technical, and less legal. They also suggested the need to enact laws or guidelines on digital content. Among others, the students suggested integrating IP education into their courses and linking it to their future career options. This was corroborated by the rightsholders. The rightsholders also believe that payment of a token reprographic fee by each student every academic year could mitigate the economic losses they incur due to unauthorised photocopying of their copyrighted materials. However, this requires a buy-in from the university authorities. The suggestion to incorporate issues of copyright into the academic curriculum from day one is a laudable one that must be taken seriously by authorities of academic institutions if copyright is to be given the needed attention in academic libraries.

Keywords: Academic libraries; CopyGhana; copyright administration; Ghana; reprographic fees; stakeholder perspectives

Introduction

According to WIPO (2016), copyright has two arms: the exploitation or economic, and the moral rights of rightsholders. Berlinck (2011) and University of Ghana (2015), have both reported that there are strict laws in academic institutions against the violation of authors' moral rights, i.e. the right of an author to be fully acknowledged and recognised for his/her work. The exploitation rights of authors have therefore become the subject of the copyright debate in higher academic institutions (WIPO, 2011; 2016).

In scholarly communication, libraries find themselves between the interests of the academic authors and the academic institutions they serve.

Whilst academic authors are mainly interested in maximising the economic impact of their creation, libraries, and the academic institutions they represent, are interested in maximising access to scholarly information – thus stimulating academic research. However, the extent to which photocopying take place in academic institutions without the consent and payments, infringes on the legitimate interests of rightsholders. This study reports on the experiences and expectations of three stakeholders in scholarly communication:

- Students as patrons of academic libraries.
- Academic librarians as they play their roles as information providers to enhance teaching

and learning, and as they seek to protect rightsholders' rights, and

- Rightsholders, represented by CopyGhana, on the proper administration of reprographic material use in academic libraries.

This was to investigate the possibility of achieving the right balance of stakeholder rights in scholarly communication.

Literature review
Academic libraries and copyright

Libraries in higher academic institutions support teaching, learning and research by students and faculty. They do this by facilitating the use of works of intellectual property and artistic content through the collection, preservation, organisation and dissemination of these materials (Crews, 2008; 2017). Libraries thereby play an important role in an institution's pursuit of academic excellence. However, as librarians facilitate access to copyrighted materials in their day-to-day activities, publishers and other intermediaries in copyright protection are interested in exploiting the support copyright law provides to their business models that help them to receive financial returns such that they can reinvest part to produce additional works, and retain the other as profit (Copyright Clearance Center. 2017; Copyright Alliance. 2018; Hart & Slater, 2019).

Fromer (2014) states that without copyright protection, the world would either have lower quality or fewer learning materials as creators may be reluctant to invest their resources just to let others use without the requisite compensation for them. Thus, rightsholders view copyright protection as a motivator for creators to be more innovative in the production of their ideas by providing an environment that promotes creativity. Puckett (2010), Internet Policy Task Force (2013), and Finck and Moscon (2019), on the other hand, indicate that technological advancements and enactment of more stringent laws have made the copyright terrain more challenging for users to navigate, thereby restricting access to knowledge goods to the detriment of public interest.

Stakeholder rights in information usage

Copyright laws are fashioned in such a way that they do not give unfettered rights to rightsholders. There are various ways to balance stakeholder interests such as the right of copyright owners to be rewarded for their efforts, and the interests of copyright users to have access to copyrighted materials. This gives reasonable access to users of copyright materials without negatively impacting the rights of copyright owners. Several authors such as Berkman Center for Internet and Society and EIFL (2013) and Crews (2017), have indicated that for the copyright system to function properly many countries have enacted laws that allow for exceptions and limitations to the rights of creators and authors, whilst offering sufficient protection to the rights of creators.

Electronic Frontier Foundation (EFF) (2012), Stokkmo (2019) and Weatherley (2014), all state that copyright exceptions and limitations allow creators to access and build upon other people's knowledge as well as help the copyright system to realise its fundamental tenet of fostering innovation and creativity for the benefit of humanity.

According to Crews (2008) the English Parliament first made concessions for copyright exception for libraries in 1956. Crews (2017) also states that out of 191 members of WIPO 161 countries make provisions in their copyright statutes that specifically enable libraries to make copies of materials that are copyright-protected in the discharge of library services.

Management of copyright laws in academic libraries

Sheat (2004) states that due to the ever-changing nature of the global knowledge environment libraries need to keep abreast with the international copyright standards and domestic case law to ensure that copyright legislation is interpreted in such a way that will preserve the balance between the "public interest" and the exploitation rights of rightsholders.

Modern trends in librarianship require that libraries become increasingly responsible legally for educating patrons on the tenets of copyright licensing agreements (Secker et al., 2019). Other authors such as Norris et al. (2019) and Todorova et al. (2017) have also indicated the need for library and information professionals to become highly literate in copyright (knowledge and skills) in order to efficiently and effectively serve their clients. However, Nilsson (2016), as well as Adu and van der Walt (2021), in discussing the role of academic librarians in handling copyright-related issues, have brought to the fore the lack of confidence with their level of understanding of copyright issues. Academic librarians are therefore reluctant to function as copyright advisors. Vogl et al. (2012) also reported that copyright compliance may not come easy to faculty in their delivery of instructions. It is, therefore, expedient to understand the perspectives

of various the stakeholders in the management of copyright issues with the view to effectively balancing the rights of creators and end-users of copyrighted materials in academic libraries.

Methodology

This research emanated from the pragmatist worldview, which appears best suited to the problem under investigation. Creswell (2014) and Yin (2016) state that the explanatory sequential mixed methods approach – a pragmatist research approach – is popular in fields with a strong quantitative orientation. The pragmatists recognise that the various research methods have their strengths and weaknesses and seek complementarity through the use of the different approaches. This paradigm aims to find the study's weaknesses and strengthen it by mixing methods (Johnson & Onwuegbuzie, 2004). The supporters of this paradigm believe that true knowledge can be obtained by the mixed methods approach to research. In the view of the pragmatist the problem is given credence as being of importance rather than the method.

According to Creswell (2003) and Tashakkori and Teddlie (1998), the pragmatic paradigm has what they describe as an "intuitive appeal". This study therefore adopted the pragmatist approach to permit the study of areas that are of interest, embrace methods that are appropriate and use the findings to make recommendations that can be adopted to ensure a fair balance among the various stakeholders in the use of copyrighted materials in academic libraries in Ghana.

This study is part of a larger work on "Intellectual property and libraries: balancing stakeholder rights in academic libraries in Ghana". The current study focused on the recommendations by 38 library staff and 530 postgraduate students during the quantitative phase, and one-on-one interview sessions of 4 head librarians (HL) as well as focus group discussion sessions of two groups of six postgraduate students each from two public and two private universities in Ghana as well as the five members of the Technical Committee (TC) of CopyGhana during the qualitative phase of the study.

Briefly, responses from the open-ended questions of the questionnaires administered to the students and library staff were grouped per institution. Students from the private and public universities were separately engaged in two focus group discussion sessions during the qualitative phase of the study. Their responses, as well as those of the head librarians from the one-on-one interview sessions, were analysed using the thematic content analysis approach (Onwuegbuzie,

Leech & Collins, 2012). Thus, the recordings were transcribed, coded and analysed for emerging themes to give meaning to particular topics. This was then followed by assessing the themes for patterns and common attributes to make meaning out of the data.

Findings
Demographic characteristics of respondents as students.

Age, gender and academic institution

The age distribution of the student respondents is shown in Figure 1. Close to 50% of the student respondents were between 26-35 years old with a very small proportion (i.e. 2.6%) being 46 years and above (Figure 1).
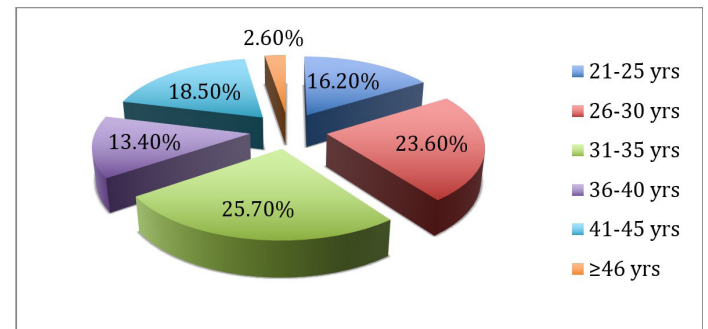

Figure 1. Age distribution of student respondents (n = 530)

The private institutions (particularly Valley View University) had more mature student respondents (i.e. 41-45 years old) compared to the public institutions (Figure 2).
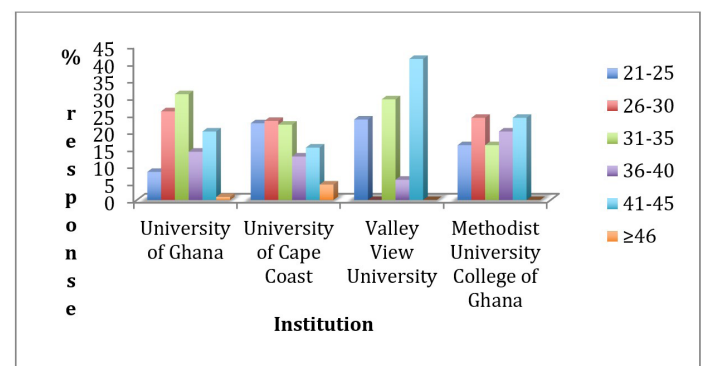

Figure 2. Age distribution of students by academic institution (n = 530)

There were over 2.8 times as many males as there were females (i.e. 74.0% against 26.0%) among the student respondents, with the private institutions having significantly more female respondents (Figure 3).
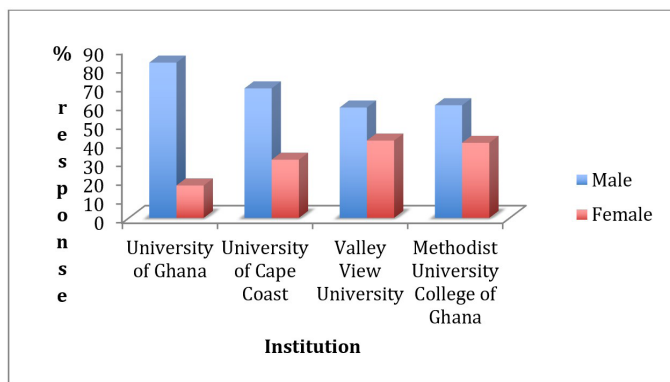
Figure 3. Gender distribution of student respondents within academic institution (n = 530)

Respondents pursuing MPhil degrees constituted the largest proportion of the study, followed closely by those studying for MA degrees, with those pursuing MSc. degrees being in the minority (Figure 4). Consequently, students studying for MPhil degrees formed the majority of respondents in three out of four institutions (Figure 5).
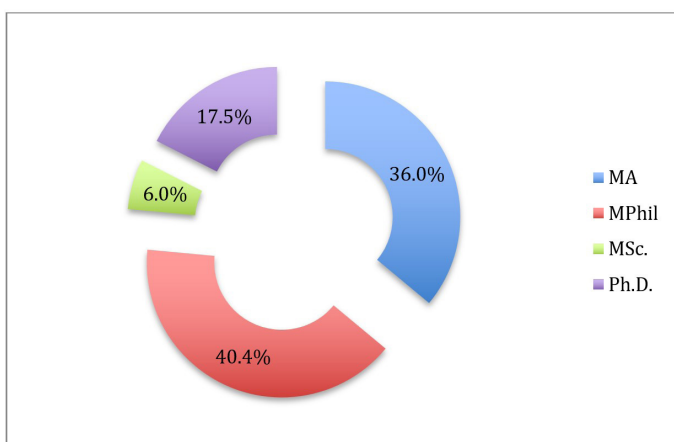

Figure 4. Degree programme and distribution of student respondents (n = 530)
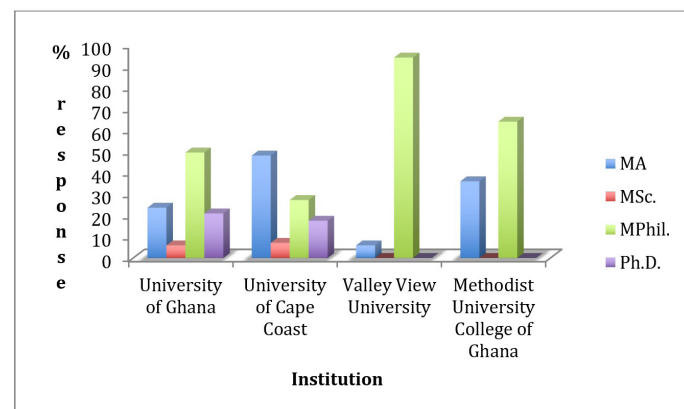

Figure 5. Academic institution and distribution of student respondents according to degree programme (n = 530)

Figure 6 shows that students in the humanities constituted more than 50% of the respondents, with those pursuing business courses being in the minority (6.6%).
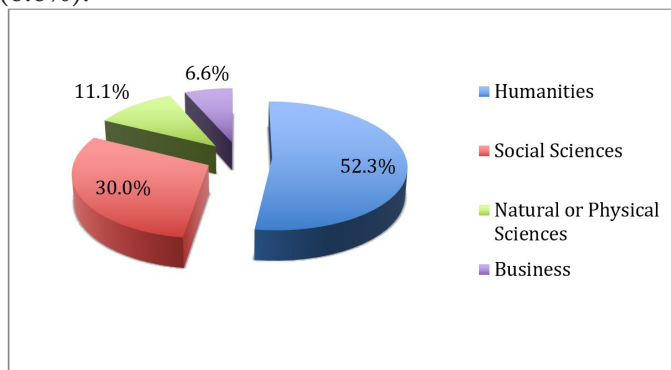

Figure 6. Distribution of student respondents according to area of study (n = 530)

Over 45.0% of the respondents in the public institutions were studying for degrees in the humanities, and over 40.0% in the private institutions were studying for degrees in the social sciences (Figure 7). Significantly more respondents were studying for business related degrees in the private institutions compared to the public institutions (> 20.0% v. ~5.0%, Figure 7).
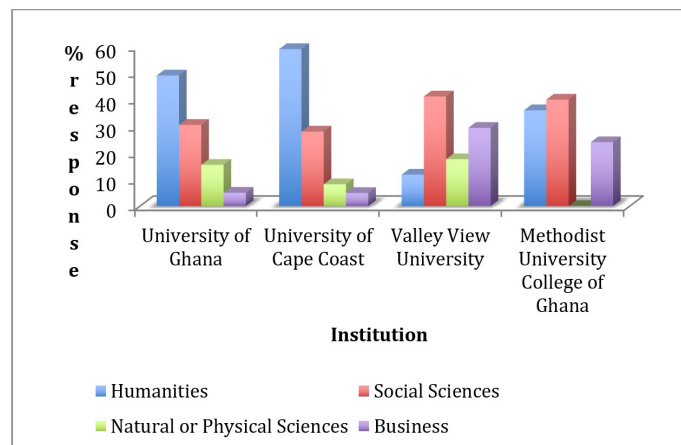

Figure 7. Academic institution and distribution of student respondents according to area of study (n = 530)

Over 80% of the respondents were either first- or second-year Master's students (Figure 8), and this was similar across institutions (Figure 9). Only a small proportion (4.5%) were second to fourth year PhD students (Figure 8).
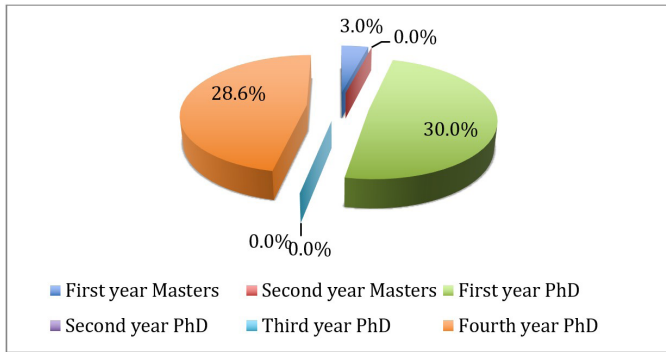
Figure 8. Distribution of student respondents according to stage at programme of study (n = 530).
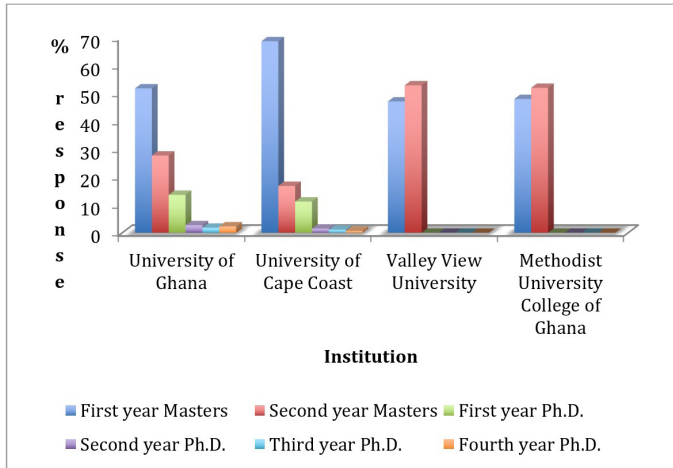

Figure 9. Academic institution and distribution of student respondents according to stage in programme of study (n = 530).

Also, over 80% of the respondents were in the early stages of their thesis write-up. Only a small minority (1.9%) was at the discussion stage of their thesis work (Figure 10). This scenario was across institutions (Figure 11).
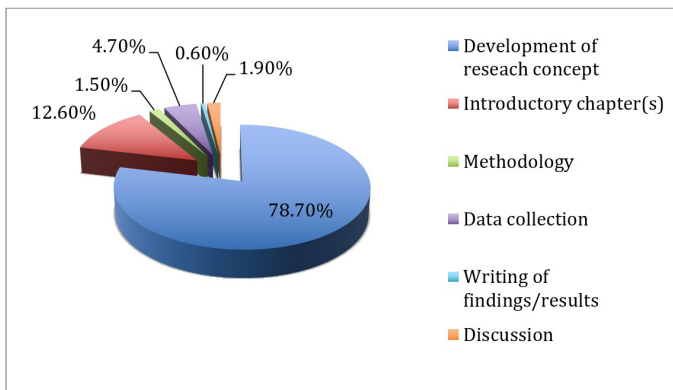

Figure 10. Stage at thesis write up and distribution of student respondents (n = 530).
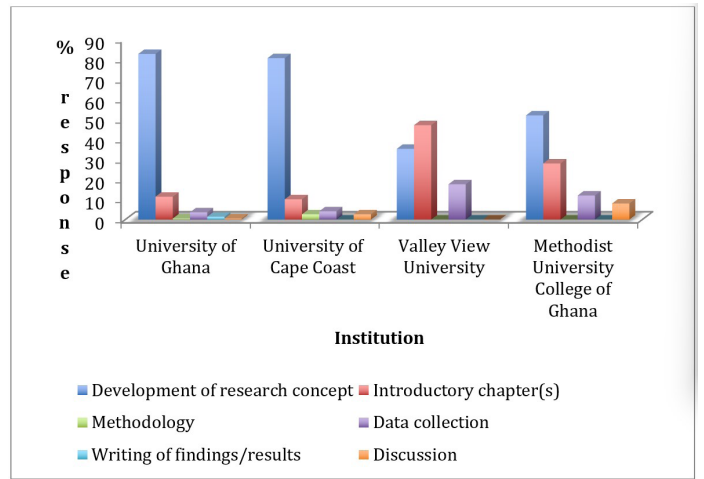

Figure 11. Academic institution and distribution of student respondents according to stage at thesis development (n = 530).

Demographic characteristics of respondents as library staff

Age, gender and academic institution of respondents who are staff.

The age distribution of the respondents in the staff category is shown in Figure 12. Figure 12 shows that less than 20.0% of the staff were less than 30 years old with the majority being between 31 to 45 years old. Only 23.7% were 46 years and above.
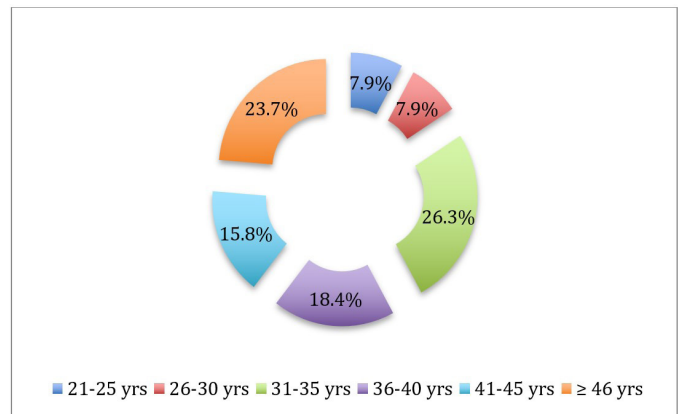

Figure 12. Age distribution of staff respondents (n = 38)

The distribution of the respondents ages did not show any significant differences across institutions ($\Phi = 0.754$, n = 38, P = 0.118). However Methodist University College of Ghana tended to have more respondents who were 46 years and above (i.e. 75.0%, n = 4; Figure 13).
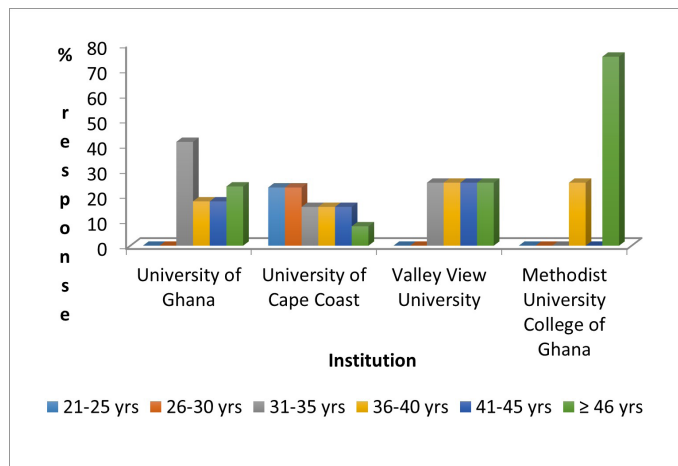
Figure 13. Age distribution of staff according to academic institution (n = 38)

The proportion of females among the entire staff respondents (n = 38) was 39.5%, with the University of Ghana having the highest percentage (64.7%, n = 17) and the University of Cape Coast having the least (15.4%, n = 13) ($\Phi = 0.470$, n = 38, P = 0.039, Figure 14).
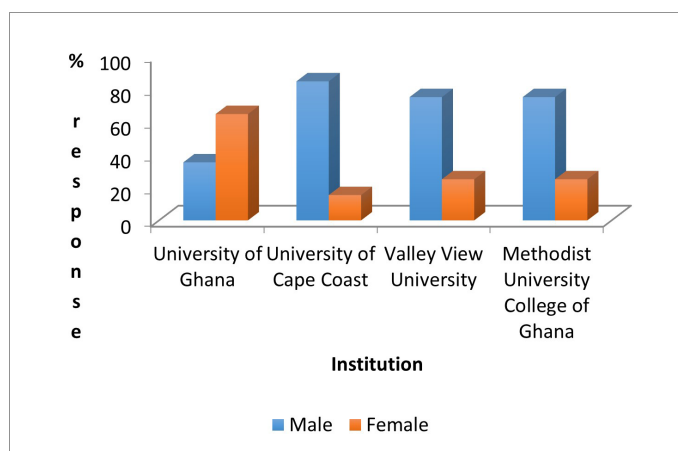
Figure 14. Gender distribution of staff respondents according to academic institution (n =38)

Respondents with MA/MPhil degrees constituted the highest proportion (63.2%) and Diploma holders the least (2.6%). Respondents with PhD degrees constituted only 5.3% of the total sample (Figure 15).
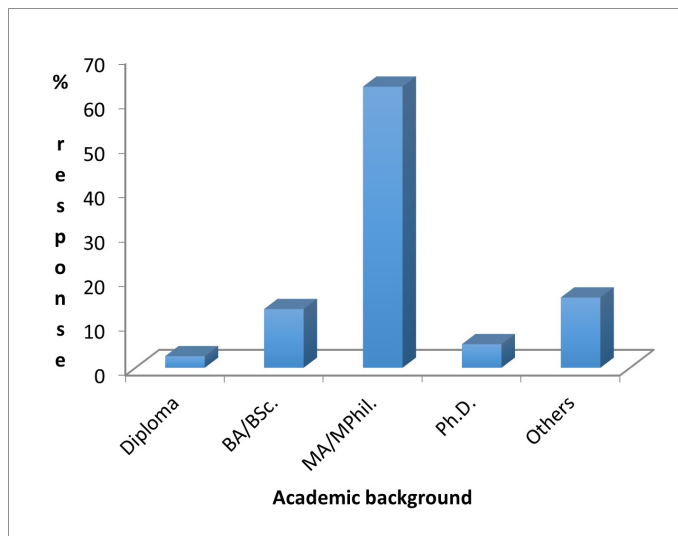
Figure 15. Academic background of staff respondents (n = 38)

Only the Methodist University College of Ghana had equal numbers of staff with degrees starting from Diploma to PhD while all the staff respondents from the Valley View University had MA or MPhil degrees. Also, only the University of Cape Coast had respondents with other degrees (Figure 16).
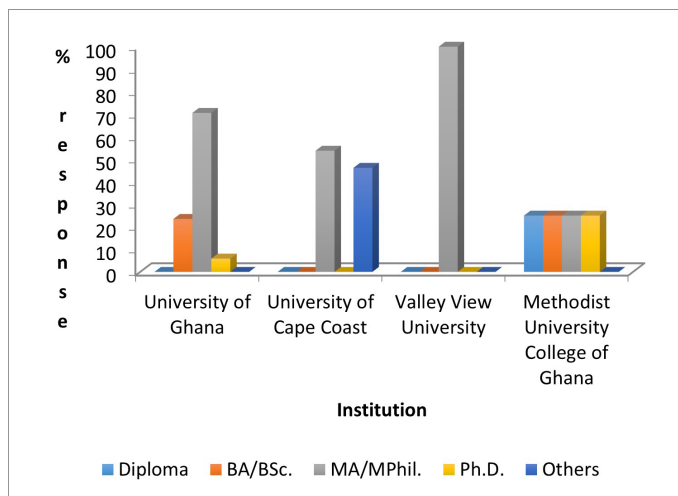
Figure 16. Academic background of staff respondents according to academic institution (n = 38)

Majority of the respondents (i.e. 52.6%) had been at post for between 6-10 years (Figure 17). Only the public institutions had staff who had been at post for more than 20 years. No respondent from Valley View University had been at post for more than 15 years ($\Phi = 0.962$, P < 0.001, Figure 18).

Figure 17. Distribution of work experience of staff (n = 38)

Figure 18. Distribution of work experience of staff according to academic institution (n = 38)

Also, majority of the respondents were either Senior Library Assistants (36.8%) or Assistant Librarians (31.6%). Head Librarians and Deputy Librarians together constituted only 10.5% of the respondents (Figure 19).

Figure 19. Distribution of staff respondents according to current position in the library (n = 38)

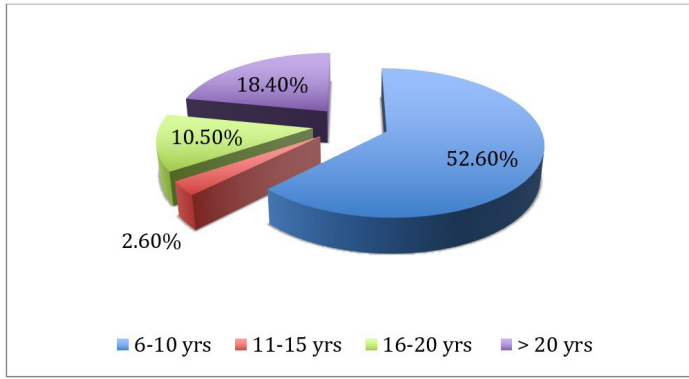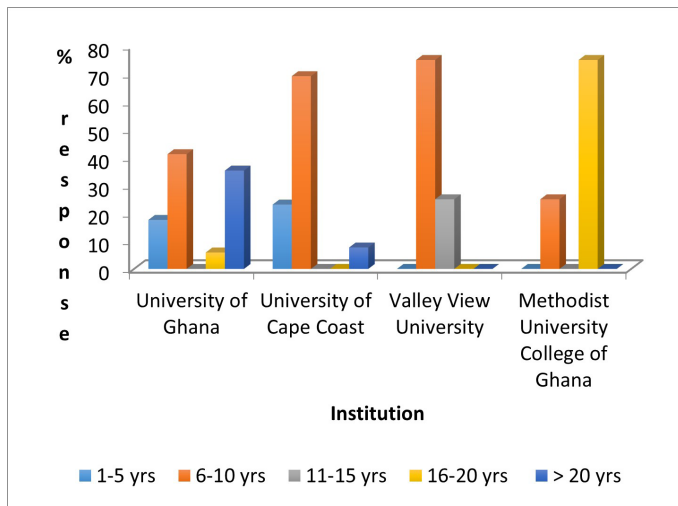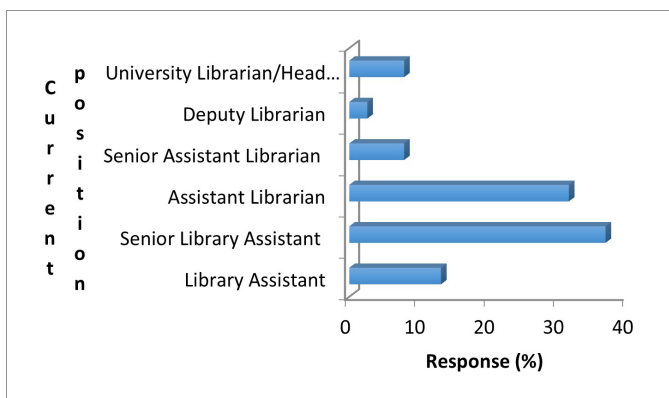However, there were no significant differences between the different institutions in the distribution of the different positions of staff ($\Phi = 0.721$, n = 38, P = 0.182). The proportion of staff respondents working in the Acquisitions section was only 7.9% with the majority (36.8%) working in Departmental libraries (Figure 20). And the distribution of staff working in the different sections of the library did not differ between the different institutions ($\Phi = 0.620$, n = 38, P = 0.263).
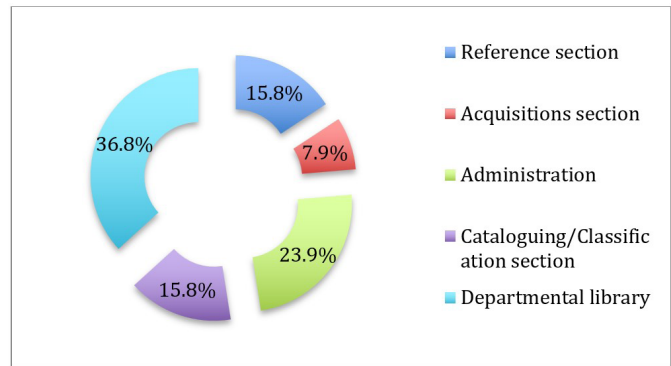
Figure 20. Distributions of staff respondents according to which section of the library they work at (work station) (n = 38).

Demographic characteristics of participants in the focus group discussions and the interview sessions.

Five members of the Technical Committee of CopyGhana participated in the focus group discussion, representing the views of rightsholders, All the participants were males and were either author-publishers or publishers. There were two focus group discussions with students: six students each selected from the University of Ghana (representing the public universities) and the Methodist University College of Ghana (representing the private universities). The selection of the students was done such that those selected for the focus group discussion could relate to all the guided interview questions. Students at the advanced stages of their programme were thus selected for the focus group discussions.

The discussion with CopyGhana lasted for two hours, fifteen minutes and fifty-one seconds (2:15:51), and that with the students lasted for between thirty-nine minutes forty-five seconds (39:45) and one hour, nineteen minutes and forty-eight seconds (1:19:48). The interview sessions which were held in each head librarian's office lasted between 45 minutes and one hour and thirty minutes (1:30 minutes)

The various recommendations made to improve the administration of copyright laws and policies by the students, library staff and rightsholders are presented below:

Recommendations by students

Only a few students offered suggestions for improving copyright administration in academic libraries. The recommendations by students were mainly from the public institutions. Students from the private institutions either made no recommendations (Valley View University) or made very few recommendations (Methodist University College Ghana) (Table 1). Among the recommendations made were the need for more training on almost all aspects of copyright, particularly on plagiarism.) One interesting recommendation was:

> I think copyright issues should be included in the orientation and curriculum from day one. Students should not get to their final year before being told of copyright issues, and be punished for copyright infringement.

Table 1. Recommendations of students on how the implementation of copyright laws and policies could be improved in the various academic institutions

Institution	Recommendation(s)
University of Ghana	o There should not just be awareness of copyright issues it must also be accompanied by effective training at the beginning of each academic year.
	o Make e-resources more accessible.
	o There should be more education on copyright by the library. Seminars that incorporate copyright literacy for freshmen should be organised by the library
	o A lot more publicity [is] needed on copyright issues.
	o It should be incorporated as an undergraduate course for all.
	o Education on the nature of copyright. Freshmen must be given an online information/ education pertinent to the copyright law in the institution before they report.
University of Ghana	o Most students are not well informed on copyright policies so it should be exclusively tackled to avoid students violating the policies.
	o Seminars that incorporate copyright literacy for freshmen should be organised by the library. I think copyright issues should be included in the orientation and curriculum from day one. Students should not get to their final year before being told of copyright issues, and be punished for copyright infringement.
	o Education of users on copyright laws and policies need to be intensified. There should be more education on copyright laws, especially plagiarism.
	o I recommend that students and faculty members be properly educated on the copyright laws and its effects so as to act as a check on people who have and may plagiarise.
	o Users should be made aware of the copyright laws. Effective awareness raising is needed on issues or copyright laws and penalties.

Institution	Recommendation(s)	Institution	Recommendation(s)
	o The duration of copyright in Ghana, as provided for under section 12 of the Copyright Act, is too long since the author will enjoy economic rights provided for in section 5. I suggest/recommend that the actual years should be reduced from 70 years after the death of the author to 60 years.		o There should be intensive education about copyright in the library to help students to efficiently and appropriately use the laws and policies. I think students in the various institutions are supposed to be educated frequently on how one's IP could be used and its limitations in our laws.
University of Cape Coast	o Information should be made available to students by the library staff on copyright issues. o Though all the laws governing copyright are on websites and in books, I will recommend that some aspects of it should be printed out and pasted on the tables in the library to improve the chance of it getting noticed and being read. o Most students are not aware of copyright issues. The library should endeavour to create awareness of copyright issues among graduate students. o Knowledge on copyright laws and policies must be explained well to students to know what is acceptable and what is not acceptable, and to make informed decisions.	University of Cape Coast	o Materials should be available both online on the institutions academic webpage and in print to ease access to materials; and more information on copyrighted materials should be made available to enhance understanding. o Libraries need to educate the public about the provisions of the copyright law and should be enforced in the country. Enough education should be provided to students on copyright. Information on copyright should be rightfully given to help curb copyright infringement. o In Ghana various schools must be educated on what copyright is all about. This will enable them to be more knowledgeable in that area. o Both staff and users should be well educated on copyright issues. Policies and regulations in copyright laws should be spelt out in all institutions including universities.

Institution	Recommendation(s)
Valley View University	○ None.
Methodist University College Ghana	○ [Education] on navigating the negative impact of technology on applying copyright laws and policies in academic institutions. ○ The copyright laws and policies must be reviewed to make it easy to implement.

Recommendations by library staff and head librarians

The head librarians gave the following recommendations:

HL2: …. the whole copyright concept is quite technical, very technical…. If you do not really take your time, you can read that whole document and you will not understand anything….. Very technical, very legal. So I think that some repackaging is required, so that the language is repackaged to the understanding of librarians and other users ….. I think that there is a need to repackage the document into various 'chewable' forms, into 'chewable' portions: these are the exceptions and limitations, just sitting by itself, these are the sanctions, this is the fair use. So instead of lumping everything together, maybe they should be broken down into various sections and have small leaflets,…for people to understand.

….People think [copyright laws and policies] are for lawyers, they are for librarians as well, and I think that there should be a national debate [on it]. There should be an institutional debate even among the librarians, and we should debate copyright issues. We should ensure that we discuss these issues. We should ensure that there are policies on these issues at the institutional level. We should ensure education – we should ensure that our users adhere to the rules and the laws and regulations. … We should not forget that our stock-in-trade as librarians is these things that people produce. And if we do not help them protect these things, one day we would not even have jobs….

I think we must first understand the copyright law, or the policies: the institutional, the national and even the international policies. If we understand the content of the policy, and we are trained on how to do these things, I am sure that we will be able to perform the duties very well to the satisfaction of both parties. So it is about training, it is about being familiar with the guidelines and the policies on copyright. If we do that, I am sure that we will just be enforcers of the policy; we will just be ensuring that in serving our clients we will observe or adhere to the policy.

HL1: Maybe because we have started this programme of going on to the radio, the campus radio, and telling them [the students] about what the library does and what the library wants to do….. maybe we can include that [copyright], and talk to the general public... At least some of them may listen….because that is where they get most of their information….. Radio QRS is a campus radio station, so maybe we can think about [using] that [medium].

The need for more training in copyright issues was also made by the library staff with the view to equipping them to be able to instruct library users. The staff also recommended that:

- We need to enact new laws or guidelines on digital content.
- Academic institutions should organise periodic training for students, faculty and library staff.

Recommendations by rightsholders

CopyGhana, represented by the 5 members of the Technical Committee, as representatives of rightsholders, suggested that the issue of copyright awareness and compliance could be addressed through the school curriculum with support from various stakeholders such as the Ministry of Education, and the Judiciary.

TC2: We should put it in the curriculum….with support from the Ministry of Education, the Judiciary….

However CopyGhana thought that exploring orientation programmes as avenues for awareness creation could be burdensome to them. They rather

suggested that it is the responsibility of university authorities and the librarians:

> **TC4:** It will be difficult for CopyGhana to deal with students, and even in developed countries, they [the RROs] do not deal with students at all.... They deal directly with the authorities of the institutions. So, we will find it difficult to deal with students. It is the responsibility of the institution, so even this licensing agreement we want to sign, if you sign it, you have all the provisions there. You use that document to educate your students. So when we engage the authorities in these negotiations, it is an avenue to use and educate their students. …. I think this should be the responsibility of the authorities of the institution and the librarians.

The authorities of CopyGhana rather thought that the success they have had in getting Technical Universities in Ghana to sign agreements to collect the reprographic fees was enough proof of the effectiveness of the efforts they were making in getting the academic institutions to comply. They also gave the following explanation as to why they would not want to accept responsibility for awareness creation among students:

> **TC2:** We have been doing it [awareness creation]. With even the student leaders they [brought] projects for public education which we supported [even] when we were hard pressed for money at that time. They [the students] brought proposal to do advocacy work, have some public fora on their campuses….

> **TC1:** That is how come we have the Technical Universities on our side. We had a forum....and they said, we are benefiting from this, and that was the result of the signing of licenses with all the Technical Universities.

> **TC4**: One factor that the students use in agreeing to the signing of the license: they said, today they are students, but tomorrow, they will also become authors and publishers...
> So far, there is some small achievement, and we recognise that too...We have signed with 8 Technical Universities, one Polytechnic, and we will sign with UDS [University of Development Studies]. It is the first public university. At the moment we have almost concluded negotiations

with the University of Energy and Natural Resources.

To TC3 the most critical issue is getting the bigger universities such as the University of Ghana (Legon) and the Kwame Nkrumah University of Science and Technology (Tech) to endorse the reprographic fees by signing the agreement to collect the fees from students. This, in his opinion, would be the solution to institutionalising the reprographic fees in Ghana.

> **TC3**: All is not lost...except that we.....where we have got to… We have seen the outdooring of such a gigantic project bearing fruit ....We need to get the likes of Legon [University of Ghana], Tech [Kwame Nkrumah University of Science and Technology] etc. to be on board. They have such influence. Without them, any time you go to the others, they ask you, 'has Legon signed?' Immediately Legon signs all the others will come too......

Another suggestion was to create avenues for students to do internships with CopyGhana. This, it was believed, would help in improving awareness for copyright issues thereby improving the possibility of acceptance of the reprographic fees. This also, a member of the Technical Committee indicated was already being done.

> **TC1:** We have given them the opportunity, in the CopyGhana setup and have put "weight" on top, that is, taking care of their transportation.
> There was also the suggestion to add the reprographic fees to the school fees as the students may not feel its impact. Though this was agreed to, the challenge was getting the university authorities to implement it.

> **TC3:** They [the students] would not see, but the fear is on the side of the institution that if the students see they will rebel and say "no-o-o-o-o". They would not agree.... That fear, that phobia is hanging on the [university] administration. Because the level of engagements and interactions we have had with them, it is like, "well, we clearly understand all these things but our challenge is the students".

> **TC4:** Another problem is that, they have this VCG [Vice-Chancellors of Ghana]… When you

go and talk to the individual Vice-Chancellors, they understand the principle, and they will say "when we go to VCG meeting we will take a decision on that". And when they go there and one person objects to the principle, then they do not accept it. You realise that most of the individual VCs understand it but they do not want to go forward and take that decision on their own.

Another suggestion was getting faculty to see how they personally benefit from the reprographic fees:

TC3: … On the part of the lecturers too, we have been able to do, at least, some appreciation. Now some of them are beneficiaries and are beginning to appreciate what this is all about…."Come, let us register your works, you are due something, come and pick it up", and gradually that understanding is emerging. Some also admittedly tell you that they feel very ashamed to come and collect the money, because their institution has not signed the license.

Discussion
Recommendations by students
The generally few recommendations from the private institutions point to a poor appreciation of copyright issues within these institutions. The lower calibre of staff and the generally lower output and importance given to research in the private institutions in Ghana may be accounting for this (Bawakyillenuo, Osei Akoto, Ahiadeke, Aryeetey & Agbe, 2013).

To address this, one student suggested that copyright issues be included in the orientation and curriculum from day one:

I think copyright issues should be included in the orientation and curriculum from day one. Students should not get to their final year before being told of copyright issues, and be punished for copyright infringement.

Another student had this to say:

S7: … for people like us, we would finish school and go home and then [we] would run big institutions, and if [we] do not have a significant amount of education…… I do not think we are doing ourselves any good. So we should take it very seriously, especially from what I have learned today.

These statements corroborate the findings of Weatherley (2014) in the UK. Weathrley (2014) quotes Ruth Soetendorp, Professor Emerita, Bournemouth University, HEA National Teaching Fellow, Education Group Leader, IP Awareness Network, as saying:

Young people know the value of their intellectual property and want to learn all about it. Teachers recognise this, and with the right support, they can be encouraged to integrate IP resources and tools into the curriculum, giving young people what they want – IP knowledge that can enhance their future social and working lives.

Weatherley (2014) also states that students in the UK indicated their preference for integrating IP education into their courses and linking it to their future career options (Weatherley, 2014).

Recommendations by library staff and head librarians
One head librarian recommended that the whole copyright concept is quite technical, couch in very legal language. This points to the need for copyright management bodies to better communicate and improve the processes of engagement with the copyright system. McDermott (2012, p. 16) argues that: "The library community can no longer afford to consider intellectual property law as a foreign topic appropriate for law schools but not library schools".

The UK Government has therefore gone further to give education on IP issues to its citizenry a more serious attention by streamlining engagement with the copyright system to make it less technical and abstract (Weatherley, 2014, p. 10). In this regards Weatherely (2014) writes:

Society as a whole needs a better understanding of IP, which in turn, will help reinforce greater respect for it. This inevitably involves improving the ways we explain copyright – beyond legal, technical, abstract, conceptualisations – towards a better realisation of how it supports creativity and creation, and the currency of the digital economy. Copyright needs to stop being "owned" by the lawyers and instead be understood and appreciated by citizens.

A similar approach in Ghana would therefore be a step in the right direction.

Another suggestion by the library staff was the need to enact laws or guidelines on digital content. This is a step in the right direction as management of digital copyrighted materials in academic institutions is problematic worldwide (Smith et al., 2006; Di Valentino, 2015). Wrong interpretation and application of the laws surrounding digital copyrighted materials may trigger lawsuits in Ghana as happened in the US with the passage and implementation of the DMCA in 1998. Librarians in Ghana would therefore need to be given clear guidelines in managing "digital copyright" or like their counterparts in the US, adopt a cautious approach to copyright issues in order to prevent wrong interpretation and application of the law, thereby exposing their institutions to lawsuits (Adler et. al., 2010).

Recommendations by rightsholders

The rightsholders corroborated the need to incorporate copyright issues in the academic curriculum and orientation programmes as advocated by the students, but added that there would be the need for legislative support:

> **TC2:** We shall put it in the curriculum.... with support from the Ministry of Education, the Judiciary and all....

The concern by CopyGhana to secure buy-in from the university authorities, particularly the bigger universities such as the University of Ghana (Legon) and the Kwame Nkrumah University of Science and Technology (Tech) to endorse the reprographic fees by signing the agreement to collect the fees may be worth pursuing. In this regard CopyGhana may need to collaborate with its counterparts, such as Access Copyright in Canada, who have made some progress in the implementation of reprographic fees amid similar opposition from some university authorities. Another suggestion was getting faculty to see their personal benefits in the reprographic fees. This is also a step in the right direction. As stated by Lord Tim Clement Jones, the Liberal Democratic Spokesperson for Culture, Media and Sports in the House of Lords in the UK,

> We need a culture change in how creators' IP rights are respected. The most effective way we can do this is through imaginative education initiatives which show the direct impact of piracy on artists' livelihoods and the positive way that upholding their copyright enables them to benefit us all (Weatherley (2014, p. 4).

Horava (2010, pp. 23, 24) also indicates that getting the support of faculty would go a long way to improving copyright awareness and compliance on campus:

> Dialogue with faculty is essential to raise their awareness of copyright fundamentals for research and teaching, and for their influence on students in developing an understanding of fair dealing…because faculty have a strong influence on students, both in terms of educating them about what is permissible, and helping them avoid temptation by the way they (faculty) provide or point to the resources they want their students to use.

Conclusion

This study has established that the major concerns of copyright holders in Ghana on the issue of copyright administration in tertiary institutions is the unauthorised photocopying of copyrighted materials. To the rightsholders this practice infringes upon the economic rights to their creativity. They however believe that this can be mitigated through the payment of a token reprographic fee by each student every academic year. However, authorities in the traditional universities are yet to accept the concept due to the fear of students kicking against its implementation though they uphold the position of the law.

The suggestion to incorporate issues of copyright into the academic curriculum from day one is a laudable one that must be taken seriously by authorities of academic institutions if copyright is to be given the needed attention in academic libraries.

Declaration of Conflicting Interest

The author declares that there is no conflict of interest.

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