SCHOOL OF LIBRARY ARCHIVES AND DOCUMENTATION STUDIES

(SLADS)- BAGAMOYO

RESEARCH REPORT ON:

AN ASSESSMENT ON EFFECTIVE USE OF COPYRIGHT LAW IN PROTECTING LIBRARY COLLECTION: A CASE STUDY OF MARIAN UNIVERSITY COLLEGE (MARUCO) - BAGAMOYO

BY

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A Research Proposal Submitted at School of Library, Archives and Documentation Studies (SLADS) in Partial Fulfillment of the Requirements for the Ordinary Diploma in Library and Information Management

2026

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CERTIFICATION

The undersigned certifies that she has read and here by recommends for acceptance by the School of Library, Archives and Documentation Studies a research report entitled An Assessment on Effective Use of Copyright Law in Protecting of library collection: A case study of Marian University College (MARUCO) in partial fulfilment of the requirements for the award of the Ordinary Diploma in Library and Information Management.

_____

MS. Mallya

(Supervisor)

Date: ……..

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DECLARATION AND COPYRIGHT

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Signature…….....

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ACKNOWLEGMENT

The success of this work was not only a result of my own efforts but as a result of a number of peoples' valued contributions. Since I cannot acknowledge all by names, I am sincerely grateful to each one of them. Still, I feel obliged to mention a few of them because without their guidance and management this research would not have been possible.

First, I wish to thank the Almighty God who provided me with health, strength and protection throughout the period of this research work. May this report be to His glory and His Name be Praised. Amen.

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DEDICATION

First and foremost, I wish to dedicate this research proposal to the Almighty God who provided me with health, strength and protection throughout the period of this research proposal. May this research be to His glory and His Name be Praised. This research proposal is also dedicated to my beloved parents Father Mr. Ernest mhagama and my mother Beatrice. Thank you very much for giving me a respectable education.

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LIST OF ABBREVIATIONS

ARIPO	African Regional Intellectual Property Organization
ASU	Anglo-Scottish Union
COSOTA	Copyright Society of Tanzania
IP	Intellectual Property
MARUCO	Marian University of College
SLADS	School Of Library, Archives and Documentation Studies
TRIPS	Agreement on Trade Related Aspects of Intellectual Property Rights
UK	United Kingdom
WCT	WIPO Copyright Treaty
WIPO	World Intellectual Property Organization
WPPT	WIPO Performances and Phonograms Treaty

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ABSTRACT

This study assessed the effective use of copyright law in protecting library collections at Marian University College (MARUCO) in Tanzania. The study was guided by three objectives: to examine the extent to which copyright law is implemented at the MARUCO library, to identify the problems encountered by librarians in protecting copyright, and to make recommendations for improving adherence to copyright law.

A mixed research design was adopted, combining both qualitative and quantitative approaches through a case study strategy. A sample of 25 respondents comprising 10 students, 5 lecturers, and 10 library staff was selected from a population of 500 using purposive and simple random sampling techniques. Data were collected through interviews, questionnaires, and observation.

The study was informed by the Copyright and Neighboring Rights Act No. 7 of 1999 (Cap. 218) of Tanzania. Findings from existing literature reveal that inadequate copyright knowledge among library staff, limited institutional enforcement, inadequate funding, and rapid digital technology advancement are the major challenges facing academic libraries in implementing copyright law.

The study recommends the development of a formal copyright policy, investment in staff and user training, institutional support, and the promotion of open access resources. This study contributes to filling the gap in institution-specific copyright research in Tanzanian academic libraries.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

The introduction consists of historical background of the study, statement of the problem, general objective, specific objectives, and research questions, significance of the study, limitation of the research study and definition of key terms.

This study was carried out by collecting of quantitative and qualitative data that means a mixed research design was used to ensure that the most comprehensive results are collected with the aid of tools that are found in the two mentioned research designs.

1.1 Background of the study

Copyright law plays a central role in academic libraries because it governs how books, journals, and digital resources are accessed, shared, and preserved. Academic libraries are the main gateway for students and researchers to obtain knowledge, yet they must balance this mission with the responsibility of respecting intellectual property rights. Globally, many university libraries struggle with copyright compliance due to limited awareness, lack of clear policies, and the growing complexity of digital resources. Studies in countries such as Ghana and Nigeria reveal that fewer than half of academic libraries have updated copyright guidelines, and misinterpretation of educational exceptions often leads to either excessive restrictions or widespread infringement.

The intellectual property law in Tanzania was presented in the times of colonialism. In 1922 intellectual property enactments were presented. These enactments were Patent Act, the Trademark Act and Copyrights Act. However up to date intellectual property law requires particular enactment on geological indication security (Ndembeka, 2013). Intellectual property laws are extremely vulnerable to abuse. However, all intellectual property laws offers legal protection that is limited, either in duration such as patent and copyright and/or in scope such as fair use in copyright. Illegal use of protected intellectual property is considered as an infringement of the rights of the owner of particular property (O'Hara, 2004).

After the independence in Tanzania, the Copyright Ordinance was replaced by the Copyright Act No.61 of 1966. Thereafter, the 1966 Act was also repealed and replaced by the current

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Copyright and Neighboring Rights Act, 1999. The enactment of the 1999 Copyright Act was due to scientific and technological development, pressure from authors, actors, musician and the accession by this country to international treaty on this subject Copyright Society of Tanzania was established to ensure that the objective of the Act is archived. The functions of COSOTA are to promote and protect the interests of authors, performers, translators, producers of sound recordings, broadcasters, publishers, and, in particular, to collect and distribute any royalties or other

remuneration accorded to them in respect of their rights, identify the rights of owners and give evidence of the ownership of these where there is a dispute or an infringement, to print, publish, issue or circulate any information, report, periodical, books, pamphlet, leaflet or any other material relating to Copyright and rights of performers, producers of sound recordings and broadcasters.

Therefore the chronological historical development of copyright protection falls under development of copyright protection falls under the following legislation; Licensing press Act 1662, statute of Anne 1719, The Paris convention for the protection of industrial property of 1883, international copyright Act 1886 and the Berne conversation, copyright Act 1911, Universal copyright convention, Copyright Act 1956, the Rome convention of 1961,[cap.218,R.E 2002] it complies with their principles for example world intellectual property organization convention, 1967 (effective for Tanzania as from 30 December 1983) Paris convention (International Union) (effective for Tanzania as from 16 June 1963) Berne convention Agreement on the creation of the African regional industrial property organization (ARIPO) 1979 (effective for Tanzania as from October 1983) and the TRIPS Agreement of the world trade organization (effective for Tanzania as from 1 January 1995).

Tanzania is a participant to the Berne Convention for the Protection of Literary and Artistic Works since July 25, 1994. The Berne Convention, among other things provides for the minimum requirement for the copyright legislation. It has however been observed that the country has not implemented the Convention in full, but rather some specific provisions of the Convention. The role of library and information professional is to support and meet information needs of its users and library needs. Even though library routines are shaped by copyright law; library lend materials based on first sale doctrine, library share materials and preserve work under specific provision therefore library is the only entity that provide access to vast majority of copyrighted work that lose market strength long before the expiration of the copyright and

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the only entity that reserve the public domain materials. According to Shaaban and Samzugi (2001) “although library performs all the mention duties still library cannot be expected to act as copyright guidelines or guardian of intellectual property right they are required to ensure users do not infringe copyright law and to encourage respect of works under their guardianship even as facilitating access to their resource both print and non-print” also Library has the responsibility of promoting and respecting copyright law and to defend copyrighted work against unfair use and unauthorized access in its daily routine that’s why researcher is aimed to critical examine the effective use of copyright law in protecting of library collection

1.2 Statement of the problem

Despite good intention of the Act is to make better provisions of copyright and neighboring rights in literary and artistic work or musical work, Indeed the law in Tanzania has better provisions of copyright protection and related rights, but due to inadequate enforcement mechanisms, limited public awareness, and institutional weaknesses, the protection afforded by the law remains largely theoretical rather than practical.Gasaway, L. N. (2013).

The rapid advancement of digital technology and the widespread use of the internet have further exposed the vulnerabilities of the existing legal framework, as copyright infringement has increasingly migrated to online platforms where monitoring and enforcement remain a significant challenge. Crews, K. (2012). Copyright law in the digital age, including musical compositions, sound recordings, and literary works, continue to be reproduced, distributed, and commercially exploited without the authorization of the rightful owners, is observed that large numbers of library participants are not conversant with copyright law as they need to be known so as to create awareness and guide to their users against infringement of the copyright law. Therefore, the aim of this study will be to examine to what extent does the librarians have knowledge about the copyright law and how do they protect it.

1.3 Objective Of The Study

1.3.1 General objective of the study

The general objective of the study was to assess on the effective use of copyright law in protecting of library collection at Marian University of college

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1.3.2 Specific Objectives Of The Study

i. To find out the extent of which copyright law is implemented at the Marian University of college library.

ii. To assess the problems encountered by librarians in the protection of copyright law at the Marian University of college library.

iii. To make recommendation on how to adhere to copyright law at the Marian University of college library based on the study.

1.4 Research Questions

i. To what extent existing laws does the librarian at Marian University college aware of copyright law

ii. What are the roles of the library toward protection of copyright law?

iii. What problems do librarian at Marian University college facing in protection of copyright law?

1.5 Significance of the study

The study helped to raise awareness of the library concerning on the issue of copyright law, the study enabled librarians and library users to be able to understand about the rights associated with copyright law in library perspectives, the study also helped to improve the adherence of copyright law through the findings and recommendations from the researcher. Also, to the researchers will gain more knowledge from the respondent's answers on what is copyright law from different people.

1.6 Limitation of the study

Lack of enough literature**:** the research topic that reflects African context and Tanzania in general, since many of the studies where not reflecting to the environment that the study is aimed to be conducted

Small sample size**:** Only 25 respondents were involved, which may not fully represent the wider population of library users and staff.

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Time and financial constraints**:** Limited resources restricted the researcher from expanding data collection to other universities for broader comparison.

limited knowledge among respondents**:** Some participants had little understanding of copyright law, which affected the accuracy and depth of their responses.

1.7 Scope of the study

The study focused mainly on the role of the library in protection of copyright law for the aim of knowing the use of copyright law, conducting at Marian University college. The study was also restricted to the specific objectives so as to not lose focus during compiling the findings.

1.8 Definition of Key Term

1.8.1 Copyright - The copyright and neighboring Rights act no 7 of 1999 (cap 218 R.E 2002), define copyright as the sole legal right to print, publish, perform film or record, literary and artistic work or musical work

1.8.2 Copyright law – is a legal right created by the law of a country that grant a creator of national original work exclusive rights for its use and distribution, the exclusive rights are not absolute but limited by limitations and exceptions to copyright law including fair use. (Berne Convention).

1.8.3 Protection – Means refers to measures taken to safeguard assets, currency, or investments from loss, theft, or devaluation. This can include insurance, security measures, or hedging strategies to ensure financial safety. (Investopedia.2023).

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CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This Chapter presents the literature review in relation to the research objectives of the study. It provides vital concepts and information under the following subtopics; theoretical framework, empirical framework, conceptual framework and establishing the research gap that the study sought to fill.

2.2 The Extent to Which Copyright Law is Implemented

2.2.1 Understanding Copyright Law in Academic Libraries

Copyright law gives creators exclusive rights over their original works including books, journal articles, music, and digital content. In university libraries, this law directly controls how materials are copied, shared, distributed, and accessed. According to the World Intellectual Property Organization (WIPO, 2016), copyright protection begins automatically the moment a work is created, meaning libraries must treat almost every book, article, or digital resource as protected by default.

International treaties like the Berne Convention and the TRIPS Agreement (Trade-Related Aspects of Intellectual Property Rights) set the minimum global standards for copyright protection. These treaties require member countries including most African nations to provide legal protection for creative works and to allow only limited exceptions for educational purposes. Crews (2012) explains that national copyright laws are built on top of these international agreements, which means that the implementation of copyright in any university library depends largely on how well the country has translated these global standards into national law.

2.2.2 Existence of Formal Copyright Policies

One of the clearest signs of how seriously a library takes copyright law is whether it has a written, formal copyright policy. A copyright policy is a document that spells out exactly what librarians, students, and faculty are allowed to do with library materials how many pages they can photocopy, how digital files can be shared, how course readings should be handled, and what happens when copyright rules are broken.

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Lampert (2004) describes such policies as essential guides that prevent both over-restriction (blocking access that is actually legal) and under-restriction (allowing infringement through ignorance). Gasaway (2013) found that many academic libraries in developed countries have well-developed copyright policies available on their websites, but that even where these policies exist, they are not always consistently enforced.

The situation in African university libraries is more concerning. Opoku and Adjei (2018) surveyed Ghanaian university libraries and discovered that fewer than 40% had any documented copyright policy at all. Among those that did, many policies were outdated and had not been revised to reflect current national legislation. Adeyoyin et al. (2009) made a similar finding in Nigerian university libraries most library staff were not even fully aware of what the national copyright act said, let alone whether their library had a policy reflecting it.

2.2.3 Fair Use and Educational Exceptions

A critically important concept in measuring how copyright law is implemented in libraries is the doctrine of fair use (used in the United States) or fair dealing (used in Commonwealth countries and many African nations). These doctrines allow libraries and educational institutions to use limited portions of copyrighted works without seeking permission, as long as the use is for educational, research, criticism, or news reporting purposes.

Aufderheide and Jaszi (2011) coined the term "copyright anxiety" to describe a phenomenon they observed in many academic libraries librarians who are so afraid of accidentally infringing copyright that they restrict access to materials even when that access would be perfectly legal under fair use. This excessive caution hurts students and researchers by unnecessarily limiting their access to information.

On the opposite extreme, Kawooya et al. (2015) documented East African university libraries that routinely photocopied entire textbooks for student distribution, incorrectly believing that educational use exempts them from all copyright restrictions. This represents a serious misapplication of the educational exception fair use allows limited reproduction for educational purposes, not wholesale copying of entire works.

2.2.4 Digital Copyright Implementation

The shift from physical to digital library services has made copyright implementation significantly more complex. Besek (2003) noted that digitization raises questions that never existed in the print world such as: How many digital copies of a document can a library

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legitimately hold? Can a library email a digital article to a student? Does a license that allows "one user at a time" mean physically or digitally?

Connaway and Faniel (2014) found that the management of electronic reserves where librarians post digital readings for students to access online is one of the most legally contested areas of library copyright compliance. Every digital file posted on a library portal must be covered either by a license agreement, a fair use justification, or explicit permission from the rights holder.

Agyekum, Frimpong, and Asante (2021) studied Ghanaian university libraries with digital collections and found that most had no adequate digital copyright policy, leaving librarians to make individual judgment calls without institutional guidance. This is a significant compliance risk, because inconsistent application of copyright rules in the digital environment can expose a library to legal liability.

2.3 Problems Encountered by Librarians in the Protection of Copyright Law

2.3.1 Lack of Copyright Knowledge Among Library Staff

The most widely reported problem in the literature is that many librarians simply do not know enough about copyright law to enforce it effectively. Nimmer and Nimmer (2015) describe copyright law as one of the most technically complex areas of legal knowledge, with provisions that change regularly and apply differently depending on the type of material, the purpose of use, and the format of access.

Aina et al. (2014) conducted a survey of Nigerian university library staff and found that the majority could not correctly identify even the basic copyright rules that apply to their work such as the number of pages that can legally be photocopied for personal use, or the rules governing interlibrary loans. If librarians themselves do not know these rules, it is essentially impossible for them to enforce compliance among library users.

Kwak (2010), studying South Korean academic librarians, found a similar gap librarian expressed a general desire to comply with copyright law but defaulted to informal, inconsistent practices because they were uncertain about specific legal requirements. This creates a situation where copyright "compliance" is more a matter of guesswork than genuine legal adherence.

2.3.2 User Non-Compliance and Resistance

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Even when librarians know and try to enforce copyright rules, they frequently face resistance from library users who either do not understand the rules or choose to ignore them. Gadd, Oppenheim, and Probets (2003) found that academic users commonly believe that any educational use of copyrighted material is automatically legal a misconception that leads to widespread infringement in academic settings.

Students routinely photocopy entire textbooks, share journal articles via WhatsApp or email, and photograph library materials with smartphones to avoid paying for authorized copies. Nwosu and Nwoye (2017) observed that in Nigerian universities, where textbooks can cost more than a student's monthly living allowance, large-scale unauthorized copying is driven as much by economic necessity as by disregard for the law. This puts librarians in a painful position enforcing the law means denying students access to materials they genuinely need but cannot afford.

Faculty members are also a source of copyright problems. Anderson (2013) found that professors frequently request that librarians place entire book chapters or journal articles on course reserve without obtaining copyright permission, often expecting the library to absorb the legal risk of such requests. Refusing these requests can damage the relationship between the library and academic departments, making enforcement a socially and professionally risky act for librarians.

2.3.3 Inadequate Funding and Resources

Full copyright compliance has a financial cost that many academic libraries cannot meet. Obtaining licenses for digital databases, buying multiple copies of high-demand books, subscribing to authorized journal platforms, and funding training programs all require budgets that smaller or developing-country institutions typically do not have.

Oyewole and Bamidele (2018) found that underfunded Nigerian university libraries resorted to unauthorized photocopying not out of disrespect for copyright but because legitimate alternatives were simply unaffordable. This finding reveals a structural injustice in global knowledge economics the academic institutions most in need of information resources are often the ones least able to afford legal access to them.

Asamoah-Hassan (2004) pointed out that many African university libraries lack the technical infrastructure needed for digital rights management (DRM) the software systems that control how digital content is accessed, copied, and distributed. Without DRM, a library cannot

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realistically monitor or control how users interact with licensed digital content, making compliance effectively impossible in the digital environment.

Okonkwo and Mabawonku (2016) further noted that many developing-country libraries do not have managed photocopying systems such as coin-operated copiers with built-in limits that would automatically enforce copying restrictions. As a result, librarians must personally monitor all photocopying activity, which is impractical in a busy library and leads to inconsistent enforcement.

2.3.4 Weak Institutional and Legal Enforcement

Copyright protection in libraries does not happen in isolation it depends on a broader institutional and legal environment that supports enforcement. When that environment is weak, librarians cannot protect copyright effectively on their own.

Nsibirwa et al. (2019) observed that in many African countries, national copyright enforcement is extremely limited government agencies responsible for intellectual property rarely investigate or prosecute copyright violations in educational institutions, courts have limited expertise in intellectual property cases, and penalties for infringement are low enough to have no deterrent effect.

At the institutional level, Opoku and Adjei (2018) found that university administrations frequently fail to give librarians the tools and backing they need to enforce copyright. When a librarian reports a copyright violation and the university administration takes no action, it sends a clear message that copyright compliance is not a genuine institutional priority.

Adeyoyin et al. (2009) identified the absence of meaningful consequences for copyright infringement as a key driver of non-compliance. Without real penalties, neither students nor faculty have sufficient motivation to change their behavior. This leaves librarians as the sole enforcers of copyright rules, without the institutional authority to make enforcement stick.

2.3.5 Complexity of Licensing Agreements

As academic libraries increasingly rely on digital databases and online journals, librarians must navigate a growing web of licensing agreements legal contracts that determine exactly how digital resources may be used. Unlike traditional copyright rules, which apply uniformly across all print materials, licensing agreements are individually negotiated and may differ significantly from one publisher or database provider to another.

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Anderson (2013) observed that modern academic librarians are increasingly expected to function as "license managers" reading, interpreting, and enforcing complex legal documents that may run to dozens of pages of dense legal language. This is a role that requires specialized legal knowledge that most librarians were not trained for and many do not feel equipped to handle.

Eschenfelder and Agnew (2008) found that compliance with digital licensing agreements in academic libraries is frequently incomplete not because of deliberate infringement, but because the sheer number and complexity of licenses makes comprehensive compliance practically impossible without dedicated legal and administrative support systems.

2.3.6 Technological Challenges

Modern technology has made copyright infringement easier than ever before, creating a serious enforcement challenge for academic libraries. Smartphones allow students to photograph library materials instantly and silently. Cloud storage and social media make it trivial to share copyrighted files with thousands of people. Unauthorized academic platforms like Sci-Hub make millions of copyrighted journal articles freely available, directly competing with legitimate library services.

Trosow (2010) argues that technology has fundamentally altered the economics of copyright it is now vastly cheaper and easier to infringe copyright than to comply with it, and vastly harder for libraries or rights holders to detect and prevent unauthorized use. This technological shift places librarians in a structurally difficult position, enforcing rules that technology has made difficult to break.

Connaway and Faniel (2014) documented that smartphone-based copying of library materials has become widespread in university settings, and there is virtually no practical way to prevent it without invasive and counterproductive surveillance of library users. This means that technological infringement is, for practical purposes, a problem that library-level enforcement alone cannot solve.

2.4 Recommendations for Adhering to Copyright Law

2.4.1 Develop a Formal, Written Copyright Policy

The most fundamental recommendation from the literature is that Marian University College Library must have a clear, written copyright policy that covers all aspects of library operations.

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Crews (2006) calls this the single most important step a library can take to promote copyright compliance.

The policy should clearly state the rules on photocopying (how many pages, for what purposes), the management of course reserves both in print and digital form, the rules for interlibrary loans, the procedures for requesting copyright permission from publishers, and the consequences of infringement. It should be written in plain language that both staff and users can understand, and should be displayed prominently in the library and published on the library's website or notice boards.

Critically, the policy must be reviewed regularly at minimum every three years to ensure it stays current with changes in national copyright law and evolving best practices in library management (Agyekum & Asante, 2020).

2.4.2 Invest in Copyright Training for Library Staff and Users

Since lack of knowledge is one of the biggest barriers to copyright compliance, education is one of the most powerful solutions. Osei-Bonsu and Akussah (2019) argue that copyright training should be a formal, ongoing part of professional development for all library staff not a one-time orientation, but a regular program that keeps staff informed of legislative changes and equips them to handle copyright questions confidently.

Beyond staff training, Okiy (2010) and Nwosu and Nwoye (2017) strongly recommend that copyright awareness programs be extended to library users' students, faculty, and administrative staff. This can be done through orientation programs for new students, informational posters placed near photocopiers and printing stations, library guides and handouts, and workshops for faculty on copyright in teaching and research.

Adeyoyin et al. (2009) suggest that copyright education be formally integrated into student orientation programs so that students learn about their information rights and responsibilities from the very start of their university career, rather than discovering the rules only when they are caught violating them.

2.4.3 Build Strong Partnerships with University Administration and Legal Support

Copyright protection cannot be the responsibility of librarians alone. Opoku and Adjei (2018) emphasize that libraries need active support from university administration to enforce copyright effectively including clear institutional backing when librarians refuse requests that

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violate copyright, allocation of adequate budget for licensed resources and training, and a formal institutional policy that establishes copyright compliance as a university-wide responsibility rather than a library-specific concern.

Crews (2012) specifically recommends that academic libraries establish a formal relationship with legal counsel either through in-house university lawyers or through external intellectual property attorneys who can advise on complex copyright questions, review licensing agreements, and help develop copyright policies that are legally sound and practically workable.

Without this institutional foundation, even the most knowledgeable and dedicated librarians will be unable to protect copyright effectively, because they will lack the authority, resources, and legal expertise needed to enforce rules against well-connected or persistent violators.

2.4.4 Use Technology to Support Copyright Management

Technology is not just a source of copyright problems it can also be a powerful tool for managing compliance. Eschenfelder and Agnew (2008) recommend that academic libraries invest in license management software that tracks the terms of all digital licensing agreements and alerts library staff when usage approaches permitted limits. Such systems make it vastly easier to maintain consistent compliance across a large and diverse digital collection.

For physical copying, Anderson (2013) recommends placing copyright notices on or near all photocopying equipment, clearly reminding users of their legal obligations. Some libraries log all photocopying activity, enabling after-the-fact review and identification of patterns of excessive copying.

For digital collections, Digital Rights Management (DRM) systems can be configured to automatically enforce license terms for example, by limiting the number of times a file can be downloaded, preventing printing of protected materials, or restricting access to registered users only. While DRM systems require initial investment, they significantly reduce the ongoing burden of manual compliance monitoring.

2.4.5 Promote Open Access and Creative Commons Resources

One of the most practical strategies for reducing copyright compliance burdens especially in a resource-constrained library like Marian University College is the systematic promotion of open access (OA) resources and Creative Commons-licensed materials. Open access works are

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freely available online, legally accessible to all, and carry no copyright restrictions beyond attribution requirements.

Chan et al. (2002) argued in the foundational Budapest Open Access Initiative that OA literature not only expands access to knowledge globally but also reduces the legal risks associated with library services. By directing students and faculty toward OA journals, OA textbooks, and freely available academic databases, the library can expand its collections and services without incurring additional copyright risk or licensing costs.

Suber (2012) further recommends that university libraries encourage faculty researchers to publish their work in OA journals and deposit pre-print or post-print versions in the university's institutional repository. This creates a growing pool of freely accessible, institutionally produced knowledge that the library can distribute without restriction.

2.4.6 Establish Clear and Consistent Enforcement Mechanisms

For copyright policies to be taken seriously, they must be backed by meaningful, consistently applied consequences. Nsibirwa et al. (2019) recommend that libraries establish a graduated enforcement system formal warning for first-time violations, suspension of library privileges for repeated infringers, and referral of serious cases to academic disciplinary committees or, where appropriate, external legal authorities.

Gasaway (2001) stresses that the key to effective enforcement is consistency penalties must be applied uniformly regardless of whether the offender is a first-year student or a senior professor. Inconsistent enforcement undermines both the credibility of the policy and the moral authority of the librarians tasked with upholding it.

2.4.7 Engage with National Copyright Reform Processes

Finally, Kawooya et al. (2015) argue that African university libraries should not simply be passive recipients of copyright law they should actively participate in shaping it. By contributing evidence from their practical experience to legislative consultations, national intellectual property forums, and regional bodies like the African Regional Intellectual Property Organization (ARIPO), librarians can advocate for copyright laws and exceptions that better reflect the educational needs and financial realities of developing-country academic communities.

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At the international level, academic libraries should follow and engage with the work of the WIPO Standing Committee on Copyright and Related Rights, which regularly reviews and proposes reforms to global copyright standards. Libraries in developing countries have a particularly important voice in these forums, because their experience illustrates both the importance of educational access and the limitations of copyright frameworks designed primarily with wealthy-country publishers and institutions in mind.

In Tanzania section copyright Act No7 of 1999 outline various circumstances under which uses of protected copyrighted work is either in original or translated from its permissible author's consents and the obligation to pay remuneration for the uses of work. The first, is production, translation, adoption, arrangements or other transformation of protected work exclusively for the users own personal and private use. Second, inclusion of a quotation from protected work in to another work. Third, utilization of copyrighted materials in publication broadcast and programs distributed by cables or visual recordings for teaching purpose in school, Universities and other educational institution.

Also, the copyright law Act No7 of 1999 does not cover the following parts that a previous researchers discovered that gives someone full authority in performing the fair use; Library and librarians has to produce the copy of the materials that have been copyrighted for the purpose of permanent and replacement to the library and archival collection, the law does not state what they should overcome this problem However, it is generally acceptable that fair use application should not unfairly deprive owner of the copyright, a reasonable financial return but this provision does not directly apply to library and library staff because they provide access to copyrighted works to their uses and the facility they render for copying. (Copyright law Act No 7 of 1999)

2.5 Research gap

Although many studies have examined copyright issues in academic libraries globally and in Africa, most of them focus mainly on copyright awareness and the existence of copyright policies. Scholars such as Laura N. Gasaway and Kenneth D. Crews studied copyright policies and compliance, while African studies by researchers like Sunday Adeyoyin and Dick Kawooya mainly explored awareness and general challenges faced by academic libraries.

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However, few studies have examined used of protect library materials in daily library operations and how copyright law is practically implemented, particularly in Tanzania. In addition, there is no institution specific study focusing on Marian University College Library or addressing its unique context under the Copyright and neighboring Rights Act (Tanzania). Therefore, this study aims to fill this gap by investigating how copyright law is implemented in practice, the challenges faced, and possible context specific solutions for Marian University College Library.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains in details the methodology and procedures adopted in the process of conducting the study. The chapter is subdivided into the following components: research design, area of the study, data collection methods (primary and secondary data) study Population**,** Sample Size and Sampling Strategies, data analysis, ethical issues.

3.2 Research Design

Research design is the conceptual structure within which research is conducted (Kothari, 2004), Research design is a blue print that guides the planning and implementation of the research (Creswell 2013). In this study the researcher used a case study approach to examine the role of library in protection of copyright law. The case study design we're use because it was flexible during data collection, fairly exhaustive method which enabled the researcher to study deeply and thoroughly different aspect of the phenomena and it will save time and cost (Kothari, 2004). Mixed methods of data collection were used to ensure data truthfulness and reliability

3.2.1 Research Approach

These are plans and procedures that a researcher used in conducting research, they include qualitative, quantitative and mixed research approaches. The study used a mixed approach to study the phenomena, mixed research methods represent type of research that involves collections, analysis and interpretations of qualitative and quantitative data in a single study or in a continuation of different studies that investigate on the same (Creswell, 2014).

According to Bryman, 2016, the aim of using mixed research methods is not to replace or substitute one another but to be able to reveal the strength and the weakness among the two approaches in a study. Researcher needs to identify and explore the best methodological approach so as to be able to answer research questions also researcher must know the importance of using both approaches rather than using only one out of the two approaches.

Therefore, according to the explanation above the researcher used both qualitative and quantitative approaches (mixed approach) Combines qualitative and quantitative techniques to

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leverage the strengths of both, providing a comprehensive understanding of the research problem (Johnson & Onwuegbuzie, 2004).

3.3 Area of the Study

Msabila (2013) defined study area as a place where the study was carried out. In this study was conducted at Marian University college (MARUCO). The reason of choosing MARUCO is because the researcher is familiar with the environment of MARUCO, also the library provides access to both print and digital collections that support teaching, learning, and research across different faculties. Its holdings include thousands of textbooks, reference works, journals, and government publications, though the size of the collection is modest compared to larger universities.

Despite its important role, the library faces challenges such as limited funding, small staff numbers, and restricted access to electronic resources due to licensing costs. These constraints make copyright management more difficult, especially in the digital environment. Nevertheless, MARUCO Library remains a vital academic resource, and its situation provides a realistic case study of how copyright law is understood and applied in Tanzanian university libraries.

3.4 Population of the Study

According to Singth. K (2007) Population is a group of individuals, objective, or items from among which samples are taken for measure. Normally population is a group of individuals who have one or more characteristics in common, Kothari (2004) defines a research population as the total member of defined class of people, objects, places or event selected because they are relevant to research in question. The population of this study will be 500 at Marian University college MARUCO include library staff, students and lectures.

3.5 Sample Size

Sample size is a set of persons selected from study population for the purposes of getting information from them. They are the number of study participants included in the sample (Msabila & Nalaila, 2013), also according to Saman (1992) “sample size is the number of sampled units to be included in sample”. The researcher used the number of participants of Marian University college (MARUCO). The sample size of this study comprised 25 respondents: 10 students, 5 lecturers and 10 library staff.

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3.6 Sampling Technique

Sampling is a technique employ to select a small group with a view to determining the characteristics of a large group. (Brynard, 2006). Sampling method save the time as well as human resources, in choosing a sample the researcher used purposive and simple random sampling techniques. The researcher used probability in which every respondent has equal chance to being selected, (Kothari, 2004). Under this technique the researcher used simple random sampling technique in which the chance of each respondent in the population has equal chance of being selected, Simple random sampling involves the selection of sample random from the sampling frame, Saunders *et al* (2000). These techniques were used to select 25 respondents where by 10 students, 5 lectures and 10 library staff.

3.7 Data Collection Methods

Data collection refers to the gathering of information to serve or prove some facts (Kombo &Tromp, 2006). When collecting data from the respondents the researcher involved the use of primary data collection and secondary data collection because the chosen method helped the researcher to provide the validity and reliability of the data when the effective use of copyright law in protecting of library collection.

3.7.1 Primary data

Primary data refer to the first handed information that was obtained direct from the field (Kothari, 2004). That means information that requires physical presence of the researcher in the research field. This data was collected using questionnaire, observation and interview.

3.7.2 Secondary data

Secondary data refer to data that is already available in the literature. This type of data was collected from various documents such as books, newsletters, reports, magazines, journals, newspapers, theses and dissertations.

3.8 Data collection instruments

These are the tools that the researcher is going to use to collect data or information from respondents.

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3.8.1 Interview

This involved Oral or vocal questioning to obtain personal information, allows flexibility, can restructure questions depending on responses. This method was used because it enabled the researcher to obtain personal information; there was a greater opportunity to restructure questions who have direct responsibility or experience with copyright law in the library. In this study, the group respondents are librarians These people can provide in-depth insights into how copyright law is applied, challenges they face, and the effectiveness of the law in protecting library collections. (Kothari, 2004)

3.8.2 Observation

Researcher select Observation since is the method which data are collected by the sense organs like seeing, hearing, smelling, testing, and touching? The real situation of availability of internet uses, Physical arrangement of library collections and security measures, Compliance with copyright law in terms of copying, printing, or digital access and How library users access copyrighted materials. Observation allows the researcher to see actual behaviors and practices, not just reported ones, which is critical for evaluating the effectiveness of copyright law in practice**.**

3.8.3 Questionnaire

Questionnaire also selected by researcher because is an instrument for gathering data beyond the physical reach of the observer. Collect data from a wider less interviewer bias, The advantage of this method is that, there is low cost even when the area is large and is widely spread geographically you can just send this questions respondent for library users with researchers or staff who access library materials. These respondents can provide information on their challenges they face, awareness of copyright rules, experiences with copyright-protected materials and compliance behaviors. (Kothari, 2004)

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented, analyzed and discussed the data that were collected from 25 respondents comprising 10 students, 5 lecturers, and 10 library staff at Marian University College (MARUCO). Data were obtained through questionnaires, interviews, and observation, in line with the three research objectives of the study.

4.2 Background Information of Respondents

Before presenting the main findings, background information regarding the respondents was collected to understand the composition of the sample. This section presented the response rate, gender distribution, and age group of the participants.

4.2.1 Response Rate

A total of 25 questionnaires were distributed to the respondents and all 25 were returned fully completed, representing a 100% response rate. All five library staff members who were selected for interviews participated. This high response rate was attributed to the researcher's direct engagement with the respondents and the manageable sample size. Table 4.1 illustrates the response rate.

Table 4. 1 Response Rate N=25

Response	**Frequency**	**Percentage (%)**
Students	10	40%
Lecturers	5	20%
Library Staff	10	40%
Total	25	100%

4.2.2 Gender Distribution of Respondents

Respondents were asked to indicate their gender. The results showed that 15 respondents (60%) were male while 10 respondents (40%) were female, as presented in Table 4.2 below. This indicated that males were the majority among the participants, though both genders were represented, which helped to reduce gender bias in the findings.

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Table 4. 2 Gender Distribution N=25

Response	Frequency	Percentage (%)
Male	15	60%
Female	10	40%
Total	25	100%

4.2.3 Age Group of Respondents

Table 4.3 presents the age group distribution of the respondents. The majority of the respondents, 12 (48%), fell within the 20–27 years age bracket, followed by the 28–35 years group with 8 respondents (32%). The 36–44 years group comprised 4 respondents (16%), while only 1 respondent (4%) was above 45 years. This distribution suggested that the study captured a predominantly young academic community at MARUCO, which was consistent with the university's student and early-career staff population.

Table 4. 3 Age Group Distribution N=25

Response =25	Frequency	Percentage (%)
20–27 years	12	48%
28–35 years	8	32%
36–44 years	4	16%
45 years and above	1	4%
Total	25	100%

4.3 Findings on the Extent to Which Copyright Law was Implemented at the MARUCO Library

The first objective of this study was to examine the extent to which copyright law was implemented at the MARUCO library. Data under this objective were collected through questionnaire items 4 to 9 as well as through observation of the library environment.

4.3.1 Frequency of Library Use by Respondents

Respondents were asked how frequently they used the university library. As shown in Table 4.4, 8 respondents (32%) reported using the library daily, while 10 (40%) used it weekly. Five

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respondents (20%) visited the library occasionally, and 2 (8%) used it rarely. These results indicated that the majority of the library users at MARUCO accessed the library on a regular basis, which implied that copyright compliance issues were encountered frequently and that the implementation of copyright law directly affected the day-to-day operations of the library.

Table 4. 4 Frequency of Library Use N=25

Response	**Frequency**	**Percentage (%)**
Daily	8	32%
Weekly	10	40%
Occasionally	5	20%
Rarely	2	8%
Total	25	100%

4.3.2 Awareness of Copyright Law Among Respondents

Respondents were asked whether they were aware of copyright laws that regulated the use of library materials. The findings in Table 4.5 revealed that 16 respondents (64%) were aware of copyright law, while 9 respondents (36%) were not aware. Although more than half of the respondents had some awareness of copyright law, the proportion of those who lacked awareness (36%) was significant. This finding was consistent with Adeyoyin et al. (2009), who established that a considerable number of library users in African academic institutions lacked adequate knowledge of copyright regulations, which undermined effective implementation.

Table 4. 5 Awareness of Copyright Law N=25

Response	**Frequency**	**Percentage (%)**
Yes	16	64%
No	9	36%
Total	25	100%

4.3.3 Level of Understanding of Copyright Law

Respondents who were aware of copyright law were further asked to rate their level of understanding. Table 4.6 shows that only 3 respondents (12%) rated their understanding as very good, and 7 (28%) rated it as good. The majority, 10 respondents (40%), rated their

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understanding as moderate, while 5 (20%) rated it as poor. These findings suggested that even among those who were aware of copyright law, deep and practical understanding remained limited. This gap between awareness and understanding confirmed the concern raised by Nimmer and Nimmer (2015) that copyright law is technically complex and that general awareness does not necessarily translate into accurate knowledge or compliance.

Table 4. 6 Level of Understanding of Copyright Law N=25

Response	**Frequency**	**Percentage (%)**
Very Good	3	12%
Good	7	28%
Moderate	10	40%
Poor	5	20%
Total	25	100%

4.3.4 Perceived Importance of Copyright Law in Protecting Library Collections

Respondents were asked whether they thought copyright law was important for protecting library collections. Table 4.7 shows that 10 respondents (40%) strongly agreed and 8 (32%) agreed, giving a combined agreement rate of 72%. Five respondents (20%) were neutral, and 2 (8%) disagreed. No respondent strongly disagreed. These results indicated that the majority of library users at MARUCO recognized the importance of copyright law for protecting library materials, even if their understanding of the specific provisions remained limited. This positive attitude formed a favorable foundation for promoting copyright compliance at MARUCO.

Table 4. 7 Importance of Copyright Law for Protecting Collections N=25

Response	**Frequency**	**Percentage (%)**
Strongly Agree	10	40%
Agree	8	32%
Neutral	5	20%
Disagree	2	8%
Strongly Disagree	0	0%
Total	25	100%

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4.3.5 Existence of Copyright Rules and Guidelines in the Library

Respondents were asked whether the MARUCO library provided rules or guidelines about the use of copyrighted materials. As presented in Table 4.8, only 10 respondents (40%) answered yes, while 12 (48%) said no and 3 (12%) were not sure. These findings revealed that the majority of users were either unaware of any existing copyright guidelines or that such guidelines had not been formally established and displayed. This was a significant gap in copyright implementation, supporting the finding of Opoku and Adjei (2018), who noted that fewer than 40% of African university libraries had any documented copyright policy at all. Observation conducted during the study further confirmed that no written copyright policy was visibly displayed within the MARUCO library premises.

Table 4. 8 Existence of Copyright Guidelines in the Library N=25

Response	**Frequency**	**Percentage (%)**
Yes	10	40%
No	12	48%
Not Sure	3	12%
Total	25	100%

4.3.6 Methods Used to Educate Library Users on Copyright Law

Respondents were asked to indicate the methods used by the library to educate users about copyright law. Table 4.9 shows that 8 respondents (32%) indicated that notices and posters were used, while 5 (20%) mentioned orientation programmers. Only 4 respondents (16%) reported that formal lectures or training sessions were used, and 8 respondents (32%) stated that no specific methods were used. These results indicated that copyright education at MARUCO was inconsistent and not systematically implemented. The absence of a structured copyright awareness programmer for a significant proportion of users reflected the observation of Okiy (2010) that copyright education in Nigerian and other African academic libraries remained informal and inadequate.

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Table 4. 9 Methods Used to Educate Library Users on Copyright N=25

Response	Frequency	Percentage (%)
Orientation Programmers	5	20%
Notices and Posters	8	32%
Lectures / Training Sessions	4	16%
No Specific Methods	8	32%
Total	25	100%

4.4 Findings on Problems Encountered by Librarians in the Protection of Copyright Law

The second objective of the study was to assess the problems encountered by librarians in the protection of copyright law at the MARUCO library. Data were collected through questionnaire items 8, 10, 11, 12, and 14, as well as through interview and observation.

4.4.1 Control of Photocopying in the Library

Respondents were asked whether the MARUCO library-controlled photocopying or reproduction of materials. Table 4.10 shows that only 8 respondents (32%) said yes, 14 (56%) said no, and 3 (12%) were not sure. This was a critical finding, as uncontrolled photocopying represented one of the most common forms of copyright infringement in academic libraries. Observation confirmed that photocopying equipment was available in the vicinity of the library but that no copyright warning notices were placed on or near the machines, and no staff member was assigned to monitor copying activities. This finding aligned with Okonkwo and Mabawonku (2016), who noted that the absence of managed photocopying systems in developing-country libraries led to widespread uncontrolled reproduction of copyrighted materials.

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Table 4. 10 Control of Photocopying in the Library N=25

Response	Frequency	Percentage (%)
Yes	8	32%
No	14	56%
Not Sure	3	12%
Total	25	100%

4.4.2 Observed Copyright Violations in the Library

Respondents were asked whether they had ever observed copyright violations in the library, such as copying entire books or chapters. Figure 4.1 reveals that 18 respondents (72%) confirmed having observed copyright violations, 5 (20%) had not, and 2 (8%) were not sure. The high proportion of respondents who had witnessed copyright infringement (72%) was a strong indicator that violations were widespread and openly conducted within the MARUCO library environment. This finding supported the observation of Nwosu and Nwoye (2017), who found that in African universities where textbooks are costly relative to students' income, large-scale unauthorized copying is commonly driven by financial necessity.

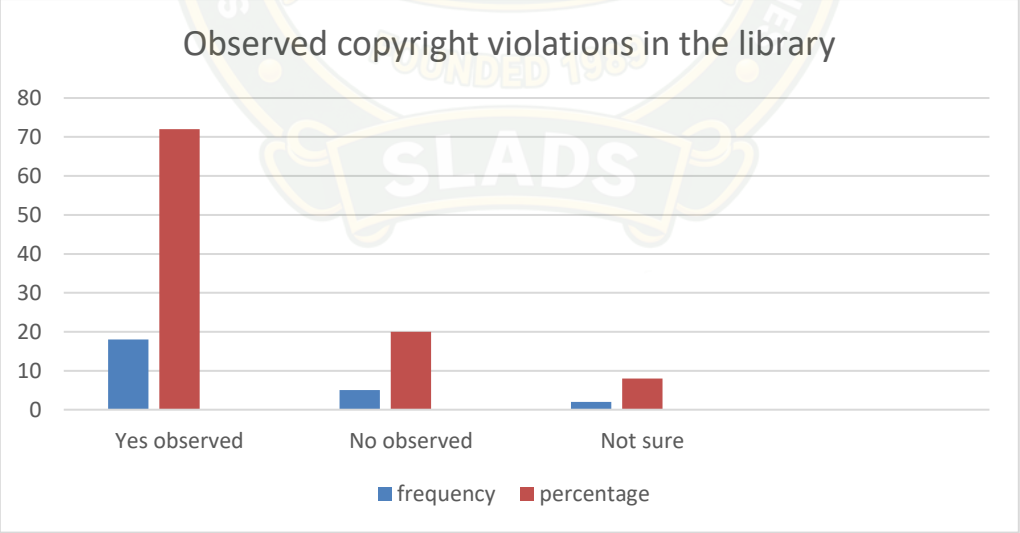


Figure 4. 1 Observed Copyright Violations in the Library

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4.4.3 Main Causes of Copyright Violations

Respondents were asked to identify the main causes of copyright violations observed in the library. As shown in Table 4.11, the leading cause identified was lack of awareness, cited by 10 respondents (40%). Seven respondents (28%) attributed violations to a limited number of copies of materials, 5 (20%) pointed to weak monitoring by library staff, and 3 (12%) identified easy access to photocopying services as the main cause. These findings pointed to a multi-causal nature of copyright violations at MARUCO, with inadequate knowledge and resource constraints emerging as the dominant drivers. This was consistent with Aina et al. (2014), who established that insufficient copyright knowledge among both library staff and users was the most significant factor contributing to copyright non-compliance in Nigerian university libraries.

Table 4. 11 Main Causes of Copyright Violations N=25

Response	**Frequency**	**Percentage (%)**
Lack of Awareness	10	40%
Limited Number of Copies of Materials	7	28%
Weak Monitoring by Library Staff	5	20%
Easy Access to Photocopying Services	3	12%
Total	25	100%

4.4.4 Familiarity with Institutional Copyright Policies

Respondents were asked whether they were familiar with institutional policies regarding copyright protection in the library. Table 4.12 shows that only 8 respondents (32%) confirmed familiarity with such policies, while 17 respondents (68%) were not familiar with any institutional copyright policies. This low level of policy awareness was a significant obstacle to copyright compliance, because users who do not know that a policy exists are unable to comply with its provisions. This finding supported Adeyoyin et al. (2009), who found that most Nigerian university library staff were not fully aware of national copyright legislation, let alone institution-specific policies.

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Table 4. 12 Familiarity with Institutional Copyright Policies N=25

Response	Frequency	Percentage (%)
Yes – Familiar with Policies	8	32%
No – Not Familiar with Policies	17	68%
Total	25	100%

4.4.5 Adequacy of Current Measures to Prevent Copyright Misuse

Respondents were asked whether they considered the library's current measures sufficient to prevent misuse of copyrighted materials. Table 4.13 shows that only 7 respondents (28%) considered the measures adequate, while 15 (60%) said they were not adequate, and 3 (12%) were not sure. The majority view that current measures were inadequate pointed to the need for urgent improvement in the library's copyright compliance infrastructure. This was consistent with Nsibirwa et al. (2019), who noted that weak institutional enforcement remained a key driver of copyright violations in African university libraries.

Table 4. 13 Adequacy of Measures to Prevent Copyright Misuse N=25

Response	Frequency	Percentage (%)
Yes – Measures are Adequate	7	28%
No – Measures are Not Adequate	15	60%
Not Sure	3	12%
Total	25	100%

4.4.6 Interview Findings from Library Staff on Problems Encountered

Interview data were collected from ten library staff members to gain deeper understanding of the challenges encountered in implementing copyright law at the MARUCO library. The responses were analyzed thematically and four major themes emerged. So, this theme was lack of formal copyright training. Eight out of ten library staff members stated that they had never received formal training on copyright law. One staff member explained: "We know the basics from experience but have never attended a formal workshop or training session on copyright." This finding confirmed the quantitative data showing poor understanding of copyright law among library users and staff, so another theme was inadequate budget for licensed resources.

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Seven library staff members identified financial constraints as a major barrier to copyright compliance. They reported that the library was unable to subscribe to sufficient digital databases or purchase multiple copies of high-demand textbooks, which pushed users towards unauthorized copying. This finding was supported by Oyewole and Bamidele (2018), who established that underfunded university libraries in Nigeria resorted to unauthorized reproduction not out of disrespect for copyright but because legitimate alternatives were unaffordable. Another theme was user resistance and social pressure. Six library staff members reported that they frequently faced resistance when they attempted to restrict photocopying activities. Some staff members noted that faculty members sometimes exerted pressure on library staff to allow reproduction of entire course materials. This aligned with Anderson (2013), who described the tension between the library's access mission and its legal obligations as the "librarian's dilemma." Also, the ended theme was the absence of a formal copyright policy document. All ten library staff members confirmed that no formal, written copyright policy had been developed or adopted by the MARUCO library. Without a formal policy, staff stated they relied on personal judgement when handling copyright related situations, leading to inconsistent and sometimes incorrect decisions. This finding strongly supported the recommendation by Crews (2006) that developing a written copyright policy was the single most important step a library could take towards copyright compliance.

4.4.7 Observation Findings on Copyright Implementation

Observation was conducted within the MARUCO library to assess the physical and operational indicators of copyright law implementation. The following findings were recorded, also has no copyright notice or warning sign was displayed on or near any of the photocopying machines accessible to library users. Another it is users were observed openly photocopying multiple chapters and, in some cases, entire books without any intervention from library staff. Often there was no physical barrier, lock, or access-control mechanism on any of the digital computer workstations that could have restricted unauthorized reproduction of digital materials. Other is no copyright policy document was displayed on the library notice board or any wall within the library. These observational findings corroborated the quantitative and interview data and confirmed that copyright implementation at the MARUCO library was at an early stage and required urgent institutional attention.

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4.5 Findings on Recommendations for Improving Copyright Adherence

The third objective of the study was to make recommendations for improving adherence to copyright law at the MARUCO library. Responses to questionnaire item 15 and interview question 20 addressed this objective.

4.5.1 Need for More Training and Awareness Programmers

Respondents were asked whether they thought more training or awareness programmers on copyright law should be introduced. As shown in Table 4.15, 22 respondents (88%) strongly supported the introduction of more training programmers, while only 3 (12%) did not see the need. This near-unanimous agreement confirmed that respondents at MARUCO recognized education as the most critical intervention for improving copyright compliance. This finding supported Osei-Bonsu and Akussah (2019), who argued that copyright training should be a formal and ongoing part of professional development for all library staff and users in African academic institutions.

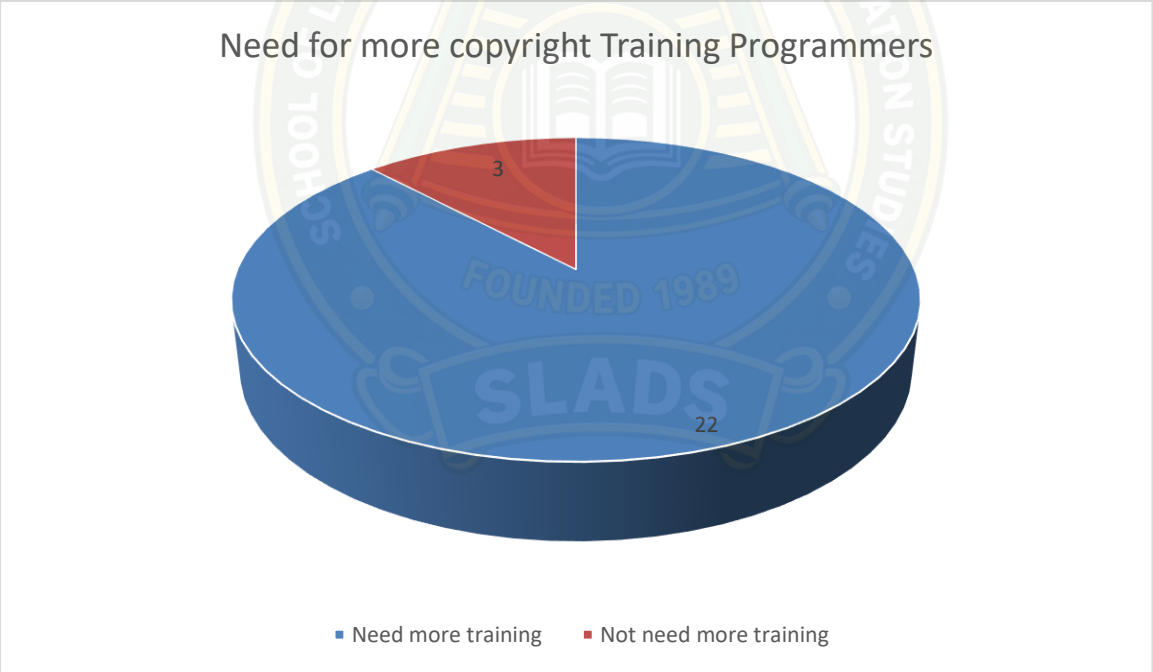


Figure 4. 2 Need for More Copyright Training Programmers

4.5.2 Interview Findings on Recommendations for Improvement

During interviews, library staff were asked what improvements they would recommend to strengthen copyright implementation at MARUCO. Four key recommendations emerged consistently across the interviews. First, all ten staff members recommended the development of a formal written copyright policy tailored to the specific context of the MARUCO library,

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covering photocopying, digital access, and interlibrary loan procedures. Second, eight staff members called for the establishment of a regular copyright training programmer for both library staff and students, to be incorporated into annual staff development and student orientation activities. Third, seven staff members recommended that the university administration provide increased budget allocation for licensed database subscriptions and the purchase of multiple copies of high-demand textbooks, so that users would have lawful Alternatives to photocopying. These recommendations closely aligned with those advanced in the literature by Crews (2012), Gasaway (2013), and Adeyoyin et al. (2009)

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented a summary of the study, the major findings, the conclusions drawn from those findings, and the recommendations made on the basis of the evidence gathered. The study assessed the effective use of copyright law in protecting library collections at Marian University College (MARUCO), guided by three specific objectives: to examine the extent of copyright law implementation at the MARUCO library; to identify the problems encountered by librarians in protecting copyright; and to make recommendations for improving adherence to copyright law.

5.2 Summary of the Study

The study was conducted at Marian University College (MARUCO) in Tanzania. A mixed research design was adopted, combining both qualitative and quantitative approaches through a case study strategy. A sample of 25 respondents was selected from a population of 500 using purposive and simple random sampling techniques, comprising 10 students, 5 lecturers, and 10 library staff. Data were collected through questionnaires administered to students and lecturers, interviews conducted with library staff, and direct observation of the library environment. The study was grounded in the Copyright and Neighboring Rights Act No. 7 of 1999 (Cap. 218) of Tanzania and drew on a wide range of national and international literature on copyright compliance in academic libraries.

5.3 Summary of Major Findings

5.3.1 Extent of Copyright Law Implementation at the MARUCO Library

The findings revealed that copyright law implementation at the MARUCO library was limited and inconsistent. Although 64% of respondents were aware of copyright law, only 12% rated their understanding as very good, indicating a significant gap between general awareness and practical knowledge. A positive attitude towards copyright was recorded, with 72% of respondents agreeing that copyright law was important for protecting library collections. However, 48% of respondents reported that the library did not provide any rules or guidelines about the use of copyrighted materials, and 32% stated that no specific methods were used to educate users about copyright. Observation confirmed that no copyright notice was displayed in the library and that no formal policy document had been developed or adopted. These

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findings collectively indicated that copyright law, while recognized as important, was not being effectively or systematically implemented at the MARUCO library.

5.3.2 Problems Encountered by Librarians in the Protection of Copyright Law

Several significant problems were identified in the protection of copyright law at the MARUCO library. First, 56% of respondents confirmed that the library did not control photocopying or reproduction of materials, and observation verified the absence of copyright notices on photocopying equipment. Second, 72% of respondents had personally observed copyright violations in the library, including photocopying of entire textbooks. Third, 40% of respondents attributed violations primarily to lack of awareness, while 28% cited limited availability of copies of library materials as a contributing factor. Fourth, 68% of respondents were unfamiliar with any institutional copyright policies, and 60% considered the library's current measures to be inadequate. Interview findings from library staff further identified the absence of a written copyright policy, inadequate budget for licensed resources, user resistance, and lack of formal staff training as the four most critical problems facing the library.

5.3.3 Recommendations from Respondents for Improving Copyright Adherence

There was strong and near-unanimous agreement (88%) among respondents that more training and awareness programmers on copyright law were needed at MARUCO. Library staff interviewed recommended the development of a formal written copyright policy, the establishment of regular copyright training for both staff and users, increased budget allocation for licensed materials, and the formation of a formal partnership between the library and the university's legal department. These recommendations were consistent with the evidence base established in the literature review.

5.4 Conclusions

Based on the findings of this study, the following conclusions were drawn.

First, copyright law was not effectively implemented at the MARUCO library. While awareness of copyright law was present among the majority of respondents, this awareness did not translate into practical compliance, largely because the library lacked a formal copyright policy, systematic. The absence of a written copyright policy was identified as the most fundamental gap in the library's copyright compliance framework, also multiple interconnected problems undermined copyright protection at the MARUCO library. These problems included insufficient copyright knowledge among staff and users, inadequate funding for legal alternatives to photocopying, user resistance driven by economic constraints, weak

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monitoring of photocopying activities, and the absence of institutional support for copyright enforcement. These challenges were not unique to MARUCO but reflected broader systemic weaknesses in copyright compliance identified across African academic libraries in the literature. And the respondents at MARUCO demonstrated a willingness to improve copyright compliance and a clear recognition of the importance of copyright law for protecting library collections.

5.5 Recommendations

Based on the conclusions of the study, the following recommendations were made for improving the effective use of copyright law in protecting library collections at MARUCO. the MARUCO library was recommended to develop and adopt a formal, written copyright policy. The policy should be reviewed every three years to ensure it remained current with developments in the Copyright and neighboring Rights Act (Cap. 218) and evolving best practices in library management, also the university administration was recommended to increase the library's budget allocation to enable the purchase of adequate copies of high demand textbooks and subscriptions to licensed digital databases. Adequate legal access to materials was essential for reducing the economic pressure that drove unauthorized copying among students so the library was recommended to establish a formal partnership with the university's legal department or an external intellectual property advisor, clearly reminding users of their legal obligations under the Copyright and neighboring Rights Act No. 7 of 1999 (Cap. 218). A monitoring system for high-volume photocopying should also be established to deter systematic infringement, another MARUCO library was recommended to promote the use of open access resources and Creative Commons-licensed materials as cost-effective, legally safe alternatives to copyrighted works. The library should maintain an institutional repository to make the research outputs of MARUCO faculty and students freely accessible, thereby contributing to the open knowledge environment.

5.6 Area for further study

This study was limited to the MARUCO library and focused on copyright law under the Copyright and neighboring Rights Act No. 7 of 1999 (Cap. 218) of Tanzania. The following areas were identified as worthy of further investigation.

A comparative study across multiple universities in Tanzania was recommended to establish whether the findings at MARUCO were representative of the broader pattern of copyright compliance in Tanzanian academic libraries. Second, a study specifically focused on digital

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copyright compliance and the management of electronic resources in Tanzanian academic libraries would address a gap that the present study, focused primarily on the print environment, was not designed to fill. Third, further research into the specific training needs of library staff in Tanzania with respect to copyright law would provide a stronger evidence base for the design of targeted professional development programmers. Fourth, a study examining the role of COSOTA in supporting copyright compliance in university libraries would contribute valuable insights into the institutional and enforcement dimensions of the national copyright framework.

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APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Dear Respondent

I have a greater pleasure to inform you that I am Elisha Mhagama a third-year student at school of library archive and documentation studies, undertaking a study with titled " an assessment on the effective use of copyright law in protecting library collections at Marian University College". This research is for the partial fulfillment of the award diploma of library and information management. The information you provide was used strictly for academic purposes and was treated with confidentiality. Kindly answer the questions honestly.

Please tick (✓) the appropriate answer or write your response where necessary.

1. Category of respondent

☐ Student

☐ Lecturer

☐ Library Staff

2. What is your Gender

☐ Male

☐ Female

3. What is your Age Group

☐ 18–25 years

☐ 26–35 years

☐ 36–45 years

☐ 46 years and above

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4. How often do you use the university library?

☐ Daily

☐ Weekly

☐ Occasionally

☐ Rarely

5. Are you aware of copyright laws that regulate the use of library materials?

☐ Yes

☐ No

6. How would you rate your understanding of copyright law?

☐ Very good

☐ Good

☐ Moderate

☐ Poor

7.Do you think copyright law is important for protecting library collections?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

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APPENDIX II: QUESTIONNAIRES FOR LECTURES

Dear Respondent

I have a greater pleasure to inform you that I am Elisha Mhagama a third-year student at school of library archive and documentation studies, undertaking a study with titled " an assessment on the effective use of copyright law in protecting library collections at Marian University College". This research is for the partial fulfillment of the award diploma of library and information management. The information you provide was used strictly for academic purposes and was treated with confidentiality. Kindly answer the questions honestly.

Please tick (✓) the appropriate answer or write your response where necessary.

8. Does the library control photocopying or reproduction of materials?

☐ Yes

☐ No

☐ Not sure

9. Does the library provide rules or guidelines about the use of copyrighted materials?

☐ Yes

☐ No

☐ Not sure

10. Have you ever observed copyright violations in the library (such as copying entire books)?

☐ Yes

☐ No

11. What are the main causes of copyright violations in the library?

☐ Lack of awareness

☐ Weak monitoring by library staff

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☐ Easy access to photocopying service

12. Are you familiar with institutional policies regarding copyright protection in the library?

☐ Yes

☐ No

13. What methods are used to educate students about copyright law?

☐ Orientation program

☐ Notices and posters

☐ Lectures or training sessions

☐ No specific methods

14. Do you think the library has adequate measures to prevent misuse of copyrighted materials?

☐ Yes

☐ No

☐ Not sure

15. Do you think more training or awareness programs on copyright law should be introduced?

☐ Yes

☐ No

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APPENDIX III: INTERVIEW QUESTIONS FOR LIBRARY STAFF

16. Can you describe your experience with copyright laws when using library resources at Marian University College?

17. In what ways do you think copyright law could be better utilized to protect the library's collection?

18. How did you handle them faced challenges related to copyright barriers?

19. What role do you think the library staff should play in educating users about copyright issues?

20. What suggestions do you have for improving the implementation of copyright laws to better protect the library's collection?

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APPENDIX IV: TIME SCHEDULE

The research was conducted for a period of weeks as follows

ACTIVITIES	WEEKS 1	WEEKS 2	WEEKS 3	WEEKS 4	WEEKS 5	WEEKS 6
Reporting the area of the study and observing the situation						
Preparing and distributing the questionnaire						
Receiving questionnaire and collecting data						
Comparing answers and analysis						
Data analysis and preparing a research report						
Proof reading and submission of research report						

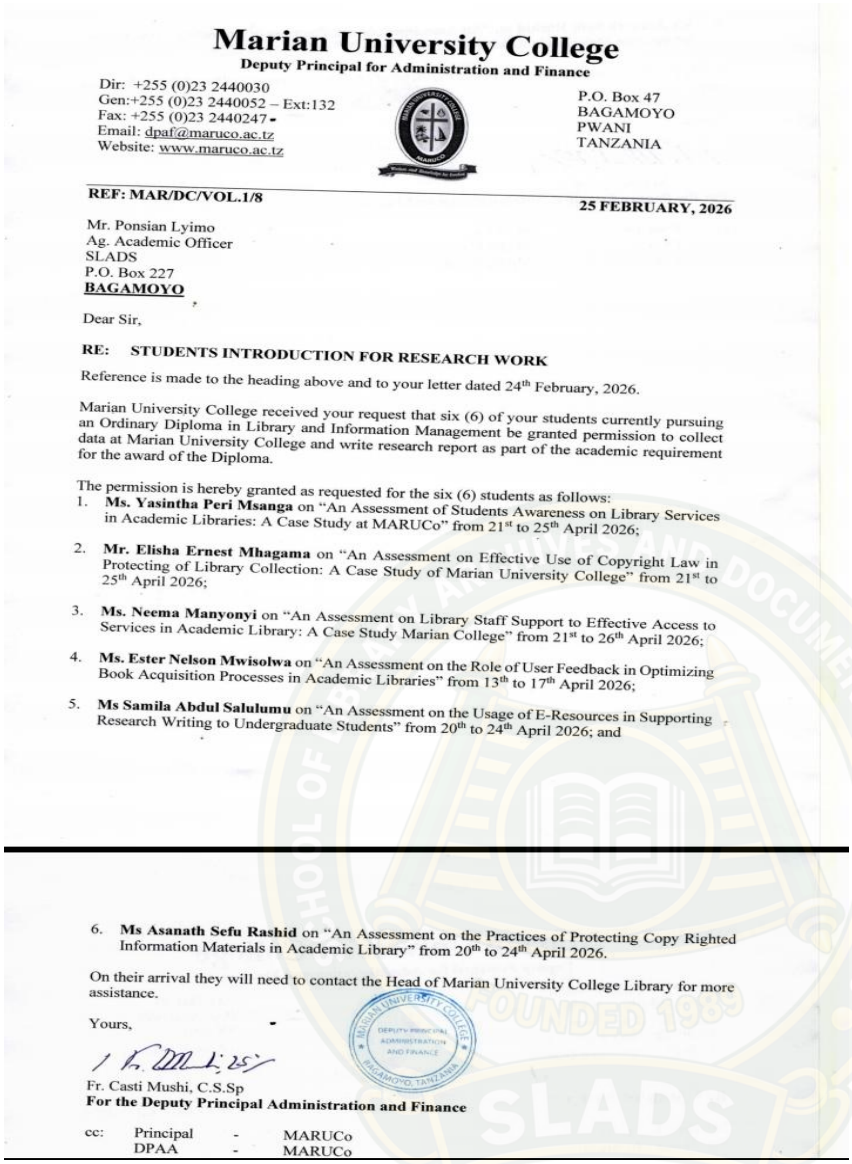
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APPENDIX V: RESEARCH BUDGET

BUDGET ITEMS	DESCRIPTION OF UNITS AND COSTS	UNITS	COSTS	TOTAL
Stationary	Ream paper	1	10,000	10,000 /=
	Photocopying	90pg @100	9,000	9,000/=
	Binding expenses	2cover@1000	2,000	2,000/=
	Questionnaire	40pg @100	4,000	4,000/=
	Pens	4@500	2,000	2,000/=
	Writing materials	2000	2,000	2,000/=
Data collection	Transport Ukuni to Maruco	45 minutes	2, 000	8,000/=
	Meal allowance	39 days	7,500	292,500/=
Secretarial services	Research Report 1	40pg @1000	40,000	40,000/=
	Photocopy	40pg @100	100	40,000/=
	Research report 2	80 pages	3,000	24,000/=
GRAND TOTAL				433,500/=

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APPENDIX VI: DATA COLLECTION LETTER FOR APPROVED



Marian University College
Deputy Principal for Administration and Finance

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REF: MAR/DC/VOL.1/8 **25 FEBRUARY, 2026**

Mr. Ponsian Lyimo
Ag. Academic Officer
SLADS
P.O. Box 227
BAGAMOYO

Dear Sir,

RE: STUDENTS INTRODUCTION FOR RESEARCH WORK

Reference is made to the heading above and to your letter dated 24th February, 2026.

Marian University College received your request that six (6) of your students currently pursuing an Ordinary Diploma in Library and Information Management be granted permission to collect data at Marian University College and write research report as part of the academic requirement for the award of the Diploma.

The permission is hereby granted as requested for the six (6) students as follows:

1. **Ms. Yasintha Peri Msanga** on "An Assessment of Students Awareness on Library Services in Academic Libraries: A Case Study at MARUCo" from 21st to 25th April 2026;
2. **Mr. Elisha Ernest Mhagama** on "An Assessment on Effective Use of Copyright Law in Protecting of Library Collection: A Case Study of Marian University College" from 21st to 25th April 2026;
3. **Ms. Neema Manyonyi** on "An Assessment on Library Staff Support to Effective Access to Services in Academic Library: A Case Study Marian College" from 21st to 26th April 2026;
4. **Ms. Ester Nelson Mwisolwa** on "An Assessment on the Role of User Feedback in Optimizing Book Acquisition Processes in Academic Libraries" from 13th to 17th April 2026;
5. **Ms Samila Abdul Salulumu** on "An Assessment on the Usage of E-Resources in Supporting Research Writing to Undergraduate Students" from 20th to 24th April 2026; and
6. **Ms Asanath Sefu Rashid** on "An Assessment on the Practices of Protecting Copy Righted Information Materials in Academic Library" from 20th to 24th April 2026.

On their arrival they will need to contact the Head of Marian University College Library for more assistance.

Yours,

Fr. Casti Mushi, C.S.Sp
For the Deputy Principal Administration and Finance

cc: Principal - MARUCo
DPAA - MARUCo

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