INTERNET USE FOR EDUCATIONAL PURPOSES: UNIVERSITY STUDENTS' ATTITUDES AND OPINIONS ABOUT COPYRIGHTS*

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Abstract

Internet has become available anytime and anywhere with the advent of mobile communications devices and 3G technology. Today's university students are using internet actively for educational purposes. In Internet, widely used by students, it is very easy to copy and paste every kind of content and this gives rise to the question of "Is enough attention paid to copyright?" and this causes some concerns in educational circles. Therefore, in the present study, the state of Internet use by university students for educational purposes, their current opinions about the issue of copyright, how they perceive of copyrights and their suggestions to prevent copyright violations were investigated. The present study conducted with the participation of 223 university students employed both qualitative and quantitative data collection instruments. The findings of the study revealed that university students are using Internet extensively for educational purposes; yet, they can easily overlook copyright issues. It was determined that the most common reason for students to violate copyrights is their not encountering any sanctions.
Keywords: Copyright; higher education; Internet use for educational purposes; educational material

EĞİTİMSEL AMAÇLI İNTERNET KULLANIMI: ÜNİVERSİTE ÖĞRENCİLERİNİN TELİF HAKLARI HAKKINDA TUTUM VE GÖRÜŞLERİ

Öz

İnternet mobil cihazlar ve 3G teknolojisi ile elimizin altında her an ulaşılabilir bir hâl almıştır. Günümüzde üniversite öğrencileri interneti eğitim amaçlı olarak aktif bir şekilde kullanmaktadır. Öğrencilerin yoğun olarak kullandıkları internette kolay bir şekilde kopyala yapıştır mekanizmasının olması akıllara "Telif haklarına dikkat ediliyor mu?" sorusunu getirmekte ve bu durum eğitim ortamlarını tedirgin etmektedir. Bu nedenle yapılan bu çalışmada üniversite öğrencilerinin eğitimde internet kullanım durumları, eğitimde telif hakları konusundaki mevcut fikirleri, telif haklarını nasıl algıladıkları ve özellikle telif hakları ihlalini önlemeye yönelik kendi önerileri belirlenmiştir. Toplamda 223 üniversite öğrencisinin katıldığı bu araştırmada hem nitel hem de nicel veri toplama araçları kullanılmıştır. Elde edilen bulgulara göre üniversite öğrencileri interneti eğitimsel amaçlı oldukça yoğun bir şekilde kullanmalarına karşın telif haklarını göz ardı ettikleri belirlenmiştir. Öğrencilerin telif haklarını ihlal etme nedenleri, mevcut durumları, telif haklarına yönelik tutumları ayrıntılı olarak tartışılmıştır. Ayrıca ortaya çıkan mevcut durum için literatüre dayalı olarak öneriler verilmiştir.

Anahtar Kelimeler: Telif hakları; yükseköğretim; eğitim amaçlı internet kullanımı; eğitsel materyal

Geniş Özet

Günümüz teknoloji çağında bilgiler dijital ortamlara taşınmış ve kolay transfer edilir bir hâl almıştır (Mir, 2014). İnternetin yaygınlaşması 3G ve Wi-Fi teknolojisi ile her an ulaşılabilir olması ve hızının artmasında yanında tablet bilgisayar ve akıllı telefon gibi yeni teknolojik ürünlerin kullanım oranının artması da bilgilerin internet ortamından elde edilmesine ve paylaşılmasına olanak sağlamıştır. Özellikle üniversite öğrencileri için internet kaçınılmaz bir iletişim aracı olmakla beraber aynı zamanda bir eğitim aracıdır (Huang, 2010). İnternette bilgi trafiğinin oldukça yoğun olması ve bilgilerin kolayca kopyalanıp yapıştırılabilir olması, telif haklarıyla ilgili endişelere neden olmaktadır. İnternet kullanıcıları bilerek ya da kazara telif hakları alınmış bir içeriği farklı kişilere izinsiz dağıtabilmektedir (Çelik ve Akçayır, 2012). Günümüzde üniversite öğrencileri interneti eğitim amaçlı olarak yoğun bir şekilde kullanmakta ve başkalarından aldıkları bir materyali izinsiz bir şekilde kullanabilmektedir.

Geçmiş yıllarda araştırmacılar, öğrencilerin telif hakları hususuna dikkat etmediği, telif hakları ihlalinde artışın olduğu ve eğitim için problem teşkil ettiğini belirtmişlerdir (Austin ve Brown, 1999). Günümüzde telif hakları konusu halen eğitim ortamlarında sorun olmaktadır (Beycioglu, 2009; Çelik ve Akçayır, 2012). Eğitimde telif hakları ihlali farklı şekillerde gerçekleşebilmektedir. Örneğin sahibinin izni olmadan bilginin kullanılması, çoğaltılması, başka ortamlarda yayılması, başkasının çalışmasına uyarlaması telif hakları ihlaline girmektedir.

Literatürde yer alan araştırmalara rağmen özellikle yükseköğretimde telif hakları ihlali günümüzde halen eğitimcileri tedirgin eden bir unsur olarak durmakta ve eğitim sürecinde bir engel teşkil etmektedir (Çelik ve Akçayır, 2012; Szabo ve Underwood, 2004). Bu nedenle yapılan bu çalışmada yükseköğretim öğrencilerinin eğitimde internet kullanım durumları, eğitimde telif hakları konusundaki mevcut fikirleri, telif haklarını nasıl algıladıkları ve özellikle bu sorunun çözümüne yönelik kendi önerileri belirlenmiştir.

Bu çalışmada nicel ve nitelin yaklaşımların birlikte kullanıldığı karma yöntem kullanılmıştır. Çalışmaya Kırıkkale Üniversitesinde öğrenim gören 223 üniversite öğrencisi katılmıştır. Katılımcılar arasından gönüllü olan 20 öğrenci ile görüşme yapılmıştır. Nicel veri toplama aracı olarak 21 maddeden oluşan Çelik ve Akçayır (2012) tarafından uyarlanan 5'li likert tipi (1 kesinlikle katılmıyorum – 5 kesinlikle katılıyorum) 3 faktörlü ölçek kullanılmıştır. 11 madde katılımcıların telif hakları hakkında var olan bilgilerini (BC), 4 madde telif hakları alınmış bir materyal kullanma niyetlerini (AICM) ve 6 madde eğitimde telif hakları algıları (PCE) ile ilgilidir. Yapılan bu çalışmada Cronbach Alpha güvenirlik katsayısı 0.78 çıkmıştır. Araştırmada nicel verileri daha iyi yorumlamak, desteklemek ve derinlemesine veri elde etmek için yarı yapılandırılmış görüşme yapılmıştır.

Çalışmada açık bir şekilde öğrencilerin aktif bir şekilde interneti eğitimsel amaçlı olarak kullanmalarına rağmen telif haklarına dikkat etmedikleri ve önemsemedikleri görülmektedir. Jenkins' in (2006) de belirttiği gibi öğrenciler kendilerine özgü bir etik norm oluşturmuş durumdadır. Öğrenciler telif haklarını hiç düşünmeden istedikleri materyali gerekiyor ise kullanabilmektedir. Benzer sonuç Huang (2010) tarafından yapılan çalışmada da elde edilmiştir. Üniversitelerin telif hakları ihlalini önlemede rol üstlenerek eğitici ve açık yol gösterici olması gerekmektedir (Austin ve Brown, 1999; Heffernan ve Wang, 2008; Szabo ve Underwood, 2004). Üniversiteler kendilerine özgü bir telif hakları politikası geliştirip

uygulayabilir (Loggie vd, 2006). Geliştirilen okul politikası web sitesine, afiş olarak basılıp ortak kullanım alanları olan kütüphane ve bilgisayar laboratuvarı gibi yerlere asılabilir.

Introduction

In this technology era, information is stored in digital media and has become easy to transfer (Mir, 2014). Storage of information in Internet in digital forms has enabled people to have easy access to information, copy and paste it (Arnold, Schmucker, & Wolthusen, 2002). Spread of Internet, it's becoming always available by means of 3G and Wi-Fi technologies and its increasing speed and increase in the utilization ratios of new technological products such as tablet pc and smart mobile phone have facilitated the retrieval and sharing of information through Internet. Nowadays people are using Internet actively for different purposes such as reading news, communicating, conducting transactions, entertainment and education (Karim, Zamzuri, & Nor, 2009). Particularly for university students under 25 years old, Internet has become an indispensable educational and communication tool (Huang, 2010).

According to Mir (2014), information and security are interconnected disciplines. Intense traffic of information on Internet and its being easily copied and pasted have given rise to the question of "Is enough attention paid to copyright issues?" (Beycioglu, 2009; Tang, 2010). Internet users may on purpose or by mistake deliver content that is under the protection of copyright law to other people without permission (Çelik & Akcayir, 2012). Today, university students are using Internet extensively for educational purposes and they are in danger of using materials taken from different sources without permission (Akbulut, Uysal, Odabasi, & Kuzu, 2008).

While students are expected to be respectful to others' rights, Internet has created a new generation of students eager to make use of immediate and ready-to-use information (Renard, 1999). Internet allowed to display academically unethical behaviors such as, plagiarism, piracy and falsification (Ross, 2005; Szabo & Underwood, 2004). In short, Internet's mechanism of easily downloading, copying and pasting information causes concern for academic milieu (Frohmann, 2008; Karim et al., 2009; Lau & Yuen, 2014). However, Internet should be used to build up new information on already existing information rather than directly copying and pasting information (Mir, 2014).

Copyright issues in educational Internet use

In Internet, there are many instructional materials under the protection of copyright for students and teachers (Loggie et al., 2006). In the field of education, the danger of violating copyrights is not a new phenomenon. In the past, researchers stated that students did not pay attention to copyright issues, there was an increase in the violation of copyrights and this posed a threat to education (Austin & Brown, 1999). Today, copyright issues still constitute a problem in educational environments (Beycioglu, 2009; Çelik & Akcayir, 2012).

In education, copyright violation occurs in different ways. For instance, use of information without the consent of its owner, its reproduction and dissemination in other media and adaptation of it in another study are some forms of copyright violation. Software

programs we set up in our computers, multi-media materials, e-books, course notes and web-based course content are some of intellectual properties that can be found in Internet. In addition to these, blogs where students upload their assignments and share them with each other are considered within the context of intellectual properties. In recent years, besides violation of copyrights, there have been attacks on web environment and all of these have resulted in a need for different security mechanisms (Mir, 2014).

As a result of the increase in demand for distance education, the need for course materials in Internet environment has also increased (Twigg, 2000). Educational institutions having commercial concerns started to show a tendency to use the already existing materials in Internet (Mabry & O'Driscoll, 2003). This may lay the ground for violation of copyrights not only by students but also by educational institutions. There are also some cases in which educators may lay the ground for copyright violations. University professors usually develop materials and share them in Internet and while developing their materials, they may directly copy information from hard copy materials without permission and in this way they may exhibit an unethical behavior (Lan & Dagley, 1999). In short, in the field of education, copyright issues can be considered under three headings; institution, educator and student.

Purpose of the study

Though there is a large amount of research dealing with copyright infringements, violation of copyrights particularly at higher education is still an issue bothering educators and adversely affecting the quality of education process (Çelik & Akcayir, 2012; Szabo & Underwood, 2004). Besides educators, educational institutions and publishers are experiencing some problems due to students' indifference to copyright issues (DeFosse, 2012). More frequent use of technology and Internet for educational purposes also results in an increase in copyright infringements (Karim et al., 2009; Whitley & Starr, 2010). Though the existing research adequately deals with copyright infringements in relation to factors such as gender and socio-economic status, not much emphasis is put on the opinions, expectations and awareness of university students (Beycioglu, 2009; Lin, 2007; Mir, 2014). Lau and Yuen (2014) stress the need to concentrate on the issue from different perspectives, to determine the real causes of students' exhibiting unethical behaviors and to support the related research with qualitative data. Thus, students' awareness of copyright issues, their current viewpoints and their expectations should be considered in order to deal with the issue in a more detailed manner. In line with this purpose, the present study investigated the present state of university students' use of Internet, their opinions about copyright issues in education, how they perceive of copyrights and their suggestions for the solution to this problem. Thus, the research questions of the current study are structured as follows;

RQ1: What is the state of the university students' internet use for educational purposes?

RQ2: Which internet sites do the university students use for educational purposes?

RQ3: What are the university students' attitudes towards copyrights?

RQ4: What are the university students' opinions about copyright issues in education?

Method

Participants

The participants of the study are undergraduate students from the Education Faculty of Kırıkkale University in Turkey. The method of sampling was convenience sampling. The questionnaires were distributed to 283 participants (grades one through four); yet, 223 students returned complete questionnaires. As a result, data of the study were collected from 151 female (67.71%) and 72 male (32.29%) students. The ages of the participants range from 18 to 23. Moreover, semi-structured interviews were conducted with 20 voluntary students.

Instruments and procedure

In the present study, mixed method was employed by using both qualitative and quantitative data collection instruments. As stated by Kuzu (2009), while quantitative data are used to give an answer to question "What", qualitative data are used to give an answer to question "Why". It proved to be very difficult to find a scale specially prepared to investigate copyrights and ethics in the literature (Lau & Yuen, 2014). Thus, researchers investigating these issues either preferred to develop their own scales or adapted the developed scales into their research (Çelik & Akcayir, 2012; Karim et al., 2009; Lau & Yuen, 2014; Underwood & Szabo, 2003; Whitley & Starr, 2010). In the present study, as a quantitative data collection instrument, 21-item scale adapted from Çelik and Akcayir (2012) was used. The scale is a three-factor scale in the form of five-point Likert-type ranging from 1 strongly disagree to 5 strongly agree. Eleven of the questionnaire items aim to elicit the participants' background about copyright law (BC), 4 items aim to elicit their attitudes towards and intentions in using copyrighted materials (AICM) and 6 items are related to perceptions of copyright issues in education (PCE). The Cronbach's Alpha reliability coefficient of the original scale was reported to be 0.81 (Çelik & Akcayir, 2012).

In addition to these 21 items, some items to explore the gender of the participants, how frequent they use Internet for educational purposes and which sites they use were added to the questionnaire.

The participants were asked to complete a survey during a regular class session. Participation was voluntary. The researchers explained the purpose of the study to the participants. Those who were willing to participate read a consent form and filled out the survey.

Semi-structured interviews were conducted to better interpret and support the quantitative data and to obtain more detailed data. The interviews were conducted with students on the voluntary basis. Each interview lasted for about ten minutes. Within the context of the semi-structured interviews, the students were asked;

Whether they have some information about copyright issues and if yes, where have they learned this information,

Whether they care about copyrights; if not, why,

Why copyrights are violated,

What their suggestions are for the prevention of copyright infringements.

Data analysis

First, the reliability analysis of the quantitative analysis data was conducted through SPSS. In the present study, Cronbach's Alpha reliability coefficient of the questionnaire was found to be 0.78. Then, the quantitative data were analyzed by using descriptive statistic methods.

In the analysis of the qualitative data, content analysis method was employed. The raw data obtained from the student interviews were coded and in this way, codes and themes were determined (Elo & Kyngäs, 2008). The data were classified under these categories and digitized and thus made meaningful for the reader.

Results

RQ1: What Is The State of The University Students' Internet Use For Educational Purposes?

The results of the analysis of the questionnaires show that the students do not restrict their education with the information taken from the school, but actively use Internet for educational purposes (see Table 1). None of the 223 students participating in the present study stated that they never use Internet. When the male and female students' internet use for educational purposes was examined, it was found that their use is very similar to each other. Many of the students (45.29%) use Internet frequently. In short, Internet is a useful means of learning for students.

Table 1: The students' state of Internet use for educational purposes

Rate	Gender (Male=72, Female=151)	f	%
Never	Male	0	0.00
	Female	0	0.00
A few times a semester	Male	1	1.38
	Female	9	5.96
A few times a month	Male	13	18.05
	Female	17	11.25
A few times a week	Male	30	41.66
	Female	52	34.43
Frequently	Male	28	38.88
	Female	73	48.34

RQ2: Which Internet Sites Do The University Students Use For Educational Purposes?

Nearly all of the students (91.92%) use Google for educational research (see Table 2). The students were found to conduct primarily key word search in Google. Another popular site visited by the students is Wikipedia (56.05%). When Table 2 is examined, it is seen that the students also use social media sites for educational purposes. Popular sites such as YouTube, Facebook and Twitter are among the sites visited by the students. Moreover, the students visit forums and blogs for educational purposes. Small ratio of the participants (4.48%) marked "others" option. Among the web sites mentioned by the students marking "others" option are there religious education sites and private tutoring sites.

Table 2: Sites used by the students for educational purposes

Web sites	Gender (Male=72, Female=151)	f	%
Google	Male	65	90.27
	Female	140	92.71
Wikipedia	Male	46	63.88
	Female	79	52.31
YouTube	Male	37	51.38
	Female	87	57.61
Facebook	Male	34	47,22
	Female	63	41.72
Forums	Male	29	40.27
	Female	33	21.85
Google Scholar	Male	15	20.83
	Female	36	23.84
Blogs	Male	24	33.33
	Female	20	13.24
Twitter	Male	12	16.66
	Female	15	9.93
Other	Male	8	11.11
	Female	2	1.32

RQ3: What Are The University Students' Attitudes Towards Copyrights?

One of the purposes of the present study is to explore the students' existing knowledge about copyrights regulations. The findings show that the existing knowledge of the students is at medium level (see Table 3). This indicates that there are many female (mean = 3.21, sd = 1.38) and male students (mean = 3.25, sd = 1.29) who do not know much about copyright laws. The findings of the current research revealed that almost all of the students (95.51%) stated that they use Internet at least once per month. High ratio of the students using Internet actively for educational purposes and medium level of BC scores indicate that the students do not much care about copyright issues. AICM scores of the female students (mean = 3.10, sd = 1.28) and male students (mean = 3.09, sd = 1.21) were found to be at medium level. That is, the participants seem to be undecided about whether copyright regulations are necessary for educational materials. Though there are some legal

punishments for copyright infringements, the students' attitudes towards the illegal use of educational materials were found to be medium.

The students' PCE scores were found to be low (see Table 3). This finding shows that the students think that use of educational materials in educational environments is not a violation of copyrights. There is a perception among the students that a material shared in Internet environment without the required permission is not a violation of copyrights. There is a perception that a material available in Internet medium can be used freely.

Table 3: Scores taken by the students from the questionnaire

Item	Strongly disagree	Disagree	Neither agree/ disagree	Agree	Strongly Agree
	n (%)	n (%)	n (%)	n (%)	n (%)
Background about copyright law (BC)					
1. I think I know what the term copyright means and refers to.	36 (16.14)	58 (26.00)	93 (41.70)	24 (10.76)	12 (5.38)
2. I have had adequate education on copyright regulations.	75 (33.63)	76 (34.08)	50 (22.42)	17 (7.62)	5 (2.24)
3. I know about the organizations such as Creative Commons (CC) aiming to provide flexibility on the fair use of materials.	73 (32.73)	80 (35.87)	52 (23.32)	13 (5.83)	5 (2.24)
4. My knowledge on copyright originates from the talks with friends.	51 (22.87)	63 (28.25)	61 (27.35)	36 (16.14)	12 (5.38)
5. My knowledge on copyright originates from Internet and Television.	20 (8.97)	45 (20.18)	90 (40.36)	52 (23.32)	16 (7.17)
6. I am in need of education on the ethical use of digitalized educational materials on Internet.	11 (4.93)	35 (15.70)	65 (29.15)	53 (23.77)	59 (26.46)
7. There should be a unit in universities dealing with the copyright of educational materials.	10 (4.48)	19 (8.52)	49 (21.97)	69 (30.94)	76 (34.08)
8. I think I can decide on the copyright properties of the materials on Internet.	22 (9.87)	49 (21.97)	87 (39.01)	46 (20.63)	19 (8.52)
9. I think there is no copyright problems with using rented CDs and DVDs in class.	54 (24.22)	43 (19.28)	59 (26.46)	40 (17.94)	27 (12.11)
10. I think it is not legal to use programs recorded from TV and Radios.	52 (23.32)	49 (21.97)	62 (27.80)	39 (17.49)	21 (9.42)
11. I think it is not legal to use non licensed software on the computers at the university campuses.	39 (17.49)	46 (20.63)	57 (25.56)	39 (17.49)	42 (18.83)
Attitudes towards and intentions in using copyrighted materials (AICM)					
12. An instructional material should not be used when there is an ambiguity of copyright.	26 (11.66)	44 (19.73)	99 (44.39)	32 (14.35)	22 (9.87)
13. I do not want to pay for getting access to educational materials on Internet.	16 (7.17)	19 (8.52)	34 (15.25)	38 (17.04)	116 (52.02)

14. I feel disturbed when others copy and download my educational content without permission.	52 (23.32)	37 (16.59)	55 (24.66)	38 (17.04)	41 (18.39)
15. I feel worried to infringe copyright while developing computer supported instructional materials.	24 (10.76)	45 (20.18)	83 (37.22)	46 (20.63)	25 (11.21)
Perceptions of copyright issues in education (PCE)					
16. The name of the copyright holder or creator of an educational material should be preserved while using it in education	7 (3.14)	13 (5.83)	33 (14.80)	65 (29.15)	105 (47.09)
17. Copying or distributing of educational materials should not be regarded as copyright infringement.	19 (8.52)	27 (12.11)	58 (26.00)	42 (18.83)	77 (34.53)
18. I agree that downloading educational materials for teaching is copyright infringement.	66 (29.60)	56 (25.11)	57 (25.56)	27 (12.11)	17 (7.62)
19. Putting a material on Internet means it is for public use and there is no copyright boundaries.	10 (4.48)	17 (7.62)	31 (13.90)	42 (18.83)	123 (55.16)
20. Electronic materials used in educational settings should be considered within copyright regulations.	31 (13.90)	54 (24.22)	85 (38.12)	39 (17.49)	14 (6.28)
21. I should use any materials on Internet in my learning without asking for copyright permission.	14 (6.28)	18 (8.07)	60 (26.91)	58 (26.00)	73 (32.74)

RQ4: What Are The University Students' Opinions About Copyright Issues in Education?

In order to better interpret the collected qualitative data and to allow the students to express their opinions with their own words, semi-structured interviews were conducted with 20 students on voluntary basis. Findings obtained from the interviews are presented in Table 4.

Table 4: Comments of students about copyrighted materials

Questions	Comments		Responses
Do you have any information about copyright laws? Why?	Yes	As it is necessary	1
		As I am interested in	1
	No	As I do not care	3
		As I need to know	1
	Not enough	As I do not pay attention	9
		As I haven't experienced any problems	3
		As I don't care	2
Do you respect the copyright of a material? Why?	Yes	As it is necessary to pay attention	4
	No	As I don't have any problems	14
		As I use it by modifying	2
What are your suggestions to prevent copyright infringements in education?	There shouldn't be copyright for educational materials		10
	Education should be given		5
	More legal precautions should be taken		4
	Course instructors should pay more attention		4
	Costs of materials should be reduced		4
	Religious education should be given		2
	Copyright laws should be abolished		1

The findings obtained from the interview data show that the students do not care about the violation of particularly educational materials and do not consider it to be a problem (see Table 4). As the students are not subject to any sanctions when they use a copyrighted material, they do not care about the violation of copyrights. During the interviews, only few students stated that they pay attention to copyrights and everybody should do so. Some other students stated that they care about copyrights and thus, they do not use a material as it is but by modifying it. When a material is used again with small modifications, it is again considered to be copyright infringement. The students think that the most effective way of preventing copyright infringements is the abolishment of copyrights for educational materials. Some other suggestions are giving education about copyright issues and increasing the number of legal precautions. The students stated that some materials are sold in Internet at high prices and this motivates students to violate copyrights. Some of the students also stated that as some of their instructors care about copyrights, they also feel obliged to pay attention to them. Thus, it can be argued that instructors' attitudes are an important factor affecting students' perception of copyrights.

Discussion

In the present study, it was concluded that though the students actively use Internet for educational purposes, they do not much care about copyrights. Students may prefer to use the materials they want without considering copyrights. In Turkey, copyright regulations were set based on WIPO standards (Çelik & Akcayir, 2012). However as stated by Jenkins

(2006) students have created their own ethical norms. A similar finding is reported by Huang (2010), twenty five students out of 33 stated that they violated copyright laws. This is partially because of the frequent use of Internet by the students as stated by Leung and Lee (2012), there is a positive correlation between the time spent on Internet and wrong use of Internet.

The high ratio of students violating copyrights in the present study indicates that students can frequently encounter copyright infringements in their friend circles. Violation of copyrights by their friends is shown as another reason for students' copyright infringements (Huang, 2010). Students witnessing that their friends violate copyrights and do not encounter any punishment may feel motivated to use ready materials instead of wasting their time researching. They may have the idea that nothing would change if they violated copyrights as their friends do not encounter any sanctions as a result of copyright infringement (Sisti, 2007). This can be assumed to be an example of Bandura's (1986) moral disengagement in his social learning theory and majority impact and peer pressure (Gibson, 2000).

Students also mentioned the necessity of religious education for the prevention of copyright infringements. This finding is parallel to what is reported by (Koul, 2012). Students having strong religious beliefs exhibit lower tendency towards academic dishonesty and even if they exhibit such behavior, they honestly confess it. Religious education attaches greater importance to moral values and personal rights.

During the interviews, though students did not state that they experience any problems related to time, in literature, it is reported that students of digital era have to do a lot of works in a short time; thus, they feel obliged to violate copyrights (Blum, 2011). Formerly, information was sought in libraries within books; hence, it was not easy to copy the information as it is today.

The findings of the current study show that the students think that there should not be copyrights for educational materials. However, it is not correct to use any materials presented in Internet environment by considering them educational materials. Materials obtained illegally also give some harm to the economy of the country. As the producers cannot sell as they plan, they may have some financial problems (DeFosse, 2012). Though it is time-consuming, developing one's own materials may prevent copyright infringements (Heffernan & Wang, 2008). Moreover, when students develop their own materials, they will be more respectful to others' works. Another reason for students to want educational materials to be free is the high cost of these materials. During the interviews, students stated that they cannot afford to buy high-cost materials. According to Kuzu (2009), high-cost materials may direct people to the violation of copyrights. However, according to Huang (2010), though decreasing the prices might constitute a short-term solution, in a long-term, this will have adverse effects. Instead of decreasing the costs, making wholesale purchases by educational institutions and offering students some benefits of these wholesale purchases may constitute a long-term solution. When the steps taken in copyright issues about educational materials in Turkey are examined, it is seen that within the context of a project conducted by Turkish Academy of Sciences in 2007, a protocol was signed with totally 45 universities to generate open course materials data base in Turkey (TUBA, 2014). It is free to have access to and use the course materials offered in this data

base. The data base provides some flexibility in terms of copyrights and offers materials to be used by everyone wanting to improve themselves; thus, it has become an important source of life-long learning (TUBA, 2014).

The reasons laying the ground for the violation of copyrights are also related to educators and politicians when there is no legal sanction, students do not encounter with any problems and thus they are encouraged to violate copyrights. Educators need to pay great attention to copyright issues. According to Lau and Yuen (2014), educators should take responsibility and encourage students to comply with copyright laws. Educators should be good models for their students (Herrington, 2010). Students may say that if we had had to pay attention to copyrights, the teacher should have told this (Sisti, 2007). Students may think that the educator does not care about copyright issues. This contention is supported by the interview findings of the present study. The students stated that when the educator is careful about violation of copyrights, they also pay attention to copyright issues. Thus, instructors need to be knowledgeable about copyright laws (McGrail & McGrail, 2009). By using some programs such as iThenticate, Turnitin.com, instructors can control whether their students are violating copyright laws. These software programs also offer some additional features such as giving feedback to students, requiring colleagues' evaluations and scoring. Such software programs are also time-saving for instructors. However, when such programs are used by instructors, the relationship between students and the instructors is negatively affected and this may have some adverse effects on teaching-learning process (Herrington, 2010). Moreover, instructors should focus on students' learning process rather than score (McCabe et al., 1999). Students need to be encouraged to adopt an educational perception requiring inquiry and discovery rather than the exploitation of already generated information.

During the interviews, the students suggested that ethical education should be given. In a similar manner, Ben-Jacob (2005) conducted a study and at the end of this study, ethics course was incorporated into the curriculum and some positive outcomes were obtained. Moreover, universities can develop and enforce own copyright policies (Loggie et al., 2006). These developed school policies should be announced in their websites and hung on different parts of the university as posters. Developing policies and announcing them through different means may alleviate students' confusion about the issue.

Conclusion

The purpose of the current study is to investigate the current state, attitudes and suggestions of the university students in relation to the issue of copyright violation that bothers educational circles and is overlooked from time to time. The current study clearly reveals that the issue of copyright violation is still a serious problem. Students have created their own ethical norms and do not take much care about copyrights. There are some factors motivating students to violate copyrights such as high prices, inadequate information and indifference. In addition to this, some students hold the belief that educational materials are not under the protection of copyright laws. Yet, putting all the responsibility on students' shoulders to solve the problem of copyright violation won't solve the problem. The findings obtained from the interviews conducted with the students show that both instructors and the university management should take active role in the solution of this problem. As long as the instructors take the required care for the violation of

copyrights, students will be sensitive to this issue. The instructors should be good models for students. University management should take some precautions to discourage students from violating copyrights so that students should know that they will be confronted with some sanctions when they violate copyrights. Otherwise, great disservice would be made to copyright owners and science.

It should be noted that in the present study, the participants' level of internet use for educational purposes is quite high. Different results might be obtained for a group with lower level of internet use. For instance, for a group less using internet for educational purposes, different perception of copyrights can be found.

In conclusion, the problem can be solved through the integrated efforts of students, instructors and managements. Thus, internet can be used more fairly in educational environments.

Suggestions

The following existing gaps and needs in copyright issues in education were derived from the findings of this study.

- Instructors and the university management should take some precautions such as;

   o using some plagiarism checker software (e.g. iThenticate, Turnitin.com),

   o making students aware of copyright issues,

   o being good models for their students,

   o stating that violating copyrights is unacceptable.

- Content creators, publishers and distributors of multimedia data should use copyright protection techniques such as digital watermarking.

- Educational institutions need to provide adequate copyright law training for their instructors and students.

Future research;

- should focus on instructors, book writers, university managements and other stakeholders perspectives and should investigate their opinions and solutions about copyright issues in education,

- should examine effects of precautions by conducting empirical studies,

- should be conducted in different countries to identify results of different cultures and copyright laws,

- should focus on other related topics such as academic dishonesty and ethical issues,

- should investigate factors that may have a positive impact on the copyright infringements.

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