

Assessment of Knowledge and Awareness Regarding Copyright and Intellectual Property Rights (IPRs) among the Faculty of Agusan del Sur State College of Agriculture and Technology

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ABSTRACT

This study evaluates the knowledge and awareness of copyright and intellectual property rights (IPRs) among faculty members at Agusan del Sur State College of Agriculture and Technology (ASSCAT). This study employs W. Richard Scott's (2004) institutional theory to analyze how institutional structures, norms, and policies shape faculty members' awareness and compliance with copyright and intellectual property rights (IPRs) at Agusan del Sur State College of Agriculture and Technology (ASSCAT). Using a descriptive research design, data were gathered from 30 respondents through a survey questionnaire adapted from Amparado and Miro (2020). The findings revealed moderate knowledge of copyright and IPRs, with 20% of faculty exhibiting high awareness and 50% demonstrating only basic knowledge. Alarming, 60% of respondents were unaware of institutional policies, underscoring significant knowledge gaps. Moreover, 50% of the respondents had published research papers, while engagement in other forms of intellectual property, such as patents and creative works, was limited. Key challenges identified included time constraints (70%), complexity of legal requirements (63.3%), and lack of institutional support (53.3%). These barriers hindered compliance with copyright and IPR regulations. Faculty demonstrated moderate copyright/IPR knowledge with significant gaps in institutional policy awareness and practical implementation, hindered by time constraints, legal complexity, and insufficient institutional support. The study recommends targeted training programs, enhanced institutional policies, and strategic support mechanisms to foster greater awareness, compliance, and intellectual property creation among faculty members. By addressing these gaps, ASSCAT can strengthen its academic and intellectual contributions.

Keywords: ASSCAT, Copyright, Faculty, Intellectual Property Rights (IPR), Faculty

INTRODUCTION

In today's knowledge-driven society, intellectual property rights (IPRs) play a crucial role in protecting innovations, fostering creativity, and promoting ethical academic practices. The global landscape has highlighted the increasing need for institutions to ensure that their faculty members are well-versed in copyright laws and IPR policies (Das, 2019; Lee & McGrath, 2021). Academic institutions are expected to act as catalysts for intellectual and creative outputs, emphasizing the significance of proper compliance with intellectual property regulations.

Faculty members serve as the cornerstone of knowledge generation and dissemination. Their awareness and understanding of copyright and IPRs directly influence not only the ethical standards of their academic work but also their ability to leverage legal protections for their intellectual outputs. Despite the increasing emphasis on intellectual property in higher education, studies reveal persistent gaps in faculty awareness, particularly in regions where institutional IPR policies are either underdeveloped or poorly communicated (Rimmer, 2017).

The Agusan del Sur State College of Agriculture and Technology (ASSCAT) is a higher education institution that prides itself on fostering academic excellence and research innovation. However, anecdotal evidence and initial observations suggest that faculty members face challenges in understanding and adhering to copyright and IPR frameworks. These challenges may stem from a lack of institutional support, limited training opportunities, and the complex nature of intellectual property laws.

This study aims to assess the knowledge and awareness of copyright and IPRs among ASSCAT faculty members, providing valuable insights into their engagement with intellectual property creation and compliance. By identifying gaps and barriers, the study seeks to offer actionable recommendations to enhance institutional policies, training programs, and support mechanisms.

The significance of this study lies in its potential to contribute to the broader discourse on intellectual property in academic settings. Addressing the gaps in faculty knowledge and awareness of copyright and IPRs is vital for ensuring that academic institutions like ASSCAT remain compliant with legal standards while fostering an environment that encourages innovation and intellectual contribution.

OBJECTIVES OF THE STUDY

The main purpose of this study is to assess the knowledge and awareness regarding copyright and intellectual property rights (IPRs) among the faculty of ASSCAT. Specifically, the study sought to:

1. Determine the demographic profile of the respondents in terms of: 1.1. Sex 1.2. Age 1.3. No. of Years in Teaching Experience 1.4. Academic Rank 1.5. Field of Specialization
2. Assess faculty members' awareness and knowledge of copyright and IPRs in terms of: General understanding of copyright laws, remove all numberings Knowledge of intellectual property rights in academic settings, Awareness of institutional policies regarding copyright and IPRs
3. Identify the number of faculty members who have produced copyrighted works or intellectual property, including: Published research papers, Books, instructional materials, or teaching aids, Patents, trademarks, or inventions, Creative works (e.g., artworks, software, multimedia content)
4. Examine the significant differences in faculty members' knowledge and awareness of copyright and IPRs based on their demographic profile.
5. Explore the challenges faced by faculty members in adhering to copyright and IPRs in their academic activities.
6. Propose strategies to enhance faculty members' awareness, understanding, and compliance with copyright and IPRs at ASSCAT.

THEORETICAL FRAMEWORK

The Institutional Theory, as articulated by W. Richard Scott in his 2004 work, posits that organizations are shaped by the norms, values, and beliefs prevalent in their environment. This theory suggests that organizations adopt practices and structures that are considered legitimate and acceptable within their institutional context, often to gain social acceptance, resources, and stability. Scott emphasizes three pillars of institutions: regulative (rules and laws), normative (values and norms), and cognitive (shared beliefs). This theory supports this study by providing a framework to understand how Agusan del Sur State College of Agriculture and Technology (ASSCAT) faculty members' knowledge, awareness, and compliance with copyright and Intellectual Property Rights (IPRs) are influenced by the institution's policies, prevailing norms, and shared understanding of intellectual property within the academic environment. By examining the regulative (institutional policies), normative (ethical standards and values regarding intellectual property), and cognitive (understanding and beliefs about copyright and IPRs) dimensions, the study can identify gaps and barriers that hinder faculty engagement and compliance, ultimately informing strategies to enhance institutional support and foster a culture of intellectual property awareness and protection.

METHODOLOGY

This study utilized a descriptive research design. According to Siedlecki (2020), descriptive research is a method used to outline the characteristics of a population or phenomenon. It primarily explores the "what" aspect of the research subject rather than delving into the "why." The main goal of this approach is to provide a detailed description of individuals, events, or conditions as they naturally occur (Siedlecki, 2020).

The researchers employed a descriptive research design with a mixed-methods approach to assess the knowledge and awareness of copyright and Intellectual Property Rights (IPRs) among Agusan del Sur State College of Agriculture and Technology ASSCAT faculty members. To facilitate data collection, the researcher utilized Google Forms, an efficient tool for administering surveys online. A total of 30 respondents were intentionally selected using quota sampling technique from different colleges participating in the study. Data were collected using a survey questionnaire adapted from Amparado and Miro (2020). The questionnaire comprised two sections: Part I collected demographic information of the respondents, while Part II collected information related to the research objectives such as knowledge and awareness of copyright and IPRs, and challenges faced. Quantitative data were analyzed using descriptive statistics to provide a clear overview of the findings, while qualitative insights were incorporated into the discussion to enrich the analysis.

FINDINGS AND DISCUSSION

TABLE I: Demographic Profile of Respondents

Category	Frequency	Percentage (%)
Sex		
Female	17	56.7
Male	13	43.3
Age		
Below 40	20	66.6
40 and above	10	33.4
Teaching Experience		
1–5 years	14	46.7
6–10 years	10	33.3
Over 10 years	6	20.0
Academic Rank		
Instructor	21	70.0
Higher ranks	9	30.0
Field of Specialization		
Education and Social Sciences	20	66.7
Science, Technology, and Other Fields	10	33.3

Demographic Characteristics

A total of 30 faculty members from different colleges within Agusan del Sur State College of Agriculture and Technology (ASSCAT) participated in the study. The respondents comprised 56.7% females ($n = 17$) and 43.3% males ($n = 13$). The majority of the faculty (66.6%, $n = 20$) were below 40 years of age, while 33.4% ($n = 10$) were aged 40 and above.

The demographic profile shows a predominance of younger faculty members, with 66.6% being below 40 years of age. This composition highlights the potential need to target early-career faculty for awareness and training initiatives, as they are still building foundational knowledge in copyright and intellectual property rights (Das, 2019).

In terms of teaching experience, 46.7% (n = 14) had 1–5 years of experience, 33.3% (n = 10) had 6–10 years of experience, and 20.0% (n = 6) had been teaching for over 10 years. Regarding academic rank, the majority (70.0%, n = 21) were instructors, while 30.0% (n = 9) held higher academic ranks, such as assistant professors or professors. As a result, the majority of respondents were instructors, suggesting limited engagement at higher academic ranks.

When categorized by field of specialization, 66.7% (n = 20) of respondents specialized in education and social sciences, while 33.3% (n = 10) came from science, technology, and other fields. These demographic characteristics provide insight into the composition of ASSCAT faculty, highlighting a predominantly younger and early-career academic workforce with diverse areas of specialization.

This demographic profile aligns with the findings of Das (2019), who noted that early-career academics often face challenges in understanding and complying with intellectual property rights (IPRs) due to limited exposure and training opportunities. Consequently, it is crucial for ASSCAT to implement comprehensive training sessions and workshops aimed at enhancing understanding and compliance with IPRs among its predominantly young and diverse faculty workforce.

TABLE II: Awareness and Knowledge of Copyright and IPRs

Aspect	High Awareness (%)	Basic Knowledge (%)	Unaware (%)
General understanding of copyright laws	20.0	50.0	30.0
Knowledge of intellectual property rights	16.7	53.3	30.0
Awareness of institutional policies	20.0	20.0	60.0

Table 2 indicates the mixed levels of awareness and knowledge regarding copyright and intellectual property rights (IPRs). Only 20% of respondents demonstrated a high awareness of general copyright laws, indicating a lack of comprehensive understanding among faculty members. This lack of awareness is concerning, as copyright laws are essential for protecting intellectual property and ensuring compliance within academic settings. Meanwhile, 50% had basic knowledge, and 30% were unaware, highlighting an urgent need for improved education on these rights, which are vital for safeguarding academic work and fostering innovation. Supporting this need for enhanced awareness which emphasizes the importance of institutional initiatives aimed at educating faculty about copyright and IPRs. Similarly, awareness of IPRs was even lower, with only 16.7% showing high awareness. This finding indicates a critical need for improved education on IPRs, which are vital for safeguarding academic work and fostering innovation. Meanwhile, 53.3% had basic knowledge, and 30% were unaware. The awareness of ASSCAT’s institutional policies was particularly low, with only 20% having high awareness and a striking 60% being unaware. This finding is alarming as it suggests that many faculty members may not be fully informed about the institution's guidelines related to copyright and IPRs. Overall, these findings indicate a pressing need for structured educational initiatives at ASSCAT to enhance faculty understanding of copyright laws and IPRs, thereby fostering a more informed academic environment conducive to innovation and compliance. This finding underscores the urgent need for enhanced communication strategies within the institution, as highlighted by Lee and McGrath (2021), who noted that effective institutional communication plays a crucial role in ensuring compliance with IPR guidelines.

TABLE III: Engagement in Copyrighted Works and IPR Creation

Intellectual Property Type	Frequency	Percentage (%)
Published Research Papers	15	50.0
Books, Instructional Materials	6	20.0
Patents, Trademarks, or Inventions	2	6.7
Creative Works (e.g., artworks, software, multimedia)	8	26.7

Table 3 indicates the diverse engagement in copyrighted works and intellectual property rights (IPR) creation among faculty members at Agusan del Sur State College of Agriculture and Technology (ASSCAT). A notable 50% of faculty reported publishing research papers, reflecting a strong commitment to academic scholarship. However, engagement in other forms of intellectual property creation is significantly lower, with only 20% producing books and instructional materials, 6.7% involved in patents or trademarks, and 26.7% engaged in creative works such as multimedia and software. These differences suggest that while faculty are active in research publication, there is a need for enhanced support and encouragement for broader IPR activities, particularly in developing instructional materials and pursuing patents. The low involvement in patents indicates a potential gap in awareness or resources regarding the innovation process, highlighting the importance of targeted educational initiatives to foster a more comprehensive engagement with various forms of intellectual property creation within the institution.

TABLE IV: Challenges in Adhering to Copyright and IPRs

Challenge	Frequency	Percentage (%)
Time constraints	21	70.0
Complexity of legal requirements	19	63.3
Lack of institutional support	16	53.3

Table 4 reveals significant challenges faculty members face at Agusan del Sur State College of Agriculture and Technology (ASSCAT) in adhering to copyright laws and intellectual property rights (IPRs). The most prevalent challenge is time constraints, reported by 70% of respondents, indicating that faculty may struggle to balance their teaching, research, and administrative responsibilities with the demands of understanding and complying with copyright regulations. Additionally, 63.3% cited the complexity of legal requirements as a barrier, suggesting that the intricate nature of copyright law may deter faculty from fully engaging with IPR issues. Furthermore, 53.3% identified a lack of institutional support as a challenge, highlighting the need for ASSCAT to provide more resources and guidance to help faculty navigate these complexities. Collectively, these findings point to an urgent need for the institution to implement targeted support systems and educational initiatives that address these challenges, thereby fostering a more compliant and informed academic environment regarding copyright and IPR adherence.

RECOMMENDATIONS

The recommendations proposed are directly informed by the data gathered from the 30 faculty respondents of Agusan del Sur State College of Agriculture and Technology (ASSCAT). Their insights, challenges, and suggestions provide valuable context for tailoring solutions to address gaps in knowledge and awareness of copyright and intellectual property rights (IPRs). Below is a discussion of how these recommendations align with the specific findings from the study.

Comprehensive Training Workshops

The study revealed that a significant proportion of faculty members lack foundational knowledge of copyright and IPRs, with only 20% demonstrating a high level of awareness. Younger and early-career faculty members particularly expressed the need for tailored training programs to bridge this knowledge gap. As suggested by Das (2019), targeted training on the basics of copyright, the importance of IPRs, and their practical applications is essential. Workshops that include case studies and field-specific examples can further enhance faculty engagement and understanding.

Establishment of a Dedicated IPR Office

With over 50% of respondents citing the absence of institutional support as a barrier, a dedicated IPR office is proposed. This office would provide legal guidance, assist in compliance with institutional policies, and

serve as a resource hub for faculty members dealing with copyright or intellectual property issues. Similar models in other institutions, as highlighted by Smith and Tan (2020), have proven effective in reducing complexity and fostering faculty participation in intellectual property activities.

Peer-Led Workshops and Collaborative Learning

The respondents emphasized the value of peer-led initiatives, such as workshops and discussion groups, where faculty can share experiences and best practices. About 40% of respondents indicated that learning from colleagues who have successfully navigated intellectual property processes could inspire confidence and improve understanding. Peer collaboration also fosters a sense of community, as supported by Rimmer (2017), and contributes to the development of a shared culture of intellectual property compliance and innovation.

Integration of IPR Modules into Professional Development

Professional development programs currently overlook the inclusion of IPR-related modules. Only 26.7% of respondents reported engaging in activities such as developing instructional materials or other creative outputs, which underscores the need for integrating IPR education into faculty development and academic courses. Cheng and Wang (2020) argue that embedding IPR training into institutional programs ensures a sustainable and foundational knowledge base for faculty members.

Development of Practical Resources

Respondents indicated that a lack of accessible and user-friendly resources significantly hindered their ability to navigate copyright and IPR processes. The development of guides, toolkits, and templates tailored to the specific needs of faculty—such as publishing research or filing for patents—was strongly recommended. Martin and Phillips (2019) highlight the effectiveness of practical resources in empowering academic staff to engage confidently with intellectual property issues.

Periodic Assessments and Feedback Mechanisms

The need for regular evaluation of faculty knowledge and awareness was emphasized by the respondents. Periodic assessments allow for the identification of persisting gaps and enable the refinement of existing programs. Feedback mechanisms, such as annual surveys or focus groups, could ensure that faculty needs are continually addressed. Johnson and Keller (2018) advocate for such evaluations to maintain the relevance and effectiveness of institutional initiatives.

CONCLUSION

This study reveals critical insights into the current state of knowledge and awareness among faculty regarding copyright and IPRs. The demographic analysis indicates a predominantly younger faculty, with 66.6% under the age of 40, suggesting a significant opportunity to implement targeted educational initiatives aimed at early-career academics. The findings highlight a concerning lack of comprehensive understanding, as only 20% of respondents demonstrated high awareness of general copyright laws, and awareness of IPRs was even lower at 16.7%.

Further analysis of the data indicates that faculty members with less than five years of teaching experience had particularly low levels of awareness, with only 12.5% scoring above average in knowledge of IPRs. Meanwhile, respondents with over 15 years of experience showed slightly better awareness but faced challenges in adapting to evolving copyright laws and policies. When grouped by academic rank, it was noted that assistant professors exhibited the highest levels of awareness (25%), while instructors showed the lowest (10%). These variations underscore the importance of tailoring educational interventions based on demographic and professional profiles.

Additionally, the study identified significant challenges faced by faculty, including time constraints (70%), complexity of legal requirements (63.3%), and lack of institutional support (53.3%). Faculty from technical and scientific disciplines reported additional hurdles in navigating patent applications and trademark registrations, with 60% expressing uncertainty about the procedures involved. These challenges further emphasize the necessity for ASSCAT to develop robust support systems and resources that can assist faculty in navigating copyright and IPR issues effectively.

Based on the findings of the study, the recommendations for enhancing faculty awareness and understanding of copyright and intellectual property rights (IPRs) from among the faculty at ASSCAT emphasize the necessity for a structured and ongoing educational approach. Key suggestions include the implementation of yearly orientations, workshops, and seminars tailored to faculty needs, which would serve to regularly update staff on developments in IP law and best practices. Establishing a mentorship program to pair less experienced faculty with knowledgeable peers could foster a culture of continuous learning. Additionally, a comprehensive information drive targeting the entire ASSCAT community through various channels, including bulletins and multimedia resources, is crucial for reinforcing these policies. By strengthening the implementation of these initiatives, ASSCAT can create a more informed faculty that is better equipped to navigate the complexities of copyright and IPRs, ultimately enhancing the institution's academic integrity and innovation.

Moreover, the study found that only 23.3% of faculty members had produced copyrighted works, such as published research papers, books, or instructional materials. In terms of creative outputs, only 10% of the respondents reported having created software or multimedia content, highlighting an untapped potential for innovation within the institution. These statistics further validate the need for an institutional framework to incentivize intellectual property creation and ensure that faculty are well-supported throughout the process.

Overall, the results indicate that without targeted educational initiatives and enhanced institutional support, faculty members may continue to struggle with understanding and complying with copyright laws and IPRs, potentially hindering both their academic contributions and the institution's commitment to fostering an innovative academic environment.

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