

Chapter 7 Conclusion

7.1 Introduction

The current study has attempted to shed light on the problem of software piracy in a university setting. Although this assessment was by no means exhaustive, it provides a reference point for future investigation.

7.2 Summary of the Findings

The survey and analysis highlights several interesting findings. Only less than one-tenth of the surveyed students said they had never used or buy pirated software. The remaining students either bought and use or use but did not buy pirated software, indicating a high level of piracy among students. Most of the student cited high cost of originals and availability of pirated copy as their main reason for both buying and using pirated ODPs. As for their attitude toward ODPs piracy, nearly 7/10 of the students did not feel guilty for their wrongdoing and more than 80% of them articulate that they will continue to use pirated software. On positive note, among students that copy illegally, majority of them were doing so for personal use with only less than 2% is for commercial purpose. On average, each student used/ currently use 4 types of pirated softwares, with Microsoft Office and Microsoft Operating System being two of the most popular pirated softwares. Except for Music CD, on average each student spent twice the amount on pirated ODPs as compared to its originals equivalents. As for their purchase location, night street vendors were the most popular destination for the students to get ODPs.

Legal and policy awareness concerning ODPs piracy were less encouraging. Although more than 87% of the student knew that buying or using pirated ODPs is

against the law, less than 40% of them stated the right answer for the proposed ceiling price and slightly more than half stated the right date of ceiling price implementation.

The results of the logistic regression analysis have successfully identified 2 variables that significantly affect the propensity to buy pirated ODPs, namely gender and computer ownership. The propensity to buy pirated ODPs is more likely for individual that is male, and owns a computer.

Analysis on the students' WTP also reveals that their willingness to pay for originals are significantly difference (higher) than their willingness to pay for pirated ODPs. There are also a significant difference between their WTP for foreign ODPs and local ODPs for music CD, video CD and movie DVD. Results for difference in WTP between genders, was varied for different types of ODPs.

Given that price and supply availability factor have been important influences in students' reason to buy pirated ODPs, it is therefore important for government to combine constant enforcement with a more affordable pricing structure to tackle piracy on both demand and supply side. Analysis suggested that relying solely on ceiling price approach may not be effective given the low percentage of student willing to pay at or above the proposed level, especially for music CD. The fact that none of the students buy any original business or entertainment softwares seems to suggest that the greater the difference in price of originals to its pirated version, the less likely the students buy the originals. Therefore, different pricing structure for students could help to increase the amount of students switching from pirated ODPs to originals. Most of business softwares contain extra features barely necessary or relevant to a student's task; therefore producers should try to offer less complex, cheaper student version on a lower fee. Cureent study

implies that in order to curb piracy, it will be necessary to change the attitude of students towards the illegal and unlawful act of buying and using pirated software, and to educate students that piracy is in fact theft. The government and university authority have to play a more intensive and extensive part in informing the students on what is not expected of them with regard to ODPs use. Inviting artistes to talk in seminar on ODPs piracy for student could provide the star attraction to the issue of piracy.