August 2021

# Issues Related to Use and Acceptance of Teachers regarding Institutional Repositories

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# Factors related to Use and Acceptance of Teachers regarding Institutional Repositories

***Abstract***

The Institutional Repository (IR) provides access to a vast collection of digital documents created and published by academic organisations. Institutional Repository (IR) services are provided to clients by major R& D institutions and a few academic institutes in India. Top scientists and researchers may use this institutional repository (IR) technology to submit their work, making it easier for the intended audience to obtain research papers in digital form. Institutional repositories (IRs) having gotten a lot of interest from academics from many fields and all around the world. They may have improved the public's perception of academics and related institutions by raising their value creation, reputation, prestige, and visibility. Despite the importance and fast development of investigations, few people have attempted to systematically evaluate and synthesise the effects of previous projects, or to assess the present state of studies in this field. This paper's main aim is to offer a better knowledge and in-depth overview of the present state of research on IRs. The work linked to institutional repositories was carefully organised using a systematic review (SLR) and a methodology. Researchers and universities may benefit from institutional repositories by improving their exposure, reputation, ranking, and public worth. Despite the potential advantages of colleges establishing institutional repositories (IRs). The institutional repository, according to this study, is an extraordinarily strong concept that may serve as a driving force for higher education institutions and, more generally, for scholarly businesses that support basic study.

***Keywords-*** *institutional repositories, university, teaching, higher-education.*

## 1 Introduction

Institutional repositories (IR) were presented as a creative and alternate tool for scholarly communication, and they have gotten a lot of attention from academics all over the world. Because a lack of understanding of innovation adoption and acceptance at the individual scale is thought to play a role in the underfunding of innovation or the implementation of information systems, The goal of this study is to learn more about the degree of internal support acceptability and usage. The objectives of this article were to investigate the variables that influence faculty acceptance and use of university-based institutional repositories. this analysis used the grounded framework based on the technology acceptance and the concept of preservice teachers' self-archiving behaviour. The creation and distribution of content kicks off the whole academic communication process. Educational institutions preserve analysis of data in a way that is convenient of their community members, but as registered user costs rise, especially in the scientific fields, technology, and medicine, academic libraries are finding it increasingly difficult to obtain the two articles that their societies require. The recurrent crises gave birth to the name of this condition. The Institutional Repository (IR) houses a significant quantity of digitised and disseminated material created by academic organisations. This investigated technology allows University professors and scholars to upload their expertise and encourages targeted audiences to read scientific articles in digital form. The use of information, and the development and establishment of institutional repositories in India, as well as the acceptance of IR technology and its objectives in Indian institutions. Most research institutions rely on open-source IR equipment. Also, these, diplomas, journal articles, scientific journals, documents, patents, and other kinds of documents are prevalent in institutional repositories. An institutional repository is a vital idea that has the potential to propel educational institutions and, more generally, intellectual endeavours forward. Academic repositories were made possible by the restricted access system to most academic material, both published and unpublished. Indian higher education institutions and R&D institutes have used Institutional Repositories to distribute their academic papers.

An institutional repository (IR) is a web-based archive of academic digital materials held by the university (Mgonzo and Yonah 2014)[1]. Theses, periodicals, books, and journal articles are all examples of electronic publishing are included in these digital documents (Dulle and Adewumi 2012)[2]. It has been found that institutional repositories perform effectively under an open access context, which provides unrestricted access to digital material. Institutional repositories have shown to be successful in distributing scientific data and based on interaction in recent years. (Okumu, 2015)[3]. Institutional repositories are becoming essential in academic

[1] Lwoga, E.T. & Questier, F. (2014). "Faculty adoption and usage behaviour of open access scholarly in health sciences Universities", New Library World, vol. 115, no.3/4, pp.116– 139.

[2] Adewumi, A.O. (2012). Deployment and usability evaluation of mobile access to institutional repository (Masters Dissertation) Ota, Nigeria: Covenant University.

[3] Okumu, O. D. (2015). Adoption of institutional repositories in dissemination of scholarly information in universities in Kenya with reference to United States international university- Africa: Nairobi, Kenya; University of Nairobi.

Communication, institutional accessibility, university rating, and growth are all factors to consider of a viable basis for institutional knowledge management.

From the beginning of the twenty-first century, the volume of institutional repositories has increased across European, Asia, Australia, as well as the Americas. By 2005, institutional repositories had been established in ten European nations, ranging from 1.5 percent in Finland, Belgium, Denmark, France, German, Italy, Sweden, and the UK. to 100 percent in Germany, the Netherlands, and Norway (Cullen and Chawner 2010)[4]. According to the research, all colleges and universities have institutional repositories. The number of institutional repositories in the United States increased, with 40 percent of all institutions of higher education having established one. Europe has 47.92 percent of all global institutional repositories, followed by North America with 28 percent. Asia with 12% percent, Australia with 5.84 percent, South America with 4.40 percent, and Africa with 1.52 percent. (Saini, 2018)[5].

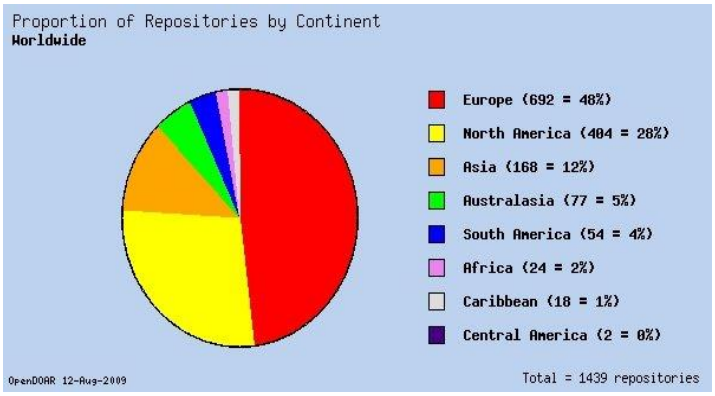


Figure- 1 Distribution of IRs by continents
(Source: OpenDOAR website, July 2009)

Figure 1 shows the distribution of IRs by continent. Almost half are in Europe; North America accounts for just over a quarter, while Asia is the largest of the other regions. In Europe, the country with the largest number of repositories is the UK, followed by Germany; in Asia, Japan has the most, followed by India; China has only seven, most of which are in Hong Kong.

The study examines how these repositories are used to improve teacher effectiveness, as well as if the incorporation of local repositories increases their use and contribution by instructors. It is essential to first grasp the archive before learning about Institutional Repositories. "*A registry is a centralised data warehouse and mining repository. A repository may provide a variety of data sources or resources for brand community, or it can be a subscriber site which does not need network transfer*."

### 1.1 Definition and meaning of institutional repositories.

Prior to learning about Institutional Repositories, it is necessary to first learn about the repository. "A repository is a convenient place for storing and mining data. A repository may be a place that is immediately available to the user without needing to go over a network, or it can be a location where numerous information or files are stored for distribution across a network."

An institutional repository is a scholarly database that is accessible through the internet. It may be ongoing and cumulative (a collection of record). It must be open and able to communicate with other systems (using Incompliant software). Digital resources are collected, stored, and disseminated through institutional repositories, which also preserve digital assets for long-term use. An institutional repository is a collection of services that a university or institute provides to its community members for the administration and distribution of digital content produced by the institution and its members. Collaboration among librarians, systems analysts, archives and record managers, academics, administration, and policymakers is required for a successful institutional repository.

[4] Cullen, R., & Chawner, B. (2010). "Institutional repositories: enabling their value to the academic community", Performance Measurement and Matrices, vol. 11, no.2, pp. 131 – 147.
[5] Saini, O.P. (2018). "The emergence of institutional repositories: A conceptual understanding key issues through review of literature", Library Philosophy and Practice, vol. 3, no. 3, pp.1- 19.

**The following are some of the notable academics' definitions of institutional repositories:**

**Crow (2002)**[6] Institutional Repository is an online repository of institutions, academies, academic institutions, and other research organisations, according to the description.

**Further Crow (2004)** IR is defined as an electronic collection that protects and makes accessible an institution's intellectual work.

**Foster and Gibbons (2005)**[7] An electrical circuit that collects, preserves, and gives access to the content work created by a community is described as an Institutional Repository. Institutional Repository is a collection of services provided by an organisation to its community's members in the form of digital content management and dissemination.

**Lynch (2003)**[8] It is a commitment made by an organisation to manage digital assets, including their organisation, access, transmission, and long-term sustainability.

**Markey et al. (2007)**[9] An institutional repository (IR) is a collection of services and technology that enable institutions to gather, manage, access, distribute, and preserve digital information. The majority of Institutional Repositories are maintained by libraries since they are located at colleges and institutions.

### 1.2 The beginnings and development of institutional repositories

Institutional repositories now have more possibilities to improve academic publication thanks to advancements in digital marketing including such open archives projects, open access journals, and discipline archives. The evolution of IRs has accelerated with the release of open-source software across the world.

The concept of an "institutional repository" has two origins:

- Institutional repositories are connected to the Entity Must disclose Initiative and its Entity Must disclose Initiative Standard for Metadata Harvesting, which is related to the Entity Must disclose Initiative and its Entity Must disclose Initiative Protocol for Type Approval (OAI-PMH). The OAI was founded on the concept of a "Universal Preprint Service," which has since been replaced by the freely accessible movement.
- Institutional repositories are linked to the concept of a digital library, which collects, houses, classifies, cataloguing, curates, preserves, and provides access to digital content in the same way that a library collects, houses, classifies, cataloguing, curates, preserves, and provides access to analogue content.

One of the suggested methods to fulfil the open access goal stated in the Budapest Public Access Partnership definition of open access is via institutional repositories. This is also known as the 'green' or self-archiving path to open access.

Considering the worldwide recognition of the open access movement, the conventional and commercial medium of publication as well as repository services have emerged as important players in the support of academic research, even though price and permission problems continue to plague the field (Suber, 2003)[10]. Bjork (2004)[11] The following criteria were used to classify the different obstacles to open access publishing: the legislative framework, information technology infrastructures, commercial models, finding correlations and standards, the academic incentive system, marketing, and critical mass. A more encouraging aspect is that the adoption of repositories among users, as well as their expectation of advantages like as archival and lengthy preservation, is high. This encourages collaborative efforts across various divisions within the institution (Markey et al., 2007)[12]. Some of the most significant difficulties are discussed in the following sections.

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[6] Crow, R. (2002). The case for institutional repositories: A SPARC position paper.

[7] Foster, N. F. & Gibbons, S. (2005). Understanding faculty to improve content recruitment for institutional repositories. D-Lib Magazine, 11(1).

[8] Lynch, C. A. (2003). Institutional repositories: Essential infrastructure for scholarship in the digital age. Portal: Libraries and the Academy, 3(2), 327-336.

[9] Markey, K., Rieh, S. Y., St. Jean, B., Kim, J., & Yakel, E. (2007). Census of institutional repositories in the United States: MIRACLE project research findings.

[10] Suber, P. (2003), "Removing barriers to research: an introduction to open access for librarians",

[11] Bjork, B.C. (2004), "Open access to scientific publications: an analysis of the barriers to change?", Information Research, Vol. 9 No. 2, Paper 170.

[12] Markey, K., Jean, B.S., Rieh, S.Y., Yakel, E., Kim, J. and Kim, Y.-M. (2007), "Nationwide census of institutional repositories preliminary findings", Journal of Digital Information, Vol. 8 No. 2,)

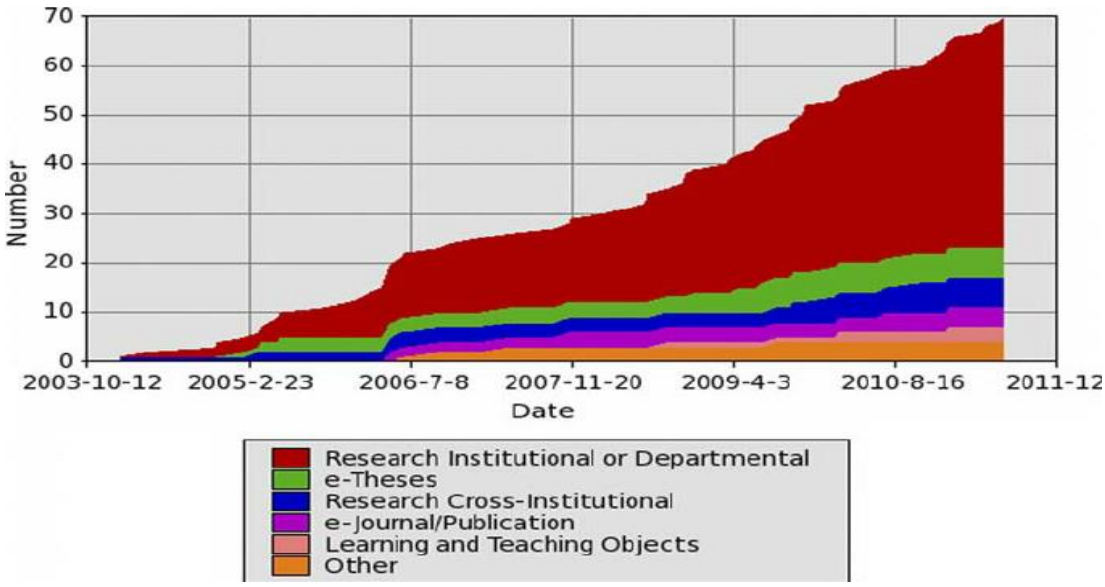


Figure- 2 Various institutional repository types in India

### 1.3 Institutional repository

Institutional repository is a digital archive that gathers, maintains, and propagates physical downloads of an organisation's intellectual activity, especially that of a major university, is known as an institutional repository. “A compilation of services that a university offers its members in the administration and distribution of digital assets produced by the organization and communities,” according to the phrase “institutional repository.” Doctoral dissertations, scientific journal e-prints before then after (post) review, digital theses, and institution these are all included in this category. Other digital devices produced by academics, such as data sets, government reports, course notes, educational objects, and so on, may be stored in an institutional archive. The institution often asks for documents to be deposited in an organizational archive. A scholastic database that can be accessible through the internet is known as an academic archive. It may be both progressive and continuous in nature (a collection of record). They must be open to the public and compatible (using OAI complaint software). Institutional libraries collect, maintain, and disseminate knowledge both materials and long-term preservation digital content.

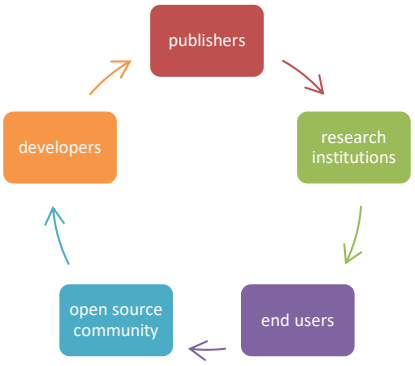


Figure-3 Institutional Repository

Figure – 3 shows institutional repository is a collection of tools that a university/institute makes available to its community members to preserve and distribute digital assets created by the organization and its members. Collaboration among libraries, IT, archives, and record keeping, publishers, research institutions, end users, the open-source community, and developers is required for an effective institutional repository.

## 1.4 Appearance and Progression of Institutional repositories

The growth of IR, such as the Massive Worldwide Internet and the Web, has transformed social interactions and caused a change in academic communication. As contemporary forms of intellectual engagement, free standards and educational institutions have emerged. Open access to literature is The Budapest Action plan for Information Sharing (BOAI) (2002) as "free internet access that allows any person to access or view, copy, publish, print, or explore full texts of these publications." The only copyright limitation and obligation, and thus the only constraint on copying and publishing. Crawl them for optimisation, transmit them as information to machines, or use the relevant information for any reason, with no accounting, legal, or specific manufacturing other than inherently inherent Internet access, providing writers with security of their writing integrity and the correct to be memorised and mentioned. With regards to technical aspects of institutional repository development, specifically the software and hardware used to run repositories, (McKay 2007)[13].There is a tradition in the literature of repository managers publishing case studies of their institutional repository deployment (Barwick 2007, Bevan 2007)[14]. The software user groups peer support through email lists and wikis (DSpace 2008[15], Eprints 2008)[16].

In a nutshell, unlimited innovation refers to unrestricted internet connectivity to any multimedia content that creators freely make accessible to the users without regard to cost, legality, or technology. The open access revolution is seen as a departure from the conventional model of academic communication, wherein the scientists and researchers publish in subscription-based, limited-access journals. The public statement Academics have been asked to report their research by the Budapest Open Access initiative findings in university libraries and to create new open access publications. The BOAI's declarations were taken seriously by academics as well as domestic and international support organisations. The Science Foundation Institute (NSF), the National Institutes of Health (NIH), and the U.k Research Councils have all expressed support for open access and participation. Discrimination between the two key platforms tends to be on grounds of preference or existing technical abilities (University of Bath 2008[17]). In addition, there are organisations that provide a managed solution based on the open-source software for a fee, Open Repository (Open Repository 2008[18]).

According to the Directory of Open Access Repositories, the number of institutional repositories (IRs) has increased at an accelerated pace since 2002, and the amount of material in IRs has increased at a similar rate despite a little lag in time (Figure 1). (ROAR). According to data gathered by OAIster, a broader registry of OAI-compliant repositories, there has been a 25 percent increase in the number of such repositories (up to 726), as well as a 59 percent annual growth of records within these repositories (up to 9,931,910) between December 31, 2005, and December 31, 2006 (suber 2007)[19].

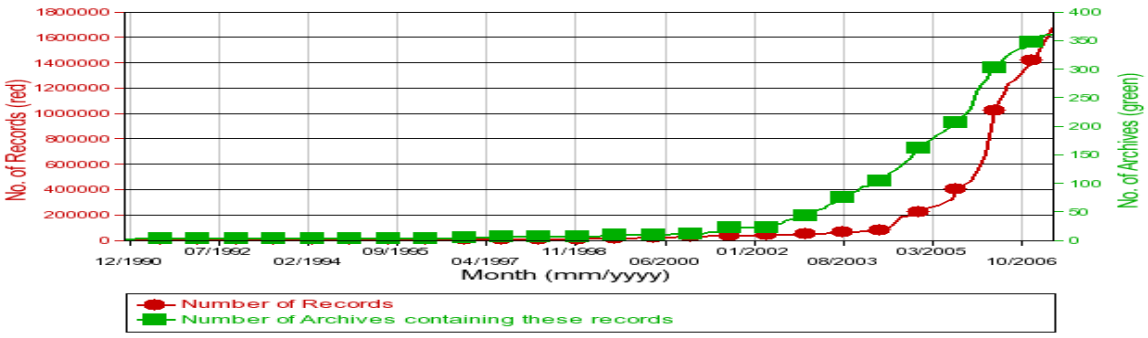


Figure- 4 Growth in the volume of content in IRs

Source: Registry of Open Access Repositories (ROAR)

[13] McKay, D. (2007) Institutional Repositories and Their 'Other' Users: Usability Beyond Authors. Ariadne, 52.
[14] Barwick, J. (2007) Building an institutional repository at Loughborough University: some experiences. Program: electronic library and information systems.
[15] DSpace (2008) DSpace Mailing Lists
[16] EPrints (2008) Welcome to the EPrints Wiki
[17] University of Bath (2008) Institutional Repository Software candidates.
[18] Open Repository (2008) Welcome to Open Repository.
[19] Suber, Peter (2007) Open access in 2006, SPARC Open Access Newsletter, issue #105, January 2, 2007

Growth of institutional repositories and contents, generated from the Registry of Open Access Repositories (ROAR) on 16 April 2007. Charts all repositories flagged as 'Research Institutional' in the ROAR database

### 1.4.1 The Current State of IRs in Asia and Around the World

The Directory open Accessible Repositories (DOAR) is an approved reference of scientific open access repositories at the University of Nottingham in the United Kingdom. Open DOAR reported on around 3,200 open access repositories in four categories as of January 2017: organizational, regulatory, agglutinating, and governmental. Most open access servers were found in academic repositories. Asia has the most repositories in European nations (20%), following by Africa, Australia, Caribbean countries, Central America, and other continents (18 percent). The world's biggest donors are the United States, Japan, Germany, Spain, Japan, and the United States. D-Space and E-prints are the second most prominent software tools for creating and distributing IRs, according to Open DOAR, although some employees are selected to use Digital Domain and other undiscovered technologies.

The directory opens accessible repositories' (DOAR) is to define the document categories. Book chapters published assessments and publications, seminar and convention papers, digital and audio-visual resources, learning topics, bibliographical references, databases, licences, and applications are examples of journal documents and archive information. While Open DOAR data indicate that IR proliferation has been continuing since 2005 across the globe, the catalogue does not reflect real-world IRs. Because Open DOAR aims to enhance and promote medical and cultural programmes, it exclusively recognises repository that support the idea of open full-text access for academic researchers only. Therefore, any library that does not promote freedom access is barred from taking part.

## 1.5 Institutional repository components

Any collection of digital material stored, maintained, or administered by any institution and distributed by any organization, regardless of reason for origin, may be regarded an institutional repository as the internet age advances. Institutional repositories may assume a variety of forms and serve various reasons, according to the tasks and aims of the parent institution. End users should be able to access a visual collection of an institution's intellectual property produced by professors, research personnel, and students/research researchers. The lack of common methodology reflected institutional repository literature aimed at suggesting and evaluating methods for Institutional repositories. Westell (2006)[20] proposes a series 16 of qualitative measures designed different areas of institutional repository implementation that have been based on Canadian institutional repositories. Fuhr (2001)[21] formative, carried out in parallel with development, summative, carried out after an initial release, and comparative, whereby systems and components are evaluated against each other.

The components of the institutional repository may include:

- Pre-prints of articles or scientific papers that have been submitted for publication.
- Text has been accepted for publication in a journal.
- Revisions to publishing texts based on input from academic readers.
- Papers presented at conferences.
- Instructional materials
- Projects created by students.
- Dissertations and theses for doctoral students
- Datasets generated because of research initiatives.
- Papers from the committee
- Software for computers
- Original works of art
- Photographs as well as videotapes

Work owned by the author or institution, or a duplicate of the works in a repository in which approval was granted, may be included in an academic archive.

[20] Westell, Mary (2006). Institutional repositories: proposed indicators of success. Library Hi-Tech, 24(2), 211-212
[21] Fuhr, N. (2001) Digital Libraries: A Generic Classification and Evaluation Scheme. In: Proceedings of the 5th European Conference on Research and Advanced Technology for Digital Libraries, Darmstadt, Germany September 4-9.

### 1.6 Institutional Repositories' Role in Higher Education

Higher education institution, just like all the other organisations, are vast, diverse, and adaptive social systems. In the last ten years, he has faced a plethora of difficulties. There has been a revival of excitement in the barriers discovered, the possibilities and dangers identified, and the solutions offered in recent years. Based on a study of the literature, a vision for higher education in the twenty-first century has been developed. Coursework design/alignment, retention rates, employability of students, participation expansion, funding, next-generation technology, learning quality, teaching quality, central tool, plagiarism, accreditation, highly competitive critical analysis and discussion, participant and group knowledge building, economic responsibility, knowledge capital incorporation, and Governance and administration are two of the most pressing problems in higher education today. To flourish in the twenty-first century, institutions of higher learning must adapt to these difficulties. Many of postsecondary education in general problems would be addressed with most institutional deposits.

An institutional repository is a learning platform of property rights that is made accessible to academics, research workers, and students both within and outside the institution with minimal, if any, access barriers. It also contains experimental and analytical data collected by institutional partners to assist their academic endeavours. It stated that the institutional repository is a powerful concept that may be used to help higher education institutions shift. When properly built, a broad variety of goals may be achieved, and an incredible number of problems can be addressed. The institutional repositories (IR) which must be utilised to address the challenges that higher education institutions confront have been explored in this article to deal with these problems, consider which repositories outside of the institutions must be exchanged and which should not.

#### 1.6.1 Limitations in Higher Education

An institutional repository is an officially organised and managed digital material collection produced by academics, employees, and students at a certain institution. Universities need repositories to assist them manage and gather intellectual property as part of their content strategy. To help higher education institutions meet their problems, the repository may interact with the other repositories and incorporate machine-processed data. Some institutional repository initiatives are now underway in higher education. D-Space at the Massachusetts Institute of Technology (MIT) and Southampton's E-Prints are two are the most well initiatives. MIT D-Space is an online management gateway that allows for the collection, submission, distribution, and long-term preservation of work. The aim of D-goal Space is to create a unified intellectual capital array made up of world-class scientists. The University of Southampton's E-Book initiative is designed to manage print libraries from professions or institutions, not digital collections. California University of Technology, Queensland University, as well as other universities use the Open Archives Initiative (OAI) software, which is GNU free. This section provides a comprehensive overview of higher education information available in institutional repositories.

- **Information about the course**

Most of the material in the institutional course records repository pertains to courses and programmes. The repository contains the program's objectives, intended learning goals, curriculum, learning and instructional procedures, evaluations, timetables, programme fees, and length. Knowledge from different institutions may be utilised to improve the functionality of curriculum, programmes, or modules. The module's developers analyse programming or modules in other organisations to discover differences and propose new programming or modules.

- **Materials for education – learning**

The teaching and learning material have the potential to improve the quality of learning and teaching in universities by providing students and instructors with access to a wide range of open learning materials accessible via institutions and allowing them to establish themselves properly. To enhance academic achievement and learning at institutions, the authors suggest that education - learning resources should be shared across institutions so that instructors and students may get a better understanding of each subject.

- **Information about student admissions**

General student information, such as title, contact details, e-mail, homepage, URL, pictures in institutions with other civilians, equity Accessibility and desires, psychographic (e.g., ethnic background or colour, sex, or age), geographic origin, geographical location, and residence, financials information, and so on. This repository would enable them to successfully build a community, such as when the teacher wants to create a group based on

the students' geographic origins. In addition, to successfully increase student retention, schools should support future admission information accessible in departments within institutions so that institutions may analyse different data to monitor students' progress.

- **Academic record of the student**

Academic content from students, such as learner's objectives, is stored in repositories. Academic accomplishments and history performances, proficiency or encounter, knowns, portfolio management, current information systems, written statement (grades). Academic intelligence is required of students for colleges to successfully monitor student achievement from their degrees in any topic and, if they have poor degrees, to find out why and aid. Therefore, this information can be made accessible via university divisions to encourage student retention.

- **Information on resources**

A repository holding information on the school's educational program should be made accessible via sections within the institution to assist student retention. Classrooms, laboratories, on-site studios, residence halls, services, furnishings, supplies, libraries, and other educational settings are examples. It is easier to attract local and international students if institutions make their information accessible outside of their boundaries. Furthermore, sharing this information across departments will assist to decrease the cost of providing these services across departments by higher education institutions.

- **Information on academic staff and expertise**

A repository comprising general, technical, and credentials information about academic people and knowledge must be made accessible across institutions to effectively encourage critical thinking and debate by providing contextual knowledge. Additionally, colleges must make this information accessible to encourage cross-curricular events by linking people and services in the growing area. To successfully manage people (new recruitment, tenure), HE management and operation need this information to be available centrally throughout the organisation. For organisations to be certified, this information must be made accessible to accrediting bodies, and it is part of the accreditation process.

### 1.7 Objectives of the study

Following are the objectives of an Institutional Repository:

1. To examine practical procedures that are involved in relation to implementation process of IRs in institutions of higher learning.
2. To identify the challenges that hinder integration and use of the IR at the University.
3. To suggest preferred solutions to the identified problems regarding integration and use of the IR at the university.
4. To create global visibility for an institutions scholarly research.
5. To collect content in a single location.

## 1.8 Proposed model

Institutional repositories (IRs) are becoming more popular as they establish themselves as an essential component of information and knowledge exchange in the academic community. As their numbers continue to grow across the globe, a new era in the evolution of IR is developing. IRs have evolved beyond their original purposes, and they no longer serve simply as a repository for storing, organising, and retrieving information. Users today want and anticipate transportable information that can be used within different digital settings and reused in numerous forms, as well as forums for the fast sharing of ideas both with on as well as external groups, because of constantly evolving technology.

This study analyses upcoming information-retrieval advances and considers how information-retrieval systems may assist in the creation of a new systems to accommodate academic communication and digital research. The Georgia Institute of Technology (GT) Library and Information Center's (Library and Information Centre) experiences in developing an information resource (IR), Spartech, and creating associated services will be evaluated as an example institution. Content managers, such as library staff, sponsored programmes administrators, dissertation office personnel, telecommunication staff, web site supervisors, and IT specialists,

must be able to send and receive content, as well as store, organise, and archive it to meet this and many other user demands, among other things.

Thomas and MacDonald (2007)[22] In outlining a framework of success factors for various institutional repository roles, we will summarise some qualitative and quantitative metrics that have been suggested in the literature (i.e., inputs, outputs, and impact). Criticism is levelled against a 'bean-counter' approach to assessment, in which quantitative evaluation techniques are used without consideration for their limitations. Emphasis is given to the fact (Carr and Brody's 2007)[23] ) In this study, we looked at the characteristics of a "sustainable deposit," and we discovered that while evaluating performance metrics, more attention is given to authors/depositors than to information seekers. In Thomas and MacDonald (2008)[24], Later in this article, they address the potential future evaluation measures of institutional repositories, arguing that use and effect will be significant evaluative criteria soon. However, no appropriate methods for carrying out such an assessment are provided in this document. They are strongly associated with search engine technology since they are a component of the web. Markland (2006)[25], which investigates the availability of institutional repository articles via Google, as well as case studies (Organ 2006)[26], that states Google as being identified as the primary access and referral point for an institutional repository, re-enforce the importance of search engines to repositories, and emphasize that institutional repositories are a web-embedded technology. This paper aims to propose a conceptual model for scholarly communication through IRs to provide an opportunity to integrate and facilitate knowledge sharing to enrich knowledge content and enhance global access. (Nemati – anaraki.L. and tavassoli- farahi.M. (2018),[27]

After defining the target material for preserving system in relation of IRs, we can think about the many kinds of services that may be provided. The OAIS reference model (Figure 2a) offers a foundation for developing these services (OAIS 2002). At a high level, IRs provide a similar set of capabilities as OAIS, including input and output, data management, and storage. For the sake of long-term preservation, OAIS puts greater formalism and regulation on these procedures. See the great Cornell lesson to learn more about these differences and support procedures (2003). This system manages information in packages: submissions information packages (SIPs) at the point of intake, archive informational packages (AIPs) in the preserved store, and diffusion information packages (DIPs) for usage by users or other services.

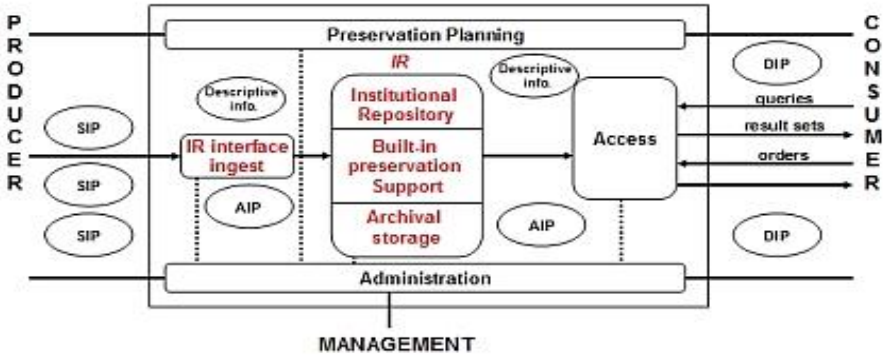


Figure-5 Institutional Repository (IR) model Preservation model based on OAIS: Base OAIS functional model.

[22] Thomas, C. and McDonald, R. (2008) In Search of a Standardized Model for Institutional Repository Assessment or How Can We Compare Institutional Repositories? Proceedings oftheARL 2008 Assessment Conference, 3(10).
[23] Carr, L., Brody, T. (2008) Repository Statistics: What Do We Want to Know? In: Third International Conference on Open Repositories 2008 Southampton, United Kingdom, 1-4 April 2008
[24] Thomas, C. and McDonald, R. (2008) In Search of a Standardized Model for Institutional Repository Assessment or How Can We Compare Institutional Repositories? Proceedings oftheARL 2008 Assessment Conference, 3(10).
[25] Markland, Margeret (2006). Institutional repositories in the UK: What can google user find there. Journal of Library and Information Science, 38(4), 221-228.
[26] Organ, M. (2006) Download Statistics - What Do They Tell Us. D-Lib Magazine, 12(11). 133.
[27] "Scholarly communication through institutional repositories: proposing a practical model", collection and curation Vol. 37 No. 1, pp. 9-17.

### 1.10 Issues with sharing Repositories

The performance of institutional repositories has been mixed. According to studies, libraries are used by forty institutions in the United Kingdom to disseminate finance education, conference and journal articles, lectures, and course material. It makes perfect sense to provide organisations access to external repositories and allow them to exchange data with them. To solve higher education problems and promote teaching and learning programmes, data integration would be extremely helpful. Those issues must also be appropriately discussed and addressed at the same time. The authors go through some of the reasons why institutional repositories should not be used, as well as problems with free source repositories. The following are a few of them:

- Concerns of redundancy with other methods of disclosure.
- There is a lot of confusion about copyright.
- A fear of infection and having one's labour scooped.
- For all academics, the impression of low-quality open-access material is a significant source of concern about their reputation.
- There are no mandatory manuscript deposit rules in place.
- Concerns about intellectual property have created a sense of ambiguity and uncertainty. Scholarly credit, as well as how material would be stored in institutional repositories.
- Readily viewable websites are not maintained safe and are not permanently preserved for research and/or lesson plans.
- The publication's policy, which bans the publishing of pre- or comment material on publicly accessible websites, is another factor to examine.
- Making material publicly accessible on the internet requires more time and work.

To enhance knowledge of institutional repositories' educational potential, the various solutions to higher education problems provided by linking and distributing institutional repositories must be carefully documented. To obtain the most value out of these repositories, it is necessary to make the necessary steps to solve the issues of linking or sharing organizational deposits at higher education institutions.

Publishing institutional resources is a significant challenge in today's institutions of higher learning. The accompanying section addresses several issues related to the exchange of institutional repositories. The publishing process contains faults that make it difficult to obtain scientific data. Data publishing must offer authors with an incentive to publish data from long-term repository repositories. Data sharing also necessitates a suitable licencing strategy that protects the author's intellectual property rights while guaranteeing that the data is utilised in the future. The JISC's strategic goals include developing and delivering responsible and effective infrastructure, applications, and practises to assist institutions in fulfilling their missions. To safeguard personal information, data must be anonymized before being released or shared with a third party. This may be distinguished by the design, supply, and usage of an e-infrastructure for academic purposes (Information Environment).

### 1.11 Acceptance of instruction by teaching

- **Teacher**
  If an instructor is at one end of the continuing educational process, he or she is the opposite of the intended flow of classroom instruction in the school. As a result, teacher-related problems have a significant impact on the teaching process. The components connected with the teacher in the teaching process are listed below.

- **Expertise in the field**
  When a teacher lacks knowledge of a subject, the pupils suffer as a result. A teacher who is well-versed in his or her topics can only help to lead students down the path of learning. Teaching success would therefore be evaluated only by a teacher's academic excellence and mastery of the topic shown in the lecture or at work.

- **Learners' knowledge**
  It includes the development of learners' cognitive, relational, and affective knowledge. This includes an information about what students learn at different stages of development, how pathways or advancements in a particular field of study typically occur, a recognition that learners have different capabilities, and an understanding that guidance should be tailored to each learner's needs.

- **Characteristics and behaviour**
  A professor, as a leader, must lead his students through to the learning environment using the magnetic influence and great impression that his personality traits and behaviour have on his students' brains. He is a role model for his pupils. For his pupils to copy and put into practise, his behaviour patterns and personality traits are especially important.

- **The teacher's level of adaptability and psychological health**
  The way the teacher feels in his personal and social development, as well as his physical and mental health, have significant implications on his instructors' behaviour and efficacy, all of which are required to regulate and manage successful teaching and learning. While a teacher with mental health problems and a lack of emotional and occupational integration may not realise the learning goal, a teacher with strong mental wellbeing and readjustment may be an outstanding role model for his pupils and a competitive advantage in the classroom.

### 1.12 Review of literature

**Crow (2002)**[28] The substance of an IR is conceptual, accumulated, and culturally structured, and open and interoperable, according to the author. To put it another way, the contents of an IR are institutionally determined; they are produced inside a certain organization or institutional collection. "Institute repositories provide a chronological and practical perspective of an institution's international phenomenon and outcomes," according to the authors. The IR collects, stores, and spreads a vast amount of intellectual data. The collection may contain classroom instructional materials, peer-reviewed papers, workshops, electrotherapies, and theses, which was before and graduates, and other grey literature. Material included in an IR must also be collected and preserved, allowing for protracted access to digital objects. Finally, since they motivate a collection of academic researchers to create an imp plan for unrestricted access to academic intellectual assets, IRs ought to be open and interoperable. Research groups from a range of fields may access and benefit from the digital resources since the IRs are interoperable. This leads to greater communication among researchers via open access. Despite the IR requirements, some circumstances, such as copyright restrictions, research group rules, sponsor contracting standards, and Monetary payments for access to contents published in an IR, allow an institution to restrict access. All these characteristics are required for the creation and implementation of IRs.

**Venkatesh et al. (2003)**[29] examined eight different technology adoption models in depth They found that rather than complex and advanced organisational technologies, the technology examined in many of the research was basic and individual. They discovered that these models had limited capacities. Academics, many of whom were students, made up most of the participants, who were not from the organisation. However, the preponderance of the proponents of the eight models did research after choosing whether to decide whether to accept the technique, rather than before the active judgement activities in which they contributed. The difference between consensual and forced circumstances is the last restriction. Extrapolating the results of certain models to necessary parameters is challenging since they were evaluated in a discretionary user setting. Following the discovery of previous models' faults, a longitudinal study was carried out in four different organisational environments, communications, financial, and governmental organisations the introduction of new technologies in real-life working scenarios. The tests were repeated three times, with features from each of the eight models being used each time (at one, three, and six months). After then, the results were compared across all the studies. Constructions that were considered unnecessary were destroyed. The final model was built, and bridge using data from two media enterprises and contained four major determinant variables primary components and four important moderators. The main variables are performance expectations (PE), social influence (SI), effort expectancy (EE), and a favourable environment. "All four factors have a substantial impact as direct indications of consumer approval and use behaviour," according to the research. Race, gender, training, and volunteering are the four moderating variables in the paradigm.

**Shearer (2003)**[30] discovered key success factors that influence the development and use of IRs Input procedure, responsibilities, tasks, policy recordkeeping, copyright limitations, information kind Some of the considerations to be examined include assistance for employees, quality control requirements, technology, and repository usage. Other variables, like as corporate culture, may influence the development and usage of IRs. It is

[28] Crow, R. (2002). The case for institutional repositories: A SPARC position paper.
[29] Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of IT: Toward a unified view. MIS Quarterly, 27(3), 425-478.
[30] Shearer, K. (2003). Institutional repositories: Towards the identification of critical success factors. Canadian Journal of Information and Library Science, 27(3).

worthy of attention. Many studies have looked at several factors to explain why faculty members contribute, including disciplinary distinctions, copyright issues, and quality control.

**Chan (2004)**[31] conducted a T-space institutional repository specific example from the University of Toronto during the repository's deployment phase, when faculty participation was completely voluntary. Cultural inertia (resistance or reluctance to embrace unique experience or technology – in this case, self-archiving), lack of trust in the repository, and misunderstanding of IPR rights were all factors in the delayed adoption of self-archiving. Furthermore, a national IRs census at intellectual institutions in the United States reveals that both IR and IR pilot testing are exceedingly rare. In this research, most participants thought that IRs' success was related to their contributions, and that IRs were tough to obtain by. Faculty contributions were one of the main factors limiting the implementation of IRs. According to early-stage studies in institutional repositories, many initiatives at repository institutions have had tremendous difficulty owing to inadequate faculty participation in low contribution rates. These are serious issues that are presenting obstacles to the development and operation of institutional repositories. Academic knowledge of writers' views on public data and IRs is important since This subject study may be utilised to build repositories according to writers' requirements. Consequently, adoption may grow. The priorities should be provided to academic authors since they will produce or destroy IRs. Several scientists have thus examined the conduct and self-archival techniques of writers.

**Foster and Gibbons (2005)**[32] explained the interface with digital gadgets and organising labour in virtual and real workplaces were investigated by 25 Rochester University academics from multiple departments, include economy, astronomy, sociology, psychology, and visually and cultural studies. They were conscious of the faculty members specific requirements. Faculty members, for example, were required to cooperate with with co-authors, value complete pride in working, prevent copyright problems, and ensuring that their workload would not raise their IR involvement. This shows that teachers were reluctant to Contribute to an IR and submit any works if the approach takes too long. This study team gained insight into to the faculty's apprehension about taking part in the IR. The study team was more comprehensive in their investigation. Personalizing the digital repository cantered on faculty desires and improving D- Space to make it simpler for professors to deposit work are two viable alternatives for boosting faculty commitment. The IR may be made more useful and attractive to academics by a faculty-cantered system that emphasizes them to work on it more. This is a pilot research that looks at how important it is to understand user habits and preferences when it comes to designing institutional repositories.

**Allen (2005)**[33] analysed the content of 25 UK archives and surveys, as well as conducting follow-up interviews with professional academic researchers, comprising professors to examine their behaviour, PhD students, and postdoctoral researchers. The results of the research were compared to those of previous studies in academia, innovation, and medicine (STM). Because the research population was mainly comprised of humanities academics, and a sample from the broader community could not be collected, the data set could not be determined. Therefore, the JISC mail service was chosen to distribute surveys. The poll was conducted by just 75 academics comprising teachers, physicians, and post-doctoral students. Most responses (60%) were from the UK, with the balance 5% coming across India, China, Canada, and New Zealand, but also North America (5%) and European (10 percent). Most respondents (approximately 49 out of 75) were IR participants, while the rest were non-contributors. While institutional repository customers cited critical technologies, ongoing research impact, and archive lifespan as Most common benefits of IRs, other organisations have mentioned plagiarized issues, repository content feature, and copyright as this top three drawbacks. However, according to Allen (2005), the two organisations were concerned about two related issues: "*platen and copyright infringement.*" Despite their lack of expertise and application, humanities professors recognised the value of depositing materials. Not only for oneself, but for others as well. The findings of the initial empirical study have been based on the sampling technique, which creates problems with external validity focused on scholars cannot be generalised to other settings and may use that as a justification for academic' attitudes and behaviours about IRs in general.

**Swan and Brown (2005)**[34] examined 1,296 individuals from all around the globe were polled, including those from the UK, Western Europe, Northern Europe, Japan, Southern and Central Asia, Africa, Australia, and New Zealand. A total of 1,296 persons were polled, including those from Central and South America. The researchers looked at the experiences of authors as well as the potential for open access publishing and self-

[31] Chan, L. (2004). Supporting and enhancing scholarship in the digital age: The role of open access institutional repositories. Canadian Journal of Communication, 29(3), 277-300.
[32] Foster, N. F. & Gibbons, S. (2005). Understanding faculty to improve content recruitment for institutional repositories. D-Lib Magazine, 11(1).
[33] Allen, J. (2005). Interdisciplinary differences in attitudes towards deposit in institutional repositories. (Unpublished master thesis). Manchester Metropolitan University, Manchester, UK.
[34] Swan, A., & Brown, S. (2005). Open access self-archiving: An author study.

archiving. Most responders (66%) said they had never submitted anything in an open access journal. The primary reasons for the publications were open-access journals' accessibility and broader audience, as well as a shorter publishing period than subscription journals. The main motivation for publishing was to make information more accessible. Most participants had auto preserved at least one article in at least one media in the past three years: an institutional (individual departments) repository, a disciplinary repository, or a web site. Other authors who did not self-archive cited the time needed to auto-archive and some technical difficulties; nevertheless, several voiced worry over copyright violations, describing them as "*a hamstring in self-archiving*."

**Wust (2006)**[35] In the area of education, academics' perspectives on full source and institutional repositories were investigated. Open access publishing was mentioned as a potential alternative to the present system by participants in the survey. Publication in places that are open to the public. Most of the study participants had no previous knowledge or experience with IRs in depositing jobs. They discussed the advantages and kinds of publications that they would want to distribute through IRs after a brief description from the investigator on the idea of the e-print server. While some scientists believed that because people from different agencies of an organisation had constructed and shown them a variety of works, IRs could support a growing number of interdisciplinary projects, others were particularly worried that their work would be taken away from them and raised frustration about copyright issues. Some of you noted that IRs may lack a search function, which would enable bridge and interinstitutional searches easier. The system's convenience and usefulness, according to participants, may affect their interest in participating and deposit items. According to one participant, if the user experience is too complex, she would be less encouraged to submit work. Therefore, assisting professors in overcoming this barrier might be a feasible option.

**Pickton and McKnight (2006)**[36] Engineering students were the focus of 34 students and researchers, not faculty, university of science and technology, university of sociology and sciences, or faculty of social scientists and sciences. Loughborough Polytechnic Institutional Repositories recognised research students as prospective users of the institutional repository, both as academic writers and as consumers (readers). Students' complete public knowledge publications, practical difficulties with their use of LUIRs, students' incentives, and deterrent activities in the LUIR were all gathered via the structured interview. Search behaviour, published background, and motives for publication were the most common variables. Most students were encouraged to make their work public by supervisors or co-workers, research founders, and co-authors. Fewer students acknowledged the unfavourable comments when they published their work to the LUIR, and they were concerned that they would not be willing to post their work elsewhere around the future. Others are worried that their work will be used and reproduced by others. Their work is plagiarised, copyrighted, and completed without authorization or care. These reasons have been presented as dissuasive in LUIR deposits.

**Davis & Connolly (2007)**[37] conducted a Cornell D-Space assessment research to investigate the factors that influence academic members' refusal to utilise D-Space. The researchers looked at 11 academics from different subjects such as physics, anthropology, and science. The purpose of the research was to look at faculty attitudes, commitment, and behaviour in connection to IRs. As it was not well though and pushed to use, Cornell's faculty and departments' D-space was overpopulated and over-utilized, according to the results. Because these two media formats were simpler to use and maintain, nine of the eleven participants stated they distributed their scholarly research on internet sites for individual or research groups. Some academics cited concerns such as permanency (data migration), policy enforced by award organizations and publishing, timeliness to submit academic articles, and the recording of fresh ideas, especially for an online repository in specialised fields. Faculty members, on the other hand, highlighted the learning curve, copyright problems, original publishing (redundancy with other distribution networks), Fear of plagiarists and concern over the quality of IRs as grounds for the lack of helpful IRs for the other textual analysis. Only four academic users were aware of Cornell's D-Space repository, but only one (the historian) had uploaded material there. Failure to utilise theme repositories and the lack of capacity on D-Space has been blamed and the intelligent system has been seen by some academics as a separate country from other organizational information sources. The investigators also discovered the administrative norms and incentives may have an impact on the 33 IRs' behaviours and perspectives. Understanding these qualities may help teachers be more motivated and encouraged to participate in IRs.

[35] Wust, M. G. (2006). Attitudes of education researchers towards publishing, open access and institutional repositories. (Master' thesis). Available from ProQuest Dissertations and Theses Database (UMI No. MR22185).
[36] Pickton, M. & McKnight, C. (2006). Research students and the Loughborough institutional repository. Journal of Librarianship and Information Science, 38(4), 203 - 219.
[37] Davis, P. M. & Connolly, M. J. (2007). Institutional repositories: Evaluating the reasons for non-use of Cornell University's Installation of DSpace, D-Lib Magazine, 13

**Park and Qin (2007)**[38] According to the research, factors influencing academics' choices to publish and utilise papers in expansive sociology journals and informative topics were investigated using grounded theory. Researchers' willingness to submit in Seven variables affect open-access journal articles: Reputation for perceived newspapers, regarded topic matter, situational variables, perceived professional development, perceived fees, perceptions good value, and perceived ease of use. Scientists' desire to publish in and utilise open access journals is usually influenced by the first three criteria. The researchers concluded that experts' desire to publish was influenced by their perception of content quality. They also discovered a link between the variables that affect academics' publishing propensity and their use of open access journals. Perceived availability influenced Both observed professional progress and ease of use reported. There is the potential to expand access and increase awareness of open access publications. Furthermore, the model revealed that perceived accessibility and content quality had an inverse relationship. A negative connection is established because "*students tend to perceive excessive availability as weak uniqueness, culminating in a lowest binding value*," according to the authors. Because the survey respondents were current sciences academics working in information areas, their behaviour, attitudes, and tolerance towards OA may vary from those of solid scientific academics like Statisticians, scientists, specialists in biology. Due to changes in communication in their areas, the authors acknowledge that its findings may not apply to other academic organisations. Therefore, it is crucial to recognise the distinctions across disciplines. Research focused on children from a certain field or covering a broad variety of topics would be greatly beneficial to this problem. Understanding user acceptability characteristics may offer content qualification requirements for OA journals and IRs, according to the findings. Park and Qin's initial research focused on content creators and writers, as well as freely accessible articles. Their research offers a framework for examining academics as authors and consumers of open access papers as well as other kinds of communication.

**Wigand (2009)** examine 481 researchers concentrated their efforts on three aspects: information technology, Germanic medical technology, and literature. Open Access is defined by experts as "a platform that enables scientists to accomplish their objective of sharing and recording their findings." They wanted to know why freely accessible publishing was so poorly embraced. They anticipated that performance, expected effort, and social impact would predict behavioural intentions to publish Open Access. The research design was created with the idea of a predetermined path of action in consideration. Significant predictors have been found of the academic's plans to utilise Open Access publications. In contrast to other variables like peer use and behaviour, however, researchers discovered that performance standards (PE) were not only verified as a significant predictor of instructional goals in early UTAUT structures. The students discovered that the behaviour was an important predictor, contrary to their initial notion. It should nevertheless be highlighted that this investigation was conducted during an Open Access period. From July through August 2006, web-based studies were delivered. during a time when attitudes toward Open Access publication were especially positive. This may have influenced the individuals' behavioural intentions, as shown by the finding that attitude, together with other predictors, was indeed a powerful predictor of behavioural intention.

**Armbruster & Romary (2010)**[39] declare the existence of four repository types: subject-based repositories, such as Repositories at the national level (discipline or topic) in research and repositories; repositories at the international level (discipline or topic) in research and repositories; repositories at the international level (discipline or topic) in research and repositories; repositories at the international level Each repository style was developed by a different community, has its own range of attributes, and caters to different user groups. Institutional repositories help institutions with job storage, distributing lists, monitoring their personal effect in the participation of international clientele and their support to education academics – learning such as other repositories. Because of their accessibility, IR collections serve as important digital information for parts of the public, including academics, researchers, co-workers, students, and institutional graduates. Because just like the free access agreement, scholars, and people all around the globe may now profit from public access academic papers that they would not have had access to otherwise.

**Theodorou (2010)**[40] examined the reasons of freely accessible deposits decreasing adoption and spread were investigated, and the perspectives of specialists from 20 academics Europe and North America built and environmental scientific organizations on freely accessible IRs were analysed. Even though 532 questionnaires were sent, only 192 were returned. Even though most researchers regarded themselves to be competent OA (open access) publication users and IRs, they produced in fewer Expresses and were assigned to fewer OA IRs. Most of them stated that they would be ready to advertise these OA IR if they were chosen using the same criteria as well-

[38] Park, J. & Qin, J. (2007). Exploring the willingness of scholars to accept open access: A grounded theory approach. Journal of Scholarly Publishing, 38(2), 55-84. http://dx.doi.org/10.3138/C972-1321-8720-314M

[39]Armbruster, C. & Romary, L. (2010). Comparing repository types: Challenge and barriers for subject-based repositories, research repositories, national repositories, and institutional repositories in serving scholarly communication.

[40]Theodorou, R. (2010). OA repositories: The researchers' point of view. Journal of Electronic Publishing, 13(3).

known subscription journals. Some participants (6%) raised questions about the reliability of accessible IR work and did not see an expansive repository as a valid publishing venue. This group of researchers said that they would have to take part in the IRs. The process of establishing open access educational institutions is clearly important since it enables not just scholars (contributors) but then also users' trust in repository to be established. Researchers may get a better knowledge of this important set of institutional depot actors by conducting studies on contributor behaviour and views toward public access, along with IRs and their identity practises. In this research, they have been utilised as reasons against warehouses in academic libraries in many following studies to examine the variables that influence authors' involvement.

**Kim (2010)**[41] Ownership, ageing, and personality time have all been known to possess a negative relationship with self-archiving. Copyright has already been recognised as an essential issue in IR studies. Age is the second most important obstacle. Kim reported that young faculty members preserved a greater percentage of themselves than older academics since their work was shared and disseminated more available on the Internet. Time and effort, the third most challenging element, are also seen as IR deposit barriers. This was the first large-scale research to investigate the variables influencing faculty members' choices to auto-archive in locations other than IRs and repositories, including such personal webpages. Her research is theoretically supported by the present investigation. She claims and proves that storing oneself is inspired by charity (which is inherently good) and scholarship (extrinsically helpful). Furthermore, 38 other variables identified in her research may be utilised to analyse teacher participation and contribution in a range of situations.

**Creaser et al. (2010)**[42] Large-scale quantitative surveys of European academics were found to be an element in subscribing to accessible repositories (a questionnaire provided by 3,139 respondents). Increasing availability and consumption of academic material contributed to the influence of academic works. Most European research authors, but at the other hand, were far more worried about violation of copyright and publishing rights. Nonetheless, many publishers, particularly for stage-two manuscripts, have lately started to place their work in open access repositories. The author, like previous research, provided data on disciplinary variations in European academic writers' understandings and views on freely accessible repositories. Researchers' perceptions and understanding of open access repositories varied, as did their motives. These researchers came from a variety of disciplines, including healthcare, lifestyle, theoretical and numerical disciplines, political science, literature, and interdisciplinary studies. Publishers in physics and economics, for example, have such a long tradition of using topic repository pre-printing to auto-archive their work. The results also indicate that writers of Math and Physics are more likely than authors of any other subject to store their work in a repository, since the norm and part of the everyday job is self-archiving.  in those fields. Several factors were highlighted in the research, such as the availability of academic content, which is linked to student outcomes, disciplinary differences, and copyright issues, and should be regarded significant components in the present study.

**Dulle (2010)**[43] The Comparable Sale of Acceptance and Utilization of Technology (UTAU model was used to investigate the variables that affect academic researchers' adoption and usage of public data at six Tanzanian government institutions, according to the study. The UTAUT model has only been utilised in full source and IR research on a few occasions. Interviews and questionnaires were utilised to gather data, as in previous empirical research. Questionnaires were utilised to conduct study on research scientists at six Tanzanian state institutions. A total of 69 administrators from these institutions were also questioned. The UTAUT model paradigm is suitable for looking into open access adoption at a Tanzanian government institution. Researchers' attitudes toward free access, awareness, and expectations of effort (EE) and achievement were significantly predictive of their specific intent to use freely accessible outlets, whereas organizational commitment enabling circumstances and social influence (SI) were significantly predictive of their prevailing use of open access outlets, including IRs Both academia and legislators According to the research, they knew about open access. Only 20% of investigators said they transmitted their scholarly research through open access venues, even though most researchers (62%) said they used and accessed open access material. Because this research was carried out in a developing nation, technical limitations in depositing and access were recognised as significant problems. Inadequate Internet self-efficacy, including such poor information search skills, has been highlighted in several studies as a major barrier to accessing and utilising open access materials. Slow network connection and a lack of market publishing skills were also significant deterrents to researchers sharing their findings via open channels.

[41]Kim, J. (2010). Faculty self-archiving: Motivations and barriers. Journal of the American Society for Information Science and Technology, 61(9), 1909–1922. Doi: 10.1002/asi.21336.

[42] Creaser, C., Frey, J., Greenwood, H., Oppenheim, C. Probates S., Spezi, V., & White, S. (2010). Authors' awareness and attitude toward open access repositories. New Review of Academic Librarianship, 16(1), 145-161.

[43] Dulle, F. W. (2010). An analysis of open access scholarly communication in Tanzanian public universities. (Doctoral Dissertation). University of South Africa.

**Farida, and Basuki (2013)**[44] In 2013, there were 32 Open DOAR Certified Indonesian Open Access Repositories, according to the organisation. Despite the indicates that the amount of Indonesian Open DOAR IRs increased from 55 in August 2016 to 58 Open access activities may be deemed lenient in the nation in January 2017. Due to the quantity of IRs enrolled at Open-DOAR is disproportionately large in contrast to the quantity of institutions in the us. Several of all those who have signed up have already produced a significant quantity of material, while many are working on it. Indonesian open-source repositories are seen as an alternate method of effective writing that may help an Indonesia tertiary education work get more exposure.

**Klungthanaboon (2013)**[45] According to IR participants, academic book editors, journal editors (faculty), university administrative officers, and research funders are among people who operate in this area at three research institutions. The National Research Council of Thailand has created a qualitative, theory-based approach for evaluating the present state and effect, as well as a public museum of Open Aced and IRs. Significant difficulties in the development and execution of IRs in Thailand include content sourcing, low levels of competence, long-term support from top leadership, the copyright problem, and the faculty's lack of enthusiasm for IRs due to IR myths. According to Wipawin and Wanna (2014)19, the success of IR growth in Thailand requires policy, quality, technical standards, and legal issues. While in the Asian region, IR specialists face a demonstrated in the examined literature in this part, comparable problems concerning content, standards, and technology as well as those who are of importance to the creation and delivery of the Institute in various environments. The findings reveal that the most significant roadblocks to the growth of IR are linked to individuals, especially writers. Even though IRs have been developed and utilised by many Thai organisations for a long time, especially in the university setting, extraordinarily little research has been done in Thailand. All participants' complaints were addressed, while the management elements of IR technology and production problems were tackled in two areas. Despite this, no Thai study has focused only on users, who many experts believe are the most important participants capable of accomplishing anything. Knowledge of this topic is important not only during the design phase of institutional repositories, but also throughout the implementation phase, since any information on users may help create, develop, and improve IRs that are suited to their requirements.

**Yakel, Faniel, Kriesberg, and Yoon (2013)**[46] A excellence approach was used to examine the belief of archaeologist and quantitative anthropologists in digital archives. The similarities and variations in digital repositories were found to be disciplinary in character. Whereas architectural confidence guarantee is a key issue for researchers in both disciplines (i.e., variables that affect one's safety), they faced different challenges in terms of trust in digital archives. While preservation and sustainability were essential to more over half of archaeologists, social scientists placed a higher value on institutional reputations to build faith. They also discovered a difference between novices and social researchers. Experts were less inclined than sociologists to believe that institutional reputation influenced trust. In addition, rookie social scientists cited collaborators as a community aspect that influenced their choice to believe a warehouse over experts. The motivating reason for IR contributions is long-term conservation. Archaeologists and mathematical scientists prioritized preservation and sustainability when evaluating confidence in digital archives. For school journals and other IR producers, the strategy to protracted conservation and management of IRs is important since it may help to establish confidence in IRs. Therefore, there is greater deposition and use. Authors may be reluctant to retain their work in intellectual content IRs and IRs itself due to worries about lengthy conservation and sustainability.

**Wipawin and Wanna (2014)**[47] The two most often used words related to institutional contributions are intellectual repository and knowledge bank, as shown by repository names like the KNB Prince of Songkla University (PSU Knowledge Bank). A wide range of content types may be found in most repositories. The most frequent content modalities in IRs are articles, theses, and dissertation peer reviewed journals, conferences, and workshops. The quantity of repositories in Public DOAR may not the amount of institutional repository accurately reflects as directory omits repository that does not fully embrace the open access concept. IRs are presently being developed and deployed by several institutions and others. According to a research, eleven universities, five of those are public, have adopted IRs:

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[44] Farida, I., Tjakraatmadja, J. H., Rudito, B., & Basuki, S. (2013). Knowledge management initiative in Indonesia higher education: Institutional repository in academic library.

[45] Klungthanaboon, W. (2013). University-based institutional repositories: The future of academic libraries in Thailand. Paper presented at futures 2013: Sheffield school Conferences, University of Sheffield July 25, 2013, Sheffield, GB.

[46] Yakel, E., Faniel, I, Kriesberg, A., & Yoon, A. (2013). Trust in digital repositories. The International Journal of Digital Curation, 8(1), 143-156.

[47] Wipawin, N. & Wanna, A. (2014). Institutional repositories in Thai universities. In K. Tuamsuk, A. Jatowt, & E. Rasmussen (Eds.), The emergence of digital libraries – research and practices. Paper presented at16th International Conference on Asia-Pacific Digital Libraries, ICADL 2014, Chiang Mai, Thailand, 5-7 November (pp. 385-392). Switzerland: Springer International Publishing.

- The University of Chulalongkorn,
- The University of Khonkhan University,
- The University of Mahidol,
- University of Prince Songkla,
- University of Phranakhon.

**Priyanto (2015)** Despite the fact that Indonesian librarians are aware of open access, they have a poor knowledge of it. Therefore, open-access repositories have been created and managed with just rudimentary Abilities and expertise. Malaysia, Southeast Asia's second biggest exporter is in a comparable predicament. The Malaysian academic world is extremely interested in public data and institutional repositories. Even though many Malaysian universities have created institutional repositories with both the purpose of making empirical evidence more apparent, approachable, and impactful, investigations have shown that staff at several study institutions are unfamiliar with IRs. Furthermore, those professors knowing about IRs denied any involvement in the establishment of their faculties, delaying IR acceptance and usage. Because the author's acceptance and use of repositories determines their worth, further study in this field will significantly assist in content recruiting and institutional repository expansion. Thailand is the sector's third-largest contributor. Following the signing of D-Space software in 2005 and its usage by the University of Chulalongkorn to create the first institutional repository, several Thai public and private organisations have begun to plan and execute institutional repository projects.

In research institutes in the United States, Kim's research has been carried out. The public at the research institutions cannot, however, generalise their self-archival and academic inputs to the IRs (Kim, 2008, p. 222)). Such patterns may or not explain the self-archiving conduct or contributions of professors to IRs in various settings. Therefore, in different circumstances, it may provide a more practical application in the international health of IR functionalities applying the variables found in this study article's identification generally or when IR sites are used.

**Swan and Brown (2005)**[48] Simultaneously performed a large-scale research including 1,296 people from all over the globe, along with the Uk, North America, Europe of North, Japan, Asia, Central/South American, Africa and Australia and New Zealand, who were interviewed from the arts and humanities. The scholars wanted to know how writers felt about submitting in open access and self-archiving. Most responders (66%) said they have never published anything in an open access journal. Accessibility was identified as the most important motivation for publishing in open access journals, followed by a bigger audience and a quicker Time for the posting of subscription-based publications was as possible. In the last three years, at least one of the articles used by most responders was an identity repository (departmental), a self-control repository or web page. Some authors who have not yet archived themselves cited the required time and technical difficulties as obstacles, while others expressed concern about copyright violations and considered them as a "*stumbling block to identification*" (Swan & Brown, 2005).

**Krejcie and Morgan (1970)**[49] The survey questionnaire used in this research was created specifically for this study and contains questions about the understanding and usage of IRs by faculty members, their personalities and factors which influence their purpose and use of IRs. As a five-point statement on the scale of the likers, the factor which may affect the adoption and use of IRs by faculty members has been given: strongly disagreement, disagreement, agreement, or disagreement. The interview process was developed, validated, and modified after the preliminary investigation. Participants who consented to be interviewed were interviewed in semi-structured discussions through Skype and email.

**Pickton and McKnight (2006)**[50] In contrast to previous studies, the emphasis of the programme was 34 research candidates from the Technical Faculty, the University of Technologies, and the Faculty of Engineering, rather than faculty members. Even though this group of scientists has been recognised as both the creator of the Loughborough Technological Institutions Repositories (IR contributors) and the user (readers), they were seen as significant prospective users of an institutional repository (LUIR).

[48] Swan, A., & Brown, S. (2005). Open access self-archiving: An author study.
[49] Krejcie, R. & Morgan, D. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30, 607-610.
[50] Pickton, M. & McKnight, C. (2006). Research students and the Loughborough institutional repository. Journal of Librarianship and Information Science, 38(4), 203 - 219.

### 1.13 Result and Discussion

The present findings are in line with those of (Mgonzo and Yonah 2014)[51]. They also discovered the degree of institutional repository awareness. It shows that students are still unaware of and lack sufficient understanding on how to utilize institutional repositories effectively. Students' inclination to seek for material from the institutional repository is influenced by a lack of sufficient understanding. The fact that too many students only access institutional repositories on occasion (27 percent) supports the thesis of poor awareness, adoption, and usage.

Furthermore, user requirements have an impact on adoption. Institutional repositories should contain the essential information resources that students need to encourage uptake and use. Participants preferred to deposit and use abstracts over other types of learning materials. according to the results, thus institutional repositories should provide accessibility to and usability of such materials to guarantee acceptance and use (Lee, Hsieh and Hsu 2011)[52]. The utility and high reliability of technology were found to be critical in the acceptance and utilization of an invention in the classroom. The availability of dissertations not only emphasizes the importance of availability of resources, but also increases the probability that learners will abandon the repository and seek information from other customer sources, such as search engines, if the repository contained resources that did not represent students' needs or if the user experience was complex.

**Rogers (2003, p.12)[53]** characterized acceptance as an innovation, defined as any idea, item, or behavior that members of a social system regard as novel. Audience needs, consciousness, sources of generating awareness of an invention, attitude, characteristics of an invention, time, and use are all important aspects of adoption. Knowledge, persuasion, choice, execution, and confirmation are all part of the innovation process. Findings indicated students had a poor degree of knowledge of services offered by institutional repositories, Conscience data protection, and remote access services are all available. These services are essential for the long-term sustainability of institutional repositories since they offer a vital platform for scholars to access, preserve, and openly deposit their scientific journals. Understanding of such services may encourage their acceptance and usage, as well as affect academic activity and communication.

Furthermore, the user's impression of an invention has an impact on its acceptance. Because the teaching and learning process requires assessment and critical thinking to solve problems, (Lawal, Underwood, Lwehabura & Stilwell 2010)[54], Positive student perceptions of institutional repositories likely to encourage use. According to the results, students utilize institutional repositories because the content in the repositories is considered to offer benefits. Visibility, intelligence gathering, plagiarism, copyright, and the quality of information content are only a few of the advantages. (Anenene, Alegbeleye, and Oyewole 2017)[55] discovered similar characteristics. These qualities match well with those of innovation diffusion, which include relative advantage, comparability, perceived risk, complexity, and controllability (Rogers, 2003)[56]. The use of institutional repositories is determined by students' perceptions of the advantages of institutional repositories in comparison to other information resources. (Nwakaego 2017)[57] and (Anenene, Alegbeleye, and Oyewole 2017)[58] discovered that repository users adopted and used institutional repositories because of the advantages they got. Users will not embrace an invention if it is considered to have no advantages after some time spent watching it.

Users had a poor impression of copyright problems, plagiarism, and the quality of papers uploaded in institutional repositories, according to the results. To improve usability and acceptance, these roadblocks must be removed. Users' perspectives on adoption obstacles may vary than those of (Muhogole and Lazier 2014) and (Muneja 2010), who found accessibility and low visibility of local material to be impediments to institutional repository adoption and use in Tanzania. Author visibility, copyright, and content problems were additional

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[56] Rogers, E.M. (2003). Diffusion of innovations, 5th edition, New York, Free Press.
[57] Nwakaego, F.O. (2017). Factors influencing institutional repositories in some universities in Nigeria; International Journal of Sciences: Basic and Applied Research, vol. 35, no. 2 pp. 147 – 156.
[58] Anenene, E., Alegbeleye, G.B. & Oyewole, O. (2017). Factors contributing to the adoption of institutional repositories in universities in Southwest Nigeria: perspectives of library staff Library Philosophy and Practice (e-journal).

variables that influenced institutional repository acceptance and use, (Raju et al. 2013)[59] and (Lwoga and Questier 2014)[60].

Even though SUA leads in adoption and use, library personnel and lecturers have a significant impact on institutional repository utilization in the chosen universities. Students' use of institutional repositories is influenced by the periodicity of IL training and the participation of lecturers. SUA now sets aside three hours every Wednesday for all registered users to receive information literacy training. To influence awareness, alter attitudes, and promote acceptance and use of institutional repositories, library personnel and lecturers must be used as trustworthy sources and distribution routes. Time is required to alter user attitudes about an invention and for adoption to occur (Ntebe & Raisamo, 2014)[61]. Before successfully utilizing institutional repositories, students require time for observation and trialability. As institutional repositories become more technologically advanced, existing IL practices like as orientation and seminars (Lawal, Underwood, Lwehabura, & Stilwell, 2010)[62] will need to alter. Making Scientific and Librarians may boost adoption rates by integrating information technology, such as efficient use of institutional webpages and embedded librarianship in academic departments, with innovative techniques in IL training. A good IL program may help to improve research quality, boost research output, encourage resource-based learning, and teenager learning.

**Conclusion**

The institutional repository, as shown in this research, is a highly potent concept that may act as a catalyst for change in higher education institutions and, more generally, in the academic businesses that they support. If correctly designed, IR may achieve a remarkable number of objectives and meet a wide variety of requirements. Some of the outcomes seem to be obvious, but there are certain to be a slew of unintended effects. Most educational institutions will need to spend significantly in this area, but they will also need to execute wisely and properly. There will be a lasting shift in the environment of scholarly communication if intellectual leadership from of the university and the library work together with a complete understanding. From the viewpoint of faculty members, this research offers a comprehensive picture of university-based IRs. University-based IRs are primarily responsible for storing and making available digital content produced by their communities. “Input of documentation + Access/Use of papers = Success of the IR,” (Dorner and Revell, 2012) are a simple equation that allows IRs to develop effective ideas. The study results indicate that the IRs must be known from both sides of this issue. On the input side, it was found that people who knew about college IRs were significantly more willing to agree on the importance of IR development.

In this scenario, free access and institutional repositories education and promotion may play a significant role in IR adoption. Proper advice is also required, and it must be provided in several formats. This study has shown that the efficiency of university IRs is influenced by a mix of variables rather than by one single one. All significant factors of a professor's intentions are the value of polytechnical IRs (performance expectation), their social impact and their unwillingness to change. The research indicates that the provision of a robust information literacy program is critical for increasing awareness, changing attitudes, and understanding of the repository's advantages. Effective information literacy may encourage the usage of institutional repositories, raise author profile, and attract funding and cooperation. Students prefer and are prepared to deposit theses/dissertations and scholarly journals in institutional repositories, according to the results. Furthermore, the results of this study may help Tanzanian institutions understand the rate of acceptance of institutional repositories for academic writing and devise strategies to encourage their use. Male students, in fact, are more likely to embrace and use institutional repositories. According to the findings, university administration should alter current tactics and policies to attract More male students should be admitted, and students should be allowed to self-archive their dissertations in repositories. The study recommends that academics be trained on proper methods for self-archiving their papers and other protected by law works without infringing copyright rules to improve awareness, usage, and acceptability of institutional repositories. Libraries in developing countries should abandon conventional awareness techniques in favor of developing IL programs that utilize ICT technologies to establish and nurture relationship between students, lecturers, and subject librarians to improve institutional repositories awareness, usage, and acceptability.

[59] Raju, R., Smith, I. & Gibson, H. (2013). “Opening access to African scholarly content” tellenbosch University’s AOARI Platforms the Insight, vol. 26 no.1.

[60] Lwoga, E.T. & Questier, F. (2014). “Faculty adoption and usage behaviour of open access scholarly in health sciences Universities”, New Library World, vol. 115, no.3/4, pp.116– 139.

[61] Ntebe, J.S. & Raisamo, R. (2014). “Challenges and instructors’ intention to adopt and use open educational resources in higher education in Tanzania”, International Review of Research in Open Distance Learning, vol.15, no. 1, pp. 249-271.

[62] Lawal, V., Underwood, P., Lwehabura, M. & Stilwell, C. (2010). Information literacy for higher education institutions in Nigeria and Tanzania: efforts and prospects for educational reform in teaching and learning.