

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

8-3-2021

AWARENESS AND PERCEPTION OF THE ACADEMIC STAFF OF PRIVATE UNIVERSITIES TOWARDS THE USE OF INSTITUTIONAL REPOSITORIES IN NIGERIA

Joseph Kehinde Fasae

Afe Babalola University, Ado-Ekiti, Nigeria, kennyfash2000@gmail.com

Clement Ola Adekoya

Federal University of Technology, Akure, Nigeria, myclem10@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

Fasae, Joseph Kehinde and Adekoya, Clement Ola, "AWARENESS AND PERCEPTION OF THE ACADEMIC STAFF OF PRIVATE UNIVERSITIES TOWARDS THE USE OF INSTITUTIONAL REPOSITORIES IN NIGERIA" (2021). *Library Philosophy and Practice (e-journal)*. 6120.

<https://digitalcommons.unl.edu/libphilprac/6120>

AWARENESS AND PERCEPTION OF THE ACADEMIC STAFF OF PRIVATE UNIVERSITIES TOWARDS THE USE OF INSTITUTIONAL REPOSITORIES IN NIGERIA

By

Joseph Kehinde Fasae
University Library

Afe Babalola University, Ado-Ekiti, Nigeria

kennyfash2000@gmail.com

&

Clement Ola Adekoya

Albert Ilemobade Library

Federal University of Technology, Akure

myclem10@gmail.com

ABSTRACT

The paper investigated the awareness and perception of the academic staff of private universities towards the use of institutional repositories in Nigeria. Four research questions were formulated and three hypotheses were tested in the study. The descriptive survey research design of correlation type was adopted for the study with a population of 259 academic staff randomly selected from six selected universities in the three geo-political zones that make up Southern Nigeria. Stratified and convenience sampling techniques were used for the study. Out of 259 copies of the questionnaire administered, 182 were retrieved and found useable, representing a 70.3% response rate. A descriptive statistical tool was used to analyze the data generated. The findings of the study revealed that the academic staff had awareness of and positive perception towards the use of the institutional repositories. This study found that IRs contents are very relevant to the needs of the academic staff of private universities, and the institutional repositories were adequately used. The hypotheses tested revealed that there was a significant relationship among awareness, perception, and use of institutional repositories by academic staff of private universities. Recommendations were made based on the findings of the study.

Keywords: Awareness, Academic staff, Private Universities, Institutional repositories, Perception

INTRODUCTION

The establishment of Igbinedion University, Okada in 1999 marked the genesis of private universities in Nigeria. In Nigeria and other countries across the world, private universities play crucial roles in the rebirth of tertiary education. As of today, there are about seventy-nine private universities in Nigeria offering extensive education both at undergraduate and postgraduate levels. These universities make maximum deployment of Information and Communication Technology (ICT) in imparting knowledge, keeping the digital content of the institutions, and as well meeting the information needs of the students, staff, and the entire community of library users. One of the major breakthroughs in the application of ICT in the educational environment is the development of institutional repositories (IRs) as a way of keeping the electronic information resources of the institutions for posterity.

Universities establish IRs as a platform for access to the intellectual materials emanating from their institution (Kathewera, 2016). IRs provide a medium to disseminate research findings to complement the traditional scholarly communication model (Bamigbola and Adetimerin, 2020) which is one of the reasons according to Safdar (2021), libraries around the globe are working on the creation of IRs to facilitate their faculty and researchers in meeting their educational as well as research needs. The development of IRs came into being as a new strategy that enables universities to adopt serious and systematic leverage to accelerate changes taking place in scholarship and scholarly communication. Institutional Repository (IR), a springboard for disseminating scholarly works in tertiary institutions is one of the recent scholarly communication platforms made possible by the Internet in the 21st century (Bamigbola, 2014). Universities across the globe develop and make enormous use of IRs as a result of the scholarly

communication functions they perform such as registration of students and staff, certification, and archiving of institutional digital content (Crow, 2002; Prosser, 2003).

An IR is a set of services a university offers to members of its community for the management, use, and dissemination of scholarly and intellectual works in a digital format created by the institution (Halder and Chandra, 2012). These materials, among others, include technical reports, e- print, conference proceedings, theses and dissertations, teaching materials, research journal articles, lecture notes, inaugural speeches, normal academic materials, administrative documents, and course notes. IR is an online locus for collecting, preserving, and disseminating the intellectual works of an institution in digital form (Palmer, Teffeau, and Newton, 2008). Pickton (2015) noted that repositories include e-prints or other types of digital works. IR captures the collection, management, and dissemination of the intellectual works of a simple or multi-university community. Institutional necessity led to the development of IR. It was borne out of the need to address the problems of presentation, organization, and dissemination confronting libraries on digital content. Institutional Repository (IR) technologies have transformed the traditional academic library practice, thus upsetting the work culture of librarians (Tapfuma and Hoskins, 2019).

In spite of the numerous benefits students, lecturers and institutions gain from the use of IRs, it is worrisome that there is generally low submission of scholarly works by faculty members. This may be attributable to the low level of awareness and perception of IRs by the faculty members. Some academics do not acknowledge the fact that their scholarly works could be made visible to the world through IRs. It is on this note that this study makes empirical analysis of the awareness and perception of the academic staff of private universities in Nigeria towards the use of IRs. The specific objectives of the study are to: investigate the awareness,

perception, pertinence of the content of IRs, and use of IRs by the academic staff of private universities in Nigeria.

RESEARCH QUESTIONS

The following research questions were raised as a guide to this study

1. What is the extent of awareness of IRs by academic staff of private universities in Nigeria?
2. What is the perception of academic staff of private universities towards the use of IRs?
3. What is the relevance of IRs contents to the needs of academic staff?
4. What is the use of IRs by academic staff?

HYPOTHESES

The following hypotheses were tested in the study

1. There is no significant relationship between awareness and use of IRs by academic staff of private universities in Nigeria;
2. There is no significant relationship between perception and use of IRs by academic staff; and
3. There is no significant relationship among awareness, perception and use of IRs by academic staff.

REVIEW OF RELATED LITERATURE

Awareness of IRs by Academic Staff

Awareness of IR concept, its objectives, merits, and its existence is the primary factor determining the use of the scholarly communication model in open access environment. Scholars such as Christian (2008), Keats (2010), Manjunatha (2011), Manch and Vasudevan (2018) have done extensive works on various aspects of IRs. Bamigbola (2014) conducted a study on attitude and use of IRs by faculty in agriculture disciplines, focusing on the Federal University of Technology, Akure. The study found that there is adequate awareness of IR by faculty members in the School of Agriculture and Agricultural Technology, FUTA, even though the level of

awareness varies. However, most of the respondents have no knowledge of how to deposit their works on the IR of the university. Further study by Bamigbola and Adetimerin (2017) also revealed that most of the lecturers were aware of IRs, and they accessed materials from IRs on a daily and weekly basis. Tiemo and Ebiagbe (2016) investigated the awareness and attitude of lecturers toward establishing institutional repositories in the Niger Delta University, Bayelsa State, Nigeria. It was discovered that lecturers' awareness of institutional repository was high, while most of the lecturers agreed that if the repository is established in the university it will enable them to deposit their work but this will violate the copyright law. A study carried out by Omeluzor (2019) on IRs awareness and willingness of faculty staff to deposit research work, revealed that the majority of the faculty staff in both private and public universities in Nigeria are aware of IRs. Likewise, the study of Ivwighreghweta (2012) disclosed that scholars were overwhelmingly or completely aware of open access and institutional repository existence. Lynch (2003) posited that the development of IRs came into being as a new strategy that enables universities to adopt serious, systematic leverage to accelerate changes taking place in scholarship and scholarly communication. Manch and Vasudevan (2018) conducted a study on awareness of IRs and open access publishing among researchers at the University of Calicut. The results of the study revealed that a large majority of researchers in the university were aware of the concept of IRs and open access publishing. The major factor militating against the researchers from depositing their work in the IRs was that majority of them were not aware of how they could deposit their work in it and a good number of them thought that repository would have low prestige. In a study conducted by Manjunatha (2011) on academic scholars' attitude towards deposit in IRs of Universities in Karnataka, it was found that most of the researchers have little awareness of the IR even though they were interested in contributing their work in the IRs of the university. In a related study, Dutta, and Paul (2014) conducted a study on IRs related

issues among faculty members of the University of Calcutta. The study found that faculty members were aware and willing to participate in IR.

Perception of IRs by Academic Staff

The use of IRs by academic staff is affected by their perception of the technologies. Perception as a sensory experience of the world around us involves both the recognition of environmental stimuli and actions in response to these stimuli. Global Open Access (2013) noted that in spite of the slow recognition of IRs as a viable platform for scholarly communication in universities in Malawi, there is a sustained and positive perception of the use of IRs by academic staff of universities in the country. Okhakhu (2015) research found out that Librarians have a negative perception that lecturers are not fully aware of IR and are not willing to support the project by submitting their intellectual property to the university IR. Akintunde and Anjo (2012), Christian (2008) and Keats (2010) perceived that the use of IRs increases the visibility and adds to the webometric ranking of universities. Crow (2002) opined that though publication by faculty members in scholarly journals could add impact to the prestige of the institutions in which they work, an IR generates greater impact through centralization of research outputs generated by the institution researchers. Through this, the quality of the institutions' academic scholarship, productivity, and prestige could be easily measured.

Nabe (2010) perceived that there should be enhanced use of IRs as they enhance visibility and citation of publications and also foster organizations' research growth. However, evidence abounds that the vast majority of works published by academic IRs are research papers and thesis (Nabe, 2010; Manjunatha, 2011). Research outputs such as theses and dissertations are totally domiciled in individual university libraries to the extent that only very few researchers in the university community that have the knowledge of the existence of the materials can make use of them. A study by Gul, Shah, and Baghwan (2010) identified the experience, attitudes, and

perceptions about the IRs movement of the researchers at the University of Kashmir. The study found that the majority of the respondents (55%) perceived IR journals as useful to publish their work quickly, increase productivity, and increase the citation of a paper.

Bhardwaj (2014) posited that depositing material in an IR depends on the authorization of the university. As such, IRs serve an avenue through which published work of scholars is made available to the academic community. Lynch (2003) acknowledged IRs as important infrastructure for modern scholarship. According to him, the development of IRs surfaced as a new strategy that enables universities to adopt serious, systematic leverage to accelerate changes taking place in scholarship and scholarly communication. Though IRs bring change to established scholarly communication channels, the change is often met with resistance.

Relevance of IRs Contents to the needs of Academic Staff

In many universities around the world, due to the immense relevance of IRs to various stakeholders, especially the professors, there has been a serious campaign for progressive use of IR in our academic environment. The use of IR by academic staff is relevant to the lecturer, the library, the host institution, and society at large. However, the literature has confirmed that institutional repositories are not often used by lectures (Bamigbola, 2021). Adaeze (2020) noted that the benefits of IR for faculty based on the relevance of IRs that has been established in some academic and research libraries were numerous. This includes greater scholarship dissemination and impact, greater professional visibility due to wide dissemination, and greater use of publications (Bamigbola, 2021). Others are the storage and access of a wide range of materials, increased security and long-term preservation of materials, and the presence of a central repository of a researcher's work.

IRs as part of the scholarly communication landscape describes the process of publishing research work. The development of IRs encompasses issues such as preservation, copyright,

intellectual property, and open access (Richardson and Wolski, 2012). IRs as a mechanism for capturing, archiving, and managing the collective digital research works of the institution enables academic staff to have access to high-profile research pertinent to their impending research. However, the discrepancies in methods adopted by universities in facilitating traffic use of their institutional repositories have created a landscape for institutional repositories that is not completely consistent. The motivation for the creation of the IRs determines the extent of their relevance to the intellectual needs of the academic staff.

Even though the vast majority of academics still prefer publishing their scholarly works in books and journals, they usually disseminate their unpublished work more frequently through Open Access, digital outlets. Academics usually present their intellectual works in form of grey literature. These include conference presentations, datasets, supplements to published work, technical reports, and theses and dissertations in electronic format. Academic staff are of the notion that IRs have direct application in ameliorating the communication of their scholarly research. Institutional repositories are an essential part of the channels through which scholarly research is made more visible and accessible for many. This led to the development of the ePrints repository software at Southampton University to manage journal articles, book chapters, conference papers, and particularly postgraduate theses (Pinfield, 2002). Chisenga (2006), commenting on the relevance of IRs pointed out that IRs have the capability to augment the visibility and accessibility, and impact of educational research globally, in addition to preserving and maintaining universities' research output.

Use of IRs by academic Staff

Depositing digital materials such as faculty e-prints, student work, and archival primary sources leads to the development of digital content which has the potential to become the greatest intellectual capital of an institution for the use of staff, majorly the teaching staff

(Lynch, 2003). Bamigbola and Adetimirin (2017) posit that academic staff used materials from IRs to prepare lecture notes and research works. They make adequate use of IRs as they are of the opinion that IRs monitor and control scholarly publications as well as serving as an indicator of the scope and extent of the universities' research activities. Academic staff are of the opinion that IRs have application in ameliorating the communication of their scholarly research such as theses and dissertations, inaugural lectures, speeches, and addresses, lecture notes, articles in journals and textbooks (Pinfield, 2002; Lynch, 2003). This ameliorates their use of the IRs.

The continuous use of IRs by academic staff precipitates on the fact that IRs are one of the best channels for information retrieval for academic staff because it is the gateway to the globe. It allows academics and researchers to create channels of communication and self-expression. Limited access to up-to-date information resources in the different disciplines had been a great challenge to academics and researchers until the development of IRs (Ekhaguere and Obono, 2015). Good research work depends greatly on skill in retrieving current and relevant information. With the availability of IRs, research is no longer complicated as most of the documents to be consulted for research are available in electronic formats like the Internet, online database, OPACs, electronic journals, and electronic books, managed by a university. The use of IR resources encourages collaboration among academics.

METHODOLOGY

The study adopted the descriptive survey research design of correlation type. The study covered the private universities in Southern Nigeria. For convenience, Southern Nigeria was stratified into three geo-political zones. The population of the study is 259 academic staff randomly selected from six selected private universities in the three geo-political zones that make up Southern Nigeria. The population was derived by choosing two universities in each of the three geo-political zones to guarantee appropriate representation of all the zones. The

universities were selected on the basis of ease of accessibility to the researchers. Stratified and convenience sampling techniques were used for the study. The instrument of data collection was a structured questionnaire. Out of 259 copies of the questionnaire administered with the help of two research assistants selected in each zone, 182 were retrieved and found useable, representing a 70.3% response rate. The data generated were analyzed using a statistical tool, SPSS version 21, and presented in Tables.

Presentation of Results

Table I: Questionnaire Administration and Response Rate

Geo-Political Zone	Name of Universities	No. of Questionnaire administered	No. of Questionnaire Returned	Response Rate (%)
South-west	Afe Babalola University, Ado-Ekiti	68	59	86.8
	Joseph Ayo Babalola University, Ikeji-Arakeji	43	34	79.1
South-south	Samuel Adegboyega University, Ogwa	41	24	58.5
	Western Delta University, Oghara	35	21	60.0
South-east	Madona University, Okija	32	21	65.6
	Caritas University, Amorji-Nke, Enugu	40	23	57.5
Total		259	182	70.3

Out of the 259 copies of questionnaire administered for the study, 182 were retrieved and found useable, representing 70.3% response rate. The Table I above reveals the response rate across all the universities covered in the study.

Research Q1: What is the extent of awareness of institutional repositories by academic staff of private universities?

Table II: Extent of Awareness of Institutional Repositories by Academic Staff of Private Universities

Awareness of IRs	SA	A	D	SD	Mean
I am aware that the contents of IRs can be freely accessed	84	84	10	4	3.36
I am aware that the contents of IRs can be saved for future use	81	84	12	5	3.32
I am aware that not all the contents in IRs have been peer reviewed	76	79	16	10	3.20
I am aware of the meaning of institutional repositories	73	80	16	13	3.17
I am aware of the existence of my university institutional repositories	73	73	15	21	3.09
I am aware of the content of the university institutional repositories	46	51	46	39	2.57
I do know the purpose of institutional repositories	23	26	56	77	1.97
I do know the benefit of using institutional repositories	11	17	73	81	1.76
Average Mean					2.81
Criterion Mean					2.50

Table II reveals that the aggregate mean of 2.81 is higher than the criterion mean of 2.50 which means that the academic staff of private universities are aware of the IRs. The result reveals that majority of the respondents with mean value of 3.36 were aware that the contents of IRs can be freely accessed. This is followed by those who were aware that the contents of IRs can be saved for future use with mean value of 3.32. The least are those that indicated that they know the benefit of using institutional repositories with a mean value of 1.76. The responses from the respondents indicated that there is a strong association between awareness and use of IRs by academic staff as they are aware of the content of the university IRs and as well know the benefit of using IRs.

Research Q2: What is the perception of academic staff of private universities about institutional repositories?

Table III: Perception of Academic Staff of Private Universities about Institutional Repositories

Perception of Academic Staff	SA	A	D	SD	Mean
Ease of use	86	84	8	4	3.39
Promotion of visibility of institutions scholarly works	85	82	11	4	3.36
Easy access to institution’s research	81	76	15	10	3.25
Open access to wide range of scholarly work	73	81	14	14	3.17
Enhancement of the research profile of the university	67	74	16	25	3.01
Easy to share intellectual work with the public	67	71	14	30	2.96
Increase in number of times a work is cited	64	67	17	34	2.84
Easy to share work with professional colleagues	63	61	14	44	2.78
Easy navigation	55	54	17	56	2.61
Reliable preservation of digital copy of research in the long term	51	54	17	60	2.53
Possibility of getting feedback and commentary research	51	48	19	64	2.47
Average Mean					2.94
Criterion Mean					2.50

Table III shows that the aggregate mean of 2.94 is higher than the criterion mean of 2.50 which implies that the perception of academic staff of private university towards IRs is positive. Majority of the respondents ($X = 3.39$) perceived that IRs promotes visibility of institutions scholarly works. This is followed by easy access to institution’s research with mean of 3.36. The least of them with a mean of 2.47 was possibility of getting feedback and commentary research.

Research Q3: What is the relevance of institutional repositories contents to the needs of academic staff of private universities?

Table IV: Relevance of Institutional Repositories Contents to the Needs of Academic Staff of Private Universities

Relevance of Institutional Repositories Contents	SA	A	D	SD	Mean
Development of collaborative research	81	97	4	0	3.40
Securing scholarly contribution from colleagues	81	94	6	1	3.40
Response to requests from faculty	79	95	7	1	3.39
Participate in the scholarly communication process	75	98	6	3	3.35
Making useful contacts with experts	70	95	11	6	3.26
Boost researchers' image within the university	67	97	12	6	3.24
Preservation of scholarly materials	67	97	8	10	3.21
Getting financial benefits	61	90	16	15	3.08
Response to administrative interest	43	91	30	28	2.93
Average Mean					3.25
Criterion Mean					2.50

Table IV reveals that the average mean of 3.25 is higher than the criterion mean of 2.50 which implies that the contents of IRs are very relevant to the needs of the academic staff of the university. The majority of the respondents with a mean of 3.40 espoused that IRs are relevant in the development of collaborative research. This was followed by those who claimed that IRs are relevant in securing scholarly contributions from colleagues. The least with a mean of 3.25 represents those who viewed the relevance of IRs in the area of response to administrative interest. The respondents indicated that the contents of IRs are very relevant in the development of collaborative research, securing scholarly contributions from colleagues, participation in the scholarly communication process, and preservation of scholarly materials.

Research Q4: What is the extent of use of institutional repositories by academic staff of private universities?

Table V: Extent of Use of Institutional Repositories by Academic Staff of Private Universities

Use	VHE	HE	LE	VLE	Mean
Sourcing for materials for research works	84	91	5	2	3.41
Development of collaborative research	81	91	7	3	3.37
Writing of articles	77	97	4	4	3.36
Participation in scholarly communication process	76	98	3	5	3.35
Writing of textbooks	73	95	7	7	3.29
Preparation of lecture notes	73	92	7	10	3.25
Citing and referencing scholarly works	69	77	16	20	3.07
Preservation of scholarly materials	67	67	19	29	2.95
Preparation of conference papers	67	61	19	35	2.88
Writing of speeches and addresses	62	53	23	44	2.73
Preparation of inaugural lecture	49	48	24	61	2.47
Average Mean					3.10
Criterion Mean					2.50

Table V reveals the extent of use of IRs by academic staff of private universities. With the average mean of 3.10 which is greater than the criterion mean of 2.50, it can be concluded that the extent of use of IRs by academic staff is high extent.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between awareness and use of institutional repositories by academic staff of private universities

Table VI: Relationship between Awareness and Use of Institutional Repositories by Academic Staff of private Universities

		Awareness	Use
Awareness	Pearson Correlation	1	.545**
	Sig. (2-tailed)		.000
	N	182	182
Use	Pearson Correlation	.545**	1
	Sig. (2-tailed)	.000	
	N	182	182

** . Correlation is significant at the 0.05 level (2-tailed)

From Table VI, Pearson Product Moment Correlation Coefficient $r = 0.545$. Since, the significant value (Sig.2-tailed) is 0.000 (which is less than 0.05), it can therefore be submitted that there is a significant relationship between awareness and the use of IRs by the academic staff of private universities. The null hypothesis is therefore rejected. This implies that an increase in awareness of IRs may lead to a corresponding increase in the use of IRs by the academic staff.

Hypothesis 2: There is no significant relationship between perception and use of institutional repositories by academic staff private universities

Table VII: Relationship between Perception and Use of Institutional Repositories by Academic Staff of Private Universities

		Perception	Use
Perception	Pearson Correlation	1	.538**
	Sig. (2-tailed)		.000
	N	182	182
Use	Pearson Correlation	.538**	1
	Sig. (2-tailed)	.000	
	N	182	182

** . Correlation is significant at the 0.05 level (2-tailed)

From Table VII, Pearson Product Moment Correlation Coefficient $r = 0.538$. Since, the significant value (Sig.2-tailed) is 0.000 (which is less than 0.05), it can therefore be submitted that there is a significant relationship between perception and use of IRs by the academic staff of private universities. The null hypothesis is therefore rejected. This implies that a positive perception of IRs may lead to a corresponding increase in the use of IRs by the academic staff.

DISCUSSION

The study revealed that academic staff of private universities are aware of the existence of IRs. This finding is in agreement with Ivwighreghweta (2012), Bamigbola (2014), and Bamigbola and Adetimerin (2017) that academic staff have awareness of IRs and this informs their use of the technology. Adedimeji and Adekoya (2019) succinctly espoused that the awareness of IRs as “a network of information where all types of electronic information resources such as e-books, e-journals, e-magazines, archives, and manuscripts are stored and can be accessed in an institution” facilitates the use of the technologies. The finding of this study is also in conformity with a study by Manch and Vasudevan (2018) reported that the vast majority of researchers in The University of Calicut are aware of the concept of IRs, even though the majority of them have little knowledge of how they could deposit their work in the IRs. However, the finding of this study did not agree with that of Manjunatha (2011) which, in a study of academic scholars’ attitude towards deposit in IRs of Universities in Karnataka, found that a good number of the researchers had little awareness of the IR despite their interest in contributing their work in the IRs of the university.

Concerning the perception of the academic staff of private universities about IRs, this study finds that the perception of the academic staff of private universities towards IRs is positive. There is an agreement between the finding of this study and that of Global Open Access (2013) which observed an unrelenting and optimistic perspective for the use of IRs by academic staff of universities in Malawi despite the leisurely recognition of IRs as a viable medium for scholarly communication. I also conform to the findings of Akintunde and Anjo (2012), Keats (2010), and Christian (2008) which opined that by using IRs, the visibility and add to Webometrics ranking of their universities will increase. A link also exists between the findings of this study and that of Crow (2002) which made it clear that though publication by faculty

members in scholarly journals could add impact to the prestige of the institutions in which they work, an IR generates greater impact through centralization of research outputs generated by the institution researchers. This study found that IRs contents are very relevant to the needs of the academic staff of private universities. The findings agreed with Bamigbola and Adetimirin (2017) who posit that academic staff used materials from IRs to prepare lecture notes and research works. It also corroborates the finding of Gul, Shah, and Baghwan (2010) that the journals in IRs are useful to publish their works quickly thereby increase the productivity and citation of their works. The relevance of IRs in the academic environment has long been appreciated by Lynch (2003) who acknowledged IRs as important infrastructure for modern scholarship. However, the result did not agree with Okhakhu (2015) research which found out that librarian has a negative perception that lecturers are not fully aware of IR.

Also, the study found that the extent of use of IRs by academic staff is of a high extent. This is in line with the findings of Lynch (2003) and Pinfield (2002) that the extensive use of IRs rests on the fact that IRs have appliance in improving the communication of scholarly research such as theses and dissertation, inaugural lectures, speeches, and addresses, lecture notes, articles in journals and textbooks. The responses from the respondents revealed that the academic staff of private universities uses IRs for sourcing materials for research works, development of collaborative research, writing of articles, and participation in the scholarly communication process. The least use is for the preparation of conference papers. These findings are in agreement with the assertion of Halder and Chandra (2012) that the use of IRs includes: provision of open access to intellectual materials, preservation of scholarly material, participation in the scholarly communication process, development of collaborative workspace, and increase in the visibility of the institution.

The positive significant relationship between awareness and use of IRs by academic staff of private universities as revealed in this study corroborates the findings of Bamigbola (2014) who found that awareness of IRs leads to the use of the technologies by researchers. The finding also corroborates that of Manch and Vasudevan (2018) who investigated awareness of IRs and open access publishing among researchers at the University of Calicut found that awareness leads to the use of IRs. Also, the positive relationship between perception and use of institutional repositories by academic staff of private universities found in this study is in agreement with that of Global Open Access (2013) which noted a sustained and positive perception for the use of IRs by academic staff.

CONCLUSION

The global trends in education have shifted towards the massive deployment of IRs in enhancing scholarship and ameliorating the delivery of instructions in the educational environment, especially in private universities. For maximum use of IRs in promoting scholarship, the academic staff must have awareness of IRs and positive perception towards the use of the technologies. In Africa, the academic staff of private universities must have a rethink towards the approaches that have not intensively integrated the use of IRs in dishing out the educational deliverables. Given the importance of IRs in educational activities, it is hard for the academic staff of the university to fully utilize IRs without knowing and also have confidence in the technologies. It is clear from this study that the academic staff of private universities in Nigeria like the rest of Africa, is aware and also has a good perception of the existent and the contents of institutional repositories in their domain. As such, academic staff in developing countries must investigate the contents of IRs and fully deploy them in their academic endeavors.

RECOMMENDATIONS

Based on the findings, it is recommended that:

1. Necessary conferences and capacity-building workshops should be encouraged by the university to create awareness, inform, educate, or train library staff and others on the development and use of IRs.
2. The academic staff should ensure maximum utilization of the IRs for their scholarship and for the progress of the university.
3. The academic staff must acknowledge IRs as a potent tool for the promotion of scholarship and for delivering academic deliverables.
4. Universities should update their IRs and ensure their visibility with a view of providing high Webometric Ranking.

REFERENCES

- Adedimeji, A. A. & Adekoya, C. O. (2019). Attitude of university students towards the use of institutional repositories. *Proceedings of the 3rd International Conference on Big Data Research ICBDR, November 20-22, 2019, Cery-Potoise, France.* <https://doi.org/10.1145/3372454.3372486>
- Adaeze, N. N. (2020). Awareness and use of institutional repository for academic Staff output in tertiary institutions. *International Journal of Library and Information Science Studies*, 6(1), 1-11.
- Akintunde, S. A. & Anjo, R. (2012). Digitizing resources in Nigeria: An overview paper presented at Net Library Seminar held at Protea Hotel Maryland, Lagos on April 11th
- Alemayehu, M. W. (2010). Researchers' attitude to using institutional repositories: A case study of the Oslo University institutional repository (DUO). Master's thesis, Oslo University College, Oslo. https://oda.hioa.no/en/researchers-attitude-to-using-institutional-repositories-a-case-study-of-the-oslo-university-institutional-repository-duo/asset/dspace:1228/Alemayehu_MulukenWubayehu.pdf

- Bamigbola, A. A. (2014). Surveying Attitude and Use of Institutional Repositories (IRs) by Faculty in Agriculture Disciplines: A Case Study. *Procedia - Social and Behavioral Sciences*, 147, 505-509. <https://pdf.sciencedirectassets.com/277811/1-s2.0-S1877042814X00431/1-s2.0-S1877042814040567/main.pdf?X-Amz-Security-Token=AgoJb3JpZ2luX2VjEGQaCXVzLs>
- Bamigbola, A. A. (2021). Awareness, anchor and adjustment factors in the use of institutional repositories by Nigerian lecturers. *IFLA Journal*, 47(2), 182-195. <https://doi.org/10.1177/0340035220983360>
- Bamigbola, A. A. & Adetimirin, A. E. (2017). Evaluating Use of Institutional Repositories by Lecturers in Nigerian Universities. *Information Impact: Journal of Information and Knowledge Management*, 8(3), 83 – 102.
- Bamigbola, A. A. & Adetimirin, A. E. (2020). Assessing Determinants of Perceived Ease of Use of Institutional Repositories by Lecturers in Nigerian Universities. *International Information & Library Review*, 52,107-95. DOI:10.1080/10572317.2019.1662261
- Bhardwaj, R. K. (2014). Institutional repository literature: A bibliometric analysis. *Journal of Science and Technology Libraries*. <https://www.tandfonline.com/doi/abs/10.1080/0194262X.2014.906018>.
- Chisenga, J. (2006). The development and use of digital libraries, institutional digital repositories and open access archives for research and national development in Africa: Opportunities and challenges. <http://repository.uneca.org/bitstream/handle/10855/2597/Bib-21318.pdf?sequence=1>
- Christian, G. E. (2008). Issues and challenges to the development of open access institutional repositories in academic and research institutions in Nigeria. A research paper prepared for the International Research Centre (IDRC) Ottawa, Canada. <http://ssm.com/abstract=1323387>
- Crow, R. (2002). The case for institutional repositories: A SPARC position paper. Washington, DC: *Association of Research Libraries*. <http://www.arl.org/sparc/IR/ir.html>

- Dutta, G. & Paul, D. (2014). Awareness on institutional repositories-related issues by faculty of University of Calcutta. *DESIDOC*, 34(4), 293-297. DOI: 10.14429/djlit.34.5138 (edition).
- Ekhaguere, A. & Obono, J. (2015). User behaviour towards preventive technologies: Examining cross cultural differences between the United States and South Korea. Paper presented at the 13th Annual Cross-Cultural Research in Information Systems Conference (CCRIS).
- Global Open Access (2013). Global open access portal: Malawi. <http://www.unesco.org/new/en/communication-and-information/portalsand-platforms/goap/access-by-region/Africa/Malawi>.
- Gul, S., Shah, T., & Baghwan, T. (2010). Culture of open access in the University of Kashmir: A researcher's viewpoint. *Aslib Proceedings: New Information Perspectives*, 62(2), 210–222.
- Halder, S. N. & Chandra S, (2012). Users' attitudes towards institutional repository in Jadavpur University: A critical study. *International Journal of Management and Sustainability*, 1(2), 45-52.
- Ivwithreghweta, O. (2012). An investigation to the challenges of institutional repositories development in six academic institutions in Nigeria. *International Journal of Digital Library Services*, 2(4), 1 – 17
- JISC (2012). Practice and innovation: Repositories infokit benefits of repository. <http://www.jiscinfonet.ac.uk/infokit/repositories>
- Kathewera, H. F. (2016). The role of an institutional repository in the creation and use of local content by staff and students at Lilongwe University of Agriculture and Natural Resources (luanar), Malawi. (M.Sc. Thesis submitted to Moi University, Eldoret).
- Keats, D. (2010). The SA grid computing initiative: It's all about collaboration and synergy. <http://kim.wits.ac.za>
- Lynch, C. A. (2003). Institutional repositories: essential infrastructure for scholarship in the digital age. *Portal: Libraries and the Academy*, 3(2), 327-336.

- Manch, O. & Vasudevan, T. M. (2018). Awareness of institutional repositories and open access publishing among researchers in University of Calicut. *Journal of Library & Information Science*, 8(1), 43-51. <http://microblogging.infodocs.eu/wp-content/uploads/2018/04/4-IR452-81.pdf>
- Manjunatha, K. (2011). Academic scholars attitude towards deposit in institutional repositories of Universities in Karnataka a study (Master's thesis, Anna University, Chennai) <http://shodhganga.inflibnet.ac.in/handle/10603/14547>
- Nabe, J. A. (2010). *Starting, strengthening, and managing institutional repositories: A how-to-do-it-manual*. New York: Neal-Schuman Publishers.
- Okhakhu, D. (2015). Librarians' Perception of Lecturers' Awareness as a Factor Influencing the Development of Institutional Repository in Public Universities in South-West Nigeria. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2659199
- Omeluzor, S. U. (2019). Institutional repository (IR) awareness and willingness of faculty staff to deposit research work: A study of faculty staff in selected public and private university in Nigeria. <https://www.scirp.org/journal/PaperInformation.aspx?PaperID=64987>
- Palmer, C. L., Tefteau, L. C., & Newton, M. P. (2008). Strategies for institutional repository development: A Case study of three evolving initiatives. *Libraries Trend*, 5.
- Pickton, F. (2015). The citation advantage of Open Access articles. *Journal of the American Society for Information Science and Technology*, 59(12), 1963-1972. <http://dx.doi.org/10.1002/asi.20898>
- Pinfield, S. (2002). Creating institutional e-print repositories. *Serials*. 15, 261-264. <http://eprints.nottingham.ac.uk/64/> [Google Scholar][Crossref]
- Prosser, D. C. (2003). Scholarly communication in the 21st century – The impact of new technologies and models. *Serials*. 2, 163-167
- Richardson, J. & Wolski, M. (2012). The importance of repositories in supporting the learning lifecycle. *Proceedings of ICERI2012 Conference, 19th-21st November 2012, Madrid, Spain*.

- Safdar, M. (2021). Creating Institutional Repository in Libraries: The DSpace Experience in Pakistan. *Library Philosophy and Practice (e-journal)*, 5597.
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=10320&context=libphilprac>
- Tapfuma, M. M. & Hoskins, R. G. (2019). Open science disrupting the status quo in academic libraries: A perspective of Zimbabwe. *The Journal of Academic Librarianship*, 45(4), 406-412.
- Tiemo, P. A. & Ebiagbe, J. E. (2016). Awareness and attitude of lecturers toward establishing institutional repository in Niger Delta University, Bayelsa State, Nigeria. *Information and Knowledge Management*, 6(6).
<https://iiste.org/Journals/index.php/IKM/article/view/31031>
- Yeates, R. (2003). Over the horizon: Institutional repositories. *VINE: The Journal of Information and Knowledge Management Systems*, 33(2), 96-99.