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**CHALLENGES OF LECTURERS IN THE USE OF INSTITUTIONAL REPOSITORIES
IN UNIVERSITY LIBRARIES IN SOUTH EAST, NIGERIA**

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Abstract

This research work studied the challenges of lecturers towards the use of institutional repositories (IRs) in university libraries in South East, Nigeria. A descriptive survey research design, the population of the study was 167, 32 and the sample size was 305 lecturers respectively. Structured questionnaire was the instrument for data collection; the data collected were analyzed using SPSS, tables and frequency counts. The most used materials in the institutional repositories by lecturers are journal articles, theses and dissertations e.t.c but some find institutional repositories difficult to access and use them. Based on the study it was recommended among others that librarians should use familiar keywords while organizing the institutional repositories for easy access and use of the content.

Keywords: Institutional Repositories, University libraries, Dspace Software, Lecturers, South East Nigeria

Introduction

A university is incomplete without a library; no university can exist without a library since the university is established to promote teaching and research for undergraduates, post graduates, teaching staff, research fellows and for community development services (Ugwuona, 2012). A university library is an indispensable part of the university and university education; it works like an axis of all educational and research activities in all disciplines. An institutional repository is a set of services offered by a university or group of universities to members of its community for the management and dissemination of scholarly materials in digital format created by the institution and its community members, such as e-prints, technical reports, dissertations, data sets and teaching materials (Markey, 2013). It is a means for institutions to manage the digital scholarship their communities produce, maximize access to research outputs both before and after publication and also to increase the visibility and academic prestige of both the institution and the authors (Ashworth, 2010).

Recently, academic institutions have been grappling with how to manage the digital intellectual output they produce including journal articles, conference papers, reports, thesis and dissertations, teaching materials, artwork, research notes and research data. Also the escalating cost of online journals prohibit subscription, it is becoming more unrealistic and challenging for libraries to subscribe to all or even most of the online academic journals (Warren, 2013). Clearly, technology has made it easy to create, store and access digital materials and in response to the above mentioned conditions, academic libraries mostly use a research project titled DSpace to

build a stable and sustainable long-term digital storage repository that provide an opportunity to explore issues surrounding access control, rights management, retrieval, community feedback and flexible publishing capabilities (DSpace project, 2012).

Of utmost importance for the effectiveness of the job of lecturers are Institutional Repositories and other information resources. The availability of resources is not coterminous with accessibility to resources, even when these resources are available, empirical evidence have shown that this does not necessarily guarantee access to such resources (Ukwoma, 2013). The awareness and use of institutional repositories by lecturers especially in developed countries is highly commendable (Barley, 2011).

Statement of the Problem

Institutional repositories if properly developed advances a surprising number of goals, and addresses an impressive range of needs. Institution repositories provide open access to institutional research output by self-archiving it. It also creates global visibility for an institution's scholarly research by collating the content in a single location. They give opportunity to faculties and research scholars from universities to freely publish and facilitate open access to the results of their research activities. If lecturers have challenges accessing and using institutional repositories, it would retard growth in research, scholarly communication, academic collaboration, strategic alliances, teaching and learning.

Despite the importance of institutional repositories and also the danger inherent on lecturers' continued difficulty in using institutional repositories, no study seems to have been carried out on their challenges with particular reference to universities in the South East, Nigeria. Therefore, the problem of this study put in question form is: what are the challenges of lecturers

in the use of institutional repositories in university libraries in South East, Nigeria and what are the strategies for overcoming the challenges and enhancing their use?

Research Questions

The following research questions were formulated to guide the study

1. What is the nature of the institutional repositories in the three university libraries in South East Nigeria?
2. What is the extent of use of institutional repositories by lecturers in the university libraries?
3. What is the perception of lecturers towards institutional repositories in the university libraries?
4. What is the extent to which their perceptions have affected the use of institutional repositories in the three university libraries?
5. What are the challenges associated with the use of institutional repositories in the university libraries?
6. What are the strategies for enhancing the use of institutional repositories in the three university libraries in South East, Nigeria?

REVIEW OF LITERATURE

Conceptual Framework

University based institutional repositories manage, disseminate, and pre-serve where appropriate, digital materials created by the institution and its community members (Lynch, 2011). It is a means for institutions to manage the digital scholarship their communities produce, maximize access to research outputs both before and after publication and also to increase the visibility and academic prestige of both the institution and the authors (Ashworth, 2010). According to Pinfield, (2012) institutional repository is a digital archive of the intellectual

product created by the faculty, research staff and students of an institution and accessible to end users both within and outside of the institution with few, if any, barriers to access. In other words, the content of an institutional repositories are: institutionally defined, scholarly, cumulative and perpetual and open and interoperable.

Theoretical Framework

This study is anchored on the Critical Theory of Open Access by German-Jewish intellectuals (1923). Critical theory is considered very useful to this study as it helps to view emerging forms of library advocacy and activism against the encroachment of techno-capitalist logics, with the open access movement as an example. Critical theory consciously links open access advocacy in libraries to other movements which challenge restrictions on access to information. Thus, libraries can be envisioned as active shapers of technology for democratic and progressive ends.

Review of Empirical Literature

Oguz, & Assefa, (2014) studied faculty members' perceptions towards institutional repository at a medium-sized university in South East Nigeria. They found out that faculty members' perception of institutional and willingness to contribute to the institutional repositories were closely associated with scholarly productivity rather than prior knowledge of and experience with institutional repositories.

Manjunatha and Thandavamoorthy (2011) compared the attitudes and behaviors of academics from different disciplines towards depositing their work in institutional repositories in universities in Karnataka, India. The findings indicate that the number of humanities documents in institutional repositories is currently far lower than that in STM disciplines. Some of the

recommendations which were made were that all universities have to take a policy decision for setting up of open access institutional repositories in their respective institution. So many

METHODOLOGY

The design of this study was descriptive survey. Multi stage sampling technique was adopted for the study. The population of the study was 167, 32 and the sample size 305 lecturers were sampled. The data collected using questionnaire were analyzed using SPSS, and frequency counts & the data collected were analyzed and presented using mean, percentage & tables for clarifications.

RESULTS AND DISCUSSION

Research Question 1: What is the nature of use of the institutional repositories in the three university libraries in South East Nigeria?

Table 1: Mean scores of the respondents on the nature of use institutional repositories in the libraries

S/N	Items	UNN		EBSU		FUNAI		Overall		Rank	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Dspace is the software used in organizing the institutional repository	3.6	0.81	3.5	0.51	3.5	0.52	3.20	0.92	1 st	A
2	Only the professionals and para-professionals are allowed to work on the institutional repository	3.5	3.57	3.33	0.61	3.02	0.49	2.92	0.88	2 nd	A
3	Institutional repository has increased the visibility and prestige of the library	3.4	.90	3.0	0.83	2.9	0.77	2.30	0.79	3 rd	A
4	It enhance academic and research work of staff in the university	3.0	.76	3.0	0.82	2.8	0.66	2.15	0.55	4 th	A
5	There are always functional internet access to carry out the project	1.88	0.70	1.5	1.03	1.6	1.34	1.98	0.98	5 th	R
6	Constant power supply to facilitate use	1.92	0.68	1.70	0.48	1.89	1.31	1.88	0.91	6 th	R
	Grand mean	2.60		2.12		2.14		2.28			

Based on the findings, Dspace is mostly the software used in organizing and uploading contents in the institutional repositories. This is in line with Nathan, (2010) who opined that among the three popular software used in developing institutional repository which are Fedora, Eprint and

Dspace; Dspace is the most used in some academic libraries because of its simplicity and economical in nature.

Research Question 2: What is the extent of use of institutional repositories by lecturers in the university libraries?

Table 2: Mean scores of the respondents on the extent of use of institutional repositories by academics.

S/N	Items	UNN		FUNAI		EBSU		Overall		Rank	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Journal articles	3.31	.68	3.57	.50	3.50	.50	3.40	.61	1 st	VHE
2	Theses and dissertations	3.59	.66	1.29	.46	3.41	.78	3.29	.97	2 nd	HE
3	Books	2.76	.63	3.50	.64	3.10	.69	2.95	.69	3 rd	HE
4	Faculty/departmental journals	2.97	1.15	1.89	.79	2.73	1.10	2.78	1.14	4 th	HE
5	Book chapters	3.01	.70	3.32	.48	1.67	.47	2.59	.90	5 th	HE
6	Inaugural lecturers	2.21	1.12	1.54	.69	2.39	.83	2.20	1.02	6 th	LE
7	Vice chancellors address	1.70	.63	3.50	.51	2.38	.73	2.12	.87	7 th	LE
8	Working papers	1.73	.85	1.89	.79	2.37	1.03	1.96	.95	8 th	LE
9	Institutional newsletters	2.19	1.11	1.46	.51	1.59	.82	1.91	1.02	9 th	LE
10	Conference/seminar papers	1.71	.68	1.96	.88	2.20	.84	1.90	.79	10 th	LE
11	Conference proceedings	1.74	.72	2.11	.88	1.80	.72	1.80	.74	11 th	LE
12	Institutional annual reports	1.42	.69	1.57	.50	1.61	.65	1.50	.66	12 th	LE
	Grand mean	2.72		1.07		2.27		2.02			

The findings from this research question showed that lecturers access journal articles, theses and dissertations, books, faculty/departmental journals and book chapters more than any other materials. It is in line with Abrizah, (2011) who said that lecturer's access and archive journals, books and departmental/faculty journals in the school website and departmental websites.

Research Question 3: What is the perception of lecturers towards institutional repositories in the university libraries?

Table 3: Mean scores of the respondents on the perception of Lecturers towards institutional repositories in the library.

S/N	Items	UNN		FUNAI		EBSU		Overall		Rank	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	It is important for accessing current information	3.21	.68	3.75	.44	3.47	.50	3.35	.63	1 st	A
2	I find it difficult to access them	3.42	.49	3.04	.58	3.30	.46	3.34	.50	2 nd	A
3	I use it to create a forum to collaborate with colleagues	3.36	.48	3.18	.61	3.31	.47	3.33	.49	3 rd	A
4	It enhance my research activities	3.11	.31	3.61	.50	3.22	.42	3.20	.40	4 th	A
5	Institutional repositories help me in downloading resources from the web for self-development	3.15	.44	3.75	.44	3.08	.27	3.19	.44	5 th	A
6	It detects plagiarism	3.19	.50	1.57	.50	3.37	.59	3.08	.75	6 th	A
7	I use it in fostering collaboration with other colleagues in my field	2.03	.74	3.46	.51	3.30	.46	2.61	.91	7 th	A
8	It provides insight into possible areas of study for future publications	1.85	.78	3.07	.54	3.54	.50	2.55	1.04	8 th	A
9	It is irrelevant to me	3.10	.45	2.86	.36	1.27	.44	2.46	.96	9 th	D
10	It expose academics to other researchers globally	3.12	.33	1.25	.44	1.37	.48	2.33	.97	10 th	D
11	It provides information on relevant research areas	1.38	.66	3.29	.46	3.04	.94	2.14	1.14	11 th	D
12	It has improved my visibility as an academic staff	1.28	.45	2.68	.48	3.10	.52	2.04	.99	12 th	D
13	I use it for recreation	1.19	.40	3.00	.67	1.44	.58	1.47	.73	13 th	D
Grand mean		2.39		2.07		2.27		2.24			

From the findings, it was discovered that the lecturers perceive the use of IR as one that enhances their academic activities. Wu (2012) opined that the positive attitude will enable lecturers in their academic pursuit, publications and the attitude might be influenced by their disposition, age as well as the working experiences.

Research Question 4: To what extent has the perception of lecturers affected their use of institutional repositories in the library?

Table 4: Mean scores of the respondents on the extent to which the perception of lecturers has affected their use of institutional repositories in the library.

S/N	Items	UNN		FUNAI		EBSU		Overall		Rank	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	It has encouraged collaboration with other colleagues in my field	3.86	.35	4.00	.27	3.92	.00	3.90	.31		VHE
2	Creates enabling environment for scholarly publishing	3.25	.43	3.50	.00	4.00	.51	3.53	.50		VHE
3	It expose academics to other researchers globally	3.23	.42	3.46	.40	3.80	.51	3.45	.50		HE
4	It has promoted institutional ranking	2.22	.42	4.00	.49	3.40	.00	2.81	.80		HE
5	I don't consult institutional repository in the library	3.32	.47	3.11	.67	1.42	.63	2.66	1.05		HE
6	It has improved my visibility as an academic staff	1.28	.45	3.50	.50	3.51	.51	2.27	1.20		LE
7	I use institutional repository for my research	1.77	.54	1.39	.60	3.32	.50	2.25	.95		LE
8	I use researches of my colleagues in the library	1.20	.40	3.79	.53	2.91	.42	2.05	1.08		LE
9	My publications are in the	1.21	.41	3.04	.67	1.54	.58	1.52	.76		LE

institutional repository				
Grand mean	3.03	2.51	2.42	2.65

It was discovered that some lecturers don't consult the institutional repositories in the libraries. The finding is in line with that of Dillon and Morris (2012) who cited three factors that influence technology acceptance, including user psychology, information technology designs process, and user perception. Many faculties are unaware of the existence of the institutional repository.

Research Question 5: What are the challenges associated with the use of institutional repositories in the university libraries?

Table 5: Mean scores of the respondents on the challenges associated with the use of institutional repositories by the lecturers in the university libraries?

S/N	Items	UNN		FUNAI		EBSU		Overall		Rank	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	There is no specified copyright and intellectual property rights (IPR) contents	3.21	.68	3.75	.44	3.47	.50	3.82	.42	1 st	A
2	Poor internet access is a hindrance for utilization of the institutional repositories	3.42	.49	3.04	.58	3.30	.46	3.80	.40	2 nd	A
3	The user interface are not user friendly	3.36	.48	3.18	.61	3.31	.47	3.52	.56	3 rd	A
4	Inadequate training to researchers on how to use the repository	3.11	.31	3.61	.50	3.22	.42	3.46	.54	4 th	A
5	It lacks globally accessibility	3.15	.44	3.75	.44	3.08	.27	3.37	.48	5 th	A
6	Epileptic power supply affect the utilization of the institutional repository	3.19	.50	1.57	.50	3.37	.59	3.34	.56	6 th	A

7	Lack of awareness and understanding of the concept of institutional repository	2.03	.74	3.46	.51	3.30	.46	3.20	.40	7 th	A
8	Low bandwidth is a hindrance for effective utilization	1.85	.78	3.07	.54	3.54	.50	2.57	1.04	8 th	A
9	Lack of understanding of the metadata / keywords use in the institutional repository	3.10	.45	2.86	.36	1.27	.44	2.40	.94	9 th	D
10	Members of the academic community are not properly sensitized on the institutional repositories	3.12	.33	1.25	.44	1.37	.48	1.96	1.01	10 th	D
11	It is not relevant	1.38	.66	3.29	.46	3.04	.94	1.84	.96	11 th	D
Grand mean		2.31		2.71		2.27		2.43			

It can be deduced from the findings that poor internet access, the institutional repositories not have been user friendly, inadequate training to lecturers and so on researchers were the major challenges associated with the use of institutional repositories. The findings is in line with the study by Estall and Stephens (2011) they revealed that personality factors such as extroversion and openness to change, experience and training influenced one's attitude to something.

Research Question 6

What are your perceptions on the strategies for enhancing the attitude of lecturers about institutional repositories?

Table 6: Mean scores of the respondents on the strategies for enhancing the perception of lecturers about institutional repositories in the library.

S/N	Items	UNN		FUNAI		EBSU		Overall		Rank	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Functional internet access	3.9	.19	3.5	.50	3.2	.43	3.6	.46	1 st	VA
2	There should be a constant power supply	3.3	.46	3.5	.50	3.6	.47	3.4	.49	2 nd	VA
3	Using of familiar keywords/metadata to enable access or retrieval of institutional contents	3.9	.00	3.2	.44	3.3	.48	3.7	.45	3 rd	A

	by researchers											
4	Designing a user friendly interface to enable retrieval of the documents	3.4	.49	3.2	.41	3.3	.47	3.3	.48	4 th	A	
5	Specifying the copyright and intellectual property rights for the institutional repository contents	3.0	.28	3.1	.35	3.5	.50	3.2	.42	5 th	A	
6	Marketing of institutional repository contents by librarians	3.2	.41	3.0	.37	3.3	.48	3.2	.44	6 th	A	
7	Creating more awareness on how to access and use the institutional repositories	3.1	.36	3.3	.48	3.4	.49	3.2	.44	7 th	A	
8	There should be sensitization of academics by the library management from time to time	3.1	.38	3.3	.48	3.3	.46	3.2	.42	8 th	A	
9	Organizing workshops and conferences concerning the institutional repositories	3.1	.36	3.2	.43	3.2	.40	3.1	.38	9 th	A	
	Grand mean	3.39		3.07		3.27		3.31				

The data in table 6 revealed that all the nine items had an overall mean of 2.50 and above. They are therefore considered acceptable as effective strategies for improving lecturers' perception towards institutional repositories in the libraries.

Recommendations

Based on the results obtained from this study, the following recommendations were made: Librarians should market the institutional repository contents to lecturers and other researchers so as to know what they have, access and use them for their studies and research. There is always need for functional internet access to enable retrieval of the information materials in the web.

Conclusion

This study on the challenges of lecturers on the use of institutional repositories has been considered essential in consonance with the library function as the heart of the university. A university library is an indispensable part of the university and university education; it works like an axis of all educational and research activities in all disciplines. Institutional repositories are veritable resources for achieving this goal, it is pertinent therefore for lecturers to be aware of them and effectively utilize them for their teaching and research.

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