

Building Institution Repository: Awareness, Submission and Use of Institution Repository Among Academic Staff in Nigeria

¹Bassil, Ebiwolate Posigha, Ogoyibo, ²Hannah Onomrobakpo

^{1,2}Nigeria Maritime University Library, Okerenkoko, Nigeria

¹basilpublication@gmail.com Tel. +234 8037792619,

²annogor123@gmail.com Tel. +23408061340647

Abstract

The study aims to investigate the awareness, readiness of submitting research outputs and use of the proposed institution repository in the university library among academics of Nigeria Maritime University Library, Okerenkoko, Delta State. This study adopted descriptive survey design. The population of the study comprised 351 academic staff of the University. The study adopted purposive sampling techniques to selected 120 respondents useful to the study. Questionnaire method was used to elicit data from the respondents. The data collected from the respondents were analyzed using tables, descriptive and inferential statistics. The findings revealed that, the academic staff in Nigeria Maritime University (NMU) have low awareness in the existence of Institutional Repository (IR) in Nigeria universities. The study also shows that academics are ready to submit their research outputs as well utilize the proposed IR in the university library. The study further shows that, there is no significant relationship between awareness and readiness in submitting research works to the IR, but significant relationship exists between awareness and readiness to utilize the proposed Institutional Repository (IR). The study concluded that the academics in NMU are aware of IR in Nigeria universities but, the awareness level is low. However, the academics are ready to submit their research outputs as well use of the proposed institution repository. Arising from the findings some recommendations were made to include: embarking on awareness programmes to enlighten both students, non-teaching and teaching staff on the importance and relevancy of IR in teaching and learning and research; not leave the burden or the responsibilities of enlightenment programmes on the University Library alone as well putting relevant policies to ensure mandatory submission of post-graduate students' thesis or dissertations and staff research works and other relevant working documents in the institution.

Keywords: *Institutional; Repositories; Digital Archive; Visibility; Nigeria*

1.0 Introduction

Institution repository (IR) is an electronic archive that is tailored towards collecting and preserving intellectual outputs of an institution. The main objective of IRs is to create or build a comprehensive record of faculties, researchers and students' intellectual outputs as well provide opportunity to circulate or share the resources within and outside the institution. According to Prosser (2003) cited in Saini (2018), the "emergence of institution repositories (IRs) is a new phenomenon that provides an opportunity for an institution to share its digitized intellectual wealth with the worldwide community of scholar and provide long-term preservation solution". Similarly, other opinion was shared by Saini (2018) when he describes IR as an "online archive of intellectual output created by the faculty and researchers of an institution to enhance the visibility and promote the free access of the research at a single interface".

The increasing pressing need for librarians to share and preserve institution-based research outputs and other digital information resources among researchers, students, faculty members and other groups of information users have resulted to the initiative of building institution repositories in academic libraries in Nigeria and other parts of the world. There is no doubt that, institution repository is the product of librarians' eagerness and willingness to provide access to institution-based research outputs to faculty members, lecturers and students. This laudable initiative over the years has drawn the attention of key stakeholders in education in

Nigeria, particularly Tertiary Education Trust Fund (TETFund) to come up the idea of building institution repositories (IRs) in each of the public academic institutions (Federal and State government owned institutions) as well link all the IRs to a single central IR. Similarly, due to the potentials of IR, several researchers (Saini, 2018; Okiki, Osedo and Okpah, 2020; Fasae and Adekoya, 2021) carried out researches in different aspects of institution repository to strategically position IR for successful and hitch free operation in academic libraries. It is the believe of the researchers that Nigeria Maritime University Library will also benefit from the TeTFund initiative.

Nigeria Maritime University, Okerenkoko was established 2015 by Dr Goodluck Jonathan Ebele's administration to train professional manpower to man the fastest growing blue economy in Nigeria, Gulf of Guinea and the world in general. The Institution is strategically located in the ancient Kingdom of Gbaramatu, in River Escarvos, Delta State, Nigeria. However, the University started academic activities 2018, with three faculties (Faculty of Engineering, Faculty of Environmental sciences and Faculty of Transport and Logistics). The Institution is about graduating her first set of graduates, 2022 academic session. The researchers in their own capacity deem it necessary to sensitized the University Management and the entire University Community of the need to develop an Institution Repository in the University Library.

The awareness, readiness to upload individual research outputs and willingness to make use of the IR, are essential factors to be considered at the planning and as the implementing stage in institution repository (IR) project. As a matter of fact, some lecturers may not be aware of the existence of institutional repository in their former respective institutions. On the other hand, some that are aware may not be willing or ready to upload or submit their research outputs for an institution repository for one reason or the other. There is no gain saying the fact that, unawareness of the existence of IR and unwillingness to upload individual research outputs will negatively impact on the functionality and utilization of institution repositories. In corroboration, Watson (2007) as cited in Lee, Brunett, Vandegrift, Baeg, and Morris, (2015) reported that "some researchers considered the important to share their research outputs, but are not aware of the potentials of IRs and others are not aware of the existence of IRs. The authors, further report that even those who are aware of the existence of institution repositories are not using them (IRs)". In discussing the issue of readiness of submission of research outputs for an IR, Swan and Car (2009) as cited by Saini (2018) suggested mandatory policy for submission of intellectual research output. For effective functioning of IR, a mandatory policy of submission or collecting of research outputs for the IR is very important.

Even with a well-planned step, best articulate policies, best software, etc. use in developing institution repository, the benefits can only be achieved through awareness, readiness to submit individual research outputs and effective utilization. Experience shows that, majority of lecturers in our universities and other higher institutions of learning are not aware of the existence of institution repositories in academic libraries in Nigeria. Therefore, they have no reason of submitting their research outputs to IRs. The consequence of such lack of awareness is low or non-participation of stakeholders in funding, uploading intellectual outputs and under-utilization of the IRs (Ezema & Okafor, 2015). It is support of this experience that this study argued that the institution repository (web-based database) will provides several opportunities to researchers and faculty members, such as enhance scholarly communication, institution visibility, improve teaching/learning, quality research activities, etc. to the higher institutions of learning. It is against this background that this study aims to investigate the awareness, readiness of submitting research outputs, and as well the readiness to make use of the proposed IR in the university library. Particularly, now that the university library management is making

efforts to build a dynamic institution repository to promote intellectual outputs sharing among researchers, preserving intellectual works and promoting the visibility of the institution within and outside the university.

Objective of the Study

The main objectives of the study are to investigate the awareness, readiness of submitting research outputs to an IR, and readiness to use IR in Nigeria Maritime University, Okerenkoko. Therefore, the specific objectives are to:

1. Ascertain the academic staff awareness of institution repository;
2. Establish the readiness of the academic staff in submitting or uploading their research outputs for an institution repository, and
3. Establish the readiness to utilize the institution repository proposed in the university library.

Research Questions

1. Does the academic staff have awareness of institution repository?
2. Are the academic staff ready to submit or upload their research outputs for an institution repository?
3. Are the academic staff ready to make use of the institution repository proposed in the university library?

Hypothesis

Ho1: There is no significant relationship between academic staff awareness and readiness to submit research outputs to an IR.

Ho2: There is no significant relationship between academic staff awareness and readiness to make use of an IR.

2.0 Review of Related Literatures

Several authors have emphatically made series of significant contributions towards the discussion of institutional repositories (IRs) since the inception of the concept and wide adoption in academic institution libraries. These discussions provide bases for clear understanding of the concept, the level of participation among stakeholders, and as well provide opportunities for academic library managements exploit the potentials of IRs. For example, Kumah, Adzadi and Imoro (2018) based on understanding of the concept from their point view described institutional repository (IR) as a collection of digital materials hosted, owned and controlled or disseminated by an institution. As important as institution repository to academic institutions particularly, in sharing intellectual outputs, some lecturers may not aware of institution repository and its benefits due to one reasons or others. As we know, awareness is a matter of important as it determines the level of utilization and adoption of any invention. For the “adoption of IR to be successful and serve its full potentials, it is imperative that its constituents be aware of its existence” (Yang & Li, 2015 as cited in Kumah, Adzadi & Imoro, 2018). Based on the imperativeness of awareness among staff and students in the existence of institution repository, Kochen and Wical (2013) as cited in Kumah, Adzadi and Imoro (2018) stressed that, to be “successful, librarians and institutional repository managers must create awareness which usually involves educating and training of library staff, clients and faculty members on the existence, importance, use and value of the IR in their research activities”.

Similarly, Pinfield, Salter, Bath, Hubbard, Millington, Anders and Jamali (2014) as cited in Abdelrahman (2017), reviewed the worldwide growth of open access repositories, using data collected from the OpenDOAR project. The study revealed that the major challenges affecting both the initial development of repositories and uptake included IT infrastructure, cultural factors, policy initiatives, awareness raising activities and usage mandates. Awareness activities in this context, may not be limited to knowledge of the existence of IR, it also includes lack of awareness of publishing in institutional repositories, and as well the benefits of IRs to individuals and institutions.

For means of creating awareness, Ezema and Okafor (2015) “examined advocacy issues in open access institutional repositories in Nigeria. The authors reported that advocacy is very critical in attracting fund and awareness for institutional repositories in Nigeria and that major advocacy strategies are the use of institutions websites, face to face interaction with target groups, seminars and workshops. The consequence of such lack of awareness is low or non-participation of stakeholders in funding, uploading intellectual outputs and under-utilization of the IRs.

Similarly, Dutta and Paul (2014) investigated awareness on institutional repositories related issues by faculty members of university of Calcutta. The study revealed low rate of participation of faculty members in IR, and lack of awareness and confusion about copyright issues are the known barriers in the faculty participation in it. Based on these findings, it was suggested that at the planning stage, adequate strategies should be put in place to create awareness among stakeholders to increase and sustain high participation.

Similarly, Omeluzor (2014) appraised the awareness and willingness of faculty staff in Nigerian universities to deposit their pre and post research publications in open access institutional repository. Two universities (one private and one public) were systematically selected for the study. The findings revealed that majority of the respondents (52% and 36% from private and public universities respectively) are aware of IR. The findings also shows that the majority (62% and 44% of the respondents in the private and public universities respectively) have published 1 - 10 research publications using materials from IR. While 22% and 26% of the respondents have also published up to 11 - 20 publications using materials published in IR. Unfortunately, despite benefitting from IR, the findings revealed that 88% and 96% of the respondents from private and public universities have not deposited any publication in IR. The researcher, therefore, recommend that awareness of IR in institutions of higher learning must be prioritized and that faculty staff should be encouraged to contribute to IR project as a means of increasing their relevance and visibility.

Alumona (2019) carried out research to ascertain if the postgraduate students of Nigerian universities are aware of institutional repositories in their various institutions, their sources of awareness and what the repositories are mostly used for. The study found a high level of awareness of institutional repositories with librarians being the greatest source of the awareness, and the institutional repositories are mostly used for academic research.

Saulus and Mutula (2019) examined the awareness of the faculty and postgraduate students at the University of Swaziland (UNISWA) of their IR, and also assessed their attitudes to using their IR. The results of the study revealed that most of UNISWA's faculty knew about the existence of the IR, whereas the majority of the postgraduate students were not aware of it. It was established that the most popular sources of hearing about the IR were colleagues, institutional emails, and seminars and/or workshops. The results further revealed that even though the majority of the faculty was aware of the IR, very few contributed their research. The reasons cited for the poor uptake of the university's IR included lack of awareness, few or no publications to contribute,

and no time to access the IR due to heavy workloads. The faculty and postgraduate students also preferred to be assisted by librarians in archiving content in the IR.

Okiki, Osedo, and Okpah, (2020) investigated the awareness level and willingness to submit scholarly works to institutional repositories among selected academia at University of Lagos, Nigeria. The findings showed that majority of the respondents were only aware of the existence of the UNILAG repository through the University circular and visit to the library website. Results also showed that there is a positive attitude towards the IR and its content development. The study recommended the University Library should embark on a massive awareness campaign and advocacy programmes about the university repository and its benefits to the academic community.

Fasae and Adekoya (2021) investigated the awareness and perception of the academic staff of private universities towards the use of institutional repositories in Nigeria. 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.

Kayungi, Ndenje-Sichalwe and Manda (2021) investigated the awareness of institutional repositories (IRs) among academic staff in Tanzania's universities. The study employed descriptive research design and mixed methods approaches. The study was conducted in four institutions: The University of Dar es Salaam (UDSM) Muhimbili, University of Health and Allied Sciences (MUHAS), Sokoine University of Agriculture (SUA) and Saint Augustine University of Tanzania (SAUT). The study found that most of respondents were not conversant with strategies used to collect scholarly works for their universities IRs. Besides, they were not aware of self-archiving practices of their scholarly works in their respective university IRs. The findings further indicate that, institutional websites and academic colleagues are the main sources of information on IRs. The study recommends implementation of diverse marketing strategies and conducting regular training, workshops and seminars to improve awareness, skills and knowledge about IRs among academic staff.

Abdelrahman (2017) conducted a study on use of University of Khartoum Institutional Repository by graduate students. The purpose of the study was to determine use of the institutional repository by the graduate students and to determine their awareness and attitudes towards the University of Khartoum Institutional Repository. Findings from the study showed that master students constituted the majority of the repository users, and that e-books are the most frequent used items. The study revealed that there was low usage frequency.

In addition to awareness, experience shows that the willingness of submitting intellectual outputs to institutional repository also constitute a major challenge to the success of institutional repositories. As a result of the unwillingness of some faculty members to submit their works to an IRs, many institutions, for the success of the IR project have resolved to enforce mandatory policy of submission. This policy made it mandatory for all faculty members and students to submit their research outputs to the managers of the institution repository to be uploaded.

Bamigbola and Adetimirin (2017) examined the level of awareness, frequency of use, preferred archiving method, purpose of use of IRs and challenges of use of IRs among lecturers in Nigeria. The findings revealed

that majority of the lecturers were aware of IRs, they accessed materials from IRs on daily and weekly basis while they deposited their works into IR on annual and bi-annual basis. It was also revealed that lecturers preferred mediated archiving and they used materials from IRs to prepare lecture notes and research works. Fear of copyrights infringement, plagiarism and lack of awareness were major challenges of use of IRs.

Dike and Ukwoma (2017) carried out a study to ascertain the attitudes of academics concerning the utilization of institutional repositories (IRs) in Nigerian universities. The study took the form of a descriptive survey, gathering data from the five Nigerian universities with IRs. The result showed that the universities developed IRs to create a forum for their research, to collaborate with colleagues, and for long-term preservation. Academics have positive attitudes toward the utilization of IRs, and they willingly submit their publications. They believe that publishing works on institutional repositories will improve accessibility to scholarly literature and increase the citation impact of their work.

Okoroma (2018) investigated awareness, knowledge and attitude of lecturers towards institutional repositories in university libraries in Nigeria. The findings revealed that majority of lecturers in Nigeria are either familiar with the term institutional repositories or have very little level knowledge on the aims and objectives of IR and therefore have low disposition to submitting their works.

The above literature review revealed that the concept of IR is not new among researchers in library and information science. Therefore, there is a large number of studies on IR among researchers. These studies centred on copyright, policies, utilization, awareness and willingness of submission of intellectual research outputs. However, the findings have high level of agreement, and as well disagreement. Thus, this study aims to bridge this gap.

3.0 Methodology

This study aims to ascertain the awareness, readiness of submission intellectual outputs and use of institutional repository among staff of Nigeria Maritime University, Okerenkoko, Delta State. The study adopted descriptive survey design. Three research questions and two hypotheses were designed to guide the study. The population of the study comprised all the 351 academic staff of the University. The study used purposive sampling techniques to selected 120 out of the 351 academic staff useful to the study. Questionnaire method was used as tool to elicit data from the respondents. The questionnaires were administered to the lecturers in their respective offices. Out of the 120 questionnaires administered, 95(79.2%) were duly filled and returned, and were used for the study. The data collected from the respondents were analyzed using tables, descriptive and inferential statistics. The mean scores were used to analyzed the research questions. Therefore, items equal or more than 2.5 were regarded as agreed while, items less than 2.5 were regarded as disagreed to the items. In testing of the hypotheses, the data were further subjected to Pearson Product Moment Correlation Coefficient to determine the relationships.

4.0 Results

The results are presented in tables in-line with the research questions and hypotheses as follows:

RQ1: Does the academic staff have awareness of the existence of institution repository in Nigeria universities?

Table I: Presentation and analysis academic staff awareness of Institution Repository in Nigeria Universities

S/N	Questions	SA	A	DA	SDA	Total	Mean
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						Score	Score
1	I understand the concept of Institutional repository (IR)	23 (92)	53 (159)	17 (34)	3 (3)	288	3.0
2	I am aware of the benefits of IR	16 (64)	56 (168)	16 (32)	3 (3)	267	2.9
3	I know Institutional repository existed in some university libraries in Nigeria	21 (84)	57 (171)	12 (24)	2 (2)	281	2.9
4	I only know of IR when I was in my postgraduate study	10 (40)	48 (144)	24 (48)	12 (24)	244	2.5
5	The concept of IR is not new to me as a lecturer	7 (28)	47 (141)	28 (56)	9 (9)	234	2.5
6	I have a very little idea of IR	7 (28)	56 (168)	19 (57)	9 (9)	262	2.8
7	I do not need explanation on what is all about the Institutional repository	11 (44)	55 (165)	19 (57)	7 (7)	273	2.9
8	Institutional repository existed in the institution library where I did my undergraduate	16 (64)	52 (156)	12 (24)	8 (8)	252	2.8
9	Institutional repository existed in few academic libraries in Nigeria	5 (20)	57 (171)	25 (75)	2 (2)	268	3.0
10	I am aware that institutional repository exists in NMU	5 (20)	27 (81)	46 (92)	16 (16)	209	2.2
Grand Mean score							27.5 (2.7)

Source: Field Survey, 2022, Cut off: 2.5; N: 95

The data presented in table I shows that, all the items mean scores of 3.0, 2.9, 2.9, 2.5, 2.5, 2.8, 2.9, 2.8, and 3.0 were greater than the cut-off mean score of 2.50. while, item 10 (2.2) was less than the cut-off mean score. On the whole the total mean score of 2.7 was greater than the cut-off mean score of 2.50. This implies that there that the academic staff in NMU are aware of institution repository. However, the total mean score of 2.7 indicated that the awareness level is relatively low.

RQ2: Are the academic staff ready to submit or upload their research outputs for an institution repository?

Table II: Presentation and analysis of academic staff readiness to submit or upload their research outputs for an institution repository.

S/N	Questions	SA	A	DA	SDA	Total score	Mean Score
1	I am ready to submit my work to an Institutional repository (IR) for uploading and preservation	27 (108)	61 (183)	6 (12)	0 (0)	84 303	3.2
2	I am ready to submit my IR to promote the university prestige and visibility	20 (40)	68 (203)	6 (12)	0 (0)	94 255	2.7
3	There is no need for mandatory policy to submit work	17 (68)	50 (150)	20 (40)	7 (7)	94 269	2.8
4	Even without mandatory policy I will submit my research outputs for uploading	21 (84)	66 (198)	5 (10)	1 (1)	93 293	3.5
5	Submission of intellectual output is my core responsibility as a lecturer	24 (96)	63 (198)	8 (16)	0 (0)	95 310	3.2
6	I want my work to be visible outside my institution	27 (68)	64 (182)	3 (6)	1 (1)	95 257	2.7
7	I don't need to be encourage to submit my work for uploading in IR	20 (80)	58 (174)	13 (39)	4 (4)	95 297	3.1
8	There are a lot of benefits in submitting work to an IR, so I am highly ready to submit my research outputs	21 (84)	64 (182)	8 (16)	0 (0)	93 282	3.0
Grand Mean Score							24.2 (3.0)

Source: Field Survey, 2022

The data presented in table II above shows that, all the items mean scores of 3.2, 2.7, 2.8, 3.5, 3.2, 2.7, 3.1 and 3.0 were greater than the cut-off mean score of 2.50. On the whole, the total mean score of 3.0 was greater than the cut-off mean score of 2.50. This implies that there that the academic staff in NMU are ready to submit or upload their research outputs to an institution repository.

RQ3: Are the academic staff ready to utilize the institution repository proposed in the university library?

Table III: Academic staff of NMU readiness to utilize the institution repository proposed in the university library.

S/N	Questions	SA	A	DA	SDA	Total score	Mean Score
1	I make use of Institutional repository (IR) regularly	13 (52)	38 (114)	37 (74)	4 (4)	92 244	2.6
2	I am aware of the benefits, so I am ready to make use of IR if created in NMU library	24 (96)	57 (171)	8 (16)	2 (2)	91 285	3.1
3	Institutional repositories are very useful to academia	26 (104)	65 (191)	2 (4)	0 (0)	93 299	3.2
4	I am ready to publish my articles in IR of my institution	19 (76)	67 (201)	4 (8)	0 (0)	90 285	3.1
5	IR is one of the easy ways in making our institution visible to academia so, I'm ready to use if made available in NMU library	30 (120)	58 (174)	4 (8)	0 (0)	92 302	3.3
6	I will continue to patronize the use of IR in sharing my research outputs	16 (64)	72 (216)	4 (8)	0 (0)	92 288	3.1
7	I will promote the use of Institutional repository	16 (64)	73 (219)	3 (6)	0 (0)	92 291	3.2
8	I will advocate for the use of IR among lecturers in NMU	20 (80)	71 (213)	1 (2)	0 (0)	92 295	3.2
9	I use IR during my postgraduate programme	13 (52)	54 (162)	20 (40)	4 (4)	91 258	2.8
10	I will make continue to make use of IR because of its ability in preserving and sharing intellectual outputs	23 (92)	60 (180)	9 (18)	0 (0)	92 290	3.1
Grand Mean Score							30.7 (3.1)

Source: Field Survey, 2022

The data presented in table III shows that, all the items mean scores of 2.6, 3.1, 3.2, 3.1, 3.3, 3.1, 3.2, 3.2, 2.8 and 3.1 were greater than the cut-off mean score of 2.50. On the whole, the total mean score of 3.1 was greater than the cut-off mean score of 2.50. This implies that the academic staff in NMU are ready to utilize the proposed institution repository in the university library.

Testing of Hypotheses

H1: There is no significant relationship between academic staff awareness and readiness to submit research outputs to an IR.

Table IV: Pearson Product Moment Correlation Coefficient analysis of the relationship between awareness and readiness to submit research output to an institution repository among academic staff in Nigeria Maritime University, Okerenkoko, Delta State.

	N	Df	Cal. r	Crit. r	Decision
p < 0.05					
Awareness Pearson					
Correlation					
Sig. (2-tailed)					
Submitting of research works Pearson	95	93	0.16	0.195	No significant
Correlation					
Sig. (2-tailed)					
	0.007				

* = Significant at 0.05 alpha level; N = 95

The data presented in table 4 shows that, the calculated r-value of 0.16 is less than the critical r-value of 0.195 at 0.05 alpha levels with 95 degrees of freedom. Hence, the null hypothesis, which states that, there is no significant relationship between awareness and submission of research output to an IR among academic staff in NMU, is accepted. The alternative hypothesis which states that, there is a significant relationship between awareness and readiness of submitting research outputs to an IR among academic staff in NMU is rejected.

Ho2: There is no significant relationship between academic staff awareness and readiness to utilize institution repository (IR).

Table V: Pearson Product Moment Correlation Coefficient analysis of the relationship between awareness and readiness to utilize institution repository among academic staff in Nigeria Maritime University, Okerenkoko, Delta State.

	N	Df	Cal. r	Crit. r	Decision
p < 0.05					
Awareness Pearson					
Correlation					
Sig. (2-tailed)					
Utilization Pearson	95	93	2.5	0.195	Significant
Correlation					
Sig. (2-tailed)					
	0.007				

* = Significant at 0.05 alpha level; N = 95

The data presented in Table V shows that, the calculated r-value of 2.5 is greater than the critical r-value of 0.195 at 0.05 alpha levels with 95 degrees of freedom. Hence, the null hypothesis, which states that, there is no significant relationship between awareness and utilization of IR among academic staff in NMU, is rejected.

The alternative hypothesis which states that, there is a significant relationship between awareness and utilization of IR among academic staff in NMU is accepted.

Discussion of Findings

The study investigates the awareness, readiness of submitting intellectual research outputs and use of the IR among Nigeria Maritime University, Okerenkoko, Delta State. In line with the objectives of the study, research question one seeks to determine the awareness of institution repository among the academics of NMU. The analysis of the data elicited from the respondents revealed that academics have awareness of the existence of institution repositories in Nigeria universities. However, the analysis of the data further shows that the level of awareness among academics is low. This implies that, some of the academic staff are not aware of the existence of institutional repositories in academic institutions in Nigeria. The reason for the low awareness might be the fact that a majority of the academic staff who are graduate assistants and assistant lecturers, and are just starting their lecturing career perhaps, do not have opportunity of making use of IR during their undergraduate and post-graduate programmes. These findings are in agreement with the findings of Omeluzor, (2014), Alumona, (2019), and Okiki, Osedo and Okpah, (2020) which revealed students and lectures awareness of the existence of institutional repositories at different levels. On contrarily, the findings are not in with that of Kayungi, Ndenje-Sichalwe and Manda (2021) finding that shows that academic staff in Tanzania's universities were not conversant with strategies to used and not aware of self-archiving practices of their scholarly works in their respective university IRs.

Similarly, research question two sought to ascertain the readiness of the NMU academics in submitting their research outputs to the proposed NMU library repository. The study revealed that, the academic staff are ready to submit or upload their research outputs into the proposed institution repository in the university library. The finding is in agreement with published research papers showing lecturers depositing their works annual and bi-annual basis, positive attitude towards IR content development and their willingness to submit their publications into IR (Okoroma, 2018; Dike & Ukwoma, 2017 and Okiki, Osedo & Okpah, 2020). However, the finding is contrary to the finding of Okoroma (2018) that reported that, majority of lecturers in Nigeria are either familiar with the term institutional repositories or have very little level knowledge on the aims and objectives of IR and therefore have low disposition of submitting their works.

Furthermore, the study also shows the academics readiness to utilize the proposed institution repository in the institution library. This finding corroborated with some published research papers that reported academic staff awareness and positive perception towards the use of the institutional repositories, IRs contents relevancy to the needs of the academic staff of private universities, and the institutional repositories were adequately used (Dike & Ukwoma, 2017 and Fasae & Adekoya, 2021).

5.0 Conclusion and Recommendation

5.1 Conclusion

Institution repositories provides opportunity for students, faculty members and higher institutions of learning to showcase their research outputs, publishing of research works and as well institution visibility in the academic world. The study, first of its kind, revealed important findings regarding to the awareness, readiness to submit and use the proposed IR in Nigeria Maritime University Library. The study shows that the academics in NMU are aware of IR in Nigeria universities. However, the awareness level is low. In spite of the low awareness, the academics are ready to submit their research outputs and as well make effective use of the

proposed institution repository in the university's library when it is developed. It was also found that, there is no significant relationship between awareness and readiness in submitting to an IR, but significant relationship exists between awareness and readiness to utilized IR. The findings of the study are in agreement with some studies carried out in Nigeria and other parts of the world.

5.2 Recommendations

Arising from the findings, the following recommendations were made:

1. The level of awareness is quite unimpressive regarding to the importance of IR in an academic institution. Therefore, institution's libraries should embark on awareness programmes to enlighten both students, non-teaching and teaching staff on the aims and objectives, importance and relevancy of IR in teaching and learning, research and the visibility of institutions in the global world.
2. The authority or management of the institution should not leave the burden or the responsibilities of enlightenment programmes on the University Library alone as it will justify the huge amount of money spend on building IR. Therefore, the management should ensure that adequate fund is made available for the enlightenment and awareness programmes to achieve effective submission of research works and utilization.
3. The management of the institution and library administrators should as a matter of urgent, put in place the relevant policies to ensure mandatory submission of post-graduate students' thesis or dissertations and staff research works and other relevant working documents in the institution.

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