Perception and Attitude towards the Use of Institutional Repositories of Lecturers in Public Universities in Anambra State

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Abstract

The study investigated the perception and attitude towards *the use of Institutional Repositories (IRs) of public university lecturers in Anambra State. Two research objectives and two research questions guided the study. Two null hypotheses were tested at 0.05 level of significance. Descriptive survey design was adopted for the study. A population of 1,747 lecturers from Chukwuemeka Odumegwu Ojukwu University (both the Uli and Igbariam campuses), and Nnamdi Azikiwe University, Awka was used. Multistage sampling was used to select a sample size of 349 lecturers from the population. The instrument used for data collection was a structured questionnaire, which was validated by three experts, and the reliability was tested using 20 lecturers from Taraba State University, Jalingo. The research questions were answered using mean scores and standard deviation, while the hypotheses postulated were tested at 0.05 level of significance using t-test statistic. Findings from the study revealed among others that; there is a significant difference between the mean rating of male and female university lecturers on the perception of lecturers towards the use of IRs; and no significant difference between the mean ratings of male and female university lecturers on the attitude of lecturers towards the use of IRs in public universities in Anambra State. Based on the findings, it was recommended among others that university management should intensify efforts in creating an avenue to educate the lecturers about IRs to have proper knowledge, perception, and attitude toward the use of IRs.*

Keywords: Institutional Repository, Perception, Attitude, Lecturers, Public Universities

Introduction

Universities are the tertiary institutions in Nigeria with responsibility for equipping people with knowledge and skills to undertake tasks and functions needed for everyday living and employment that are necessary for the transformation of societies. They are established, primarily to support and cater for the teaching, learning, and research activities of the members of the community. Additionally, their function includes; production of texts, certification, generation and dissemination of knowledge in various formats, storage and retrieval of knowledge and community service. To this end, Echezona, Chukwueke**,** Ugwu, and Agbo (2023) submit that the university, through its various arms develops vision, mission, and strategies that serve as a guide for meeting the core functions of teaching, learning, research, and community service. Universities can be publicly owned and managed by the state or the

federal government. They can also be privately-owned and managed by private individuals. The President serves as the Visitor to the federal universities and have the sole responsibility of establishing the Governing Councils of these universities. However, on the other hand, the various State Governors serve as Visitors to the state universities and establish their Governing Councils. However, whosoever assumes the ownership of these universities, they are expected to operate with a full complement of full human and material resources as prescribed and regulated by the National Universities Commission (NUC). Being an institution of higher learning, the university houses both staff and students. The staff of the university falls into the academic and non-academic categories. The academic staff are often referred to as lecturers.

University lecturers are people who teach students in the universities. They are professionals in their various fields of knowledge, and assume ranks ranging from graduate assistants to professors. As a result of their disciplines, the nature of their jobs and promotion requirements, they are expected to have need for current information and research outputs in their chosen profession. This enables them to carry out their duties as lecturers and conduct and report their researches, leading to their promotion at specified intervals. In this respect, the availability, accessibility and utilization of information resources play a vital role in the lives of lecturers as it helps enhance their professional career, promote their research activities, keep up with current developments in their fields of study and to develop competences in their teaching and collaborate with colleagues, among other things. It is very clear that the current deployment of information and communication technologies have left these lecturers with too much information that they are wondering on how to have access to the right information that will further promote their research activities. This is in line with the submission made by Otago (2016) that access to timely and relevant information has remained the major concern of university lecturers, especially, in a bid to progress in their teaching and research responsibilities. To achieve this, some of these lecturers often resort to the use of the library, electronic databases, institutional repositories, and other repositories which are not institutional based such as the Research Gate, Academia platform, and Google scholar. However, the institutional repository (IR) is the main focus of this study, as it assumes a vital role in information generation, storage, preservation and dissemination.

Institutional repositories (IRs) are very important, be it in the open access or closed access. In its definition, Clarke and Kim (2023) remarked that an IR is a set of services offered by a university or group of universities to members of its community or communities for the management and dissemination of scholarly materials in digital format. The IR is created by the institution and its community members, and stocked with materials such as technical reports, theses and dissertations, data sets, and other teaching materials. However, the optimum usefulness of these materials housed in the repository implies they are organized in an openly accessible database with a commitment to long-term preservation. Moreover, some institutional repositories are also used as electronic presses to publish e-journals and e-books free of charge. An example of this among others, is the institutional repository of the University of Nebraska (which is called Library Philosophy and Practice), among other institutional repositories. IRs are part of a growing effort to reform scholarly communication and break the monopoly of journal publishers by reasserting institutional control over the results of

scholarship. To Pratheepan and Jayakananthan (2018), these IRs may also serve as indicators of the scope and extent of the university's research activities, because of its institutionally-defined scope.

As a result of its institutionally-defined scope, Shearer (2017) described IR as digital collections that are meant to preserve intellectual outputs of institutions of learning, with the aim of providing access to scholarly materials without economic barriers that exist in scholarly publishing. Tracing the origin of IR, Crow (as cited in Aghoghovwia and Ekereuche, 2023) submits that the term was coined by Scholarly Publishing for Academic Resources Coalition (SPARC), which defined it as digital collection capturing and preserving the intellectual output of a single or multi-university community. Though identified as a relatively new model for storing research output of a given university or research institute without in-depth research study, the need to embrace it as a factor towards knowledge advancement is imperative. IRs offer open access to educational resources emanating from academic institutions and are vital means of disseminating the wealth of intellectual output of the academics' research and scholarship as widely as possible. Timava (2017) opined that IRs are the most viable means of ensuring the global visibility and impact of Nigerian scholarship as they give room for university lecturers to distribute their works for use by colleagues within their immediate environment and beyond, and in addition, enhance improvement upon existing research work that might have been published. To this end, Olayinka, Ogheneruemu, and Oluwayemisi (2021) see IR as a means for bridging the information divide being experienced by developing countries of the world.

Furthermore, the use of IRs affects the visibility and impact of research output, and also improves the internal communication of research within the university, thereby serving as a tangible indicator of the quality of a university's preservation and dissemination of scholarly output. Rice (2017) earlier reiterated that access to scholarly output is very essential for increase of knowledge that leads to national growth and development. To this end, it is expected that scholarly outputs in higher education institutions should play a vital role in the achievement of goals of their existence. Moreover, there should not be any hindrance that will deter individual researchers from contributing or having access to vital information that promote scholarship in its entirety in the scholarly community. This is where the institutional repositories come in.

However, preliminary observation shows that these repositories were often neglected or partially utilized in some of the higher education institutions. This could be as a result of the lecturers not having proper knowledge of repositories, lack of awareness about repositories, poor perception and attitude towards depositing their creative outputs in the repositories of their institutions. In fact, the non-use of IRs by university lecturers is assumed to be a major concern with the dissemination of scholarship because it negates the essence of research for contributing to development, global knowledge and the carrier progression of the university lecturers. This has often pushed Nigerian universities and its lecturers in a black spot of invisibility when compared with their counterparts in the global North of the world.

Additionally, research and national development form the core mandate of universities while the university lecturers are expected to engage in research and making their intellectual outputs easily accessible. It has become imperative to determine the perception and attitude of university lecturers towards the use of IRs in public universities in Anambra State.

Research Objectives

The study;

1. Examined the perception of lecturers towards the use of IRs in public universities in Anambra State; and
2. Determined the attitude of lecturers in public universities in Anambra State towards the use of IRs;

Research Questions

The following questions guided the study

1. What is the perception of lecturers towards the use of IRs in public universities in Anambra State?
2. What is the attitude of lecturers towards the use of IRs in public universities in Anambra State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance

HO_1: There is no significant difference between the mean ratings of male and female university lecturers in their perception towards the use of IRs in public universities in Anambra State.

HO_2: There is no significant difference between the mean ratings of male and female university lecturers in their attitude towards the use of IRS in public universities in Anambra State.

Literature Review

Institutional repositories (IRs) are considered by Oguz and Assefa (2014); and Clarke and Kim (2023) as a modern trend of communicating scholarly research output of an institution to the world. IRs are digital archives of intellectual items created by the faculty, staff and students of an institution, and is accessible to end users both within and outside the institution (university). IRs hold various kinds of publications, such as pre-prints and post-prints of journal articles, conference papers, research reports, theses, dissertations, softwares, datasets, videos, audios and other scholarly items (Olayinka, Ogheneruemu, and Oluwayemisi, 2021). Idris, Chukwueke, and Mohammed (2023) believe that IRs is an essential infrastructure for modern scholarship, and further argue that the development of IR emerged as a new strategy that allows universities to apply serious, systematic leverage to accelerate changes taking place in open science and scholarly communication. IR in any academic environment is established with a view to increasing visibility, preservation and storage of all types of institutional outputs,

including unpublished literature, support for learning and teaching, and standardization of institutional records and consequently, attracting global recognition (Adam and Kaur, 2019). IR should be seen as a necessity. It should be geared towards enhancing the ability to analyze and keep track of the research performance of institutions. In this way, the intellectual contributions of scholars, especially university lecturers are made available free of charge to the whole knowledge community around the world. Olayinka, Ogheneruemu, and Oluwayemisi went forth to assert that IRs give the opportunity to university lecturers and research scholars from universities to freely publish and facilitate open access to the results of their research activities.

Considering the components and uses of IRs, Bailey (as cited in Kpakiko and Aliyu, 2015) surveyed the diversity of digital materials that can be included in IRs and reports that it a variety of materials produced by scholars from many units, such as e-prints, technical reports, theses and dissertations, data sets, and teaching materials are qualified to be added in IRs. Some IRs are also used as electronic presses, publishing e-books and e-journals, but it may also include other digital assets generated in academic environment, such as administrative documents, course notes, or learning objects. Furthermore, it was observed that the contents of IR is one of the bases for the world university web metrics ranking, as the number of visible research outputs in IR determines the university position in the ranking (Oguz, and Assefa, 2014). Such platform could be a closed or an open-access. However, most IRs are on open access, from which the name Open Access Institutional Repository (OAIR) was derived. Oshilalu (2012) noted that the need for the establishment of IRs is to provide a structure that serves as a criterion for measuring the web ranking of a university through the quality and quantity of research outputs.

. Anenene, Alegbeleye and Oyewole (2017) submit that IRs in any university is a medium through which brilliant researches can be accessed to be applied in moving the society forward socio-economically and technologically. These researches are adequately made public from the ivory towers for the benefit of different segments of the society. It is critical to make the intellectual output of the university available and freely accessible for use. This will not only provide visibility of intellectual output for measuring quality and reputation but it will equally help in expanding the frontiers of knowledge as researchers will find such resources a viable means of building upon existing knowledge (Adam and Kaur, 2021). In their survey, Odell, Palmer and Dill (2017) confirmed that the adoption of the 2008 U.S. National Institute of Health's *Public Access Policy* and the launch of a successful open access journals in health sciences have done much to move the exchange of scholarship beyond the subscription-only model.

However, some health science respondents in a survey conducted in the medical faculty of an urban Health Science Campus indicated uncertainty of the value of recent changes in the scholarly communication system which is the reality on ground showed. Most often, change is viewed with indifference when those affected seem not to agree with it. This has become a norm among members of the society. To crown it all, IRs are online repositories that are publicly accessible without barriers of finance or cost, which content is made up of intellectual outputs of scholars, faculty and researchers, and are generated within a particular institution (university). Furthermore, individuals are allowed to deposit their intellectual outputs and to have unrestricted access to articles in the IRs, without paying for publications access or retrieval fees. The only fee chargeable is the cost of Internet subscription, because they are online platforms.

Nonetheless, most universities adopt IRs as a means of providing better access to research materials to not only its own researchers and faculty but also to a worldwide audience. In addition, the collection and preservation of a university's intellectual output can serve as a tangible indicator of the institution's quality (Aghoghovwia and Ekereuche, 2023), which in turn contributes to its visibility, prestige and public value. Thus, IRs improve university prestige among its peers and contribute to global circulation and access of their intellectual outputs. Notwithstanding its benefits as a means of promoting the prestige and visibility of universities, it is very worrisome to know that the state of IRs in most universities in Nigeria is not encouraging as it cannot be compared with those of their foreign counterparts.

This is as a result of several bedeviling factors relating to the attitude and perception of major stakeholders. In a study by Okoroma (2018) it was revealed that majority of the lecturers in Nigeria are either unfamiliar with the term IR or have very little level of knowledge on the aims and objectives of IR, and therefore have low disposition to submitting their work to be populated in their IRs. Contrarily, the study of Aghwotu and Ebiere (2016) showed that lecturers' awareness of institutional repository was high because they are not totally new to the concept or practice of using the IRs. Going further, Anenene, Alegbeleye and Oyewole (2017) remarked that the level or awareness or knowledge often affects the lecturers' perception and attitude towards the use of the IR.

Oladokun and Bakare (2024) carried out a study on awareness and *use of institutional repository by academic staff in Nigerian universities* that could clarify the above dilema, and reported that while there is a high level of perception among the respondents, majority of the respondents demonstrated low-level comprehension. In addition, the test of hypothesis revealed that awareness has a significant influence on the use of institutional repositories among the respondents. Arilesere and Akinosho (2023) further examined the lecturer's awareness, perception, and utilization of institutional repositories in two universities in Nigeria and reported that there was a positive significant relationship between awareness and utilization of IRs, perception, and utilization of IRs, awareness, and perception of the importance of IRs. In order to make for a clearer understanding of the ideal state of the perception of academic staff towards the use of IRs, Olayinka, Ogheneruemu and Oluwayemisi (2021) investigated academic staff perceptions of institutional repositories as well as academic productivity in universities in South-West, Nigeria and reported that irrespective of the fact that academic staff's productivity and the rate/level of depositing scholarly work in IR is low; the level / degree of usage of materials in IRs as well as the perceived benefits of IR use, is high. On this note, Ammarukleart (2017) investigated factors affecting acceptance and use of institutional repositories in Thailand which showed that inadequate Internet search skills and technical support, were among the factors that constrained depositing research works and use of IRs.

Furthermore, Fasae and Adekoya (2021) investigated the awareness and perception of the academic staff of private universities towards the use of institutional repositories in Nigeria. They reported a positive perception towards the use of institutional repositories. As well, the hypotheses tested revealed that there was a significant relationship among awareness, perception, and use of institutional repositories by academic staff of private universities. This is in addition to the investigation conducted by Onyebinama, Anunobi, and Onyebinama (2020) which revealed that the submission of research output in IRs in private universities was significantly and positively influenced by the gender of lecturers, teaching experience and retrieval of research output and was higher for male lecturers. It further showed that retrieval of research outpust from IR was significantly and positively influenced by submission of research outputs and the qualification of lecturers and was higher for female lecturers.

Regrettably, Anenene, Alegbeleye and Oyewole (2017) unveiled that most of universities in Nigeria have not keyed into the laudable innovation (IRs), majority of the library staff identified licensing agreement, reluctance to deposit and withdrawal services by service providers and issues relating to copyright and intellectual property rights as part of factors responsible for their negative attitude.

Contributing to the literature on the attitude of faculty members towards IRs, Adam and Kaur (2019) investigated the practice of institutional repositories in Nigeria using quantitative exploratory research design. They revealed that most universities only deployed IRs to create global visibility for the scholarly outputs of the concerned institution through which their recognition and prestige can be projected. It went further to indicate that in Nigeria, twenty-five (25) IRs are online and twenty-three (23) IRs registered on both the Directory of Open Access Repositories (DOAR) and Registry of Open Access Repositories (ROAR). Sixteen (16) IRs out of the twenty-five (25) were found to be active. On the other hand, Ukwoma and Dike (2017) argued that the manifestation of negative attitude towards IRs by some university lecturers in Nigerian was not based on their lack of knowledge about IRs but because they lacked the knowledge of its essence and usefulness, which is to make scholarly publications public and to assist in preserving institutional assets. Moreover, they reported that negative attitude and low faculty participation in their university repositories due to confusion and uncertainty about intellectual property issues, as well as their perception of open access content as being of low quality because it seems the near-term indicator in most countries for institutional repositories appears to be open access and people believe that openness is same as low quality. A report released by The Office of Scholarly Communication at the University of California and the California Digital Library scholarship program released in August 2007 as contained in Yang and Li (2015) holds that the issue of ignorance of the existence of IRs has always generated poor and negative attitude by university lecturers towards participation in IRs since only a few percentage of these university lecturers, who are aware and know little about the IRs seemed to be involved in publishing their articles in the institutional repositories repository.

Hahn and Wyatt (2014) believed that most university lecturers were unaware of IRs in their local institutions as well as ignorant of open access (OA) journals and would not want to be part of depositing their researches into the IRs of their universities. Some of these university lecturers also perceived that OA journals were less prestigious and of lower quality thereby, making them afraid that publishing in OA journals could affect their scholarly reputation instead of adding value to their career. Further speaking on the attitude of university lecturers towards IRs, Odell, Palmer, and Dill (2017) asserted that the persistent lack of familiarity with repositories and a very low acceptance rate for depositing research outputs in IRs by the university lecturers based on their negative perception about the platform being prone to abuses and of no value to their professional careers. At the University of Wisconsin–Eau, a small liberal arts university, Kochen and Wical (2013) recorded that faculty did not have a sophisticated comprehension of OA, resulting to a high rate of ignorance of OA by majority of them.

In another development, considering the attitudes and awareness of institutional repositories and open access publishing among university lecturers in Annamalai University, Tamil Nadu, India: Dhanavandan and Tamizhchelvan (2015) posit that university lecturers are responsible for inflow of IR content but their rate of involvement in IRs has become a major issue for its success. This situation is attributed to lack of awareness and confusion about copyright issues, as well as the willingness to participate in it. The university lecturers' attitudes

are considered as more or less positive so the increase in professional visibility could not be predicted. One can therefore, assert that the issue of IRs is no longer a new issue as long as educational institutions are concerned. This is based on the fact that numerous institutions have come to embrace the development brought about by IRs. Consequently, the various literature reviewed and studies analyzed have presented a broader view on the issues of IRs, the attitudes, perception and participation of lecturers, which was concluded as being worrisome and problematic, especially in Nigeria. However, in the course of the review, the researcher discovered that very little or nothing has been done on the perception and attitude of university lecturers towards the use of institutional repositories in public universities in Anambra State, hence, a serious gap in literature exists.

Methodology

The study adopted the descriptive survey research design with a total population of 1,747 consisting of lecturers from Chukwuemeka Odumegwu Ojukwu University (Uli and Igbariam campuses), and Nnamdi Azikiwe University, Awka. A sample of 349 lectures, representing 20% of the entire population was chosen using a multistage sampling technique made of proportionate, purposive and convenience sampling techniques adopted at different stages. Data was collected using a 22-item structured questionnaire which was validated by three experts, two from the Department of Library and Information Science and one from Educational Foundations department all from Nnamdi Azikiwe University, Awka. The instrument was further pilot-tested using 20 lecturers from Taraba State University, Jalingo which is not part of the study area. The coefficient value for internal consistency was obtained using the Cronbach Alpha method to determine the reliability index of the cluster items and cluster A yielded an index of 82, while cluster B yielded an index of .75. Consequently, the instrument was found reliable. The researchers, with the aid of two research assistants administered 349 copies of the questionnaire to the lecturers but only 325 copies were duly completed and returned and were found usable for data analysis. Mean scores and standard deviation were used to answer the research questions. A criterion mean of 2.50 was used to determine the degree of agreement or disagreement with item's response options. This implied that any item that has a mean score of 2.50 and above was considered as agreed while items with mean scores below 2.50 were considered as disagreed. The null hypotheses were tested at 0.05 level of significance using t-test statistic, thus where the p-value is less than 0.05, the null hypothesis was rejected while where the p-value is greater than 0.05, the null hypothesis was accepted

Results and Findings

Research Question 1: What is the perception of lecturers towards the use of IRs in public universities in Anambra State?

Table 1
Mean and standard deviation of the perception of lecturers in public universities in Anambra State towards the use of IRs (n = 325)

S/n	Perception towards IR	SA	A	D	SD	Mean	Std. Dev.	Remark
1	I appreciate that using the IR makes my research visible	59	178	77	11	2.88	0.74	Agreed
2	I realize that using the IR of my institution as an avenue for archiving my articles	102	212	0	11	3.25	0.62	Agreed
3	I understand the IR of my university as a means for a quick information search.	0	248	0	77	2.53	0.85	Agreed

4	I recognize using our IR serves as an avenue for me to conduct my research	0	178	147	0	2.55	0.50	Agreed
5	I appreciate our IR as an environment for quick retrieval of research output	79	158	88	0	2.55	0.72	Agreed
6	I see our IR as an avenue to progress, academically	0	181	144	0	2.56	0.50	Agreed
7	I see using the IR helps in developing my writing skills	0	133	56	136	1.99	0.91	Disagreed
8	I notice that using our IR provides me with a ready avenue to publish my articles and earn marks	0	122	88	0	2.02	0.86	Disagreed
9	I understand that using our IR assists me in obtaining information about my university research work.	122	192	11	0	3.34	0.54	Agreed
10	I see our IR as a platform to attract scholarships	0	97	172	56	2.13	0.68	Disagreed
11	I observe that using our IR is a complete waste of time	11	22	131	161	1.64	0.76	Disagreed
12	I assume using the IR as a necessity for my lecturing job	0	22	303	0	2.07	0.25	Disagreed
	Total					**2.46**	**0.66**	**Disagreed**

Result presented in Table 1 shows the mean and standard deviation on the perception of lecturers towards the use of IRs in public universities in Anambra State. The result shows that the majority of the lecturers in public universities in Anambra State agreed with items 1, 2, 3, 4, 5, 6, and 9. They disagreed with items 7, 8, 10, 11, and 12. The cluster means of 2.46 implies that the majority of the lectures in public universities in Anambra State were disagreed on their perception about that is, they had a negative perception about the use of IRs in public universities in Anambra State. The standard deviation results show homogeneity in the respondents' ratings (0.25-0.91).

Research Question 2: What is the attitude of lecturers in public universities in Anambra State towards the use of IRs?

Table 2
Mean and standard deviation of the attitude of lecturers in public universities in Anambra State towards the use of IRs (n = 325)

S/n	Attitude towards IR	SA	A	D	SD	Mean	St. Dev	Remarks
13	I strongly support the depositing of all our research outputs in our IR	156	158	11	0	3.45	0.56	Agreed
14	I often deposit my articles in our IR	0	258	56	11	2.76	0.50	Agreed
15	I always conduct research without using our IR	67	258	0	0	3.21	0.41	Agreed
16	I often refer my students to our IR	122	136	67	0	3.17	0.75	Agreed
17	I always rely on using our IR to develop my writing skills	0	20	246	59	1.88	0.50	Disagreed
18	I fall back to IR when looking for where to publish my articles	0	97	258	0	2.30	0.46	Disagreed
19	When I require information about my university research work, I go to our IR	29	229	67	0	2.88	0.53	Agreed
20	I feel bored using our IR	11	0	170	144	1.62	0.66	Disagreed
21	I often engage in research seeking ways to promote the acceptance and use of IR in our university	0	119	189	17	2.31	0.57	Disagreed
22	I go to our IR when I have exhausted other options for conducting research	11	97	217	0	2.37	0.55	Disagreed
	Total					**2.60**	**0.55**	

Table 2 presents the mean and standard deviation on the attitude towards the use IRs of lecturers in public universities in Anambra State. It shows that majority of the lecturers agreed with items 13, 14, 15, 16, and 19. They further disagreed with items 17, 18, 20, 21, and 22. The cluster mean of 2.60 shows that majority of the lecturers agreed, had a positive attitude towards

the use of IRs in public universities in Anambra State. The standard deviation results show homogeneity in the respondents' ratings (0.46-0.75).

Hypothesis 1: There is no significant difference between the mean ratings of male and female university lecturers on their perception towards the use of IRs in public universities in Anambra State.

Table 3
T-test summary on the significant difference in the mean rating of male and female university lecturers in their perception towards the use of IRs in public universities in Anambra State

Sources of variance	N	Mean	SD	Df	Sig. value	p-value	Decision
Male	172	2.55	0.32				
				323	0.00	0.05	Significant
Female	153	2.42	0.30				

Table 3 shows the t-test summary on the significant difference in the mean rating of male and female university lecturers on their perception towards the use of IRS in public universities in Anambra State. From the analysis, the significant value is less than the p-value (.00<0.05), hence the null hypothesis is rejected. This implies that there is a significant difference between the mean ratings of male and female university lecturers on their perception towards the use of IRs in public universities in Anambra State. Thus, male lecturers perceive IRs to be useful more than their female counterparts.

Hypothesis 2: There is no significant difference between the mean ratings of male and female university lecturers in their attitude towards the use of IRs in public universities in Anambra State.

Table 4
T-test summary on the significant difference in the mean rating of male and female university lecturers on the attitude of lecturers towards the use of IRs in public universities in Anambra State

Sources of variance	N	Mean	SD	Df	Sig. Value	p-value	Decision
Male	172	2.58	0.22				
				323	0.23	0.05	Not significant
Female	153	2.61	0.23				

Result in Table 4 shows the t-test summary on the significant difference in the mean rating of male and female university lecturers on the attitude of lecturers towards the use of IRs in public universities in Anambra State. From the analysis, the significant value is greater than the p-value (.23>0.05), hence the null hypothesis is not rejected. This implies that there is no significant difference in the mean rating of male and female university lecturers on the attitude of lecturers towards the use of IRs in public universities IN A nambra State.

Discussion of Findings

This study showed that majority of the lecturers in public universities in Anambra State exhibit different perceptions towards the use of IRs in public universities in Anambra State. In alignment with this, Ammarukleart (2017) reported the issues of the absence of users' acceptance to be the major issue hindering the use of IRs in Thailand. He further reported that university lecturers, who are one of the major stakeholders in the use of IRs, being both contributors and beneficiaries are not intentionally participating in its development as expected.

On this note therefore, the study recommended university-based IRs. Oshilalu (2012) also reported a negative perception of majority of the academic staff in Nigerian universities towards IRs. In his study he hinted that majority of these academic staff showcased ignorance of the existence of repositories and pointed this as a major factor affecting their perception of repositories.

This present study in its findings highlighted varied perception but more on a disagreement of the lecturers with statements that indicated that IRs: support the development of their writing skills, used as an avenue to publish their articles and earn marks, as a platform to attract scholarship, using the IR as a waste of time, and the IR being a necessity for their lecturing job. These aligns with the findings of Nunda and Elia (2019) who reported that while Tanzanian lecturers demonstrated positive perception about institutional repositories, many of them lacked the actual knowledge about the use of institutional repositories. Only 17% of the lecturers rated their knowledge of the use of institutional repositories as highly adequate while 34% rated their knowledge level as 'averagely adequate'. About 27% of the lecturers rated themselves 'barely adequate while 22% reported that their knowledge of institutional repository was 'not adequate'. This was reflected in their pattern of use of institutional repositories, as it was reported that the library often found it difficult to convince the lecturers to deposit their research outputs in the institutional repositories.

Moreover, the finding of this study contradicts that of Arilesere and Akinosho (2023) who reported a weighted average of 2.97 which can be rated as 61.6%, which implied that the lecturers have positive perception about IRs as opposed to the 2.47 and 0.66 recorded in the present study which showed a negative perception. The positive perception in the reviewed study stemmed from the fact that majority of the lecturers agreed that IR provides an alternative opportunity to that of the expensive journal subscription that makes access to published materials extremely difficult (mean = 2.79); IR serves as medium of centralization, storage and long term preservation of all types of institutional outputs (mean = 2.80): IRs are designed to achieve the needs and goals of the institution and not necessarily for the lecturers (mean = 2.62) and IR benefits the end-users (mean = 2.47). In the same vein, the study of Fasae and Adekoya (2021) reported an aggregate mean of 2.94, which is higher than the criterion mean of 2.50. This implies that the perception of academic staff of private university towards IRs is positive. It showed that majority of the respondents (X = 3.39) perceived that IRs promotes visibility of institutions scholarly works, that IRs facilitated easy access to institution's research(mean = 3.36), lastly IRs offered possibility of getting feedback and commentary research(mean = 2.47) The contradictions observed in the studies of Arilesere and Akinosho (2023) Fasae and Adekoya (2021) and could be assumed to be as result of variation in time and geographical scope between these studies and the present study.

In answering research question 2, this study reports that majority of the lecturers agreed on certain positive attitudes of lecturers towards the use of IRs in public universities in Anambra State in the aspects of supporting the depositing their research output in IRs, depositing their articles in IRs, referring their students to the IR, and using the IR to obtain information about the university. This contradicts the findings of Jayakananthan and Jeyaraj (2023), which reported that academic staff did not deposit their research work into institutional repository on a regular basis since the vast majority of them were not aware of how to deposit their works into the repository. On the other hand, the study of Nwokedi (as cited in Jayakananthan, and Jeyaraj, 2023) also revealed that faculty members in the University of Lagos and the University of Jos expressed fear with regards to depositing their research output as a result of issues related to copyright and publisher's policies, fear of plagiarism and technical barriers. In spite of this,

Alemayehu (as cited in Nunda, and Elia, 2019) showed that in the Oslo University's institutional repository (DUO) majority of the researchers were interested in depositing their research work in the IR. Consequently, it could be deduced from these studies that both lecturers in public universities in Anambra State, Nigeria, a developing country and in Oslo a developed nation, the university researchers were interested in depositing their research outputs in the institutional repositories. This is in contrast to the findings of Jayakananthan and Jeyaraj (2023) which indicated that faculty members of universities in developing nations like University of Lagos and University of Jos in Nigeria, are afraid of depositing their research outputs in IRs.

The study revealed a positive perception towards the use of IRs by lecturers in public universities in Anambra state as they agreed to the perceptions towards the use of IRs. However, this perception is in the favour of male lecturers, as reported from the test of hypotheses. More so the study established that there is a positive attitude towards the use of IRs by lecturers in public universities in Anambra State.

Conclusion

It is proper to note that the concept of IRs is no longer a novelty in the academic environment, especially in public universities in Anambra State. This might be the reason why the public universities in the state have well-established institutional repositories. Consequently, the importance and perceived usefulness of IRs have been revealed from different perspectives, which include assists in making researches and research output visible, provides an avenue for the lecturers and other category of users to archive their articles, making information searching and retrieval very easy as well as providing an avenue access to effective and efficient researches.

Other importance of the IRs could be seen in the areas of enhancing academic visibility of the author, making for easy retrieval of information and research findings and data sets, for the users among other numerous benefits both to the authors, the researches, the institution, and community at large. While the IRs are perceived to be highly useful, the perception about the knowledge of IRs is high, the attitude of lecturers towards the use of these repositories should not be considered as an issue of less concern. The aspect of use of the IRs appears good but there are still areas of low knowledge of IRs among the lecturers. In addition, a preliminary survey has shown that adequate management and proper knowledge of lecturers play a great role in the functionality and utilization of the IRs because where lecturers do not have the right knowledge about the use of IRs, they will not use it optimally, either for depositing their research works or for making use of the articles in the IRs for their research or academic work.

Recommendation

Based on the findings and conclusions of the study, the following recommendations were made.

1. University management should intensify efforts in encouraging lecturers to engage in researches that will yield articles to be deposited in the IRs by funding some research, attendance to conferences and publishing articles. The encouragement will translate to better perception of the IRs as the absence of articles in the IRs mars its functionality and utilization.
2. Universities should create an avenue to educate the lecturers about IRs in order to enable them have proper disposition and attitude towards the use of IRs.

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