

# LECTURERS' PERCEPTION OF INTELLECTUAL OUTPUT AND USE OF INSTITUTIONAL REPOSITORIES IN UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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## **Abstract**

The study investigated lecturer's perception of intellectual output and use of Institutional Repositories in universities in South-South, Nigeria. The descriptive survey design was adopted for this study. The population of the study was 3558 lecturers in 3 Federal Universities of the South-South, Region of Nigeria. Simple Random Sampling technique was used to select 10% of the population given, a sample size of 356 lecturers in the universities. Questionnaire was the instrument used to collect data from the respondents. Frequency counts was used to analyze the demographic information of the respondents, statistical mean, standard deviation and Pearson Product Moment Correlation Coefficient were used to answer the research questions and hypothesis respectively. The study found out that the kind of intellectual output lecturers deposit in their institutional Repositories include book chapter, post published research article, full book, conference paper, statistical reports, papers in support of grant application and working paper. The study reaffirmed that lecturers' perception of depositing their intellectual output in Institutional Repositories is high. The study revealed that the extent of use of institutional repositories by lecturers is high. Consequently regular programmes such as training should be organized to encourage lecturers and other researchers within the academic community to deposit their intellectual output for publication in their repositories to boost their visibility and profile as researchers. Also, policies should be formulated by university management to encourage lecturers and other researchers to deposit their intellectual output in their repositories in order to boost their ranking globally among others.

**Keywords:** *Perception, Intellectual Output and Institutional Repositories*

## **Introduction**

In this digital age, Librarians in collaboration with their university management have taken roles in planning and building Repositories thereby fulfilling their professional mandate of collecting, organizing, disseminating, preserving and providing access to information in digital format to Library Users (Drake, 2014).

The New World Encyclopedia (2018) defined an Institutional Repository (IR) as an online locus for collecting, preserving and disseminating in digital form, the intellectual output of an institution particularly a research institution. For a university, this would include materials such as Research Journal Articles, peer

university, this would include materials such as Research Journal Articles, peer reviews and digital versions of thesis and dissertations, but it might also include other digital assets generated by normal academic life. Such as Administrative Documents, Course Notes or Learning Objects (New World Encyclopedia, 2018). Also, Asitikuzzaman (2018) asserted that an IR consists of formally organized and managed collections of digital content generated by Faculty, Staff and Students at an Institution for long time use.

The use of IRs by lecturers in academic institutions is on the increase globally. To buttress this claim. Francke, Gamalielsson and Lundel (2017) posited that since the early 2000s, the IRs have become a common infrastructure in higher education institutions world-wide.

Also Rieh, Jean, Yakel, Markey and Kim (2018) posited that IRs have diverse use, as authors are provided a service which includes long-term presentation and accessibility for their publications readers get access to various types of material, and the institutions benefit from increased visibility for the work produced by their staff and students use of IR involves activities that includes: depositing intellectual works in a Repository or using the intellectual content of a Repository or using the intellectual works in a Repository or using the intellectual content of a Repository to meet a particular information need.

Intellectual deposit (output) can be defined as the process whereby lecturers and other researchers within the academic institution willingly submit their intellectual output for publishing in the IR attached to their academic institution.

Intellectual output emanating from universities be it research journal articles, peer reviews, digital versions of thesis and dissertations, published books to mention but a few are the intellectual property of the researcher responsible for the work in an IR is usually discretionary and the perception of the depositor goes a long way to determine if they would wish to deposit or not. However, depositing of material in an IR is sometimes mandated by that university instructing all lecturers to deposit their published research work for the purpose of boosting their university ranking internationally. In doing this, the library in conjunction with the University Management organize training, talk show, seminars on the benefits of depositing scholarly outputs in the IR of their university.

Williams (2018) defined perception as our recognition and interpretation of sensory information which enable humans to take decisions. Furthermore, Dember, Epstein and West (2018) defined perception in humans as the process whereby sensory stimulation is translated into organized experience for the purpose of this study. Perception would be studied as lecturers views of IR which is reflected in their willingness to deposit in their IR or not because if they perceive it as good they will deposit their intellectual output in their Repository without any much convincing from their university management.

Oshilalu (2012) asserted that the linkage of IR to the internet and the provision of index to the content of Repositories by internet search engines (like [www.websearch.com](http://www.websearch.com) and [www.google.com.ng](http://www.google.com.ng)) make the contents of

every Repository an open directory to everyone that uses the internet to search for scholarly publication. Also Gibbson (2004) identified compelling reasons for why an organization would want to establish an IR including providing an infrastructure for preservation of digital content, lowering the barrier to document distribution, creating a centralized digital showcase in which research, teaching and scholarship can be highlighted and facilitating wider distribution.

Despite the numerous benefits of developing and using IR as pointed out by previous studies on IR (Gibbons, 2004; Oshilalu, 2012). It is pathetic to observe that only four (4) out of the 6 federal universities in South-South, Nigeria have established an “operational” IR. Westell (2006) and Kingsley (2008) argued that the development and use of IR has been shown despite its numerous benefits. The aforementioned factors prompted the need for this study in order to find out lecturers perception of intellectual output in the IR of their university library in South-South, Nigeria.

### **Objectives of the Study**

The general objective of the study is to examine lecturer’s perception of intellectual output and use of Institutional Repositories in federal university in South-South, Nigeria. The specific objectives were to:

- 1) Find out the kind of intellectual output deposited by lecturers in federal universities in South-South, Nigeria.
- 2) Find out lecturers perception of intellectual output in Institutional Repositories.

- 3) Determine the extent of use of Institutional Repositories by lecturers.

### **Research Questions**

- 1) What kind of intellectual outputs are deposited by lecturers in federal universities in South-South, Nigeria.
- 2) What is lecturer perception of intellectual output Institutional Repositories in universities in South-South, Nigeria.
- 3) What is the extent of use of Institutional Repositories by lecturers.

### **Hypothesis**

The null hypothesis was tested in the study at 0.05 level of significance.

- 1) There is no significant relationship between lecturer’s perception of intellectual output and their use of Institutional Repositories in federal universities in South-South, Nigeria.

### **Literature Review**

In an attempt to give a universally acceptable definition to the concept of IR, Ware (2004) reffers to IR as a web-based database (Repository) of scholarly materials which are institutionally defined (as opposed to a subject-based Repository). Ina (2015) posits that beside’s archiving research output, IRs can perform the functions such as knowledge management, research assessment and showcasing an institution’s research output. Understanding the kind of intellectual output lecturers are willing to deposit will help give a clearer picture of their perception and intentions of Institutional Repositories. Patel (2014) asserted that lecturers can deposit the following contents in their Institutional

Repositories, they include: peer reviewed journal articles and conference proceedings, research data, monographs and books, lecture notes and presentations, working papers; research and technical reports; conference proceedings, newsletters and bulletins; papers in support of grant applications' status reports; statistical reports; committee reports and memoranda and technical documentation (Okhakhu, 2015).

Study on Librarian's Perception of Lecturers Awareness as a Factor Influencing the Development of Institutional Repository in Public Universities in South-West, Nigeria, the respondents perceive that lecturers have a negative perception and are not fully aware of Institutional Repository and are also not willing to support the project by submitting their intellectual property to the university Repository. Also Oguz and Assefa (2014) studied faculty member's perception towards Institutional Repository at a Medium-sized university. Application of a Binary Logistic Regression Model, the study revealed that faculty members perceptions towards Institutional Repository at a medium sized university: Application of a Binary Logistic Regression Model. The study revealed that faculty members' perception of IRs and willingness to contribute to the IRs were closely associated with scholarly productivity rather than prior knowledge of and experience with IRs. Those who possessed scholarly materials were significantly more likely to have a positive perception of IRs and therefore were more likely to contribute to IRs than those who did not. Seniority in faculty rank contributed negatively to faculty members'

perception of the repository. Obuh and Bozimo (2012) studied awareness and use of open access scholarly publications by library and information science lecturers (LIS) lecturers in Southern Universities in Nigeria and found that LIS lecturers have high level of awareness which led to high tendency of use of open access scholarly publication. More so, Bamigbola and Adetimirin (2017) asserted that lecturers use IRS as information services more than they use it as archives.

Bamigbola (2014) studied the use of IRS by academic in Agriculture disciplines in a Federal University of Technology, Nigeria and found that 7.8% of the academics had submitted their scholarly works into IT while 58.8% had not submitted works into IR but had searched the IR to retrieve scholarly work. Togia and Korobili (2014) regarded the level of utilization of open access among faculties as being positive. Jose (2014) study indicated that scholars from the social science were the most users of Open Access allowed by scholars from the science.

Similarly, Wangu (2018) studied perception and attitude of postgraduate students on institutional repositories. Case Study of St. Paul's University, Kenya. The study established the following findings that the IRs are inadequately utilized by the postgraduate students, that the content of the current IR has benefited the students but there is still negative perception and attitude towards the IR's among the postgraduates.

### **Research Methodology**

The study adopted the descriptive survey. The population of the study is 3,558

respondents. The number consisted of lecturers in 3 Federal Universities of the South-South Region of Nigeria namely University of Benin, Benin City, University of Port Harcourt, Port Harcourt and University of Uyo, Akwa-Ibom State. This population comprise lecturers working in universities that have an active Institutional Repositories in place. The sample size for the study was 356 lecturers. 10% of the population was used as the sample size. A good maximum

sample size is usually around 10% of the population, as long as this does not exceed 1000, (Tools for Development, 2018).

The instrument used for data collection was the questionnaire, the data obtained from the questionnaire was analyzed using descriptive statistic (frequency, mean and standard deviation) to answer the research questions. The Pearson Product Moment Correlation Statistics were applied to test the hypothesis at 0.05 level of significance.

## **Data Analysis and Discussion of Findings**

**Table 1: Questionnaire Response Rate**

<b>Number of Questionnaire Administered</b>	<b>Number of Questionnaires Returned</b>	<b>Percentage of Administered Questionnaire Retrieved</b>
356	345	97%

A total of 356 copies of the questionnaire were distributed and 345 (97%) copies were returned. The response rate of 97% is

considered adequate for the study because the standard and acceptable response rate for most studies is 60%.

## **Research Question 1: What kind of Intellectual Work is deposited by Lecturers in Federal Universities in South-South, Nigeria?**

**Table 2: Kinds of Intellectual Output Deposited in Institutional Repository**

<b>Intellectual Works</b>	<b>Frequencies</b>	<b>Percentages (%)</b>
Post – published research article	292	84.6
Book chapter	300	87.0
Full book	289	83.8
Conference paper	259	75.3
Working paper	227	65.8
Lecture note	194	56.2
Data sets	184	53.3
Video and audios	197	57.1
Technical reports	150	43.5
Research center newsletters and buildings	186	53.9
Papers in support of grant application	230	66.7
Statistical reports	241	69.9
Technical documentation	118	34.2

Table 2, the following are some of the kinds of intellectual output deposited by lecturers in federal universities in South-South, Nigeria. They include book chapter,

300 (87%); post-published research articles, 292 (84.6%); full book, 289 (83.3%).

**Research Question 2: To what extent do lecturers perceive depositing their intellectual work in Institutional Repository?**

**Table 3: Perception of Intellectual Output**

Perception of Intellectual Output	SA	A	D	SD	Mean	Sd
Effectiveness in Managing Research Output	111	217	13	2	3.27	0.56
Depositing Intellectual Output Whenever I Can	78	251	12	2	3.18	0.50
Increase in Visibility on a Global Scale	57	250	34	2	3.06	0.54
Depositing in I.R is very easy	68	208	63	2	3.00	0.64
Improve of Penetration of Intellectual Output	67	203	69	2	2.98	0.65
Depositing Intellectual Output in my I.R	65	204	68	6	2.96	0.68
Increase in Access to Intellectual Output	65	199	68	11	2.93	0.72
Institutional Prestige Improvement	60	233	28	2	3.08	0.53
Global Recognition	94	207	40	2	3.15	0.63
Average Mean					3.08	
Criterion Mean					2.50	

Table 3 shows that the aggregate mean of 3.08 which is greater than the criterion mean of 2.50. It can be concluded that

lecturers' perception of depositing their intellectual output in IR is high

**Research Question 3: What is the extent of Use of Institutional Repository by Lecturers?**

**Table 4: Use of Institutional Repository**

Use of Institutional Repository	VHE	HE	LE	VLE	Mean	Remarks
Intellectual Output	37	229	76	2	2.88	
Creating Lesson Notes	33	240	70	2	2.88	
Research Purposes	45	252	45	3	2.98	
Personal Self Development	29	230	82	4	2.82	
Recreational Purposes	17	136	187	5	2.48	
Taking Life Decisions	5	19	309	11	2.05	
News and Current Happening	12	131	195	5	2.44	
Counselling Research Findings	57	199	86	2	2.90	
Knowing More about my Field	102	175	66	2	3.09	
Average Mean					2.73	
Criteria Mean					2.50	

Table 4 shows that with an aggregate mean of 2.73 which is greater than the criterion mean of 2.00. It can be concluded that the

extent of use of Institutional Repository by lecturers in federal universities in South-South Nigeria is high.

**Testing of the Hypothesis**

(1) There is no significant relationship between lecturer's perception of intellectual output and their use of Institutional Repositories in federal universities in South-South Nigeria

**Table 5: Relationship between Lecturers' Perception of Intellectual Output and Use of Institutional Repositories**

		Perception of Intellectual Output	Use of Institutional Repository
Perception of Intellectual Output	Pearson Correlation	1	.482**
	Sig (2-tailed)		.000
	N	345	345
Use of Institutional Repository	Pearson Correlation	.482**	1
	Sig (2-tailed)	.000	
	N	345	345

Form table 5, Pearson Correlation Coefficient (= 0.482). Since the significant value (sig-2-tailed) is 0.000 (which is less than 0.05), it can be concluded that there is a significant relationship between lecturers perception of intellectual output and their use of Institutional Repositories in federal universities in South- South, Nigeria. The null hypothesis is therefore rejected.

### Discussion of Findings

The study revealed that the kind of intellectual output lecturers deposit in this intellectual Repository include book chapter, post-published research article, full book, conference paper, etc. The study is in agreement with Patel (2014) which affirmed that lecturers can deposit the following contents in their Institutional Repositories. They include, peer-reviewed journal articles and conference proceedings, research data, monograph books. The result for lecturer's perception of depositing their intellectual output in Institutional Repository is high. This finding disagrees with the study of Okhakhu (2015) which revealed that lecturers have a negative perception and are not fully aware of Institutional Repository and also not willing to support the project by submitting their intellectual

property to the University Institutional Repository. In agreement to the findings, Dutta and Paul (2014) studied awareness of Institutional Repositories-related issues by Faculty of University of Calcutta which revealed that the faculty member's perception regarding Institutional Repository (IR) is more or less positive and that the IR helps to increase professional visibility.

The use of Institutional Repository may differ depending on individual research needs. In agreement to the findings, Obuh and Bozmo (2013) examined awareness and use of open access scholarly publications by Library and Information Science (LIS) lecturers in Southern Universities in Nigeria and found the LIS lectures had high level of awareness which led to high tendency of use of open access scholarly publications.

### Conclusion and Recommendation

The study was carried out to ascertain lecturers' perception of intellectual output and use of Institutional Repositories in universities in South-South, Nigeria. It is glaring that the kind of intellectual Repository includes book chapter, post-published research articles, full book, conference paper, statistical reports. Also

lecturer's perception of depositing their intellectual output in Institutional Repository is high. The extent of use Institutional Repository by lecturers in federal universities is South-South, Nigeria is high.

### **Recommendations**

Based on the findings of the study, the following recommendations are hereby made:

- (1) Regular programmes such as training should be organized to encourage lecturers and other researchers within the academic community to deposit their intellectual community to deposit their intellectual output for publication in their IR to boost their visibility and profile as a researcher.
- (2) Policies should be formulated by university management also to encourage their lecturers and other researchers to deposit their intellectual work in their Institutional Repository to boost their ranking globally.
- (3) An intensive awareness about the use of Institutional Repositories should be brought among the researchers by arranging seminars and workshops in respective department of the university.

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