



EXPLORING THE USE OF INSTITUTIONAL REPOSITORIES FOR RESEARCH OUTPUT BY LIBRARY AND INFORMATION SCIENCE LECTURERS IN UNIVERSITIES IN SOUTHWESTERN NIGERIA

Shakirat Feyisara Oyeleye

Department of Library, Archival and Information Studies

University of Ibadan

Email: oyeleyefeyisara@gmail.com

Olawale Oyewole

Department of Library, Archival and Information Studies

University of Ibadan

Email: oyewolebaba01@yahoo.com

&

Agboola Idayat Odunola

'Nimbe Adedipe Library

Federal University of Agriculture, Abeokuta

Email: agboolaio@funaab.edu.ng

Abstract

This study examined the use of institutional repositories (IR) and Research Output (RO) of LIS lecturers in universities in southwestern Nigeria. The descriptive survey research design of the correlational type was adopted, and the population consisted of 105 lecturers in ten universities that offer LIS with functional institutional repositories. The total enumeration technique was used, and data were collected with the questionnaire and analysed with descriptive and inferential statistics. Results showed that most of the LIS lecturers possessed a moderate level of RO, as reflected by the overall mean value of 17.02 as against a threshold of 35.0. Most of the LIS lecturers used journal articles ($\bar{x}=3.41$), books ($\bar{x}=3.22$) and conference papers ($\bar{x}=3.04$) in the institutional repository. There is a positive significant relationship between the use of institutional repositories and the research output of LIS lecturers ($r=.340^{**}$; $df=101$; $p<0.01$). The use of institutional repositories is an essential determinant of the research output of LIS lecturers in southwestern Nigeria. Therefore, university libraries and other units in charge of the institutional repository should embark on a serious awareness campaign to educate LIS lecturers on the repository's availability and how to access its contents.

Keywords: Research output, Use of institutional repository, LIS lecturers, universities, southwestern Nigeria

Introduction

The university research mechanism functions as an essential instrument to resolve different socio-economic challenges. Knowledge creation emerges

from this process as its main source while serving an indispensable role in developing sustainable national development for any society at any level of progress. For faculty members, research productivity is an



indispensable criterion for career progression, professional recognition, and academic impact. All members of the Library and Information Science (LIS) teaching faculty must fulfill their professional responsibilities by conducting extensive research activities much like their colleagues from different fields. The field of LIS includes the scientific examination of topics that encompass library operations as well as information administration and knowledge distribution (Salami, Saka, Bitagi, & Udoudoh, 2021). Research production from LIS lecturers stands as a fundamental indicator of their scientific involvement in educational and professional domains.

Research output is defined as the actual amount of research conducted by academics in universities and related contents within a particular period. The scope of scholarly output includes textbooks and their chapters, journal articles, conference proceedings, monographs, bibliographies, abstracts, technical reports and various other academic materials. Researchers frequently interchange research output terms with research productivity, but academic institutions mainly use this metric to evaluate both individual performance and their ranking placement (Dahiru & Opeyemi, 2020). The research output is measured using different indicators which focus on journal articles as well as co-authored books together with textbook publications and book chapters, and technical reports. Journal articles achieve wide recognition as a leading indicator because they undergo thorough peer review, which accompanies the dissemination of original research content and methods.

For LIS lecturers, high research output has several benefits. The practice of publishing research contributes to academic professional growth along with building institutional prestige and enabling

researcher connections from distinct disciplines, which promote continuous learning development in LIS. Research findings demonstrate a mixed level of scholarly output from Nigerian LIS lecturers because various obstacles diminish their capacity for regular publication. Research productivity faces limitations from LIS lecturers because they have restricted academic resource availability, along with expensive journal subscription fees and insufficient institutional backing (Chima-James, 2024).

One potential solution to the challenges affecting LIS lecturers' research output is the effective utilization of Institutional Repositories (IRs). Academic institutions develop Institutional repositories as digital platforms which function to preserve scholarship produced by their faculty members and students for sharing purposes. The functionality of IRs strengthens research visibility while expanding academic material accessibility as well as enabling researchers to work together (Tiwari & Gandotra, 2018). Open-access repositories allow lecturers to overcome journal paywalls by granting free access to a wide range of academic materials.

Several studies have examined the relationship between IR usage and research productivity. A study by Onyebinama, Anunobi, and Onyebinama (2022) found that the likelihood of lecturers submitting their research to IRs is influenced by factors such as academic rank, years of experience, and university type (public or private). Results showed that lecturers from the social sciences sector used IRs at higher rates than lecturers in the sciences field. Faculty members who held doctoral degrees and worked at senior lecturer ranks displayed a superior inclination to submit their work to IRs. The study revealed two key factors which influence the use of IRs; these include university-based policies



alongside individual academic rank positions.

Irrespective of the many advantages IRs provide, their adoption by Nigerian lecturers shows irregular patterns. Lazarus and Ogunbote (2022) discovered that Nigerian lecturers use research materials present in reports intermittently despite the numerous valuable resources available in IRs. Most lecturers use information resources to develop lecture notes and research proposals while also using them to deliver seminar presentations but not for continuous scholarly publication activities. More frequent and better implementation of IRs requires enhanced awareness training because their importance underlines such initiatives.

Given the significance of IRs in enhancing research productivity, this study aims to explore the relationship between IR usage and the research output of LIS lecturers in universities across southwestern Nigeria. Underutilized IRs could reduce LIS lecturers' ability to discover high-quality academic resources, which would affect their research outcomes. The research investigates both the current level of IR utilization by LIS lecturers in southwestern Nigerian universities along with their determining factors and their effect on research output.

Research questions

The study was guided by the following research questions:

1. What is the level of research output of LIS lecturers in universities in Southwestern, Nigeria?
2. What are the types of information resources used in institutional repository by LIS lecturers in universities in Southwestern, Nigeria?
3. What is the purpose of the use of institutional repositories by LIS

lecturers in universities in Southwestern, Nigeria?

4. What is the frequency of use of institutional repository by LIS lecturers in universities in Southwestern, Nigeria?

Hypothesis

There is no significant relationship between the use of institutional repository and research output of LIS lecturers in universities in Southwestern, Nigeria.

Literature review

An Institutional Repository (IR) is defined as a digital repository established to capture, manage, preserve, and distribute the intellectual properties of the hosting institution. The primary goal of setting up an IR is to create a centralized digital archive for the scholarly works of an institution (Khan, 2023). This not only enhances the visibility of the institution but also addresses challenges related to scholarly communication. Bamgbola and Adetimirin (2018) observed that the utilisation of institutional repositories is advantageous for lecturers on a personal level, as well as for the library, the hosting institution, and society as a whole. The advantages for individual lecturers encompass heightened dissemination and influence of their scholarly work, improved professional visibility through broader dissemination, and increased utilisation of their publications.

According to Adetayo, Oketunji and Hamzat (2023), research output encompasses the entirety of academic studies conducted over a specific period, typically three years, with emphasis on the quality and quantity of scholarly publications. In essence, research output comprises documents that have undergone a peer-review process and have been accepted



in various recorded formats, including books, book chapters, conference papers, proceedings, articles in refereed journals, and creative works in visual arts. Studies on the research output of lecturers showed various levels of output. Adetayo (2023), studying among lecturers in private universities in Ogun State, Nigeria, found a prevalent low level of research output, with a notable inclination toward journal article publications. However, Raji and Oyediji (2021) on Research Output (RO) within the University of Ibadan (UI), Nigeria, revealed a high level of Research Output in UI. Ifijeh, Ogbomo and Ifijeh (2018), on the utilisation of library resources and the research productivity of lecturers in private universities in South-South, Nigeria. The findings revealed that lecturers exhibited an average research productivity level, publishing between 1-5 times over three years.

Several studies have been conducted on the use of Institutional repositories among lecturers in Nigeria. Some articles revealed the types of content used in IRs. Arilesere and Akinosho (2023) studied the utilization of institutional repositories (IRs) among lecturers in two prominent Nigerian universities, Ahmadu Bello University, Zaria, and the University of Jos. The findings revealed that articles were the most commonly utilized content (66%), followed by lecture notes (43%), conference papers (42%), and theses/dissertations (30%). Overall, the study suggests a moderate level of IR utilization by lecturers, providing valuable insights into the dynamics of academic resource management within the Nigerian higher education context. Lazarus and Jinadu (2023) studied the utilization of institutional repositories by lecturers in federal universities across Nigeria findings showed that the types of information materials accessed in the knowledge and institutional repositories were inaugural lectures, seminar papers, photographs,

notebooks, illustrations, drawings, and newspapers.

Studies on the purpose of the use of IR revealed different purposes. Arilesere and Akinosho (2023) reported that a significant proportion of lecturers demonstrated a modest utilization of IRs, with 51.4% depositing scholarly materials. Lazarus and Jinadu's (2023) study uncovered that lecturers primarily utilized institutional knowledge repositories for activities such as preparing seminar/lecture notes, writing papers/proposals, conducting seminars presentations, engaging in research works, and contributing to lecture series. Sang and Magut's (2023) findings underscored the significant contribution of IRs to academic activities during the pandemic, revealing that 73% of their respondents utilized them for teaching, learning, and research. Notably, the study identifies a concerning trend wherein senior academic staff, including professors, associate professors, and senior lecturers, exhibited the lowest IR usage compared to their junior counterparts and students.

Literature has also shown there is a correlation between the use of IRs and the research output of lecturers. Onyebinama, Anunobi, and Onyebinama (2020) investigated gender and submission and retrieval of research output in Institutional Repositories (IRs) among lecturers in private universities in Southern Nigeria. The findings indicated that the submission of research output in IRs was significantly and positively influenced by the gender of lecturers, teaching experience, and retrieval of research output, with a higher tendency for male lecturers. Conversely, the retrieval of research output was influenced by the submission of research output and the qualification of lecturers, favoring female lecturers. Akporhonor and Allanah's (2021) study explored lecturers' perceptions of intellectual output and the utilization of



Institutional Repositories (IRs) in South-South universities in Nigeria. The findings revealed that lecturers deposited various forms of intellectual output in IRs, such as book chapters, post-published research articles, full books, conference papers, statistical reports, papers supporting grant applications, and working papers. The research affirmed that lecturers generally held a positive perception of depositing their intellectual output in IRs, and the extent of IR utilisation by lecturers was reported as high.

Mensah and Chukwueke's (2021) study delves into the role of institutional repositories (IR) in the research endeavors of academic staff at the University of Nigeria, Nsukka (UNN). The findings revealed that the IR at UNN houses a variety of materials, including foreign and local journals, students' projects, theses, dissertations, links to databases, and conference papers. Notably, these materials are extensively adopted for research activities, contributing to a reduction in the time required for research completion, heightened global visibility, and enhanced meticulousness in research processes. Ladipo, Alegbeleye, Soyemi and Ikonke (2022) investigated the impact of institutional repositories on the research productivity of lecturers in federal universities in Nigeria. The findings unveiled an average level of research productivity among academic staff in federal universities, with photographs, notebooks, seminar papers, inaugural lectures, illustrations, and drawings being the most prevalent types of information resources in institutional repositories. Lecturers primarily utilised these repositories for preparing seminar/lecture notes, writing papers/proposals, seminars presentations, and research aligned with their core teaching and research mandates. The study identified a positive and

significant influence of institutional repository use on lecturers' research productivity.

Methodology

The descriptive survey research design of the correlational type was adopted for this study. This method would help to explain the use of institutional repository and research output of LIS lecturers in South-west Nigeria. The population of the study consisted 105 LIS lecturers in universities in South-west, Nigeria that offer LIS and have a functional institutional repository. According to the data collected, seven universities met this criteria and they are; University of Ibadan, Ibadan, Oyo State, (17); Babcock University, Ilishan-Remo, Ogun State (15); University of Lagos, Lagos (4); Ajayi Crowther University, Oyo, (8) Adeleke University Ede, Osun State (9); Federal University Oye Ekiti (13) Adekunle Ajasin University, Akungba, Ondo State (6), Obafemi Awolowo University, Ile-ife, Osun state (11); Lead city University, Ibadan, Oyo State (15); and School Library Media Resource Centre, Abadina, Ibadan, Oyo State (7).). The total enumeration technique was used for this study. The questionnaire is the instrument that was used for data collection. Descriptive statistics such as frequency counts, simple percentages and standard deviation were used to analyze the research questions. The Pearson product-moment correlation was used to test the hypothesis. Data collected through the questionnaire was coded and analyzed using the Statistical Product and Service Solution (SPSS) software version 21.

RESULTS

Answers to research questions

1. What is the level of research output of LIS lecturers in universities in southwestern Nigeria?



Table 1 presents results on the research output of the respondents

S/N	Research output	0		1-2		3-4		4-5		Above 6		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	Chapter contribution in books	21	20.8	37	36.6	36	36.6	55	5.0	22	2.0	2.31	.925
2	Co-authored books	28	27.7	35	34.5	22	21.8	88	7.9	87	7.9	2.34	1.194
3	Articles in journals	42	41.6	12	11.9	35	34.5	22	21.8	29	28.7	3.61	1.113
4	Edited and translated books	42	41.6	28	27.7	24	23.8	55	5.0	22	2.0	1.98	1.020
5	Paper presentation at conferences, seminars and workshops	6	5.9	30	29.7	29	28.3	24	23.8	12	11.9	3.06	1.121
6	Monograph	43	42.6	29	28.7	26	25.7	33	3.0	-	-	1.89	.893
7	Technical reports	52	51.5	24	23.8	19	18.8	22	2.0	44	4.0	1.83	1.059
8	Total mean											17.02	

To determine the level of research output of the respondents, a test of norm was conducted. There are seven statements in the scale used to measure research output and five quantitative measures (0, 1-2, 3-4, 4-5 and above 6). The seven statements were multiplied by the five measures, which gives a score of 35. The division of 35 by 3 gives 11.6. Thus, the scale between 0-11.5 shows that the level of research output of LIS lecturers is low, the scale between 11.6-23.2 indicates that the level of research output is moderate and the scale between 23.3-35.0 shows a high level of research output by the LIS lecturers. Findings showed that most of the lecturers possessed a moderate level of research output as reflected by the overall mean value of 17.02.

Test of norm for research output of the LIS lecturers

Interval	Range	Level
0-11.5		Low
11.5-23.2	17.02	Moderate
23.3-35.0		High

To complement this result, findings also showed that the research output of most of the LIS lecturers (=3.61) and (=3.06) focused more on journal articles and paper presentation at conferences, seminars and workshops respectively.

- Research question two: What are the types of information resources used in institutional repository by LIS lecturers in universities in southwestern, Nigeria?



Table 2 presents results on the types of information resources used in the institutional repository by the respondents.

Table 2 Types of information resources used in institutional repository by LIS lecturers

S/No	Information resources	VHU		HU		MU		NU		Mean	SD
		F	%	F	%	F	%	F	%		
1	Books	52	51.5	23	22.8	22	21.8	4	4.0	3.22	.923
2	Journals articles	54	53.5	38	37.6	5	5.0	4	4.0	3.41	.764
3	Conference papers	33	32.7	44	43.6	19	18.8	5	5.0	3.04	.848
4	Theses and dissertations	29	28.7	47	46.5	19	18.8	6	5.9	2.98	.848
5	Inaugural lectures	14	13.9	32	31.7	36	35.6	19	18.8	2.41	.951
6	Monographs	13	12.9	28	27.7	37	36.6	23	22.8	2.31	.967
7	Technical reports	13	12.9	38	37.6	29	28.7	21	20.8	2.43	.963
8	Conference/seminar papers	14	13.9	57	56.4	24	23.8	6	5.9	2.78	.756
	Institutional annual reports	8	7.9	34	33.7	45	44.6	14	13.9	2.36	.820

Findings showed that most of the LIS lecturers used the following information resources in the institutional repository; journal articles (=3.41), books (=3.22) and conference papers (=3.04).

3. Research question three: What is the purpose of use of institutional repository by LIS lecturers in universities in southwestern, Nigeria?

The purpose of use of institutional repository by the respondents is presented in Table 3.

Table 3 Purpose of use of institutional repository by LIS lecturers in universities in southwestern, Nigeria

S/No	Item: I use IR	SA		A		SD		D		Mean	SD
		F	%	F	%	F	%	F	%		
1	to find relevant theses and dissertations	36	35.6	61	60.4	2	2.0	2	2.0	3.30	.609
2	for my research activities	40	39.6	57	56.4	4	4.0	-	-	3.36	.558
3	to store my publications	27	26.7	60	59.4	6	5.9	8	7.9	3.05	.805
4	to update my knowledge	40	39.6	53	52.5	6	5.9	2	2.0	3.30	.671
5	to prepare lecture notes	25	24.8	61	60.4	11	10.9	4	4.0	3.06	.719
6	as source and reference for my academic work	26	25.7	70	69.3	3	3.0	2	2.0	3.19 .578	.578
7	to collaborate and share resources with colleagues	26	25.7	67	66.3	6	5.9	2	2.0	3.16	.612
8	to discover specialised research material	22	21.8	64	63.4	11	10.9	4	4.0	3.03	.699



Results showed that most of the LIS lecturers (=3.36) used the institutional repository for their research activities. While others (=3.30) and (=3.30) used the institutional repository to update their knowledge and to find relevant theses and dissertations respectively. Also, an equally high number of the respondents (=3.19)

used the institutional repository as source and reference for their academic work.

4. What is the frequency of use of institutional repository by LIS lecturers in universities in Southwestern, Nigeria?

Table 4 presents results on the frequency of use of institutional repository by the respondents.

Table 4 Frequency of use of institutional repository by LIS lecturers in universities in southwestern, Nigeria

S/N	Item:	Daily		Weekly		Monthly		Yearly		Never		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	Books	5	51.	2	20.	1	13.	7	6.9	7	6.9	4.03	1.25
		2	5	1	8	4	9						3
2	Journal articles	2	27.	5	50.	1	11.	7	6.9	3	3.0	3.93	.972
		8	7	1	5	2	9						
3	Conference papers	1	13.	3	37.	3	29.	1	11.	7	6.9	3.40	1.08
		4	9	8	6	0	7	2	9				7
4	Theses and dissertations	1	9.9	3	36.	3	34.	5	5.0	1	13.	3.24	1.15
		0		7	6	5	7			4	9		0
5	Inaugural lectures	6	5.9	2	26.	2	24.	2	20.	2	26.	2.59	1.25
				2	8	5	8	1	8	7	7		8
6	Monographs	1	9.9	1	16.	2	25.	1	17.	3	29.	2.59	1.33
		0		7	8	6	7	8	8	0	7		6
7	Technical reports	9	8.9	1	17.	2	28.	2	22.	2	21.	2.69	1.24
				8	8	9	7	3	8	2	8		7
8	Conference/semi	1	13.	3	31.	3	32.	6	5.9	1	15.	3.22	1.23
	nar paper	4	9	2	7	3	7			6	8		8
9	Institutional	1	10.	2	26.	2	25.	1	16.	2	19.	2.92	1.29
	annual reports	1	9	7	7	6	7	7	8	0	8		4

From the results, most of the LIS lecturers 52 (51.5%) indicated that they used books in the institutional repository on a daily basis. About half of the respondents 51 (50.5%) pointed out that they used journal articles weekly. A significant number of the LIS lecturers 35 (34.7%) noted that they used theses and dissertations monthly and a high number 30 (29.7%) never used monographs.

Test of Hypothesis

1. There is no significant relationship between use of institutional repository and research output of LIS lecturers in universities in southwestern, Nigeria.

The correlation analysis between use of institutional repository and research output is presented in Table 5

Table 5 Relationship between use of institutional repository and research output of LIS lecturers in southwestern, Nigeria

Variables	Mean	Std. Deviation	N	r	Df	Remarks
Use of institutional repository	28.61	8.517	101	.340**	100	Sig.
Research output	17.02	3.627				



This null hypothesis was tested at a 0.05 level of significance. The findings revealed that there is a positive significant relationship between use of institutional repository and research output of LIS lecturers ($r=.340^{**}$; $df=101$; $p< 0.01$). Thus, the more the LIS lecturers use the institutional repository, the more the level of their research output improves. As a result of this, null hypothesis is rejected and the alternative that states that there is a significant relationship between use of institutional repository and research output is hereby accepted.

Discussion of the findings

Results showed that the level of research output of LIS lecturers is moderate. This is an indication that despite challenges of lack of funds to conduct research and inadequate infrastructural support peculiar to public universities, a high number of the LIS lecturers still ensured that they contributed to scholarship by publishing more than 6 journal articles and above 4-5 conference/seminar/workshop papers within 2017-2023. This result supports the findings of the study conducted by Ifijeh, Ogbomo, and Ifijeh (2018) that focused on the correlation between the utilisation of library resources and the research productivity of lecturers in private universities within the South-South geopolitical zone of Nigeria. The findings revealed that lecturers exhibited an average research productivity level, publishing between 1-5 times over three years. On the contrary, the result of this study differs from that of Raji and Oyedeji (2021), who reported a high level of research output at UI. The finding of this study also disagrees with that of Adetayo (2023), who revealed a prevalent low level of research output with a notable inclination toward journal article publications.

Most of the LIS lecturers made use of journal articles, books and conference papers in the institutional repository. This implies that these seem to be the resources that contribute most to their research output as lecturers. Almost the same pattern of result was reported by Arilesere and Akinosho (2023) who studied the awareness, perception, and utilisation of institutional repositories (IRs) among lecturers in two prominent Nigerian universities Ahmadu Bello University, Zaria, and the University of Jos and they reported that the most commonly utilised content in the IR were lecture notes, conference papers, and theses/dissertations.

The majority of the respondents used the institutional repository for research activities, to update their knowledge, to find relevant theses and dissertations and to use the platform as a source and reference for their academic works. The finding concurs with that of Lazarus and Jinadu (2023), who reported that lecturers primarily utilized institutional knowledge repositories for activities such as preparing seminar/lecture notes, writing papers/proposals, conducting seminars presentations, engaging in research works, and contributing to lecture series. A high number of the LIS lecturers used books daily, journal articles weekly, and theses and dissertations monthly. This rate of frequency could be determined by their information needs. Similar to the findings of this study, Bamgbola and Adetimirin (2017) reported that most of their respondents, who were lecturers, used published articles and conference papers in the IR on a daily and weekly basis. This also aligns with the result of the study carried out by Henok and Yule (2019), in which they reported that their respondents had varied engagement, with some indicating monthly use and others indicating yearly, weekly, and daily use.



There is a positive significant relationship between the use of institutional repositories and the research output of LIS lecturers. Thus, the fact that the LIS lecturers can access different types of scholarly publications in the institutional repository can motivate them to retrieve information from these publications for their research activities. This finding aligns with the report of the study by Akporhonor and Allanah (2021), which focused on lecturers' perceptions of intellectual output and the utilization of Institutional Repositories (IRs) in South-South universities in Nigeria. The result showed that lecturers generally held a positive perception of depositing their intellectual output in IRs, and the extent of IR utilisation by lecturers was reported as high. The pattern of result was also reported by Ladipo, Alegbeleye, Soyemi, and Ikonne (2022), who investigated the impact of institutional repositories on the research productivity of lecturers in federal universities in Nigeria. The study identified a positive and significant influence of institutional repository use on lecturers' research productivity.

Conclusion

An LIS lecturer who values scholarship and wants to enjoy unhindered career progression will do all within his or her powers to have a high level of research output. This would be reflected in the number of journal articles, conference proceedings, chapters in books, textbooks and the like in reputable outlets. It is important for these research outputs to be consistent so as to show dedication and seriousness. In order to ensure that LIS lecturers have a high level of research output, they must be encouraged to use institutional repository not only for self-archiving purposes, but also to access the scholarly works of others, which can add value to their works. This could also open the doors of opportunity for them to

engage in cross-disciplinary research and also to collaborate with other colleagues. Therefore, the use of an institutional repository is an essential determinant of the research output of LIS lecturers in southwestern Nigeria.

Recommendations

These recommendations are drawn from the poor-performing items on each of the result table. Each item is stated with the respective actors needed to enact these changes.

Research Output of LIS lecturers

The table revealed that Monographs (Mean = 1.89; 42.6% produced none), Technical reports (Mean = 1.83; 51.5% produced none), and edited/translated books (Mean = 1.98; 41.6% produced none) were the least produced research outputs from LIS lecturers. To improve LIS lecturers' output in these research areas, the responsible actors are University Management / Faculty Research Committee.

They should establish research grants and writing workshops dedicated to monographs and technical report writing. They can also organise a "Publication Diversity Award" that recognises lecturers who produce more than Journal articles.

Types of Information Resources Used in IR

Findings on type of information used shows that Monographs (Mean = 2.31; 22.8% never used), Institutional annual reports (Mean = 2.36; 13.9% never used) and Inaugural lectures (Mean = 2.41; 18.8% never used) were the least used resources used in IR. The university library and IR Manager would be the responsible actors for this recommendation.

They should conduct an awareness campaign and training session on these underutilized resources. This should also include a monthly 'resource spotlight' email,



like a form of Current awareness service through emails or webinars that highlights monographs, inaugural lectures, and annual reports. They should also integrate these resources in faculty orientations

Purpose of Use of IR

LIS Lecturers rarely use IR; To discover specialised research material (Mean = 3.03), To store my publications (Mean = 3.05) and To prepare lecture notes (Mean = 3.06). To enact changes to these, the responsible actor are ICT/IR Unit (in collaboration with Faculty).

They should simplify the uploading/deposit system (e.g., one-click upload, liaison support), to enhance publication storing. They can also integrate “discovery alert system” that alerts lecturers when resources matching their field are uploaded.

Frequency of Use of IR

Monographs (29.7% never used; Mean = 2.59), Inaugural lectures (26.7% never used; Mean = 2.59) and technical reports (21.8% never used; Mean = 2.69) were the least used resources by LIS lecturers. The responsible actors are the University Librarian & faculty and departmental librarians.

They should provide remote access and a mobile-friendly interface to reduce barriers. They need to include Monographs and Inaugural lectures in lecturers' reading list suggestions.

References

- Adetayo, A. J. (2023). Social media use, work environment and research output of lecturers in private universities in Ogun State, Nigeria. *Journal of Digital Learning and Education*, 3(1), 60–74. <https://doi.org/10.52562/jdle.v3i1.400>
- Bamigbola, A. A., & Adetimirin, A. E. (2018). Evaluating use of institutional repositories by lecturers in Nigerian universities. *Information Impact: Journal of Information and Knowledge Management*, 8(3), 83. <https://doi.org/10.4314/ijikm.v8i3.8>
- Chima-James, N. (2024). Establishment of institutional repository: Benefits and challenges for academic libraries in Nigeria. *Nigerian Library and Information Science Trends*, 6(1–2), 53–64. Retrieved from <https://nlist.net.ng/index.php/nlist/article/view/78>
- Ifijeh, B. A., Ogbomo, M. O., & Ifijeh, G. (2018). Utilization of academic library resources for research productivity among lecturers in private universities in south-south Nigeria. *Library Philosophy and Practice*. Retrieved from <http://digitalcommons.unl.edu/libphilprac/2071>
- Ladipo, S. O., Alegbeleye, G. O., Soyemi, O. D., & Ikonne, C. N. (2022). Institutional repositories utilisation and research productivity of lecturers in federal universities in Nigeria. *International Journal of Academic Library and Information Science*, 10(4), 1–16. <https://doi.org/10.14662/ijalis2022120>
- Lazarus, G., & Jinadu, I. (2023). Institutional factors for institutional repositories usage



- by lecturers in federal universities in Nigeria. *Tropical Journal of Science and Technology*, 4(1), 52–70. <https://doi.org/10.47524/tjst.v4i1.53>
- Lazarus, G. N., & Ogunbote, K. O. (2022). Institutional repositories utilization by lecturers in federal universities in Nigeria. *Lagos Journal of Library and Information Science*, 11(1–2), 180–198. Retrieved from <https://www.ajol.info/index.php/ljlis/article/view/236229>
- Mensah, C. P., & Chukwueke, C. (2021). The place of institutional repositories in the research activities of academic staff of the University of Nigeria, Nsukka. *Jewel Journal of Librarianship*, 16(1), 1–13. Retrieved from <https://www.jeweljournals.com/admin/published/84671608445958.pdf>
- Ogbomo, E. F., & Muokebe, B. O. (2015). Institutional repositories as emerging initiative in Nigerian university libraries. *Information and Knowledge Management*, 5(1). Retrieved from <https://www.iiste.org/Journals/index.php/IKM/article/view/19418>
- Onyebinama, C. O., Anunobi, C. V., & Onyebinama, U. A. U. (2022). Determinants of research output submission in institutional repositories by faculty members in Nigerian universities. *Digital Library Perspectives*, 38(2), 146–160. <https://doi.org/10.1108/DLP-06-2020-0056>
- Onyebinama, C., Anunobi, C., & Onyebinama, U. (2020). Effect of gender on lecturers' submission and retrieval of research output in institutional repositories in private universities in Southern Nigeria. Retrieved from <https://scholarworks.sjsu.edu/libphilprac/4225/>
- Raji, I. A., & Oyediji, A. A. (2021). Institutional supports and research output in University of Ibadan, Nigeria. *Achievers Journal of Scientific Research*, 3(2), 124–136. Retrieved from <https://achieverssciencejournal.org/ajosr/ojs/index.php/ajosr/article/view/73>
- Sang, L. J., & Magut, H. J. (2023). Role of institutional repositories in supporting teaching, learning and research during COVID-19 in Kenyan universities. *University of Dar es Salaam Library Journal*, 18(1), 93–111. <https://doi.org/10.4314/udslj.v18i1.7>
- Tiwari, S., & Gandotra, N. (2018). Fundamental concept of institutional repositories. *Journal of Advancements in Library Sciences*, 5(2), 51–54. <https://doi.org/10.37591/joals.v5i2.299>