

Academic Staff Perceptions of Institutional Repository and Academic Staff Productivity in South-West Universities, Nigeria

**Adebowale Tayewo Olayinka¹; Onyenania George Ogheneruemu²;
Asunmo Abimbola Oluwayemisi³**

Yaba College of Technology Library, Yaba Lagos, Nigeria ^{1,2,3}

ABSTRACT

Institutional Repository (IR) is changing the face of information transmission around the world. It has added a new dimension to information development, storage, access, and dissemination by allowing wider and open access to material often provided by academic peers in order to boost productivity. In affluent countries around the world, IR support for open access programs is on the rise, with a corresponding influence on academic staff productivity. As a result, this article investigates academic staff perceptions of institutional repositories as well as academic productivity in universities in Nigeria's South-West. In this study, a survey research design was used. All 5,639 academic employees in the eight South-West universities with IRs are included in the study. Slovin's sampling formula was used to determine sample size for the investigation, which resulted in a sample size of 373. Random sampling procedures were used in the study. To answer the study research questions, descriptive statistics (simple percentage and mean/standard deviation) were used in SPSS version 20.0 to analyze the study collected data via questionnaire and Google form online. The study was able to come to the following significant conclusions as a result of this process: academic staff productivity is low, as is their rate/level of work deposit in IR; yet, their level or degree of usage of materials in IR, as well as their perceived benefits of IR use, is high. As a result, the study suggests that management look for ways to encourage academic staff to deposit work in IRs in order to promote more utilization and improve their academic productivity and exposure globally.

KEYWORDS: Institutional Repository, Productivity, Academic Staff, South-West, Nigeria.

INTRODUCTION

Information generation, storage, and access have all changed as a result of new trends in information communication and management. Who should have custody of generated data or information for usage among people for the common good of mankind is a debate between commercial and non-commercial information centers,

organizations and academic institutions alike. Modern information centers are taking advantage of new communication innovations, while those in charge of information creation or generation are looking for ways to provide wider and free access to information created by themselves, colleagues, and members of the academic community around the world in order to increase productivity and contribute to societal growth and development increasingly.

Access to and use of information is prerequisites for academic staff development, particularly in universities, for the purposes of teaching, learning, and research activities or productivities. Scholars are expected to not only be aware of and develop positive attitudes toward the use of Institutional Repositories (IRs) in order to stimulate optimum use via free access to scholarly information, but also to accept and deposit their research outcomes in their institutional IRs in order to achieve these goals. Following the realization that no individual or nation can achieve significant economic growth and development without proper access to critical information or knowledge, the pursuit of free and greater access to scholarly material has become crucial and fundamental. As a result, the institutional repository efforts and campaign among researchers all over the world, particularly at the university level, where research activities are critical for society's growth through advanced education.

Indeed, societal growth and development are the end goals of education, and the university is the most powerful institution in this regard. Of course, the university is the highest level of learning for manpower development, capable of enhancing and expanding any nation's socioeconomic development. Without the input of its academic staff, the university will be unable to carry out this function successfully. As a result, the productivity of academic personnel has a significant impact on the success or failure of institutions in this direction.

Academic staff productivity refers to the quantity of resources spent on scholarly works in tertiary institutions in relation to the amount of intellectual production outcome. Academic staff productivity, on the other hand, can be thought of as the ratio of a scholar's compensation (remuneration) to his overall productivity in higher education institutions. Meanwhile, according to Madhuri, Srivastava, and Srivastava (2014), workers' productivity is defined as the amount of labor done in relation to the amount of power consumed in the production of goods or services in an organization or institution. Furthermore, it was underlined that in any company or institution, an employee's amount of access to information largely determines their productivity (Ali, Ali & Adan, 2013; Ogunsanwo, 2012). Thus, there is a strong link between academic staff productivity and access to information in the educational setting, particularly at the university level, and that improved academic staff access to enabling facilities via information has a direct link to their productivity in academic institutions. Hence, it depicts a favorable association between employee access to information and employee productivity in firms. As a result, productivity refers to the expected creativity output of employees (such as academic staff) in relation to the amount of energy expended on the task at hand (in this case, the academic outcome of faculty staff in universities).

Indeed, several early experts emphasized the importance of "establishing an information systems vision for businesses or institutions to boost productivity" (Rogers, 1998). Thus, information professionals such as librarians regard instances like these as the province of the global IR initiative movement. Institutions that fully understand and value the importance or relevance of information in their operations, which is currently driving our newly branded world of 'knowledge economy,' have long reaped the benefits and gained a global competitive advantage.

Academic Staff Perceptions of Institutional Repository and Academic Staff Productivity in South-West Universities, Nigeria

In order for academic employees (staff) to be significantly or intellectually productive, they must have access to trustworthy data. In most situations, the major duty of libraries in tertiary institutions is to provide reliable information. Many institutional repositories (IRs) have been discovered to be managed by academic libraries all over the world (Izuagbe, 2018). As a result, academic libraries have become increasingly important in not only establishing but also managing IRs in the hopes of increasing academic staff productivity by encouraging them to understand their importance and use, particularly in the new world information order (open access (OA) initiative and movement). This is the new world of information, where 'restricted access to information is been discouraged for free access encouragement' has become the norm (Benkler, 2006). This program or initiative is revolutionizing the way scholarly information and knowledge are created, stored, and transmitted around the world.

Open Access (OA) is a new mode of scholarly communication in which the author(s) and right holder(s) of scholarly work grant(s) to all users a free, irrevocable, worldwide right to access, and a license to copy, use, distribute, transmit, and display the work publicly, as well as to make and distribute derivative works, in any digital medium for any responsible purpose, subject to proper authorship attribution (James, 2016). A complete version of the work and all supplemental materials, including a copy of the permission to use, should be deposited in at least one online repository, using appropriate technical standards to enable open access, unrestricted distribution, and long-term archiving of such works, according to this definition.

Open Access Journals (OAJ) for electronic refereed journals and self-archiving-Institutional Repository are the two main pathways for scholarly communication in the modern era (Koutras & Bottis, 2013).

The basic goal of OA is to make scholarly content more accessible and visible to academics. This new information access trend is leading numerous educational institutions throughout the world, including those in Nigeria, to develop and administer IRs. In fact, in today's educational system, IRs play important functions (Koutras & Bottis, 2013). In essence, IR gathers and distributes a certain institution's research output for free. As a result, "IRs are a way for institutional libraries to give access to and disseminate institutional research findings and productivities; and the reality that IRs must constantly adjust their mission, aims, and services to meet the needs of their constituents - those of the communities that the institutions are supposed to serve" (Zervas, Kounoudes, Artemi & Giannoulakis, 2019:1). This is the reason why IR was viewed as "a form of digital library developed by an individual institution, populated by the university's academic employees, researchers, students, and other members, and to be consulted by all of such university members and the outside world." Indeed, if IR is properly implemented, it will undoubtedly aid in increasing academic staff productivity as well as the institution's overall research output by increasing awareness, use, and attitude toward work deposits in IRs. Unless someone uses it unintentionally, it is a requirement for IR use (Halder & Chandra, 2013).

Another important factor that might influence the use, deposit, and development of IR is one's attitude. Attitude is defined as "inclinations, feelings, prejudices or bias, preconceived notions, Ideas, fears, and convictions about any specific topic; emphasizing that attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influences upon an individual's response to all objects or situations with which it is associated" (Ogbomo, 2011; cites Allport, 1935; Taiwo, 1998). According to Lahey (2001:14), attitude is a notion that causes us to act and feel in specific ways.

As noted by Ogbomo (2011), Crider, Geothias, Kavanaugh, and Solomon (1983:422) agreed that attitudes are positive or negative evaluations of persons, things, ideas, or events. The way a person acts in situations involving that object or issue can reveal his attitude regarding that object or issue. When a person has a positive attitude, a pleasant experience or result is predicted, and vice versa. His agreement or disagreement with statements reflecting opinions or feelings about objects might also be inferred. The development of a positive attitude among academic staff toward the usage and promotion of IR would have an impact on their overall productivity in universities in the study area, as shown above (South-West Nigeria). Hence, the research focuses on "Academic Staff Perception of Institutional Repository and Academic Productivity at Universities in South-West Nigeria."

STATEMENT OF PROBLEM

Due to the trending method or model of scholarly communications and use, there has been an increase in negative statements on the productivity of academic staff in Nigerian educational institutions, particularly universities, in recent times. For example, subscription fees for many e-books and journals have risen to the point where even universities with strong financial standing can no longer afford access to volumes of materials required by her academics' community for academic productivity in teaching and research. As a result, academic staff in institutions, particularly those in poor countries like Nigeria, have struggled to achieve high levels of academic output.

Furthermore, critiques of staff and student academic performance/productivity in the Nigerian educational system, particularly in universities, are on the rise, if not frightening. This could be linked to poor IR growth and development as a result of academic staff's lack of awareness and attitude toward the use of available information resources platforms such as IR in their institutions, with the result of poor or low academic outcomes or productivity among faculty members (staff) and students in such universities, defeating the goal of IR establishment in universities. The goal of institutional repositories, on the other hand, is to make research findings or knowledge, particularly peer-reviewed academic articles, openly accessible for usage over the internet in order to improve productivity. Most academic employees with IRs in Nigerian universities do not appear to be in this situation. In other words, despite the phenomenal rise of institutional repositories in Nigeria, they seem to be failing to fulfill their original goal. Thus, there are still a lot of unfavorable complaints regarding low academic output in existing literature. As a result, the research looked into "Academic Staff Perceptions of Institutional Repositories and Academic Productivity in Universities."

Research Questions

- 1) What is the productivity level of academic personnel (staff) in Nigeria's South-West universities?
- 2) What is the degree of work deposit in IRs among academic staff in South-West Nigerian universities?
- 3) How much do academic staff in universities in South-West Nigeria use IR?
- 4) What are the perceived advantages of using IR among academics?

A LITERATURE REVIEW

Access to and use of information resources is critical for academic staff development, particularly in universities, for the purposes of teaching, learning, and research activities or productivities. In order to achieve these goals, academics must not only be aware of and develop good attitudes regarding the usage of IRs, but they must also be willing to accept and deposit their research findings in their institutional IRs for free use. Several ideas have been proposed to explain why individuals embrace and employ new items and technologies to this aim. Some of these

Academic Staff Perceptions of Institutional Repository and Academic Staff Productivity in South-West Universities, Nigeria

theories are as follows: Theory of Reasoned Action (TRA) by Ajzen and Fishbein (1980), Technology Acceptance Model (TAM) by Davis (1989), and Diffusion of Innovation (DOI) by Rogers (2003) all serve as a mediator of real system use. Perceived usefulness is also influenced by perceived ease of use, among other factors.

The open access idea is defined by the free availability of research results on the internet with the goal of allowing a user the license to make legal and non-commercial use of such article or material without charge, but only if the original owner's rights are properly acknowledged (Lawrence, 2001). In essence, the open access effort allows researchers to be more productive, especially in terms of their research outputs, by making them freely available to the public through open access instruments such as open access journals and archives. As a result, scientists now have near-instant access to a big and rapidly growing amount of material that formerly required not only travels to the library, interlibrary loan delays, or a significant amount of effort in discovering the source, but also payment when on restricted access online.

The Open Access movement, as supported and promoted by IR initiatives and institutions, aims to improve the use of online platforms via the internet - as the primary product of the 'networked information economy' - to provide free access to research and scholarly publications to anyone, regardless of their physical or geographical location, or their social and economic circumstances.

Academic activities at higher education institutions are being transformed by institutional repositories (IRs) that provide free access to information and are based on open access initiatives all over the world. Indeed, in recent years, IR has aided in the improvement of academic productivity among scholars in a significant way. "Electronic versions of pre-prints as well as post-print articles, conference and working papers, committee papers, instructional materials, thesis and dissertations, monographs, multimedia, and student projects, among others" (Ivwhighrehweta, 2012:2). Institutional repositories are here to stay, altering the methods and patterns for preserving information resources as well as communicating research outputs or products in academic and research institutions.

Many additional scholarly publications have attempted to explain the pattern, degree, or level of academic labor output or production among faculty members in higher education institutions all over the world. Some recent examples include Kyvik and Aksnes (2015), who stated that "there has been a very large growth in scientific and scholarly publishing, enabled by the large increase in the number of journal articles, proceedings from conferences or associations, book-series, and monographs; noting that this trend has led to a significant increase in the number of overall research works across the world and that there is reason to believe that individual researchers are publishing more than ever before." Institutional Repositories (IRs) aim to make research outputs from institutions such as "universities, polytechnics, colleges of education," and related research institutes more accessible to the general public by making them easily accessible or free of charge, with the library serving as the central hub. more than ever before in the history of the world."

This phenomena, however, may not be universal (the same) across all educational institutions.

As a result, this is one of the study's foundations. Meanwhile, "issues may arise as to whether the rise in publications is simply attributable to the significant growth of academic professions, or partly owing to more productive scientists and academics, or access and use of IRs," according to the report. Although it was stated that many academic research processes and productivities have evolved reasonably towards more global collaboration efforts for over three decades now. As a result, not only will the output of scholarly articles increase, but it will also

improve, particularly in the international setting (Kyvik & Aksnes, 2015). "This observed increase in scholarly publication output in the foreign scene was due to incentives and reward systems put in place in promoting scientific publishing, which has been a source of motivation in driving inner joy among researchers, coupled with the need for recognition or visibility in the scientific community recently promoted by IRs and open access initiatives," they explained.

However, certain scholarly works in Nigeria claim that "faculty staff in tertiary institutions of learning have a low degree of academic production."

This includes the work of Achonna (2018), who found "poor academic productivity among scholars in university libraries in the southern region of Nigeria, particularly in the following areas:"

(1) The total number of articles published in high-impact or professional journals from the start of their careers, (2) the number of articles published in professional journals in the last three years, and (3) the number of researches that they have conducted. (4) Number of professional journal articles they had co-authored with professional colleagues, (5) Number of abstracts/indexes they had compiled, (6) Number of book(s) reviewed, (7) Number of bibliographies they had also compiled in the past three years; and (8) Number of books they had written since they began their career, with very low numbers of book chapter contributions." At a summary, Achonna's (2018) research found "a generally poor level of research output among academic staff/librarians in public universities in Southern Nigeria."

Several other studies have found that researchers, such as librarians in university libraries, have low research productivity. For example, Tsafe, Chiya, and Aminu (2016) discovered that academic librarians have a poor rate of publication success, and that the majority of their papers appear in journals as a means or main channel of distribution. Journals were chosen as a publication channel since they are used as one of the key measures of promotion evaluation. Normally, these tendencies would not be surprising, partially because publication in professional journals, particularly in the field of librarianship, was one of the foundations for promotion and career advancement as well as progress (Achonna, 2018). In this context, Okonedo (2015) asserted that academic librarians publish more of their work in international journals than in local journals, and that academic librarians were primarily encouraged to have their articles published in foreign journals due to their need for free criticism. Universities' promotion committees around the world tend to place a high value on the quality of research productivity or output. In other words, younger academics are more productive than their elder colleagues in tertiary institutions when it comes to writing scholarly works.

Furthermore, according to Tsafe (2016), which was quoted in Achonna (2018) and covered 16 university libraries in Nigeria's North-West, the desire to get promoted among academic librarians was a major driving element in their publication effort. This phenomena may have contributed to their low level of publication output or productivity stated in the majority of surveyed literature, since their motivation for publication was based on criteria set by relevant authorities rather than self-motivation. This condition may have contributed to the low quality of research productivities among locally authored materials, resulting in poverty and underdevelopment in Africa, particularly Nigeria. This also implies that there are certain key causes contributing to these inconsistencies, such as a lack of access to local content information resources among researchers at Nigerian universities or higher institutions, which might be addressed by IR efforts and implementation. On the contrary, according to Kyvik and Aksnes (2015), "a considerable increase in publication activities and productivities among individual researchers, notably among permanent academic staff members of Norwegian research universities" has occurred. "A huge growth in individual's scientific and scholarly publishing that has occurred over the previous 30 years," they claim. Though the

Academic Staff Perceptions of Institutional Repository and Academic Staff Productivity in South-West Universities, Nigeria

cause of this increase in research productivity among Norwegian research university scholars is unknown, it could be attributed to a number of factors, including access to and use of IRs, since the issue of IR was anchored on open access initiatives long embraced by developed nations of the world.

As a result, the majority of institutional management is "routinely examining inter-university and inter-departmental statistics to develop targets and benchmarks among academic staff productivity levels of evaluation for appropriate reward and benefits." The majority of academic staff evaluation standards include wording that acknowledges the number as well as the quality of scholarly publishing. While the raw number of publications is relatively straightforward to track and verify, evaluating the quality of a professor's papers is far more challenging. As a result, various measures have been proposed, but only two have been universally accepted and used (number of citations and the high-index impact level). Furthermore, Saydam and Kecojevic (2014) reported that "in a survey conducted in 2013 by the Society of Mining Professors membership, about 70% of respondents indicated that their colleges and universities consider the number of citations of scholars' academic products when going through their promotion processes." Similarly, 52 percent of their survey participants said the h-index was employed in the promotion evaluation process. This is an indication of how much emphasis institutional management places on academic staff output, particularly in university settings. These changes were particularly noteworthy and significant for universities all throughout the world.

Relatively, and according to Noble and Kecojevic (2015), "for academic staff members to acquire a high h-index, he or she is expected to publish many quality publications that are heavily cited or referenced." This will be impossible to achieve without access to high-quality research materials in the form of robust IR content. However, several recent studies, such as Kyvik and Aksne (2015), have indicated a significant rise in academic staff publishing output or productivity. They explained that there has been a significant increase in individual publication activity during the last three decades. Permanent academic employees in industrialized countries around the world, such as Norwegian research universities, have experienced this. The cause of this development is unknown, as evidenced by the paucity of scholarly literature on the subject. As a result, the study looked into academics' perceptions of the relationship between IRs and academic staff productivity in universities in Nigeria's South-West.

METHODOLOGY

In this study, the descriptive survey design method was used. Academic employees (staff) in Nigeria's South-West Universities with IRs form the study's population. The area is one of Nigeria's geopolitical regions with the most existing IRs (eleven IRs) out of the 25 IRs that now exist in 21 universities across the country's six geopolitical zones (Opendoar, 2018, Adam & Kaur, 2019). Thus, the study's population consisted of all 5,639 academic personnel with IRs from the eight (8) universities in the region, of whom 373 were sampled using Slovin's formula for determining sample size. University of Lagos, Akoka, Lagos; Federal University of Technology, Akure, Ondo State; Federal University, Oye, Ekiti State (have two IRs); University of Ibadan, Ibadan, Oyo State; Covenant University, Ota, Ogun State (have three IRs); Afe Babalola University, Ado-Ekiti; Fountain University, Oshogbo, Osun State; and Elizade University, Ilara-Mokin. The tool utilized in data collection using simple random sample technique was a self-structured questionnaire via Google form online. Data acquired from 254 respondents chosen at random from the study's sampled population were analyzed using descriptive statistics of frequency counts in SPSS version 20.0.

Research Results and Discussion

Research Question I What is the productivity level of academic personnel (staff) in Nigeria's South-West universities?

Table 1: Showing Level of Academic Staff Productivity in South-West Universities in Nigeria

Statement	VLE	LE	HE	VHE	Mean	Total
1. My extent of Books or Monographs productivity via IRs use	35.4% 90	46.1% 117	15.7% 40	2.8% 7	1.86	100% 254
2. My extent of journal articles productivity via IRs use	40.2% 102	37.4% 95	19.7% 50	2.8% 7	1.85	100% 254
3. The extent or rate of my theses & dissertations productivity via IR use	40.2% 102	37.8% 96	22.0% 56	0% 0	1.82	100% 254
4. My extent or rate of Conference Papers productivity via IRs use	42.1% 107	37.0% 94	19.7% 50	1.2% 3	1.80	100% 254
5. My extent or rate of Learning Objects productivity via IRs use	41.3% 105	43.3% 110	14.2% 36	1.2% 3	1.75	100% 254
6. My extent or rate of Presentations or Term Papers productivity via IRs use	43.7% 111	44.5% 113	10.5% 27	1.2% 3	1.69	100% 254
7. Extent or rate of Technical Reports productivity via IRs use	40.6% 1033	46.9% 119	11.4% 29	1.2% 3	1.73	100% 254
8. Extent or rate of Working Papers productivity via IRs use	37.0% 94	50.4% 128	9.1% 23	3.5% 9	1.79	100% 254
9. My extent or rate of Teaching Materials or Lecture Notes productivity via IRs use	36.2% 92	46.1% 117	16.5% 42	1.2% 3	1.83	100% 254
10. My extent or rate of Multimedia Works productivity via IRs use	35.0% 89	41.3% 105	17.7% 45	5.9% 15	1.94	100% 254

Overall / Cluster Mean = 1.806

Source: Field Survey, 2020

Table 1 shows the average ratings of academic staff output at Nigeria's South-West universities. The data shows the mean scores for each statement based on a cut-off point of 2.50 for a four-point Likert scale. With a cluster mean of 1.806, all items graded were rejected, showing that academic staff output in Nigeria's South-West universities is extremely low. This conclusion is consistent with Achonna's (2018) research, which found "poor academic production among scholars in university libraries in the southern portion of Nigeria," among other things.

Research Question II: What is the degree of work deposit in IRs among academic personnel in South-West Nigerian Universities?

Table 2: Rate/Degree of Work Deposit in IRs among Academic Staff in Universities in South-West Nigeria

Statement	VHD	HD	LD	VLD	Mean	Total
1. My degree of attitude towards journal articles deposit in IRs	29.9% 76	48.4% 123	20.9% 53	.8% 2	1.93	100% 254
2. My degree of attitude towards Books or	31.1%	49.2%	16.1%	3.5%	1.92	100%

Academic Staff Perceptions of Institutional Repository and Academic Staff Productivity in South-West Universities, Nigeria

	Monographs deposit in IRs	79	125	41	9		254
3.	My degree of attitude towards electronic Theses & Dissertations deposit in IRs	37.0%	48.0%	11.4%	3.5%	1.81	100%
		94	122	29	9		254
4.	My degree of attitude towards Conference Papers deposit in IRs	36.6%	49.6%	11.4%	2.4%	1.80	100%
		93	126	29	6		254
5.	My degree of attitude towards Learning Objects deposit in IRs	38.6%	44.9	12.6%	3.9%	1.82	100%
		98	114	32	10		254
6.	My degree of attitude towards Presentations or Term Papers deposit in IRs	31.1%	51.2%	12.6%	5.1%	1.92	100%
		79	130	32	13		254
7.	My degree of attitude towards digitized Technical Reports deposit in IRs	34.6%	48.0%	13.4%	3.9%	1.87	100%
		88	122	34	10		254
8.	My degree of attitude towards Working Papers deposit in IRs	31.5%	51.6%	13.4%	3.5%	1.89	100%
		80	131	34	9		254
9.	My degree of attitude towards Teaching Materials or Lecture Notes deposit in IRs	34.6%	46.9%	14.2%	4.3%	1.88	100%
		88	119	36	11		254
10.	My degree of attitude towards digitized Multimedia Works deposit in IRs	20.1%	20.1%	53.5%	6.3%	2.46	100%
		51	51	136	16		254

Overall / Cluster Mean = 1.930

Source: Field Survey, 2020

Table 2 shows the average evaluations of academic staff in South-West universities for their degree/rate of work deposit in IRs. The data is the average ratings of all statements. According to the cut-off point of 2.50 for a four-point Likert scale with a cluster mean of 1.930, all items rated were rejected, showing that respondents' degree/rate of work deposit in IRs among academic staff in Nigeria's South-West Universities is very low.

Research Question III: How much do academic personnel in universities in South-West Nigeria use IR?

Table 3: Showing Extent of Academic Staff Use IRs in Universities in South-West Nigeria

Statement	VLE	LE	HE	VHE	Mean	Total
1. My extent of use of journal articles in my institutional IR	6.7%	43.3%	28.7%	21.3%	2.35	100%
	17	110	73	54		254
2. My extent of use of Books or Monographs in my institutional IR	5.5%	40.9%	34.3%	19.3%	2.33	100%
	14	104	87	49		254
3. My extent of use of electronic Theses & Dissertations in my institutional IR	5.1%	37.0%	38.6%	19.3%	2.28	100%
	13	94	98	49		254
4. My extent of use of Undergraduate Students' Projects in my institutional IR	7.1%	39.4%	33.9%	19.7%	2.34	100%
	18	100	86	50		254
5. My extent of use of Conference Papers in my institutional IR	6.3%	33.1%	44.9%	15.7%	2.30	100%
	16	84	114	40		254
6. My extent of use of Learning Objects in my institutional IR	5.9%	34.3%	43.3%	16.5%	2.30	100%
	15	87	110	42		254
7. Extent of use of Presentations or Term Papers in my institutional IR	4.3%	31.9%	44.1%	19.7%	2.21	100%
	11	81	112	50		254

8.	My extent of use of Technical Reports in my institutional IR	8.3%	29.9%	41.7%	20.1%	2.26	100%
		21	76	106	51		254
9.	My extent of use of Working Papers in my institutional IR	5.9%	30.7%	44.5%	18.9%	2.24	100%
		15	78	113	48		254
10.	My extent of use of Teaching Materials or Lecture Notes in my institutional IR	6.7%	31.9%	41.3%	20.1%	2.25	100%
		17	81	105	51		254
11.	My extent of use of Multimedia Works in my institutional IR	8.3%	66.1%	14.6%	11.0%	2.72	100%
		21	168	37	28		254

Overall / Cluster Mean = 2.716

Source: Field Survey, 2020

Table 3 illustrates the average evaluations of academic staff's use of IRs in universities in Nigeria's South-West. The data is the average ratings of all statements. According to the cut-off point of 2.50 for a four Likert type scaling with a cluster mean of 2.716, all items rated were accepted, showing that respondents agreed that academic staff usage of IRs in universities in Southwest Nigeria is high.

Research Question IV What are the perceived advantages (benefits) of using IR among academics?

Table 4: Showing Perceived Benefits of IR Use among Academic Staff in Universities in South-West Nigeria

Statement	SD	D	A	SA	Mean	Total
1. Wider Visibility of my scholarly works	13.0%	11.8%	66.9%	8.3%	2.70	100%
	33	30	170	21		254
2. Wider communication of research outcome to my peers	14.2%	22.8%	55.5%	7.5%	2.56	100%
	36	58	141	19		254
3. Increase personal prestige in my field	14.6%	28.3%	50.2%	7.1%	2.50	100%
	37	72	127	18		254
4. Increase my institutional prestige and visibility in my field	14.2%	22.8%	55.5%	7.5%	2.49	100%
	36	58	141	19		254
5. Helps protects my work from plagiarism	14.6%	30.3%	46.9%	8.3%	2.49	100%
	37	77	119	21		254
6. Helps to boost my institutional image	16.9%	29.1%	45.7%	8.3%	2.45	100%
	43	74	116	21		254
7. Increase the citation impact (citation counts) of my scholarly or research works	16.5%	21.7%	53.5%	8.3%	2.54	100%
	42	55	136	21		254
8. Helps to reduce scholars' exploitations by commercial publishers	19.3%	25.2%	45.3%	10.2%	2.46	100%
	49	64	115	26		254
9. Increase in visibility to my research works	18.1%	26.8%	44.9%	10.2%	2.47	100%
	46	68	114	26		254
10. Support students' and staff academic works by providing free access to electronic These, Dissertations and scholarly articles	18.1%	24.8%	46.5%	10.6%	2.50	100%
	46	63	118	27		254
11. Faster and wider dissemination of knowledge	13.4%	29.9%	44.1%	12.6%	2.56	100%
	34	76	112	32		254

Academic Staff Perceptions of Institutional Repository and Academic Staff Productivity in South-West Universities, Nigeria

12.	Help advance my career outcome	9.8%	9.8%	65.4%	15.0%	2.85	100%
		25	25	166	38		254
13.	Help reduce high cost of library spending on print collection development and subscribed databases	8.7%	15.0%	61.8%	14.6%	2.82	100%
		22	38	157	37		254

Overall / Cluster Mean = 2.568

Source: Field Survey, 2020

Table 4 illustrates the average evaluations of academic staff in Nigeria's South-West Universities on the perceived benefits of using IRs. The data is the average ratings of all statements. According to the cut-off point of 2.50 for a four-point Likert scale with a cluster mean of 2.568, all questions were accepted, indicating that respondents agreed that the perceived benefits of IR use among academic staff in Nigeria's South-West universities are strong.

CONCLUSION AND RECOMMENDATIONS

The study's goal was to reveal the importance and influence of IR development and use on academic staff productivity in South-West Nigeria, among other things. However, the survey found that academic staff productivity in South-West universities is low, as is the deposit of scholarly works in IRs. Surprisingly, the survey discovered that academic staff utilization of IR resources is high, as is their perception of the benefits of using IRs.

To summarize, this situation is insufficient for academic staff and students in their pursuit of academic success. Indeed, it may be a waste of time, effort, and resources devoted to the establishment of IRs in universities in South-West Nigeria if academic staff productivity remains poor, despite the importance of open access to scholarly works for academic growth and development among academics worldwide. If quality university education is still of value to Nigerians, the following proposals have been made to assist overcome the noted inadequacies among academic staff:

1. Academic personnel (staff) in Nigeria's South-West Universities should be encouraged to improve their academic productivity.
2. Encourage academic works deposite in IRs for easier and free retrieval in order to boost academic production among academic staff in South-West universities. This will help to justify the time, effort, and resources invested in establishing IRs in the institutions.

REFERENCES

- [1] Achonna, A. U. (2018). Human resource capacity building and research productivity as determinants of job performances of academic librarians in universities in Southern, Nigeria. A PhD Thesis Submitted to the Department of Information Resources Management, Babcock Business School, School of Postgraduate Studies, Babcock University.
- [2] Ajzen, I. & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior* Englewood Cliffs: Prentice-Hall.
- [3] Ali, A. Y. S., Ali, A. A., & Adan, A. A. (2013). Working conditions and employees' productivity in manufacturing companies in sub-Saharan African context: Case of Somalia. *Educational research international*, 2(2), 67-78.
- [4] Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly* 13(3), 319-339.
- [5] Halder, S. N. & Chandra, S. (2013). Users' attitudes towards institutional repository in Jadavpur university: A

critical study. *International Journal of Management and Sustainability*, 1(2), 45- 52.

[6] Ivwighreghweta, O. (2012). An investigation to the challenges of institutional repositories development in six academic institutions in Nigeria, *International Journal of Digital Library Services*, 2 (4), 1 – 17.

[7] Izuagbe, R. (2018). Institutional repositories and libraries in Nigeria: Interrogating the nexus. *Journal of Cases on Information Technology*, 20(2), 16-29. Retrieved October 27, 2018 from:

<https://covenantuniversity.edu.ng/Profiles/Izuagbe-Roland/InstitutionalRepositories-and-Libraries-in-Nigeria-Interrogating-the-Nexus>.

[8] James, O. D. (2016). Strategies for bridging ICT gap through open access and open source software. A Presented at the International Workshop on Africa and the Challenge of the Digital Divide: Lessons for the 21st Century Librarianship, Digital Bridge Institute International Centre for ICT Studies, Cappa, Oshodi, Lagos, Nigeria.

[9] Koutras, N. & Bottis, M. (2013). Institutional repositories of open access: A Paradigm of innovation and changing in educational politics. Retrieved October 27, 2018 from:

<https://www.sciencedirect.com/science/article/pii/S1877042813047927>

[10] Kyvik, S. & Aksnes, D. W. (2015). Explaining the increase in publication productivity among academic staff: a generational perspective. *Studies in Higher Education*, 40 (8), 1438–1453.

[11] Madhuri, K., Srivastava, P. & Srivastava, P. (2014). The effect of organizational commitment, and job satisfaction, on employee's job performance. *International Journal of Art and Humanity Scientific*, 1(2), 20-23.

[12] Noble, A. & Kecojevic, V. (2015). Analysis of research scholarship for academic staff at US ABET accredited mining engineering schools by publications, citations and h-index. *Mining Technology*, 124 (4), 222 – 230.

[13] Ogbomo, F. E. (2011). Awareness and attitude of lecturers in South-South Federal Universities in Nigeria towards the establishment and use of institutional repository. A Dissertation Submitted at the Department of Library and Information Science, Nnandi Azikiwe University, Awka.

[14] Ogunsanwo, G. A. (2012). *You and Your Job: Attitude Required for Improving Performance and Productivity*. Paper presented at the Training Workshop for Junior Staff of Library Unit of Yaba College of Technology.

[15] Okonedo, S. (2015). Research and publication productivity of librarians in public universities in South-West Nigeria. *Library Philosophy and Practice*. Retrieved August 2, 2020 from:<http://digitalcommons.unl.edu/libphilprac>

[16] Saydam, S. & Kecojevic, V. (2014). Publication strategies for academic career development in mining engineering. *Mining Technology* 123(1),

[17] Rogers, E. M. (2003). *Diffusion of innovations*, 5th ed. New York: The Free Press.

[18] Tsafe, A. G., Chiya, U. & Aminu, B. A. (2016). Scholarly publications of librarians in universities in Nigeria: 2000-2012--a bibliometric analysis, *Library Philosophy and Practice*. Retrieved July 20, 2020 from:

<https://go.gale.com/ps/anonymous?id=GALE%7CA471851645&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=15220222&p=AONE&sw=w>

[19] Zervas, M., Kounoudes, A., Artemi, P. & Giannoulakis, S. (2019). Next generation Institutional Repositories: The case of the CUT Institutional Repository KTISIS. Retrieved February 20, 2020from:

https://www.researchgate.net/publication/331006833_Next_generation_Institutional_Repositories_The_case_of_the_CUT_Institutional_Repository_KTISIS