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Faculty Members Awareness and Attitude towards the Use of Institutional Repositories (IRs) in Federal Universities in South South, Nigeria

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ABSTRACT

This study examines faculty members' awareness and attitude towards the use of Institutional Repositories (IRs) in federal universities in South South, Nigeria. The total population for this study comprises of 572 lecturers who are registered library users in seven federal universities in South South, Nigeria. The total enumeration sampling technique was used because of the manageable size of population. Questionnaire was used to collect data from the respondents. Findings from this study revealed that the level of awareness of institutional repository among faculty members in federal universities in South South, Nigeria is high, also the study found that the attitude of faculty members towards the use of institutional repositories in federal universities in South South, Nigeria is positive., that faculty members in federal universities in South South, Nigeria use IR for are: accessing e-journal articles for teaching and research; accessing e-book collection for teaching and research; accessing scholarly works to prepare lecture notes; accessing electronic theses and dissertations for teaching and research; accessing materials for seminar presentations; depositing scholarly works for safekeeping; developing collaborative workspace/information sharing space, increasing their visibility as authors and researchers and to participate in the scholarly communication process among others. The following were suggested to improve on the adoption of Institutional Repositories by faculty members: Contributing scholarly works to the University's IR by faculty members should be made an institutional mandate by Federal university management in Nigeria; University library should be organizing orientation programmes, seminars and workshops regularly so as to create in faculty members the awareness of the usefulness and benefits of institutional repositories among others.

KEYWORDS: *Faculty Members, Awareness, Attitude, Institutional Repositories, Federal Universities, South South.*

INTRODUCTION

Introduction of new models for the dissemination of scholarly research and knowledge has transformed and redefined the long established relationship between authors, publishers and academic libraries. The open-access movement gained momentum to provide access to scholarly literature free of charge, and free of most copyright and licensing restrictions. Institutional Repositories (IRs) are widely implemented across academic institutions with the intent to preserve the collective scholarly output of the university community, thereby increasing the impact of research (Andrew, 2018). IR is seen as a service that university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members (Lynch, 2003). Institutional repository is also seen as a new concept for collecting, managing disseminating and preserving scholarly works created in digital form by staff and students in individual academic institution (Prabhakar & Manjula, 2017). However, the extent to which faculty members and researchers adopt and embraced IRs and the usability rate reported through literature reveals a mixed result (Oguz & Assefa, 2014).

In Africa, the origin of institutional repositories can be traced back to 1998, when massive initiatives took place to introduce online open access Journals (Nyambi & Maynard, 2012). Compared to other continents, the African continent has experienced sluggish growth and adoption of institutional repositories (Jain, Bentley & Oladiran, 2009). Saini (2018) observed that slow adoption and development of repositories in most developing countries is attributed to higher learning institutions still being in the process of establishing guiding principles and best practice. Slow adoption and use of institutional repositories in African countries is also being attributed to institutional challenges such as user awareness, poor user attitude, a reliable electricity supply, policies, Internet access and cost (Ampong, 2016; Tapfuma, 2016). Despite heightened availability, adoption and usage of institutional repositories in developed countries, the rate of submission of scholarly works among American Universities is fairly low (Casey, 2012). In Asia, literature indicates that India, Taiwan, Japan and Thailand lead other Asian countries in adopting, making available and using institutional repositories (Okumu 2015; Abrizah, 2010). Increased adoption and availability of institutional repositories in Asia is attributed to a number of factors. These include user awareness of archiving and quality control policies, availability of documents in the repositories, types of the publications and ease of use of the institutional repository software and system (Ammorukleart, 2017).

However, in the developing nations such as Nigeria, the level of adoption of institutional repositories in higher institution of learning especially in the academic environment is still very low. This low rate of adoption may however be attributed to lack of IR awareness among faculty members or poor attitude of faculty members towards the adoption and use of IR. The establishment of IRs in Nigerian universities is on the increase but very slow. As at 2008 there was no record of functional IR in Nigerian Universities (Christian, 2008). The first university that implemented IR in Nigeria was University of Jos in June, 2009. Similarly, Covenant University, Ota and Ahmadu Bello University, Zaria implemented IR in late 2009. University of Nigeria, Nsukka implemented IR in 2010 and Federal University of Technology, Akure implemented IR in 2011. However, as at September 2017, there are twenty (20) functional open access IRs in sixteen (16) Nigerian Universities out of 152 universities (NUC website, September, 2017). This low rate of adoption of IRs in Nigerian universities and the poor disposition of lecturers to the use of IRs has necessitated this study. This study therefore seeks to examine faculty members' awareness and attitude towards the use of Institutional Repositories (IRs) in federal universities in South South, Nigeria.

Statement of the Problem
The dawn of institutional repository has opened new avenues for scholars to communicate, disseminate and share their research findings with one another. The main goal of institutional repositories situated in universities is to store, manage, and preserve the institution's born-digital and digitized assets, making them freely available to both local and international users via the internet and by extension, enhancing scholarly communication. It is however pathetic to know that the awareness level of institutional repository among the faculty members in universities in Nigeria is

still at its infancy. This has led to the poor usage of institutional repositories in Nigeria. Also, the researcher observed through preliminary investigation that faculty members are very slow to deposit required information resources to enrich the institutional repositories in federal universities where institutional repository is already being adopted. As a result, university IRs remains mostly empty, ineffective, or underutilized by the university community. This has led to the researcher's conclusion that the poor disposition of faculty members towards the adoption of Institutional repositories which is a challenging factor towards its usage is as a result of the negative attitude shown by faculty members towards the use of institutional repositories. This study therefore seeks to examine faculty members' awareness and attitude towards the use of Institutional Repositories (IRs) in federal universities in South South, Nigeria.

Objective of the Study
The general objective of this study is to examine faculty members' awareness and attitude towards the use of Institutional Repositories (IRs) in federal universities in South South, Nigeria. The specific objectives are to:
1. know the level of awareness of institutional repository among faculty members in federal universities in South South, Nigeria;
2. determine the attitudes of faculty members toward use of institutional repository in federal universities in South South, Nigeria;
3. know the purpose for the use of institutional repositories among faculty members in federal university in South South, Nigeria and
4. identify the challenges to the use of institutional repositories among faculty members in federal universities in South South, Nigeria.

Research Questions
The following research questions have been raised to guide this study:
1. What is the level of awareness of institutional repositories among faculty members in federal universities in South South, Nigeria?
2. What is the attitude of faculty members towards the use of institutional repositories in federal universities in South South, Nigeria?
3. For what purpose do faculty members use institutional repositories in federal universities in South South, Nigeria?
4. What are the challenges faced by faculty members when using institutional repositories in federal universities in South South, Nigeria?

LITERATURE REVIEW

Institutional Repositories (IRs) are widely implemented across academic institutions with the intent to preserve the collective scholarly output of the university community, thereby increasing the impact of research. Institutional repositories have also been widely used to disseminate and communicate scientific information (Okumu, 2015). However, the adoption and usage of institutional repositories in developed countries is being influenced by the availability and extensive dissemination of scholarly work, authors' professional visibility, constraints in self-archiving, perceived poor quality of repository materials, copyright issues, fear of plagiarism, lacking quality control and less prestige (Tmava & Miksa 2017; Casey 2012). Despite heightened adoption and usage of institutional repositories in developed countries, the rate of submission of scholarly works among American Universities is fairly low (Casey, 2012). Contrary to the developed and Asian countries, African countries have recorded a low adoption rate of institutional repositories (Ezema, 2013; Kathewera, 2016; Lwoga & Questier 2014; Dulle 2010; Fasae, et al. 2017) The adoption and usage of institutional repositories in Africa has not been promising and among the factors contributing to the low adoption are lack of institutional repositories awareness, negative attitude towards the adoption and usage of IRs, insufficient information communication and technology (ICT) skills among others (Christian, 2008; Nwakaego, 2017; Saulus, Mutula & Dlamin, 2017).

Nunda and Ellia (2019) conducted a study on institutional repositories adoption and use in selected Tanzanian higher learning institutions and reported that from the literature reviewed, it appears

adoption and usage of institutional repositories in developing countries is mostly affected by the lack of awareness of the services available, limited technical expertise, copyright issues, insufficient resources and managerial, while adoption in developed countries seem to be largely influenced by the quality of resources and authors' visibility. This makes the issue of awareness of institutional repository in important one in developing countries such as Nigeria. To initiate and to sustain an IR, the flow of content submission is very much important. However, it may not be generalized that the potential value of IR is not yet fully appreciated by faculty members in developing countries. Although very few institutions have their own IR and only a small proportion of faculty members' deposit their scholarly content into it. This low rate of faculty participation is a common phenomenon across the world, and it is a major issue for the success of those repositories (Dutta & Paul, 2014). It can be assumed that the lack of awareness about IR and its potential, and many other related issues are the main reasons for this low participation in it in developing countries. To confirm this assertion, Kim (2011) conducted a study on motivations of faculty self-archiving in institutional repositories and findings shows that only 40.1 % faculty members of Ewha Womens University, Korea were aware of their university's IR. Same way Abrizah (2009) has reported through findings that that only 35.9 % respondent of his survey were aware of the institutional repository in Malaya University. Pelizzari's (2004) survey results show that 44% of the respondents of Economics and Law subjects of the University of Brescia, Italy know about the existence of IR. But of those aware of the existence of IR, only 4% affirmed they had already used them to deposit papers. Also, in a study by Yang and Li (2015) it was revealed that the level of awareness about IR of Texas A and M University (TAMU) OAKTrust was low. Out of 295 faculty members from 10 colleges/schools, only 27% were aware of the existence of TAMU IR OAKTrust and only 7% of them had deposited into the OAKTrust.

Using institutional repository maximally among faculty members requires positive disposition to the adoption of IRs by their university. Dutta and Paul (2014) in their study of awareness on institutional repositories-related issues by faculty members of university of Calcutta, found that in most of the cases, the respondents were found to be confused to contribute their content to the IR of different institutes. This finding is associated with poor attitude towards the use of IRs by the respondents. Commenting on the attitude of users towards the use of institutional repositories, Nunda and Ellia (2019) reported that the adoption of institutional repositories depends on how users perceive the benefits of institutional repositories when compared to other information resources. This means that the benefits derived from the use of institutional repositories by users will influence their attitude towards its usage. Similarly, Nwakaego (2017) and Anenene, Alegbeleye & Oyewole (2017) found that repository users were adopting and using institutional repositories as a result of benefits they derived from its usage. Users will similarly not adopt an innovation if it is perceived not to have benefits after observing it for some time (Rogers, 2003). Corroborating the negative attitude of faculty members towards the use of institutional repositories, Andrew (2018) conducted a study on awareness and attitudes of faculty members towards developing institutional repository in federal university, Kashere Gombe state Nigeria and found that many respondents are aware of the advantages of the use of IR in that they know that IR will preserve university's intellectual output in a central place and provide long-term preservation of digital research materials. Yet, their attitude towards its usage is very poor as some of the faculty members confirmed that they cannot deposit their research work in university IR, because university did not give them research grant for the publications or research work.

The benefits of the use of IR to individual lecturers include increased dissemination and impact of scholarship, enhanced professional visibility due to broader dissemination and increased use of publications. Others are: storage and access to a wide range of materials, greater security and long term preservation of materials and the building of a central archive of a researcher's work (Cullen & Chawner, 2010). Similarly, Bamigbola (2014) surveyed the use of IRs by academics in Agriculture disciplines in a Federal University of Technology, Nigeria and found that, 7.8% of the academics had submitted their scholarly works into IR while 58.8% had not submitted their scholarly works into IR but had searched the IR to retrieve scholarly works. Dhanavandan and Tamizhchdvan (2013) on critical study on attitudes and awareness of institutional repositories and open access publishing point out reason for developing a repository and open access. Out of 160, 22 (13.75%) faculty members mention two reasons equally such as, to increase the visibility of the institution as well as

individuals and to digitize and preserve scholarly materials on campus. Abdulrahman (2017) in his survey on use of the university of Khartoum institutional repository by graduate students revealed that a large population of respondents (35.48%) stressed that their main purpose of using their repository is to access the doctorate theses and dissertations (ETDs) available in the repository.

Sankar and Kavitha (2017) in their survey on challenges of contributing to institutional repository system, findings revealed that the challenges to institutional repository includes: funding, plagiarism, maintenance, copyright issue, lack of incentive, lack of will to deposit, lack of understanding of institutional repository goals, lack of administrative attention/support and lack of will to deposit. In the same vein, Bamigbola (2014) in her survey on the challenges use of institutional repositories as perceived by faculty members in agriculture and agriculture technology, respondents strongly agreed that the major challenges to the use of institutional repository are: lack of awareness to institutional repositories, epileptic power supply, fear of not being able to publish work submitted in institutional repository, fear of plagiarism and ignorance of publisher policy. Omeluzor (2014) also found that majority 64% and 72% of the respondents in private and public universities respectively agreed that plagiarism is a challenge. Another majority, 73.5% and 68% of the respondents noted that copyright was a problem while 64% and 68% of the respondents from private and public universities respectively also agreed that lack of understanding of the goals of IR was a challenge.

RESEARCH METHODOLOGY

A descriptive survey research design was adopted for this study. The target population for this study comprises of 572 lecturers who are registered library users in seven federal universities in South South, Nigeria. As at the time of this study, there are seven federal universities in South South, Nigeria and they are: Federal University of Petroleum Resources, Effurun, Delta State, Federal University Otuoke, Bayelsa State, University of Benin, Edo State, University of Calabar, Cross River State, University of Port-Harcourt, Rivers State, University of Uyo, Akwa Ibom state and Nigeria Maritime University, Okerenkoko, Delta State, Nigeria. The entire population of the study was sampled using total enumeration sampling technique because of the manageable size of population. Hence, the sample size of the study is 572. The instrument used for data collection was a structured questionnaire which was distributed to the respondent face to face at their various offices. A total of 572 copies of the questionnaire were administered and total of 523 were duly completed and found usable, therefore there was 92% response rate. The data collected for this study was analyzed using simple percentage/frequency counts and weighed mean.

RESULTS AND DISCUSSION

Table 1: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	451	79
Female	121	21
Total	572	100

Table 1 shows that 451 (79%) of the respondents are males while 121 (21%) of them are females. This means that majority of the lecturers in federal universities in South South, Nigeria are males.

Table 2: Educational Qualification(s) of the Respondents

Educational Qualification(s)	Frequency	Percentage (%)
B.Sc., B.Ed.	62	10.8
M.Sc., M.Ed.	211	36.9
M. Phil	37	6.5
Ph.D.	223	38.9
Others (Professor)	39	6.8
Total	572	100.0

Table 2 clearly revealed that 62(10.8%) of the respondents are B.Sc. /B.Ed. certificate holders, 211(36.9%) of them are M.Sc. /M.Ed. certificate holders, 37(6.5%) of them are M. Phil certificate holders, 223(38.9%) of them are Ph.D. certificate holder while 39(6.8%) of the respondents are in the professorial rank. This means that majority of the lecturers in federal in universities in South South, Nigeria are Ph.D. certificate holders.

Research Question 1: What is the level of awareness of institutional repositories among faculty members in federal universities in South South, Nigeria?

Data in table 3 provide answer to the question

Table 3: Level of awareness of Institutional repository among faculty members

S.N.	Awareness Level of Institutional Repository among faculty Members	Very High	High	Low	Very Low	Weighed Mean
1	I am aware of what IR is all about in my University Library.	214	318	36	4	3.3
2	I am aware of the usefulness of IR.	212	339	19	2	3.3
3	I am aware of the skills required for the use of IR.	152	189	145	86	2.7
4	I am aware of the type of information resources that should be deposited in the university library IR.	178	289	64	41	3.1
5	I am aware of the benefits of depositing my information resources in the IR developed in the university library.	102	206	203	61	2.6
6	I am aware that articles deposited in IR can be accessed online free of charge.	188	312	51	21	3.2
7	I am aware of the inhibiting factors to the use of IR.	89	178	273	32	2.9
	Aggregate Mean					**3.0**
	Criterion Mean					**2.50**

Table 3 shows that with an aggregate mean of 3.0 which is greater than the criterion mean of 2.50, it can be concluded that the level of awareness of institutional repository among faculty members in federal universities in South South, Nigeria is high.

Research Question 2: What is the attitude of faculty members towards the use of institutional repositories in federal universities in South South, Nigeria?

Data in table 4 provides answer to the question.

Table 4: Attitude of faculty members towards the use of institutional repositories

S.N.	Attitude of faculty members towards the use of Institutional Repositories	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighed Mean
1	Depositing my research works in IR will make them more visible to the public faster than the traditional publishing process.	314	112	126	20	3.3
2	I deliberately refused to deposit my work in the IR in the university library because I feel it will encourage plagiarism.	118	56	341	57	2.4
3	I need incentives before I can deposit my work in the university library IR.	109	86	302	75	2.4
4	I deliberately refused to deposit my research work in university IR because I was not given grant to conduct research.	51	87	392	42	2.3
5	Depositing my work in university library IR will enable me to make my work available for others to use for teaching, learning and research.	312	121	129	10	3.3
6	I feel depositing my work in the university library IR will violate copy right law.	240	111	189	32	3.0
7	I believed that depositing my work in IR will Provide long-term digital preservation for my research materials	318	109	122	23	3.3
8	Depositing my research works in my university library IR will assist in building the e-resources collection of the library.	336	104	79	53	3.3
9	I feel depositing my research work in my university library IR will contribute to creating a central collection of the university's intellectual output.	319	117	89	47	3.2
10	Depositing my work in the university IR will make it available for others to use, cite and consequently increase my visibility.	215	104	216	37	2.9
	Aggregate Mean					**2.9**
	Criterion Mean					**2.50**

Table 4 shows that with an aggregate mean of 2.9 which is greater than the criterion mean of 2.50, it can be concluded that the attitude of faculty members towards the use of institutional repositories in federal universities in South South, Nigeria is positive.

Research Question 3: For what purpose do faculty members use institutional repositories in federal universities in South South, Nigeria?

Data in table 5 provide answer to the question.

Table 5: Purpose of the use of institutional repository by faculty members

S.N.	Purpose of the Use of Institutional Repository	Agree	%	Disagree	%
1	To access the electronic theses and dissertations (ETDs) for teaching and research.	483	84	89	16
2	To access the eBooks collection for teaching and research	499	87	73	13
3	To access e-journal articles for teaching and research.	501	88	71	12
4	To access materials for seminar presentations	469	82	103	18
5	Depositing scholarly works for safekeeping.	412	72	160	28
6	To develop collaborative workspace/ information sharing space	399	70	173	30
7	To increase my visibility as an author and researcher.	389	68	183	32
8	Access scholarly work to prepare lecture notes.	491	86	81	14
9	To participate in the scholarly communication process.	317	55	255	45

Table 5 shows that 501(88%) representing majority of the respondents agreed that use IR to access e-journal articles for teaching and research while only 89(16%) of them disagreed. This was followed by 499(87%) of them who agreed that they use IR to access e-book collection for teaching and research and 73(13%) of them disagree. Also, 491(86%) of the respondents agreed that they use IR for the purpose of accessing scholarly works to prepare lecture notes while 81(14%) of them disagreed to that. In the same vein, 483(84%) of the respondents agreed that they use IR for the purpose of accessing electronic theses and dissertations for teaching and research while 89(16%) of them disagreed. 469(82%) of the respondents agreed that they make use of IR for the purpose of accessing materials for seminar presentations while 103(18%) of them disagreed. A good number of the respondents 412(72%) also agreed that the purpose for which they use IR is to deposit scholarly works for safekeeping while 160(28%) of them disagreed. 399(70%) of the respondents are also in agreement with using IR for the purpose of developing collaborative workspace/information sharing space while 173(30%) of them disagreed. 389(68%) of the respondents agreed that they use IR for the purpose of increasing their visibility as an author and researcher while 183(32%) of them disagreed. 317(55%) of the respondents agreed that they make use of IR to participate in the scholarly communication process while 255(45%) of them disagreed. This means that faculty members in federal universities in South South, Nigeria use IR for the purpose of accessing e-journal articles for teaching and research, accessing e-book collection for teaching and research, accessing scholarly works to prepare lecture notes, accessing electronic theses and dissertations for teaching and research, accessing materials for seminar presentations, depositing scholarly works for safekeeping, developing collaborative workspace/information sharing space, increasing their visibility as authors and researchers and to participate in the scholarly communication process

Research Question 4: What are the challenges faced by faculty members when using institutional repositories in federal universities in South South, Nigeria?

Data in table 6 provide answer to the question.

Table 6: Challenges of the use of Institutional Repository

S.N.	Challenges of the use of IR	Agree	%	Disagree	%
1	Lack of awareness about IR.	73	13	454	87
2	Difficulties in using IR.	176	31	396	69
3	Fear of not being able to publish work deposited in IR in a peer reviewed journal.	322	56	250	44
4	Fear of copyrights infringement.	401	70	171	30
5	Lack of awareness of publishers' policy as regards depositing published works in IR.	389	68	183	32
6	Poor ICT skill required for the use of IR	101	18	471	82
7	Fear of plagiarism.	306	53	266	47
8	Articles from IR are considered low quality works	56	10	516	90
9	Depositing scholarly works in IR consumes time	77	13	495	87

Table 6 shows that only few 73(13%) of the respondents agreed that lack of awareness is a challenge to the use of IR while majority 454(87%) of them disagreed. Also, only 176(31%) of the respondents agreed that difficulty in using IR is a challenge to the use of IR while majority 396(69%) of them disagreed. 322(56%) representing majority of the respondents however agreed that fear of not being able to publish works deposited in IR in a peer reviewed journal is a challenge to use of IR while 250(44%) of the respondents disagreed to that. In the same vein, 401(70%) of the respondents agreed that fear of copyrights infringement is a challenge to the use of IR while 171(30%) of them disagreed. 389(68%) of the respondents agreed that lack of awareness of publishers' policy regarding depositing published works in IR is a challenge to the use of IR while 183(32%) of them disagreed. Only 101(18%) of the respondents agreed that poor ICT skills is a challenge to the use of IR while majority 471(82%) of them disagreed. Also, majority 306(53%) of the respondents agreed that fear of plagiarism is a challenge to the use of IR while 266(47%) of them disagreed. 56(10%) of the respondents agreed that seeing articles from IR being considered as low quality works is a challenge to the use of IR while 516(90%) representing majority of the respondents disagreed. Also, only 77(13%) of the respondents agreed that time consumption is a challenge to the use of IR while majority 495(87%) of them disagree. This means the major challenge to the use of IR among faculty members are: Fear of not being able to publish work deposited in IR in a peer reviewed journal; Fear of copyrights infringement; Lack of awareness of publishers' policy as regards depositing published works in IR and Fear of plagiarism.

Summary of Key Findings of the Study
Based on the data collected and analyzed for this study, the following are the major findings:
1. It is clear from the study that 45(79%) of the respondents are male while 121(21%) are females. There are more male lecturers than in federal universities in South South, Nigeria than their female counterparts. It is also glaring that that 223(38.9%) representing majority of the respondents are Ph.D. holders. Hence, majority of the faculty members in federal universities in South South, Nigeria are Ph.D. certificate holders.
2. This study finding clearly revealed that with an aggregate mean 3.0 which is greater than the criterion mean of 2.50. This is an indication that the level of awareness of institutional repository among faculty members in federal universities in South South, Nigeria is high. This is in agreement with the study of Sambhy and Chandra (2017) who found that faculty awareness about institutional repository was high as 93.33% of lecturers and 62.50% of staff are aware about institutional repository in Jajavpur University. Also, the finding concur with that of Kavatha (2018) who found that majorities (36%) of the faculty members were extremely aware of the availability and usefulness of institutional repository and (34%) of them were moderately aware of the availability and usefulness of institutional repositories, (21%) of them were somewhat aware of institutional repositories, (4%) of the respondents had slightly awareness and others (4%) of the respondents were not at all aware of institutional repositories.
3. This study finding clearly show that with an aggregate mean 2.9 which is greater than the criterion mean of 2.50. This means that the attitude of faculty members towards the use of

institutional repositories in federal universities in South South, Nigeria is positive. This is finding is also in-line with the findings of Andrew (2018) that many lecturers in Federal University, Kashere Gombe State Nigeria, have positive attitudes towards IRs. As they believe that IR will preserve university's intellectual output in a central place and provide long-term preservation of digital research materials.

4. This study findings revealed among other things that faculty members in federal universities in South South, Nigeria use IR for are: accessing e-journal articles for teaching and research; accessing e-book collection for teaching and research; accessing scholarly works to prepare lecture notes; accessing electronic theses and dissertations for teaching and research; accessing materials for seminar presentations; depositing scholarly works for safekeeping; developing collaborative workspace/information sharing space, increasing their visibility as authors and researchers and to participate in the scholarly communication process. This finding agrees with that of Bamigbola and Adetimirin (2017) who found that majority of the lecturers in Nigerian universities use materials from institutional repositories to prepare lecture notes, for seminar presentations.

5. It is glaring from this study that the major challenge to the use of IR among faculty members are: Fear of not being able to publish work deposited in IR in a peer reviewed journal; Fear of copyrights infringement; Lack of awareness of publishers' policy as regards depositing published works in IR and Fear of plagiarism. This finding is in agreement with Sankar and Kavitha (2017) who found that the challenges to the use of institutional repository includes: funding, plagiarism, maintenance, copyright issue, lack of incentive, lack of will to deposit, lack of understanding of institutional repository goals, lack of administrative attention/support and lack of will to deposit.

CONCLUSION AND RECOMMENDATION

From the study it is crystal clear that the level of awareness of institutional repository among faculty members in federal universities in South South, Nigeria is high. Also, the attitude of faculty members towards the use of institutional repositories in federal universities in South South, Nigeria is positive. Most of the use Institutional Repository for the purpose of accessing e-journal articles for teaching and research, accessing e-book collection for teaching and research, accessing scholarly works to prepare lecture notes, accessing electronic theses and dissertations for teaching and research; accessing materials for seminar presentations, depositing scholarly works for safekeeping; developing collaborative workspace/information sharing space among others. In spite of the usefulness of IR to faculty members in federal universities in South South, Nigeria, the challenges to the use of IR among them include: Fear of not being able to publish work deposited in IR in a peer reviewed journal; Fear of copyrights infringement; Lack of awareness of publishers' policy as regards depositing published works in IR and Fear of plagiarism. In view of the foregoing, the following recommendations were made:

1. Contributing scholarly works to the University's IR by faculty members should be made an institutional mandate by Federal university management in Nigeria.
2. University library should be organizing orientation programmes, seminars and workshops regularly so as to create in faculty members the awareness of the usefulness and benefits of institutional repositories.
3. Faculty members should be educated by the librarians on the dangers of giving out the copyright of their scholarly or research work to commercial/unlicensed publishers.
4. Federal University management should formulate policies that regulate the adoption and use of IR among the faculty members and which will include reward system for lecturers with more scholarly work deposited in IR in each academic calendar or during appraisal.

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