Lecturers' Awareness and Attitude as Predictors of Institutional Repository Usage in Landmark University, Omu-aran, Kwara State

By

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Abstract

This study primarily examined lecturers' awareness and attitude as predictors of institutional repository usage in Landmark University, Omu-aran, Kwara State. Descriptive survey research design was adopted and a sample of 308lecturers were selected by using total enumeration sampling technique. A self-designed questionnaire was used to collect data from 308 respondents, of which 272 copies were returned and completely filled. Frequency counts and percentages were used to analyze the data collected for the four research questions while PPMC was used to test the two null hypotheses of the study. The study found that the level of awareness of the lecturers about IRs is high, and they hold positive attitudes toward IRS. The results further showed that the majority of the respondents use IRs to a great extent while inadequate content submission; poor internet network; and epileptic power supply are the major challenges associated with the use of IRs among the lecturers. The results of the first hypothesis showed a significant relationship between awareness and utilization of IRs among the lecturers. Furthermore, the results of the second hypothesis showed a significant relationship between attitudes and utilization of IRs among the lecturers. The study recommends that university management should offer sessions to familiarize lecturers with the repository's features, the benefits of open access, and how to deposit their works. Also, the university authority should provide clear information about copyright policies, permissions, and options for uploading pre-prints or post-prints.

Keywords: *Institutional Repository; Awareness, Attitude, Usage, University*

Introduction

It is an undoubted fact that one of the core activities in university is the production of scholarly works which are achieved through the rigorous research activities usually carried out by the lecturers and students of such institution. Their scholarly works were usually disseminated majorly through journals, conference proceedings, technical reports, books, theses, and dissertations among others. However, in the early 20th Century, there was a tremendous change in the channel through which scholarly works were communicated due to some challenges (crises) which is termed as "serial crisis" (Bamigbola and Adetimirin, 2020). These crises were orchestrated by several factors which include increasing journal prices, consistent reduction in library budget as a result of economic recessions to the extent that some of the wealthiest institutions could not access the required information for their research activities. In the view of these challenges, the traditional

mode of communicating scholarly work became unsustainable, and scientific community came up with different initiatives to change the scholarly communication process for free (Chilimo, 2016). One of the platforms initiated to provide open access to institutions' scholarly works is the introduction of Institutional Repositories (IRs).Conceptually, the term IRs can be defined as an innovative method of knowledge management that focuses on preserving, disseminating and providing free access to intellectual output produced by faculty, research staff and students of a specific institution (Leila and Mina, 2018). In other words, IRs can be defined as way by which educational institutions especially universities capture, archive, manage and disseminate the intellectual output of their faculty member and students (Bamigbola and Adetimirin, 2020). This means that IRs is one of the new paradigms used by the university for scholarly communication of their academics and students which help to increase the visibility and add more prestige to the institution as well as curbing the challenges associated to the accessibility and utilization of the scholarly information.

Emphatically, the importance of IRs cannot be overemphasized due to the fact that it has the potential of increasing the visibility, status, prestige, ranking and public value of the researchers and universities at large (Posigha and Idjai, 2022). Due to the benefits that IRs offer to the researcher and university, the National Universities Commission (NUC) in 2007 made a call to encouraged the academic libraries in Nigeria to initiate IR which will provide access to digital information especially those generated within the university so as to increase access to information resources and visibility of their institutions as a measure of prestige and recognition internationally. In the view of this, many universities in Nigeria have started to heed to this call by initiating IR. As at 2008, there was no record of functional IR in Nigerian Universities (Christian, 2008). However, as at 2022, out of 202 universities approved by NUC, only 19 universities have implemented IR (OpenDOAR, 2022). This shows that despite the potential benefits associated with the development of IRs in universities, most of the universities in Nigeria have not keyed into this laudable innovation. The reason for this may be connected to the low level of awareness and negative attitudes on the part of the management of universities about IR. However, in the case of Landmark University, it was observed that the institution had implemented IR since June, 2014. In the view of this, it is important to investigate the level of awareness of the lecturers as well as their attitude towards the usage of the IR. This is because awareness and attitude come first before usage of any object. Most importantly, in the open access environment, awareness and attitudes were among the factors acknowledged which could determine the usage of this recent mode of scholarly communication (Dutta and Paul, 2014; Asadi, Abdullah, Yusoh and Sidi, 2019). This means that the use of IR is based on the awareness of its existence as well as the attitudes of the lecturer towards it. Therefore, it against this backdrop that this study was set out to examine lecturers' awareness and attitudes as predictors of IR usage in Landmark University, Omu-aran, Kwara State.

Statement of the Problem

It is a fact that IR is the storehouse for research outcome of the faculty member and students in the university. It is also known that the information resources deposited into IR is mostly offer Open Access to intellectual wealth of the university with the aim of promoting the research productivity of the institutions. This initiative could help the institution to gained a strong reputation both locally and internationally. Although, the importance of IR among the academics and researchers cannot be overemphasized, it is important to note that the usage of this initiative by the lecturers could be determine by awareness of its existence and the attitude of the lecturers towards it. This

is because awareness comes first before usage of any object. Also, lecturers' attitude regarding the usage of IR can be positive or negative which could have significant effect on its usage. Despite the fact that there is a rapid growth of research in the areaof IRs, it was observed that few efforts have been made to examine influence of awareness and attitude on the usage of IR among the lecturers most especially lecturers in Landmark University. This means that previous researchers have neglected this area. Therefore, it is in the light of this that this study was set out to examine lecturers' awareness and attitude as predictors of IR usage in Landmark University.

Objectives of the Study

The main objective of this study is to examine lecturers' awareness and attitude as predictors of IR usage in Landmark University. The study specifically:

1. determine the level of awareness of IRs among the lecturers in Landmark University;
2. examine the attitude of the lecturers in Landmark University towards IRs;
3. determine the extent to which lecturers in Landmark University use IR resources; and
4. identify challenges associated to the use of IRs among the lecturers in Landmark University.

Research Question

The study will provide answer to the following research questions

1. What is the level of awareness of IRs among the lecturers in Landmark University?
2. What is the attitude of the lecturers in Landmark University towards IRs?
3. What is the extent to which lecturers in Landmark University use IR resources?
4. What are the challenges associated to the use of IRs among the lecturers in Landmark University?

Hypothesis

The following null hypothesis will be tested at 0.05 level of significance

$H_0$1 There is no significant relationship between awareness and utilization of IRs among the lecturers in Landmark University.

$H_0$2 There is no significant relationship between attitude and utilization of IRs among the lecturers in Landmark University.

Scope of the Study

This study focused on lecturers' awareness and attitude as predictors of IR usage in Landmark University, Omu-aran, Kwara State. The study is geographically limited to the lecturers in Landmark University. The independent variables covered in this study are lecturers' awareness and attitude while IRs usage is the dependent variable of the study. Questionnaire was the only instrument to collect data from the respondents.

Review of Related Literature

This section reviewed empirical studies carried out by different researchers from different part of the world on awareness and attitude of the lecturers towards the use of IRs. However, it seems that there is scanty study on awareness and attitudes of towards the use of IR. This means that there no study on awareness and attitude of the lecturers towards the use of IR. Therefore, this study will review the study related to awareness and attitudes of the lecturers towards the use of IR. For example, Yang and Li (2015) carried out a study on the awareness of IR among the faculty members in Texas A and M University (TAMU). The study found that out of 295 faculty members from 10 colleges/schools, only 27% were aware of the existence of IR in the institution and only 7% of them had deposited into the OAKTrust. This means that the level of awareness among the faculty member about IR was low. In the same vein, Bamigbola and Adetimirin (2020) investigated use of Institutional Repositories (IRs) among lecturers in Nigerian Universities. The study examined the level of awareness, frequency of use, preferred archiving method, purpose of use of IRs and challenges of use of IRs among lecturers. Five universities in Nigeria that had functional institutional repositories for at least three years as at 2015 were purposively selected. Five faculties were purposively selected from which 1151 lecturers were randomly selected. A structured questionnaire was used to collect data and descriptive statistics were used for data analysis. Findings revealed that majority of the lecturers were aware of IRs, they accessed materials from IRs on daily and weekly basis while they deposited their works into IR on annual and bi-annual basis. It was also revealed that lecturers preferred mediated archiving and they used materials from IRs to prepare lecture notes and research works. Fear of copyrights infringement, plagiarism and lack of awareness were major challenges of use of IRs.

The study by Chilimo (2016) also reported that out of 317 academic researchers in five public universities in Kenya only 169 (53.3%) were aware of the existence of their university IRs, while 31% were aware of the IR policy, which therefore lead to the low use of IRs. On the other hand, Obuh and Bozimo (2012) investigated awareness and use of open access scholarly publications by LIS lecturers in Southern universities in Nigeria and found that majority of the LIS lecturers had high level of awareness which resulted into high usage of open access scholarly publication. This implies that the high level of awareness of IRs by LIS lecturers proposed that their discipline had influenced them and it also shows that awareness is a prominent factor in the use of IRs.Nunda and Elia (2019) explored the adoption and use of institutional repositories among postgraduate students in Muhimbili University of Health and Allied Sciences and Sokoine University of Agriculture. This study applied a mixed methods descriptive research design employing qualitative and quantitative methods. Interviews and questionnaires were used to collect data from respondents. Simple random sampling was used to select 55 respondents. The study found that out of 55 respondents, 48 (87.3%) respondents were aware of institutional repositories while 43 (78.2%) respondents use institutional repositories to some extent .Jabbar, Rehman and Hashmi (2020) explored the level of accessibility and use of Institutional Repository (IR) among research scholars. It has also investigated the difference of opinion on the basis of participants' gender, age and qualification. Questionnaire was employed to collected data from M. Phil. and PhD scholars studying at seven departments of COMSATS Institute of Information Technology, Lahore. The results showed that research scholars are accessing and using IR frequently. However, the results confirmed that the respondents have limited access to the publications. Kumah and Filson (2022) evaluate some academic institutional repositories (IRs) in Ghana. Data were collected using observation and interview methods by examining the various websites of seven (7) selected academic institutional repositories in Ghana. The findings revealed that most of the faculty members did not use the IR very often and 9(42.9) also indicated that, they have never deposited

their materials on the IR. Faculty members again indicated that, inadequate ICT connectivity and infrastructure, unreliable power supply, Copyrights and intellectual rights, financial constrain, inadequate advocacy and training on the importance of IRs to faculty and users were the major challenges of academic libraries in operating IRs in Ghana.

On the attitude of the IRs users towards its use, Ukwoma and Dike (2016) carried out a study on attitudes of academics towards the utilization of institutional repositories (IRs) in Nigerian universities. Descriptive survey was adopted to gather data from the five Nigerian universities with IRs. The result academics have positive attitudes toward the utilization of IRs, and they willingly submit their publications. They further believe that publishing works on institutional repositories will improve accessibility to scholarly literature and increase the citation impact of their work. Furthermore, Tiemo and Ebiagbe (2016) examined the awareness and attitude of lecturers toward the establishment of institutional repository (IR) in Niger Delta University, Nigeria. The population consist of 214 academic staff in the College of Health Sciences (CHS), 145 academic staff were randomly selected. A self-designed questionnaire with a five Likert point scale was used in collecting data. The study revealed that lecturers' awareness of institutional repository was high. The results further revealed that majority of the lecturers hold positive attitude towards IRs. In the same vein, Asadi, Abdullah, Jusoh and Sidi (2019) investigated researchers' attitude concerning the utilization of institutional repositories via a modified Technology Acceptance Model at the University Putra Malaysia (UPM). A structured questionnaire was designed, and a survey was taken using a sample of 90 researchers. The results showed that researchers were aware of the institutional repository and had a positive attitude towards the university repository. Furthermore, Nunda and Elia (2019) reported that majority of the postgraduate students in Muhimbili University of Health and Allied Sciences and Sokoine University of Agriculture had positive attitudes towards the utilization of IRs. Jayakananthan and Jeyara (2023) examined academic staff awareness and attitudes regarding the usage of institutional repository at the Eastern University in Sri Lanka (EUSL). The survey approach was used; data was obtained by an online questionnaire and analyzed using the SPSS statistical software package. The results indicate that academic staff awareness positively impacts on the use of IR (? = .395, P < .001). Therefore, H1 is supported. Also, the results show that attitude has a positive effect on the use of IR (? =.292, P < .001).

Conversely, empirical studies on the challenges associated to the use of IRs revealed that poor ICT infrastructure, absence of institutional repositories policies, lack of awareness of publishing in institutional and general skills, irregular power supply, cost, tracking of publications, difficulty in generating content, low internet bandwidth, and technical problem (Asadi, Abdullah, Yah & Nazir, 2016). In the same vein, Gbaje (2012) in reported that limited technological skill to setup and configure IR software as one of the limitations towards the successful development of IR in Nigerian libraries. The researchers explained further that other factors identified includes lack of technological infrastructures such as the internet connection and bandwidth; lack of institutional commitment and scholars' apathy (lack of adoption and use). Furthermore, Anyaoku, Nwabueze-Echedom, and Baro (2019) affirmed that the problems encountered in the development and maintenance of IRs include lack of dedicated staff to manage the IR; None of the repository staff are professionals, insufficient contents in the repository shortage of staff to maintain and manage IR; lack of expertise in DSpace for development and problems encountered; lack of annual budget for IR limits how much can be done yearly; high cost of ISP (Internet Service Provider); incessant power failure; Staff feel reluctant in submitting their publications to the IR; legal issues; shortage of staff to conduct the digitization activities; lack of awareness among the academic staff on the existence of the IR.

Research Method

Descriptive survey research design was adopted for the conduct of this study. This design was considered appropriate because the researcher intends to collect data on the opinions of the respondents through the questionnaire. The population of this study consists of all the lecturers at Landmark University, Omu-aran, Kwara State. As at 2023/2024 academic session, the total number of the lecturers at Landmark University stand at 308 (Academic Planning Unit, 2024). Therefore, the study adopted total enumeration sampling technique. This technique is used in situations where the study population is readily accessible for data collection and usually applicable in a study where the population is small and of a manageable size. Hence, the choice of this technique was hinged on the accessible small number of the lecturers in the institutions. It is in the light of this that the study includes all the lecturer into the study which therefore gives a total of 308 sample size. A questionnaire titled "Lecturers' Awareness and Attitude as Predictors of Institutional Repository Usage Scale" (LAAPIRUS) was used to collect data from the respondents. The instrument was divided into two sections, that is, Section A and B. Section A deals with the bio-data of the respondents while Section B was further sub-divided to four (4) sections to capture information on the research questions of the study. The instrument was validated using content validity by giving three copies of the questionnaire to the research experts with a reliability co-efficient of r=0.758 by using Cronbach alpha. In order to have maximum response rate, researchers administered 308 copies of the questionnaire to the lecturers in their various office and they were persuaded to fill the questionnaire and return it immediately. Out of 308administered copies of the question, 272 copies were returned and completely filled which gives 88.3% response rate. The data collected for the four research questions were coded using IBM-SPSS Version 21.0 and were analyzed using frequency counts, percentages and mean score while Pearson Product Moment Correlation (PPMC) was used to test the two null hypotheses of the study.

Data Presentation and Analysis

Bio-data of the respondents

Table 1 Biodata of the respondents

Gender	**Frequency**	**Percent**
Male	163	59.9
Female	109	40.1
Total	**272**	**100**
Age		
20-29	45	16.5
30-39	86	31.6
40-49	112	41.2
50-59	29	10.7
Total	**272**	**100**
Educational Qualification		
PhD	79	29.0
Master	127	46.7
BSc	66	24.3
Total	**272**	**100**

The results in Table 1 showed the bio-data of the respondents. The results showed that out of 272 respondents, 163 (59.9%) were male while 109 (40.1%) were female. This means that majority of the respondents were male. On the age distribution of the respondents. The results revealed that out of 272 respondents, majority of the respondents 112 (41.2%) fall within the age range of 40-49. This is closely followed by the respondents that fall within the age range of 30-39 represented by 86 (31.6%). Next to this are the respondents that fall within the age range of 20-29 represented by 45 (16.5%) while 29 (10.7%) fall within the age range of 50-59. This means that majority of the respondents fall within the age range of 40-49. Based on the academic qualification of the respondents. The results showed that majority of the respondents 127 (46.7%) had Master's Certificate. This is followed by the respondents that had PhD represented by 79 (29.0%) while 66 (24.3%) had BSc. This showed that majority of the respondents had Master.

Research Question 1: What is the level of awareness of IRs among the lecturers in Landmark University?

Table 2: Level of Awareness of IRs among the Lecturers

S/N	Statement	VH	H	L	VL	Mean
1	I am aware of the concept of IRs	128 (47.1%)	143 (52.6%)	1 (0.4%)	-	3.25
2	I am aware of different type of resources deposited in the IRs of my institution	115 (42.3%)	131 (48.2%)	16 (5.9%)	10 (3.7%)	3.62
3	I am aware of the benefits of using IRs	161 (59.2%)	104 (38.2%)	7 (2.6%)	-	3.97
4	I am aware of the mission of IR in my university	142 (52.2%)	129 (47.4%)	1 (0.4%)	-	3.30
5	I am aware of the presence of IRs in my university's gateway	97 (35.7%)	119 (43.8%)	34 (12.5%)	22 (8.1%)	3.20
6	I am aware of the significance of IRs in the conduct of research	86 (31.6%)	152 (55.9%)	19 (7.0%)	15 (5.5%)	3.46
7	I am aware of the IR's policy in my university	72 (26.5%)	111 (40.8%)	56 (20.6%)	33 (12.1%)	2.96

Source: Researcher's Field Survey, 2024

Note: VH= Very High; H=High; L=Low; VL=Very Low

Criteria mean of 2.5 is calculated as follows; 4+ 3+2+1= 10/4= 2.5 by implication, any score above 2.5, is considered "High" or "Very High" Level of Awareness of IR while mean scores below 2.5 are considered "Low" or "Very Low" Extent of EIRs Utilization.

The results in Table 2 revealed the level of awareness of IRs among the lecturers in Landmark University. The results showed that majority of the respondents agreed that their level of awareness of IRs is high. This is shown in the frequency counts and percentages of each item. Also, the mean score of each of the item is above the criterion mean which is 2.5. This means that the level of awareness of IRs among the lecturers in Landmark University is high.

Research Question 2: What is the attitude of the lecturers in Landmark University towards IRs?

Table 3: Attitude of Lecturers towards IRs

S/N	Statement	SA	A	D	SD	Mean

1	I am productive in lecturing through the use of IR	88 (32.3%)	123 (45.2%)	44 (16.2%)	17 (6.3%)	3.821
2	I am confidence in the ability to use IR	104 (38.2%)	136 (50.0%)	21 (7.7%)	11 (4.1%)	3.02
3	Using IR enables me to build e-resource collections	125 (46.0%)	108 (39.7%)	10 (3.7%)	29 (10.7%)	3.97
4	I used to consult IRs to widen my knowledge other than print information resources	94 (34.6%)	137 (50.4%)	26 (9.6%)	15 (5.5%)	3.73
5	When I have to carry out research, I prefer to use IR	121 (44.5%)	101 (37.1%)	22 (8.1%)	28 (10.3%)	3.92
6	I do not feel mental pressure while using IR	133 (48.9%)	124 (45.6%)	13 (4.8%)	2 (0.7%)	3.10
7	I believe institutional repository improves the visibility of my research work.	149 (54.8%)	118 (43.4%)	5 (1.8%)	-	3.39

Source: Researcher's Field Survey, 2024

Note: SA= Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree

Criteria mean of 2.5 is calculated as follows; 4+ 3+2+1= 10/4= 2.5 by implication, any score above 2.5, is considered "Agreed" or "Strongly Agree" while mean scores below 2.5 are considered "Disagree" or "Strongly Disagree.

The results in Table 3 revealed the attitude of lecturers the lecturers in Landmark University towards IRs. The results showed that majority of the respondents had positive attitudes towards IRs. This is confirmed in the frequency counts and percentages of each item. Furthermore, the mean score of each of the item is above the criterion mean which is 2.5. This means that the level of awareness of IRs among the lecturers in Landmark University is high.

Research Question 3: What is the extent to which lecturers in Landmark University used IR Resources?

Table 4: Extent to which Lecturers used IR Resources

S/N	Statement	VGE	GE	LE	VLE	Mean
1	Theses/Dissertation	71 (26.1%)	93 (34.2%)	105 (38.6%)	3 (1.1%)	2.86
2	Research Articles	138 (50.7%)	126 (46.3%)	8 (2.9%)	-	3.02
3	Reports	45 (16.5%)	62 (22.8%)	76 (27.9%)	89 (32.7%)	2.44
4	Journals	129 (47.4%)	143 (52.6%)	-	-	3.39
5	Conference Proceeding	53 (19.5%)	79 (29.1%)	38 (14.0%)	102 (37.5%)	2.73
6	Book Chapter and Reviews	94 (34.6%)	108 (39.7%)	41 (15.1%)	29 (10.7%)	3.65
7	Newsletters/Newspaper	33 (12.1%)	61 (22.4%)	65 (23.9%)	113 (41.5%)	2.35
8	University Publications	75 (27.6%)	119 (43.6%)	50 (18.4%)	28 (10.3%)	3.98

Source: Researcher's Field Survey, 2024

Note: VGE= Very Great Extent; GE=Great Extent; LE=Low Extent; VLE=Very Low Extent

Criteria mean of 2.5 is calculated as follows; 4+ 3+2+1= 10/4= 2.5 by implication, any score above 2.5, is considered "Great" or "Very Great" Extent of using IR resources while mean scores below 2.5 are considered "Low" or "Very Low" Extent of IR resources Utilization.

The results in Table 4 showed the extent to which lecturers in Landmark University used IR resources. The results confirmed that majority of the respondents agreed that they used some of the information resources deposited into IR such as Journals ($\bar{x}$ 3.39); Research Articles ($\bar{x}$ 3.02); University Publication ($\bar{x}$ 3.98); Book Chapter and Reviews ($\bar{x}$ 3.65); Theses/Dissertation ($\bar{x}$2.86)

to a great extent. This is shown in the frequency counts and percentages of these items. Also, the mean score of each of these items is above the criterion mean which is 2.5. This means that majority of the respondents use IRs to a great extent.

Research Question 4: What are the challenges associated to the use of IRs among the lecturers in Landmark University?

Table 5: Challenges associated to the use of IRs among the Lecturers

S/N	Statement	Yes	No
1	Lack of awareness	2 (0.7%)	270 (99.3%)
2	Epileptic power supply	156 (57.4%)	116 (42.6%)
3	Resistance from faculty	5 (1.8%)	267 (98.2%)
4	Fear of copyrights infringement	140 (51.5%)	132 (48.5%)
5	Inadequate content submission	183 (67.3%)	89 (32.7%)
6	Poor internet network	171 (62.9%)	101 (37.1%)
7	Lack of technical skill	31 (11.4%)	241 (88.6%)

Source: Researcher's Field Survey, 2024

The results in Table 5identified the challenges associated to the use of IRs among the lecturers in Landmark University.The results showed that inadequate content submission into the IR (67.3%); poor internet network (62.9%); and epileptic power supply (57.4%). In summary, it can be deduced that inadequate content submission; poor internet network; and epileptic power supply are the major challenges associated to the use of IRs among the lecturers in Landmark University.

Testing of Hypothesis

$H_0$1 There is no significant relationship between awareness and utilization of IRs among the lecturers in Landmark University.

Table 6: Relationship between Awareness and Utilization of Institutional Repository

Variables	Mean	SD	N	DF	R-cal	P-value	Remark
Lecturers' Awareness	11.924	1.141	272	270	0.94	.0001**	Sig.
Utilization of Institutional Repository	15.361	2.046					

** Correlation is significant at the 0.01 level (2-tailed)

Table 6 revealed the result of the tested hypothesis. The result reveals that there is a significant relationship between lecturers' awareness and utilization of IR. This is confirmed in the result where the correlation coefficient (r) is = 0.94 while the degree of freedom is 270 and the P-value is 0.001 which is lesser than the level of significance (0.05). This reveals that there is strong significant relationship between awareness and utilization of IR. Thus, the null hypothesis is rejected and the study therefore concludes that, there is a significant relationship between awareness and utilization of IR among the lecturers in Landmark University.

$H_0$2 There is no significant relationship between attitude and utilization of IRs among the lecturers in Landmark University.

Table 4.8: Relationship between Attitude and Utilization of Institutional Repository

Variables	Mean	SD	N	DF	R-cal	P-value	Remark
			272				
Attitude	13.532	0.110		270	0.71	.0000**	Sig.
Utilization of Institutional Repository	19.021	1.823					

** Correlation is significant at the 0.01 level (2-tailed)

Table 7 showed the result of the second tested hypothesis. The result confirmed that there is a significant relationship between attitude and utilization of IR among the lecturers in Landmark University. This is confirmed in the result where the correlation coefficient (r) is = 0.71 while the degree of freedom is 270 and the P-value is 0.000 which is lesser than the level of significance (0.05). This statistically means that there is a significant relationship between attitude and utilization of IR. Thus, the null hypothesis is rejected. Hence, the study concludes that there is a significant relationship between attitude and utilization of IR among the lecturers in Landmark University.

Discussion of Findings

The first finding of the study which focused on the level of awareness of the lecturers in Landmark University revealed that the level of awareness of the lecturers about IRs is high.This is because majority of the respondents claimed that they were aware of the concept, presence, policy, benefit, significance and mission of IRs in their institution. This finding is in agreement with the work of Bamigbola and Adetimirin (2017) who reported that the level of awareness of lecturers in Nigeria University is high. In looking at these finding, it can be deduced that the importance of awareness in using any object cannot be underestimate because awareness has been acknowledged as the realization of a particular phenomenon, and it is an important factor in determining the usage of this scholarly communication. Furthermore, the second findings of this study which focused on the attitudes of the lecturers in Landmark University towards IRs. The study found that majority of the respondents hold positive attitude towards IRs. This finding supported the work of Tiemo and Ebiagbe (2016) as well as Ukwoma and Dike (2016) who reported that academics in Nigeria universities have positive attitudes towards the utilization of institutional repositories. The reason for having positive attitude towards IR may not be unconnected to their confidence they have that IR will make them to be more productive in their work.

On the extent of use of IRs among the lecturers in Landmark University, the results showed that majority of the respondents use IR to a great extent. This finding is in agreement with the work of Nunda and Elia (2019) who reported that the postgraduate students in Muhimbili University of Health and Allied Sciences and Sokoine University of Agriculture are using IRs to some extent. Furthermore, the findings of this study supported the work of Bamgbola and Adetimirin (2017) who found that majority of the lecturers in Nigerian Universities used IRs on daily and weekly basis. The reason for using IRs to this extent may be connected to the benefit they derived from using this scholarly communication. However, this finding contradicts the work of Chilimo (2016) who reported that there is low use of IRs among the lecturers in Kenya. The reason may be connected to the poor publicity on the awareness of IRs in the institution. The results revealed that inadequate content submission; poor internet network; and epileptic power supply are the major

challenges associated to the use of IRs among the lecturers in Landmark University. This finding corroborates the work of Asadi, Abdullah, Yah and Nazir (2016) who reported that ICT infrastructure, absence of institutional repositories policies, lack of awareness of publishing in institutional and general skills, irregular power supply, cost, tracking of publications, difficulty in generating content, low internet bandwidth, and technical problem are the challenges encountered while using IRs. These challenges are common mostly in universities in developing countries which need to be properly addressed by the management. By addressing these challenges, it will improve the use of IRs among the lecturers and other information users.

The results of the tested hypotheses revealed that there is a significant relationship between awareness and utilization of IRs among the lecturers in Landmark University. This means that the use of IR is connected to the awareness of IR existence, its significance, purposes, mission, policy and benefits. Furthermore, the results of the second hypothesis showed that attitude has a strong significant relationship with IR among the lecturers in Landmark University. These findings are in consistence with the finding of Jayakananthan and Jeyara (2023) who examined academic staff awareness and attitudes regarding the usage of institutional repository at the Eastern University in Sri Lanka (EUSL), and found that academic staff awareness positively impacts on the use of IR. Also, the attitude of the staff has a positive effect on the use of IR. This shows that awareness and attitudes are interconnected in shaping lecturers' behavior toward institutional repositories. This means that awareness campaigns can address misconceptions and improve other information users' attitudes by highlighting the advantages and alleviating concerns about repository use. Conversely, negative attitudes, even in the presence of awareness, can hinder engagement if lecturers and other information users do not see a clear personal benefit or find the system challenging to use.

Conclusions and Recommendations

The importance of IRs in the academic environment cannot be overemphasized. It has the potential of increasing the visibility, status, prestige, ranking and public value of the researchers and universities at large. However, despite the importance of IR, it is important to note that the usage of this initiative by the lecturers could be determined by awareness of its existence and the attitude of the lecturers towards it. This is because awareness comes first before usage of any object. Also, lecturers' attitude regarding the usage of IR can be positive or negative which could have effect on the usage of the IRs. In the view of this, this study sought to investigate lecturers' awareness and attitude as predictors of IR usage in Landmark University. Based on the findings of the study, it concludes that the use of institutional repositories by lecturers in Landmark University is heavily influenced by their awareness and positive attitudes toward the platform. Therefore, increasing awareness through education and outreach, alongside fostering positive attitudes by addressing concerns and simplifying the repository process can significantly improve adoption rates among the lecturers. Hence, institutions that engage their lecturers in using IRs stand to benefit from enhanced visibility, preservation of research, and compliance with open-access mandates. Based on this, the following recommendations were made:

1. University management should offer sessions to familiarize lecturers with the repository's features, the benefits of open access, and how to deposit their works.
2. The university authority should provide a clear information about copyright policies, permissions, and options for uploading pre-prints or post-prints.

3. The management should address the issue of power supply and internet facility by providing a standby-generators, solar inverters in addition with stable internet network which will encourage the lecturers and other information users to use the IR.
4. The university management should offer recognition or incentives, such as awards or acknowledgments for the lecturers who make significant contributions to the repository which will in turn boost lecturers morale to submit their research work into IR.

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