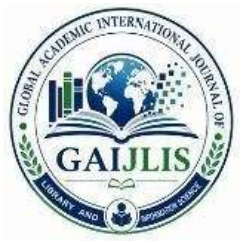
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EXAMINING SUBMISSION POLICIES AND LECTURERS DEPOSITORY CULTURE: A STUDY OF INSTITUTIONAL REPOSITORY MANAGEMENT PRACTICES IN SOUTH EAST UNIVERSITIES NIGERIA

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Abstract

The study examined submission policies and lecturers' depository culture in institutional repository management in universities in South-East Nigeria. Two objectives guided the study, and one null hypothesis was tested at 0.05 significance level. A correlational research design was adopted. The population comprised lecturers in five federal universities in South-East Nigeria, with a sample of 388 lecturers selected using Yamane's formula and purposive sampling. Data were collected with a structured four-point rating scale questionnaire and analyzed using mean, standard deviation, and inferential tests. Findings revealed that submission policies provided clear eligibility criteria, submission procedures, copyright guidance, metadata requirements, and administrative review. Lecturers demonstrated a developing depository culture through regular submission, compliance with repository requirements, and willingness to deposit scholarly works. The hypothesis test showed a statistically significant relationship between submission policy and lecturers' depository culture. The study recommended regular review of submission policies, clear communication of deposit procedures, and practical support for lecturers, and stronger institutional monitoring. It concluded that clear and accessible submission policies provide a critical institutional condition for strengthening lecturers' participation in repository activities.

Keywords: Institutional Repository, Submission Policy, Depository Culture, University Libraries,

Introduction

University libraries are important components of higher education institutions because they support teaching, learning, research and the preservation and dissemination of knowledge. Their functions have increasingly moved beyond the management of print collections to the provision of digital resources and services that support contemporary scholarship. The study explains that university libraries now maintain hybrid collections and use information and communication technologies to improve access, management and dissemination of scholarly materials. Institutional repositories have become an important part of this development because they

provide digital platforms for collecting, preserving and disseminating research articles, theses, dissertations, conference papers and other scholarly materials. Singeh, Abrizah, and Karim (2013) emphasized that repositories require adequate research content to remain useful and sustainable, while Bamigbola and Adetimirin (2017) found that lecturers in Nigerian universities used repositories for research and teaching purposes but did not deposit their works as frequently as they accessed repository materials.

The effectiveness of an institutional repository depends not only on the availability of technological infrastructure but also on the policies and practices that regulate the submission of scholarly materials. A submission policy establishes who may deposit materials, the types of materials that may be deposited, acceptable formats, copyright requirements, licensing arrangements and procedures for reviewing deposited works. The study identifies submission policy as a major component of institutional repository management practices and explains that a clear and well communicated policy can provide consistency and encourage lecturer participation. Bamigbola and Adetimirin (2020) similarly found that perceived ease of use was important in lecturers' interaction with institutional repositories. Uzoegbu, et al (2022); Agim and Azolo (2021) confirmed that availability of information resources in digital systems and their effective use in university libraries is closely associated with staff digital competence and institutional support. This suggests that repository submission procedures need to be understandable, accessible and supported by appropriate guidance if lecturers are expected-participate consistently.

Lecturers constitute an important group in the development of a repository because they produce a substantial proportion of the scholarly output of universities. Their willingness to deposit journal articles, conference papers, research reports and other scholarly works contributes to the breadth, currency and usefulness of institutional repositories. The study describes depository culture as the collective behaviours, attitudes and practices that encourage lecturers and researchers to consistently deposit scholarly outputs into institutional repositories. Evidence from Nigerian universities, however, indicates that repository participation is not always consistent. Bamigbola (2021) reported that awareness and other personal and institutional factors were determinants of repository use among Nigerian lecturers, while Lazarus and Ogunbote (2022) found that repository use among lecturers was largely occasional and recommended university wide policies and regular training to strengthen participation.

Statement of the Problem

An ideal institutional repository environment should have a clear submission policy that explain eligibility, acceptable materials, and submission procedures, copyright responsibilities, licensing conditions and administrative review, while lecturers should willingly and consistently deposit their scholarly works. Such an arrangement should make repository participation simple, predictable and beneficial to lecturers and should contribute to comprehensive preservation and dissemination of university research. However, evidence from Nigerian universities indicates that lecturers' deposit activities remain less frequent than their access to repository materials, with copyright concerns, limited awareness, institutional conditions and difficulties associated with repository use affecting participation. According to Diala, et al. (2024), institutional repositories hold considerable potential for enhancing the global visibility of Nigerian academic publications; however, systemic barriers must be overcome to realize this potential. Similarly, Bamigbola (2021) identified awareness and

institutional adaptation as key determinants of repository utilization. Bamigbola and Adetimirin (2017) found that lecturers preferred mediated archiving and deposited their works less frequently than they accessed repository materials. The consequence is that repositories may contain incomplete representations of university research output, thereby limiting institutional visibility and knowledge sharing. Although previous studies have examined awareness, perceived ease of use, institutional factors, and repository utilization, limited scholarly attention has been directed toward the relationship between submission policies and lecturers' depository culture in South-East Nigerian universities. This study seeks to address that gap.

Objectives of the Study

The study sought to:

1. Determine the extent to which submission policy is implemented in institutional repositories of federal universities in South East Nigeria.
2. Determine the relationship between submission policy and lecturers' depository culture in federal universities in South East Nigeria.

Research Hypothesis

The following null hypothesis was tested at the 0.05 level of significance:

H_0: There is no significant relationship between submission policy and lecturers' depository culture in federal universities in South East Nigeria.

Methodology

The study adopted a correlational research design because the purpose was to examine the relationship between submission policy and lecturers' depository culture without manipulating either variable. The study was located in South East Nigeria and covered five federal universities, namely University of Nigeria Nsukka (UNN), Enugu State; Nnamdi Azikiwe University (NAU), Akwa Anambra State; Federal University of Technology Owerri (FUTO), Imo State; Alex Ekwueme Federal University of Ndufu-Alike, Ikwo (AE-FUNAI), Ebonyi State; and Michael Okpara University of Agriculture Umudike (MOUAU), Abia State. The population in the study comprised 12,887 lecturers, from which 388 lecturers were selected using the sample determination procedure and purposive sampling approach. Data collection was based on a structured questionnaire. The instrument was subjected to face validation by experts and a pilot study involving lecturers outside the study area produced reliability coefficients of 0.77 and 0.81. Responses were organized on a four point scale of Strongly Agree, Agree, Disagree and Strongly Disagree. Mean and standard deviation were used for the descriptive analysis, while the significance of the relationship between submission policy and depository culture was tested using the t-test associated with the correlation coefficient.

Analysis and Discussion

Table 1: Mean and Standard Deviation of Responses on Submission Policy

S/N	Submission Policy Items	Mean	SD	Decision
1	The institutional repository has clearly stated requirements for submission of lecturers' scholarly works.	2.69	0.81	Agree
2	The repository provides clear guidelines on the types of scholarly materials lecturers can submit.	3.19	0.78	Strongly Agree
3	The procedures for submitting scholarly works-the repository are clearly communicated-lecturers.	2.63	0.82	Agree
4	The institution provides clear information on whether repository submission is mandatory or voluntary.	2.73	0.81	Agree
5	The submission policy provides adequate guidance on copyright and intellectual property issues.	2.59	0.83	Agree
6	The submission policy provides guidance on the acceptable version of scholarly works for deposit.	3.11	0.83	Strongly Agree
7	The repository provides clear information concerning embargo conditions for deposited materials.	2.70	0.80	Agree
8	The institution monitors compliance with repository submission requirements.	2.71	0.81	Agree
	Cluster Mean	**2.79**	**0.81**	**Agree**

Table 1 shows that the respondents agreed with all the items describing submission policy. The highest mean of 3.19 was for clear guidelines on the types of scholarly materials lecturers can submit, and 3.11 for guidance on the acceptable version of scholarly works for deposit. There were agreement with a mean score of 2.73 recorded for whether repository submission is mandatory or voluntary, followed by 2.71 for institutional monitoring compliance with repository submission requirements, 2.70 for clear information concerning embargo conditions for deposited materials, and 2.69 for the provision of clear submission procedures. Other mean scores were agreed for items on clear copyright information with a mean of 2.59, Guidance from repository staff and communication of changes in requirements each recorded a mean of 2.63, and mean of 2.59 was recorded for licensing requirements, which all fell within the agreed range. The cluster mean of 2.79 indicates that respondents generally agreed that submission policies were present and implemented-a moderate extent in the institutional repositories. In summary, the respondents agreed that the repositories had identifiable submission procedures, although licensing information and some areas of policy communication required further attention.

The finding is consistent with Bamigbola and Adetimirin (2020), who found that perceived ease of use was associated with lecturers' interaction with institutional repositories, indicating that understandable procedures can matter in repository participation. It also agrees with Lazarus and Ogunbote (2022), who recommended adequate university wide policies and training to encourage lecturers to use institutional repositories. Diala, et al (2024); Ladipo and Makinde (2023) similarly reported that institutional factors were positively related to repository use among lecturers in federal universities. The present finding therefore suggests that the existence of submission rules alone is not enough; their clarity, communication and practical implementation are important aspects of repository management practices.

Table 2: Mean and Standard Deviation of Responses on Lecturers' Depository Culture

S/N	Lecturers' Depository Culture Items	Mean	SD	Decision
1	Lecturers regularly deposit their scholarly works in the institutional repository.	3.29	0.81	Strongly Agree
2	Lecturers willingly submit their research publications-the institutional repository.	2.73	0.83	Agree
3	Lecturers consider repository submission an important part of their academic work.	2.68	0.84	Agree
4	Lecturers deposit different types of scholarly materials in the institutional repository.	2.79	0.82	Agree
5	Lecturers deposit their scholarly works soon after publication or completion.	3.05	0.80	Strongly Agree
6	Lecturers consistently comply with institutional repository submission requirements.	2.65	0.83	Agree
7	Lecturers encourage colleagues-deposit their scholarly works in the repository.	2.74	0.84	Agree
8	Lecturers regard depositing scholarly works as part of their academic responsibility.	2.74	0.82	Agree
	Cluster Mean	**2.83**	**0.83**	**Agree**

Table 2 shows that the respondents agreed with all the statements measuring lecturers' depository culture. The highest means of 3.29 were recorded for regular compliance with university submission requirements and 3.05 for willingness to deposit different types of eligible scholarly outputs. Understanding the value of repository deposition recorded a mean of 2.74, while willingness to continue depositing when procedures were clear and convenient also recorded 2.74. Encouraging lecturers to deposit their works recorded the lowest mean of 2.65, although it remained within the agreed range. The cluster mean of 2.83 indicates that lecturers demonstrated an agreed level of depository culture. In summary, the respondents generally reported positive deposition practices.

This finding agrees with Akporhonor and Allanah (2020), who reported a high perception of depositing intellectual output among lecturers in South South Nigerian universities and recommended institutional policies and training to encourage continued participation. It also agrees with Bamigbola and Adetimirin (2017), who found that Nigerian lecturers were aware of institutional repositories but deposited their scholarly works less frequently than they accessed repository materials. Bamigbola (2021) further showed that awareness and institutional factors were associated with repository use among Nigerian lecturers. The works of Uzoegbu, et al. (2022) and Agim, et al. (2024) concur with the finding that, within Nigerian university library settings, the effectiveness of creating digital information systems and the adoption of contemporary library services are significantly influenced by institutional support, staff training, and administrative arrangements. The present finding suggests that a positive disposition toward deposition can coexist with the need for more robust institutional frameworks that normalize regular submission as an integral component of academic practice

Test of Hypothesis

H_0:There is no significant relationship between submission policy and lecturers' depository culture in federal universities in South East Nigeria.

Table 3: Test of Hypothesis on the Relationship between Submission Policy and Lecturers' Depository Culture

Variables	N	Pearson r	df	t Calculated	t Critical	p Value	Decision
Submission Policy and Lecturers' Depository Culture	388	0.61	386	15.12	1.97	< .001	Reject H_0

Table 5 shows that the Pearson correlation coefficient between submission policy and lecturers' depository culture was 0.61. The calculated t value of 15.12 was greater than the critical t value of 1.97 at 386 degrees of freedom and the 0.05 level of significance. The result therefore indicates a statistically significant relationship between submission policy and lecturers' depository culture. The null hypothesis was rejected. This means that differences in the quality and implementation of submission policy were associated with differences in lecturers' depository culture.

The finding is in line with Ladipo and Makinde (2023), who found a significant positive relationship between institutional factors and the use of institutional repositories by lecturers in federal universities in Nigeria. It is also related to Bamigbola (2021), who identified institutional and individual factors as determinants of repository use among Nigerian lecturers. Lazarus and Ogunbote (2022) likewise recommended university wide policies as a means of encouraging repository participation. These studies provide support for the interpretation that institutional arrangements surrounding repositories are relevant to lecturers' participation.

Conclusion

The study examined submission policy and lecturers' depository culture within institutional repository management practices in South East Nigerian universities. The findings showed that respondents agreed that submission policies provided procedures for depositing scholarly materials, copyright guidance, administrative review and support from repository personnel. Lecturers also demonstrated an agreed level of depository culture, particularly in their willingness to deposit scholarly outputs and comply with institutional requirements. The hypothesis test indicated a significant relationship between submission policy and depository culture. The study therefore concludes that clearly communicated and properly implemented submission procedures may provide an important institutional condition for encouraging regular lecturer participation in repository activities. Strengthening submission policies should consequently involve not only policy formulation but also communication, technical assistance, copyright guidance and continuous monitoring of implementation.

Recommendations

Based on the findings, the following recommendations were made:

1. University libraries should regularly review and clarify submission policies while providing simple guidelines, technical assistance, and copyright/licensing support to ensure lecturers can deposit materials with ease.
2. Libraries and repository managers should organize sensitization programmes, training sessions, and practical guidance to improve lecturers' understanding of repository policies and the benefits of participation.

3. University management should embed repository deposition into research communication activities and establish monitoring mechanisms to track lecturers' engagement, address barriers, and normalize submission as part of scholarly practice.

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