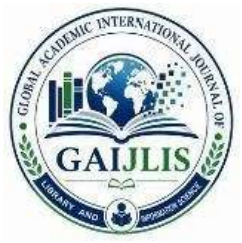
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EXPLORING THE RELATIONSHIP BETWEEN CONTENT UPLOAD POLICIES AND LECTURERS DEPOSITORY CULTURE IN UNIVERSITIES IN SOUTH EAST NIGERIA

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Abstract

This study examined the relationship between content upload policies and lecturers' depository culture in universities in South East Nigeria. The study was guided by two objectives and one null hypothesis. A correlational research design was adopted. The population comprised 12,887 lecturers in five federal universities in South East Nigeria, while a sample of 388 lecturers was selected using Yamanne formular, and purposive sampling techniques. Data were collected using a structured questionnaire. The instrument was subjected to face validation and pilot testing, with reliability coefficients of 0.77 and 0.81 reported. A four point response scale was adopted for the analysis. Mean and standard deviation were used to answer the research questions, while Pearson correlation and the corresponding t-test were used to test the hypothesis at the 0.05 level of significance. The findings showed that content upload policy was implemented to an agreed extent, with a cluster mean of 2.72 and standard deviation of 0.80. Lecturers' depository culture also recorded an agreed level, with a cluster mean of 2.75 and standard deviation of 0.81. The hypothesis test indicated a significant positive relationship between content upload policy and lecturers' depository culture. The study concluded that clear content upload procedures, appropriate submission channels, technical support and flexible deposit arrangements could strengthen lecturers' participation in institutional repositories. It recommended clearer upload guidelines, sustained technical assistance, staff sensitization and a suitable combination of self deposit and mediated deposit arrangements.

Keywords: Content Upload Policies, Institutional Repository, Depository Culture, Lecturers, Universities, South-East Nigeria

Introduction

Institutional repositories have become important digital platforms through which universities collect, preserve, manage and disseminate the intellectual output of their academic communities. They provide opportunities for lecturers to make research publications, conference papers, theses, reports and other scholarly materials more visible and accessible beyond the traditional channels of scholarly communication. Singeh et al. (2013) emphasized that the sustainability of repositories depends largely on the availability of adequate scholarly content, while Bamigbola and Adetimirin (2020) observed that

institutional repositories can complement conventional scholarly communication by providing wider access-university research. In the Nigerian university environment, the effectiveness of a repository therefore depends not only on its technical establishment but also on the extent to which academic staff contribute materials to it. This makes the processes through which lecturers upload and deposit their scholarly works an important aspect of repository management. The work similarly identifies content upload approach as one of the major institutional repository management practices requiring attention in relation-lecturers' depository culture. Uzoegbu, et al. (2022) confirmed that the availability of information resources within digital systems, as well as their effective utilization in university libraries, is closely linked to lecturers' engagement in uploading content to institutional repositories and the extent of institutional support provided.

Content upload policy concerns the procedures and arrangements through which scholarly materials are submitted to an institutional repository. The study explains that content upload policy encompasses two major frameworks, namely the self deposit model and the mediated deposit model. In the self deposit model, lecturers independently upload their scholarly works into institutional repositories, thereby exercising direct control over the visibility of their research outputs. By contrast, the mediated deposit model involves librarians or designated repository staff to perform the submission processes and related quality control activities, ensuring compliance with repository standards, and enhancing the consistency of deposited materials on behalf of the lecturers or authors. The study further explains that self depository gives authors greater control and immediacy, whereas mediated deposit can support metadata quality, copyright compliance and technical assistance. This distinction is important because lecturers differ in their technical competence, awareness of repository procedures and willingness to undertake deposition activities. Bamigbola and Adetimirin (2020) found that awareness and other factors influence lecturers' perceived ease of using institutional repositories, while Bamigbola (2021) also identified awareness and adjustment factors as relevant to repository use among Nigerian lecturers. A well structured content upload policy may therefore reduce uncertainty and make deposition more convenient for lecturers.

Lecturers' depository culture refers to the attitudes, behaviours and regular practices through which academic staff contribute their scholarly works to institutional repositories. A strong depository culture is reflected in regular deposit, willingness to upload research outputs, compliance with repository requirements and recognition of deposition as part of academic responsibility. The work associates depository culture with lecturers' active engagement in submitting scholarly outputs and identifies awareness, ease of use, copyright understanding and institutional policy as factors that can influence such participation. Research in Nigeria has also shown that lecturers may use repository materials while contributing their own works less consistently. Bamigbola and Adetimirin (2017) reported that lecturers accessed institutional repository materials but deposited their own works less frequently, while Orsu (2019) found that lecturers in South East Nigeria used several open access platforms for self archiving but still faced challenges that affected effective repository utilization. Diala et al (2024) argue that institutional repositories possess significant potential for amplifying the global visibility of Nigerian academic publications. However, this potential remains constrained by systemic barriers that must be addressed. In alignment with this perspective, Uzoegbu et al (2022) emphasize that the effective utilization of digital systems in university

libraries is contingent upon lecturers' active engagement in uploading content to institutional repositories and the provision of adequate institutional support. Similarly, Agim et al (2024) highlight that institutional backing, staff training, and administrative frameworks are critical determinants of the successful adoption of contemporary library services. Taken together, these studies underscore that while technological infrastructure provides the foundation for digital scholarship, its sustainability and impact depend on overcoming systemic challenges and fostering a supportive institutional culture that encourages lecturer participation in repository practices. The concern is therefore not simply whether repositories exist, but whether their upload policies create conditions that encourage lecturers to develop sustained deposition habits.

Statement of the Problem

In a normal setting, university repository should provide clear and convenient procedures through which lecturers can upload scholarly materials for preservation, access and dissemination. Such an arrangement should provide clear instructions, acceptable file requirements, appropriate submission channels, technical assistance and options that accommodate both direct and mediated deposit. The current situation, however, suggests that repository content upload may be affected by unclear procedures, inadequate technical support, limited awareness, copyright concerns and differences in lecturers' ability to use digital submission systems. Research has shown that Nigerian lecturers may be aware of institutional repositories but do not always deposit their scholarly works regularly, while perceived ease of use remains an important issue in repository participation (Bamigbola & Adetimirin, 2020). When upload procedures are difficult or poorly communicated, repositories may contain limited scholarly content, thereby reducing their usefulness for preservation, research visibility and knowledge sharing. Although previous studies have examined institutional repository use, awareness, perceived ease of use and general repository utilization, there is limited empirical attention to the specific relationship between content upload policies and lecturers' depository culture in universities in South East Nigeria. This gap provides the basis for the present study.

Objectives of the Study

The study sought to:

1. Determine the extent to which content upload policies are implemented in institutional repositories of universities in South East Nigeria.
2. Determine the relationship between content upload policies and lecturers' depository culture in 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 content upload policies and lecturers' depository culture in universities in South East Nigeria.

Institutional Repository

An institutional repository is a digital platform established by an academic institution to collect, preserve, manage and provide access to the intellectual output of its academic community. Its importance lies in its ability to make scholarly materials more accessible while supporting long term preservation and institutional visibility. Singeh et al. (2013) noted that successful repositories require adequate scholarly content of enduring value, while Bamigbola and Adetimirin (2020) described

institutional repositories as platforms that complement traditional scholarly communication and facilitate dissemination of research findings. The work similarly presents institutional repositories as critical infrastructures for advancing the democratization of knowledge by enabling global access to the intellectual outputs of universities and ensuring the long term preservation of research materials produced within the academic community. Their core functions include systematic content acquisition, organization, preservation, dissemination, and provision of access position them as integral components of the scholarly communication ecosystem. The efficacy of such repositories, however, is not solely determined by the robustness of their technical architecture; it is equally contingent upon the sustained engagement and willingness of academic staff to contribute their scholarly work. In this regard, repository management extends beyond software installation to include policy formulation, staff support, content quality control and mechanisms for encouraging lecturers to deposit their scholarly works. Ladipo et al. (2022) found that institutional repository use was positively associated with research productivity among lecturers and recommended appropriate university wide policies and training to support repository use.

Content Upload Policy

Content upload policy refers to the institutional rules and procedures that determine how scholarly materials are submitted to an institutional repository. It provides guidance on who may submit materials, the types of materials accepted, acceptable formats, submission procedures, quality requirements and the responsibilities of authors and repository personnel. The work identifies content upload approach policy as an important repository management practice and explains that it consists mainly of self depository and mediated depository. Self depository enables lecturers to upload their works directly and can promote immediacy and a sense of ownership, whereas mediated depository places responsibility for uploading, metadata entry and compliance checking on repository staff. The suitability of either arrangement depends on the technical competence of users, institutional resources and the nature of the materials being deposited. Bamigbola and Adetimirin (2020) found that perceived ease of use of institutional repositories among Nigerian lecturers is associated with awareness and other factors affecting interaction with the repositories. Consequently, content upload policy should not merely prescribe procedures but should make the deposit process understandable, accessible and adequately supported. A clear policy can reduce uncertainty, improve compliance and make repository contribution a more manageable part of lecturers' academic responsibilities.

Lecturers' Depository Culture

Lecturers' depository culture refers to the collective attitudes, behaviours and practices through which academic staff regularly deposit their scholarly works in institutional repositories. It includes willingness to deposit, frequency of contribution, compliance with repository requirements, acceptance of self archiving and recognition of deposition as part of academic practice. The work explains that depository culture involves the collective behaviours and practices that encourage lecturers and researchers to consistently deposit scholarly outputs into a centralized repository. Such a culture is important because the value of an institutional repository depends substantially on the volume, quality and currency of materials available within it. Bamigbola (2021) reported that institutional repositories in Nigerian universities remain underused by lecturers despite their potential benefits, while Omeluzor (2014) found that awareness did not necessarily translate into actual deposit behaviour

among university faculty. Similarly, Diala et al. (2024) and Uzoegbu (2019) emphasize that lecturers are central to sustaining the consistent archiving of scholarly outputs, thereby reinforcing institutional repositories as dependable sources of knowledge. Their contributions not only expand the availability of research materials but also enhance academic visibility, positioning both individual scholars and their institutions within global networks of scholarly communication. A strong depository culture can therefore improve institutional visibility, facilitate knowledge sharing and preserve locally generated scholarship. Conversely, weak participation may leave repositories with fragmented collections**,** thereby diminishing the anticipated benefits of repository investment. Building the positive depository culture requires clear policies, supportive technology, awareness activities and practical assistance for academic staff.

Relationship between Content Upload Policy and Lecturers' Depository Culture

The relationship between content upload policy and lecturers' depository culture can be understood through the conditions created by repository management for academic participation. When upload procedures are clearly communicated, submission requirements are understandable and technical assistance is available, lecturers may experience lesser difficulties when depositing their scholarly works. The work specifically explains that clear submission interfaces, comprehensive guidance and timely technical support are important in encouraging self deposition and developing a strong depository culture. Bamigbola and Adetimirin (2020) similarly found that factors associated with perceived ease of use influence lecturers' interaction with institutional repositories. Content upload policy may therefore influence depository culture by reducing procedural uncertainty and providing lecturers with predictable ways of contributing materials. Where direct upload is supported with adequate guidance, lecturers may develop greater confidence in managing their submissions. Where mediated upload is available, lecturers who experience technical or copyright difficulties can still contribute their works through repository staff. Orsu (2019) further demonstrated the importance of self archiving platforms, awareness and supporting infrastructure in the use of open access repositories among lecturers in South East Nigeria.

Institutional Repository Management and Scholarly Communication

Institutional repository management provides the organizational structure through which scholarly materials are collected, organized, preserved and disseminated. The management process includes policy development, technical administration, content acquisition, metadata control, preservation and user support. The work identifies several repository management practices, including submission policy, content policy, metadata policy, preservation policy, digitization policy, software type policy, content upload approach policy and registration with open repository directories. These practices are interconnected because weaknesses in one area can affect the usefulness of the entire repository system. For example, a repository may possess suitable software but remain poorly populated when lecturers lack clear mechanisms for uploading scholarly works. Ladipo et al. (2022) found that institutional repository utilization was positively related to research productivity and recommended university wide policies and training to support effective use. Repository management therefore involves more than maintaining a technical platform. It requires continuous interaction between librarians, information technology personnel, university management and lecturers. Effective management practice should create conditions that support easy content contribution while maintaining

quality, copyright compliance and long term preservation.

Content Upload Approaches and Lecturer Participation

Content upload approaches determine how responsibility for placing scholarly materials into a repository is shared between lecturers and repository personnel. The self deposit approach places responsibility directly on the lecturers or authors, while mediated deposit gives repository staff a greater role in the uploading processes. The work explains that self deposition can reduce administrative workload and give authors control over their submissions, but it requires technical competence and knowledge of repository procedures. While mediated deposition can improve quality control, metadata consistency and copyright compliance but may introduce delays and reduce direct interaction between lecturers and repositories. Bamigbola and Adetimirin (2020) found that perceived ease of use of institutional repositories among Nigerian lecturers is influenced by awareness and other factors associated with interaction with the system. This suggests that the most suitable upload policy may depend on the characteristics of the users and the capacity of the repository. A flexible policy that allows lecturers to deposit directly while providing mediated assistance where necessary may reduce barriers to participation. Such flexibility is particularly relevant in universities where lecturers have different levels of digital competence and where repository staff have different capacities for supporting content submission.

Depository Culture and Institutional Support

Depository culture develops within an institutional environment where lecturers receive information, encouragement and practical assistance to contribute scholarly works. Institutional support may include awareness programmes, training, technical assistance, copyright guidance, clear repository requirements, motivation and reward structures for participation in repositories. Bamigbola (2021) found that institutional repository use among Nigerian lecturers remains affected by factors related to awareness and user experience, while Lazarus and Ogunbote (2022) reported that institutional repository utilization among lecturers in Nigerian federal universities was largely occasional and recommended university wide policy support and regular training. The work similarly explains that depository culture is influenced by awareness, ease of use, copyright understanding and institutional policies. Institutional support is therefore important in transforming repository participation from an occasional activity into a regular academic practice. Where lecturers understand the value of depositing their works and can access convenient submission procedures, participation may become part of normal scholarly communication. Conversely, unclear policies and weak institutional or technical support may discourage regular contributions and result in non-comprehensive repository collections**,** thereby limiting the anticipated benefits of repository project.

Table 1: Major Components of a Content Upload Policy

S/N	Component of Content Upload Policy	Relevance-Lecturers' Depository Culture
1	Eligibility for deposit	Clarifies which lecturers and contributors may upload materials.
2	Types of acceptable scholarly materials	Helps lecturers identify materials suitable for deposition.
3	File and format requirements	Reduces uncertainty about acceptable electronic formats.

S/N	Component of Content Upload Policy	Relevance-Lecturers' Depository Culture
4	Self deposit procedures	Enables lecturers to upload their scholarly works directly.
5	Mediated deposit procedures	Provides assistance where lecturers require repository staff support.
6	Copyright and permission guidance	Reduces concern about copyright and publication restrictions.
7	Technical support	Helps lecturers overcome difficulties encountered during uploading.
8	Quality checking and approval	Ensures deposited materials meet repository requirements.
9	Metadata requirements	Helps ensure that uploaded works can be identified and retrieved effectively.
10	Feedback and confirmation	Gives lecturers assurance that their deposited materials have been received and processed.

Table 2: Relationship between Content Upload Policy and Depository Culture

S/N	Content Upload Policy Condition	Expected Influence on Depository Culture
1.	Clear upload instructions	Encourages lecturers to understand and follow repository procedures.
2.	Simple submission process	Reduces procedural difficulties associated with deposition.
3.	Availability of self deposit	Gives lecturers direct control over submission of their scholarly works.
4.	Availability of mediated deposit	Supports lecturers who require technical or administrative assistance.
5.	Clear file requirements	Reduces errors during content submission.
6.	Copyright guidance	Reduces uncertainty about legal restrictions on deposited materials.
7.	Technical assistance	Builds confidence in using repository upload systems.
8.	Quality control procedures	Promotes confidence in the reliability of repository content.
9.	Metadata guidance	Improves organization and discoverability of deposited materials.
10.	Submission confirmation	Reinforces confidence and encourages repeated participation.

Theoretical Framework: Technology Acceptance Model

The Technology Acceptance Model was developed by Fred D. Davis in 1989 to explain how users come to accept and use information technology. Davis (1989) identified perceived usefulness and perceived ease of use as fundamental determinants of technology acceptance and usage behaviour. The theory assumes that users are more likely to accept a technological system when they believe that it is useful and easy to use. Its propositions suggest that perceived ease of use can influence perceived usefulness, behavioural intention and eventual system use. The model aims to explain user acceptance and provide a basis for predicting technology usage. In the present study, the institutional repository upload system represents the technological environment through which lecturers deposit scholarly works. A clear content upload policy can improve perceived ease of use by providing understandable procedures, appropriate submission channels and technical assistance. It can also improve perceived usefulness by showing lecturers how deposited materials can be preserved, accessed and disseminated. The theory is therefore suitable for explaining how the conditions surrounding content uploading may relate to lecturers' willingness and regularity in depositing scholarly works. The application of the theory is consistent with research showing that perceived ease of use is relevant to institutional repository interaction among Nigerian lecturers (Bamigbola & Adetimirin, 2020).

Methodology

The study adopted a correlational research design because it sought to determine the relationship between content upload policy and lecturers' depository culture without manipulating either variable. The study identified correlational design as appropriate for examining naturally occurring relationships between institutional repository management practices and depository culture. The study covered five federal universities in South East Nigeria, 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 was 12,887 lecturers, from which a sample of 388 lecturers was obtained using Yamanne formular, and purposive sampling techniques. A structured questionnaire was used for data collection. The study reported face validation by experts and pilot testing involving lecturers outside the study area, with Cronbach alpha reliability coefficients of 0.77 and 0.81. For the study, the questionnaire was organized around content upload policy and lecturers' depository culture. A four point scale of Strongly Agree, Agree, Disagree and Strongly Disagree was adopted. Mean and standard deviation were used for descriptive analysis, while Pearson correlation and the corresponding t-test were used to test the hypothesis at the 0.05 level of significance.

Table 3: Scale for Interpretation

Response	Numerical Value	Mean Range	Decision
Very High Extent/ Very High Level	4	3.50-4.00	VHE/VHL
High Extent / High Level	3	2.50-3.49	HE/HL
Low Extent / Low Level	2	1.50-2.49	LE/LL
Very Low Extent / Very Low Level	1	1.00-1.49	VLE/VLL

Analysis of Research Question One

Research Question One: What is the extent to which content upload policies are implemented in institutional repositories of universities in South East Nigeria?

Table 4: Mean Responses on the Extent of Implementation of Content Upload Policies

S/N	Content Upload Policy Items	Mean	SD	Decision
1	The institutional repository provides clear instructions for uploading scholarly works.	3.67	0.79	Very High Extent
2	The repository clearly states the types of scholarly materials lecturers can upload.	2.74	0.78	High Extent
3	Lecturers are provided with clear guidelines on acceptable file formats for repository upload.	2.71	0.81	High Extent
4	The repository provides an easy procedure for lecturers to upload their scholarly works.	2.70	0.78	High Extent
5	The repository provides lecturers with the option of receiving assistance from repository staff during content upload.	3.54	0.81	Very High Extent
6	The content upload policy provides adequate guidance on copyright and permission requirements.	2.71	0.80	High Extent
7	Technical support is available to lecturers who experience difficulty while uploading materials.	2.69	0.78	High Extent

S/N	Content Upload Policy Items	Mean	SD	Decision
8	The repository provides confirmation and feedback after lecturers upload their scholarly works.	2.71	0.82	High Extent
	Cluster Mean	**2.83**	**0.80**	High Extent

Table 4 shows that respondents agreed to a high extent that content upload policies were implemented in the institutional repositories of universities in South East Nigeria. All the eight items recorded mean scores above the criterion mean of 2.50. The highest mean score was recorded for the provision of clear instructions for uploading scholarly works, with a mean of 3.67 and standard deviation of 0.79. This was followed by clear identification of acceptable scholarly materials, with a mean of 3.54 and standard deviation of 0.78. The lowest mean score was recorded for the availability of technical support during upload, with a mean of 2.69 and standard deviation of 0.78. The cluster mean of 2.83 indicates that respondents generally agreed that content upload policies were implemented to a high extent. The standard deviations show relatively close responses around the respective means.

Analysis of Research Question Two

Research Question Two: What is the level of lecturers' depository culture in universities in South East Nigeria?

Table 5: Mean Responses on Lecturers' Depository Culture

S/N	Lecturers' Depository Culture Items	Mean	SD	Decision
1	Lecturers regard repository deposition as part of their academic responsibility.	2.72	0.81	High Level
2	Lecturers willingly upload their research publications-the institutional repository.	2.77	0.80	High Level
3	Lecturers regularly deposit their scholarly works in the institutional repository.	3.59	0.81	Very High Level
4	Lecturers comply with institutional requirements concerning repository deposition.	2.70	0.82	High Level
5	Lecturers deposit their scholarly works within a reasonable period after publication or completion.	2.77	0.81	High Level
6	Lecturers deposit different types of scholarly materials in the repository.	3.54	0.82	Very High Level
7	Lecturers encourage colleagues to deposit their scholarly works in the repository.	2.74	0.81	High Level
8	Lecturers consider depositing scholarly works important for research visibility and preservation.	2.76	0.82	High Level
	Cluster Mean	**2.95**	**0.81**	**High Level**

Table 5 indicates that respondents agreed to a high level with all the statements concerning lecturers' depository culture. The highest mean score of 2.79 and standard deviation of 0.81 was recorded for regular deposition of scholarly works. This was followed by the view that lecturers deposit different

types of scholarly materials, with a mean of 3.54 and standard deviation of 0.82. The lowest mean score of 2.70 and standard deviation of 0.82 was recorded for compliance with institutional requirements concerning repository deposition. The cluster mean of 2.95 shows that lecturers' depository culture was generally at a high level. The results suggest that lecturers participated in repository deposition-a high level

Test of Hypothesis

H_0: There is no significant relationship between content upload policies and lecturers' depository culture in universities in South East Nigeria.

Table 6: Pearson Correlation Test of the Relationship between Content Upload Policy and Lecturers' Depository Culture

Variables	N	Pearson r	df	t Calculated	t Critical	Significance Level	Decision
Content Upload Policy and Lecturers' Depository Culture	388	0.64	386	16.36	1.97	0.05	Reject H_0

Table 6 shows a Pearson correlation coefficient of 0.64 between content upload policy and lecturers' depository culture. The corresponding calculated t value was 16.36, while the critical t value at 0.05 level of significance and 386 degrees of freedom was 1.97. Since the calculated t value was greater than the critical value, the null hypothesis was rejected. The result indicates a statistically significant positive relationship between content upload policy and lecturers' depository culture. This means that better organized content upload policies were associated with stronger depository culture among lecturers in the sampled universities. The finding should be understood as an association and not as proof that content upload policy alone causes changes in depository culture.

Discussion of Findings

Extent of Implementation of Content Upload Policies

The first finding showed that content upload policies were implemented to a high extent, with a cluster mean of 2.83. Respondents particularly agreed that repositories provided instructions for uploading scholarly works and identified the types of materials that could be uploaded. This finding agrees with the work, which identifies content upload approach as a major repository management practice and explains the importance of clear submission interfaces, guidance and technical support in encouraging deposition. Bamigbola and Adetimirin (2020) also established that awareness and factors associated with ease of use influence lecturers' interaction with institutional repositories in Nigerian universities. Similarly, Lazarus and Ogunbote (2022) recommended adequate university wide policies and regular training to encourage effective repository utilization among lecturers. The finding therefore suggests that the presence of upload procedures provides a useful foundation for repository participation, although technical assistance and feedback mechanisms may need additional attention.

Lecturers' Depository Culture

The second finding revealed that lecturers' depository culture was at a high level, with a cluster mean of 2.95. Respondents agreed that lecturers regularly deposited scholarly works, willingly uploaded research publications and considered repository deposition

relevant to academic responsibility. This finding is consistent with the conceptual position in the work that depository culture involves the collective behaviours and practices that encourage lecturers to consistently deposit scholarly outputs. Orsu (2019) also demonstrated the use of self archiving platforms by lecturers in South East Nigeria and recommended stronger awareness and retraining to improve repository use. However, Bamigbola (2021) reported that institutional repositories remain underused by lecturers and identified awareness and other user related factors as important considerations in repository participation. The present finding indicates that a depository culture exists among the respondents, although it can still be strengthened through institutional support and clearer expectations.

Relationship Between Content Upload Policy and Depository Culture

The third finding showed a significant positive relationship between content upload policy and lecturers' depository culture, with a Pearson correlation coefficient of 0.64. The result indicates that universities with clearer and more supportive upload arrangements tended to have stronger levels of lecturer deposition. The finding is consistent with the Technology Acceptance Model because clear upload procedures and technical assistance can make a repository system easier to use, while perceived usefulness can encourage continued engagement with the system. Davis (1989) identified perceived usefulness and perceived ease of use as important determinants of technology acceptance and usage. The finding is also consistent with Bamigbola and Adetimirin (2020), who found that factors associated with perceived ease of use influence institutional repository interaction among Nigerian lecturers. In addition, Agim et al. (2025); Uzoegbu et al (2022) confirmed that availability, technical capacity and institutional support are fundamental indicators to effective adoption of emerging library technologies like repository systems. The finding therefore suggests that the organization of the content upload process is an important repository management consideration when seeking to strengthen lecturers' participation in institutional repositories.

Conclusion

The study examined the relationship between content upload policies and lecturers' depository culture in universities in South East Nigeria. The findings showed that respondents generally agreed that content upload policies were implemented and that lecturers demonstrated an appreciable depository culture. The hypothesis test further indicated a significant positive relationship between content upload policy and lecturers' depository culture. The study therefore concludes that the organization and clarity of content upload procedures are important considerations in developing sustained lecturer participation in institutional repositories. Clear instructions, accessible submission channels, technical assistance, copyright guidance and appropriate support for both direct and mediated deposit can make repository contribution easier for lecturers. Strengthening these areas may contribute to more consistent deposition, improved repository content and greater visibility of scholarly outputs.

Recommendations

1. University libraries should establish user friendly upload policies and offer regular technical support, ensuring lecturers understand acceptable materials, submission procedures, and copyright considerations.
2. Universities should maintain both self deposition and mediated deposition plans,

allowing lecturers to choose based on their technical competence and the nature of their intellectual works.

3. University libraries and repository managers should organize regular awareness programmes and trainings, while providing timely authentication and feedback on submissions to build lecturers' confidence and promote sustained participation.

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