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## Towards institutional repository sustainability: Lecturers awareness, patronage and content submission to the University of Cape Coast repository

Ebenezer Martin-Yeboah

*Western University, Canada*, [emartiny@uwo.ca](mailto:emartiny@uwo.ca)

Christopher Kwame Filson

*University of Cape Coast, Ghana*, [cfilson@ucc.edu.gh](mailto:cfilson@ucc.edu.gh)

Kwame Boohene

*University of Cape Coast*, [kboohene@ucc.edu.gh](mailto:kboohene@ucc.edu.gh)

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## **INTRODUCTION**

Scholarly communication has gained the attention of many information scientists since access to knowledge is fundamental to all aspects of human development. This notwithstanding, dissemination of academic publications is restricted in many developing countries. Africa's share of global research output is next to negligible (Moahi, 2012), and the few are further obscured due to inadequate indigenous scholarly communication outlets (Alemna, 2005). African academics often fail in their strive to publish in internationally renowned peer-reviewed journals, and without any forum for sharing this knowledge, replication becomes the order of the day resulting in the inability to integrate national research into global knowledge pool (Abukutsa-Onyango, 2010; Harnad, 2010; Wellcome Trust, 2003).

The Information and Communication Technology (ICT) revolution, coupled with increasing journal prices, has left actors in the knowledge creation continuum – authors, publishers, libraries – to rethink the mode of knowledge sharing (Bjork, 2004; Johnson, 2000; Ming, 2002; Tihamiyu & Aina, 2008). Among the newest trends of scholarly communication in the era of serial crisis is Open Access Institutional Repository. To Lynch (2003), Institutional Repositories (IRs) are the set of services an academic institution offers to members of the academic community for the creation and dissemination of scholarly contents created in the institution. Enumerating the inherent attributes such as registration, awareness creation, and certification as well as archiving, Crow (2002) and Prosser (2003), consider this mode of scholarly communication as appropriate. The IR approach to sharing scholarly output has seen increased adoption globally due to its ability to increase readership, enhance the image of institutions and authors, and above all, break the monopoly enjoyed by traditional journal publishers (Davis and Connolly, 2007; Johnson, 2002).

The University of Cape Coast, which was established in 1962 to train the needed human resource in the education sector of Ghana, has since expanded in both academic programmes offered and infrastructure. As the information hub of the University, the University of Cape Coast Library System supports the teaching, learning and research needs of the academic community through its various collections and services provided by the Main Library also known as the Sam Jonah Library, college libraries, departmental libraries and hall/residential libraries. In 2012, the University of Cape Coast Library launched a repository with barely 300 records comprising

research articles and theses. The contents of the repository have since increased to 1,600 documents comprising postgraduate theses, journal articles, e-books and course slides.

### **Statement of the Problem**

Academics and researchers in Ghana, as in the case of many African countries, have been left with very limited avenues of scholarly communication owing to journal crises compounded by intellectual property rights. It therefore came as a huge relief that institutional repositories would gain acceptance in an era that ICT infrastructure and technologies are gradually becoming increasingly affordable and available. Several academic institutions, especially public universities, have positioned themselves to utilize the benefits that open access repositories offer (Lynch, 2003; Martin-Yeboah, Alemna & Adjei, 2018a; Ogbomo & Bibiana, 2015; Siyao et al, 2017; Ukwoma & Dike, 2017; van Westrienen & Lynch, 2005; Yang, & Li, 2015;).

Notwithstanding the numerous virtues extolled about online Open Access Institutional Repositories, available literature suggest that this novelty is yet to be sustainable in many academic and research institutions in sub-Sahara Africa. Largely at the centre of the attrition of IRs has been content recruitment. Often, much focus has been given to content access and usage, leaving out a significant issue as content population or generation (Bankier & Perciali, 2008; Xia, 2009). Much attention is often focused on launching of repositories without deeper considerations of regular content supply. Thus, when an academic institution manages to populate its IRs with a few legacy documents or heritage materials, administrative documents and abstracts or full texts of journal articles, it is declared duly launched and operational amidst fanfare. Of all the attention given to the creation and management of IRs, the feelings of lecturers and other content generators are seldom accommodated (Dolan, 2011; Jackman, 2007; Ware, 2004). It has often been suggested that key stakeholders should always be on board in order for the success of repositories to be realized (Bjork, 2004; Johnson, 2000; Martin-Yeboah et al, 2018b; Ming, 2002; Tihamiyu & Aina, 2008). As key stakeholders as they are, lecturers' awareness and perception regarding institutional repositories have often eluded the focus of research. It is for this reason that the study seeks to assess lecturers' awareness, attitude and perception of institutional repositories, and how these factors affect content population and sustainability of IRs using University of Cape Coast as a case.

## **Research questions**

The study aims at addressing these research questions:

1. How do lecturers perceive institutional repositories?
2. What is lecturers' level of content contribution to the UCC IR?
3. What factors affect lecturers' submission of content to the IR?

## **Significance of the Study**

This study puts open access institutional repositories in a proper perspective for repository managers to identify the various issues which confront content generators. It also adds to the body of literature of scholarly communication and open access repositories.

## **LITERATURE REVIEW**

The concept of institutional repositories (IR) has been defined from many perspectives. To Chavez et al, (2007), "a repository is a networked system that provides services pertaining to a collection of digital objects, and could include institutional repositories, publisher's repositories, dataset repositories, learning object repositories, cultural heritage repositories. Thus a university's repository is expected to include research journal articles, before (preprints) and after (post-prints) undergoing peer review as well as digital versions of theses and dissertations, administrative documents, heritage materials, course notes, or learning objects (Shearer, 2003; Crow, 2002; Johnson, 2002). Upon the introduction of the World Wide Web, it has been very easy to share information via the internet, and this has played a huge role in scholarly communication through open access platforms such as institutional repositories (Lynch, 2003; Martin-Yeboah, Alemna & Adjei, 2018a). Essentially, IRs exist to provide an institution with a mechanism to showcase its scholarly output, efficiently manage internal digital documents and subtly address the issue of journal or serial crisis emanating from the unbridled advantages enjoyed by academic publishers. Siyao et al., (2016) recount how academic institutions in four African countries, through their libraries, have adopted concept of institutional repositories for scholarly communication. Similarly, Ukwoma and Dike (2017) report how university lecturers in five Nigerian universities have accepted the repository concept for reasons of improved accessibility to scholarly literature and increase the citation impact of their work.

It has been observed that awareness of the repository concept and all other issues surrounding by stakeholders of an academic community is key in their sustainability since awareness influences one's perception and attitude (Chan & Costa, 2005). As shown by Atiso et al., (2017), the adoption of the route of open access by academes largely hinges on their awareness. However, awareness of key stakeholders of an academic community often tends to be dependent on several factors including one's discipline of practice as well as a conscious effort of repository managers to promote to the members of the academic community (Crow, 2002; Rowland & Nicholas, 2005). Li and Yang (2015) insist that in order for IRs to be fully beneficial, there is the need for all stakeholders to be aware of their existence, understand their value and above all, be willing to contribute to their sustainability.

Several studies point to the fact that key stakeholders of the campus community upon whom repository sustainability reside often are not aware of the concept. In a study by the University of California in 2007, it was established that over sixty percent of respondents were not aware of digital repositories and online journals; and of those aware, only less than one-tenth had submitted contents to repositories. Similarly, Kim (2011) recalls, in a study of some Carnegie-funded institutions in the United States, that 60 per cent of respondents were unaware of the existence of their University's IR. Also, a study by Dutta and Paul (2014) of faculty members in an Indian University also suggests a rather low faculty awareness of repositories even though the attitude to the concept was positive. A study by Li and Yang (2015) reveals that of the 295 respondents, less than a third (27%) were aware of TAMU IR, the OAKTrust of which 7% had deposited their works accordingly. Their study further reveals that half of the 68% who ranked IR least in finding articles were unaware of the institutional repository.

A study by Singeh, Abrizah and Karim (2013) to examined conditions that inhibit authors from self-archiving in open access repositories and discovered issues of plagiarism as well as slow and inefficient process as leading causes. Again, in Van Westrienen and Lynch's (2005) European IR survey, low participation of faculty was attributed to lack of clarity on intellectual property issues as well as the perception that repository contents are of low quality. In a similar vein, Hahn and Wyatt (2014) discovered in their study of business faculty of 125 Academic and Research Libraries that faculty most of the time failed to participate in open access platforms due to ignorance. And, on the part of those who knew, they perceived materials from such sources as being less prestigious

and of lower quality such that they would not add to their career development. Ampong (2016), in investigating the uptake of institutional repository by faculty, came across a number of issues which he collectivizes as personal issues which cause lecturers' low or no contributions into repositories. His investigations into the UGSpace (the Repository of the University of Ghana, Legon), led to the conclusion that lack of time, knowledge or awareness of the repository and insufficient information on copyright issues were such personal issues.

However, a study by Dutta and Paul (2014) of faculty members in an Indian University also suggest a rather low faculty awareness about repositories even though the attitude to the concept was rather positive. It was also found out that copyright issues constrained most lecturers from sharing their scientific papers on open access platforms. Ogbomo (2015), in a study of attitude of lecturers in South-South Federal Universities in Nigeria discovered that lecturers in South-South federal universities in Nigeria have positive attitudes toward the establishment of IRs in their respective institutions.

As a strategy to encourage more participation of faculty in the sustainability of repositories through content deposit, Ogbomo and Bibiana (2015) insist that universities should encourage promotional activities geared towards creating awareness of IR which will in turn enhance positive attitude towards IR establishment in universities. Repository sustainability demand that at every stage, the university community should be carried along in the development of the IR project. In a study of two private and two public universities in Ghana, Martin-Yeboah, Alemna and Adjei (2018a; 2018b) it emerged that repositories tended to be sustainable when there is a buy-in from every facet of stakeholders of an academic institution in the conception, creation and promotion of repositories in a collaborative manner. Ukwoma and Dike (2017) further admonish for the training for academics, librarians, and repository managers in order to equip them with the skills to organize the content for easy accessibility and retrieval of documents.

## **MATERIALS AND METHODS**

The study adopted the descriptive survey design. This design measures the current status of phenomenon in order to accurately describe what pertains to the variables or conditions of interest (Babbie, 2007). The University of Cape Coast has 714 teaching staff. The research was an attempt at a census study (engaging all lecturers through their email), but room was made for non-response. Google form was used to administer the questionnaire through lecturers' institutional email.

However, manual administration of the questionnaire was employed to augment the rather low response from this electronic data collection platform. As such, a paper-based questionnaire was as well put in each lecturer's pigeon hole to be self-administered. The questionnaire was fashioned to accommodate all the objectives, in addition to some background information of respondents. The IBM SPSS version 22 was used to analyze the data using frequencies, percentages, and presented through single tables, cross tabulation, charts and graphs. Ethical standards in empirical social research was strongly upheld.

## ANALYSIS

Of the possible 714 pieces of the questionnaire 156 were deemed useful after for the SPSS analysis after thorough sorting and cleaning. These included those issued electronically through Google forms (37) as well as those reinforced by manual data collection (119), representing a 21.8% response rate. These included.

### Biodata

Respondents for the study, as could be seen from Table 1, were made up of 109 males representing 69.9% and 47 females (30.1%). The proportion of respondents aged 40-49 (35.3%) were more than any other age group. Table 1 again depicts that the College of Humanities and Legal Studies (39.7%) dominated amongst respondents of the study, with the Health and Allied Science College being with the least (5.8%). Also, Lecturers constituted 35.9% of the respondents whilst Associate professors constituted the least with 8(5.1%) respondents.

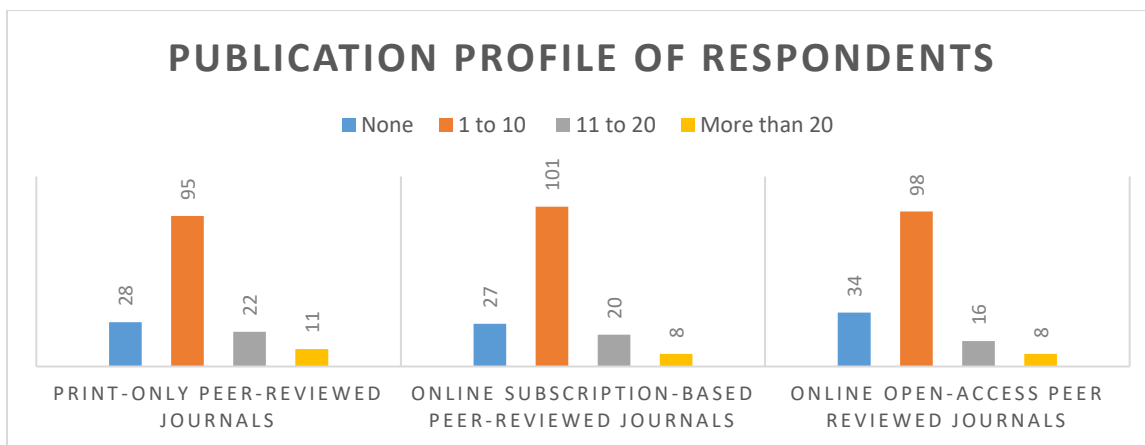
Table 1: Biodata of respondents

Characteristic	Description	Frequency	Percent
<b>Gender</b>	Male	109	69.9
	Female	47	30.1
<b>Age</b>	Less than 30	16	10.3
	30-39	49	31.4
	40-49	55	35.3
	50-59	34	21.8
	60 or over	2	1.3
<b>College</b>	Humanities and Legal Studies	62	39.7
	Agriculture and Natural Sciences	46	29.5
	Education Studies	39	25.0
	Health and Allied Sciences	9	5.8
<b>Rank</b>	Assistant Lecturer	39	25.0

	Lecturer	56	35.9
	Senior Lecturer	44	28.2
	Associate Professor	8	5.1
	Full Professor	9	5.8

Figure 1 shows the publication profile of respondents. It could be seen that a quarter of respondents (39 respondents) have never submitted articles to Online Open-Access journals. In all platforms (print only, online subscription-based and online open-access), respondents with 1 to 10 papers constituted the majority (95/60.9%; 101/64.8%; 98/62.8%) respectively.

Figure 1: Publication profile of respondents

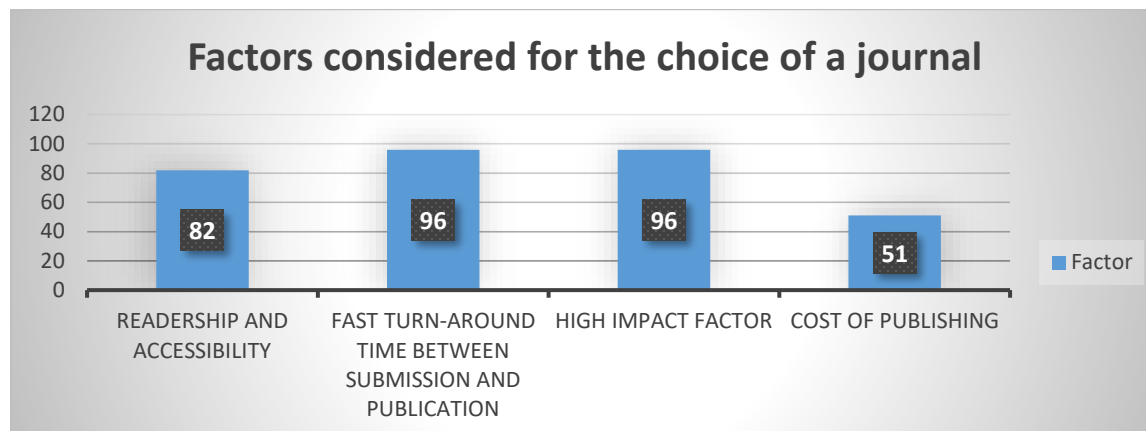


### Factors which affect lecturers' choice of journal

The study reveals, as shown by Figure 2, that 'fast turn-around time between submission and publication', as well as the 'high impact factor of a journal' are the two most important issues lecturers consider before deciding to publish in a particular journal. This is according to 96 respondents, representing 61.5%. Again, the figure depicts that the cost associated with publishing in a journal is not so strong a factor to consider among respondents in a decision to publish with a journal. Only about a third of respondents (51 representing 32.7%) would consider this as an important factor.



Figure 2: Factors respondents consider in publishing in a journal



### Awareness of open access institutional repositories

Table 2 portrays the level of awareness of lecturers on online open access institutional repositories. It shows that the majority of respondents are aware of the concept of open access, and the attributes of online open access institutional repositories. At least more than half of respondents indicated their awareness of what repositories are, by answering correctly to some sets of questions. For example, to a statement that ‘open access implies full text availability to online peer reviewed documents’, 8 out of 10 respondents (82.1%) could attest to that fact. Also, nearly three-fourth of respondents (73.7% and 74.4% respectively) were aware that “IRs showcase an institution’s digital contents” and “IRs contain abstracts of peer-reviewed journal publications”

It is however instructive to note that even though respondents generally knew about the concept of institutional repository, a comparatively smaller proportion knew about the existence of the University of Cape Coast IR – UCCSpace. That is, closely looking at the proportion of respondents who were aware of the concept of IR which generally hovered around 60% and over, the proportion of respondents who are aware of the UCC IR (53.9%) is comparatively low.

Table 2: Lecturers’ awareness of open access institutional repositories

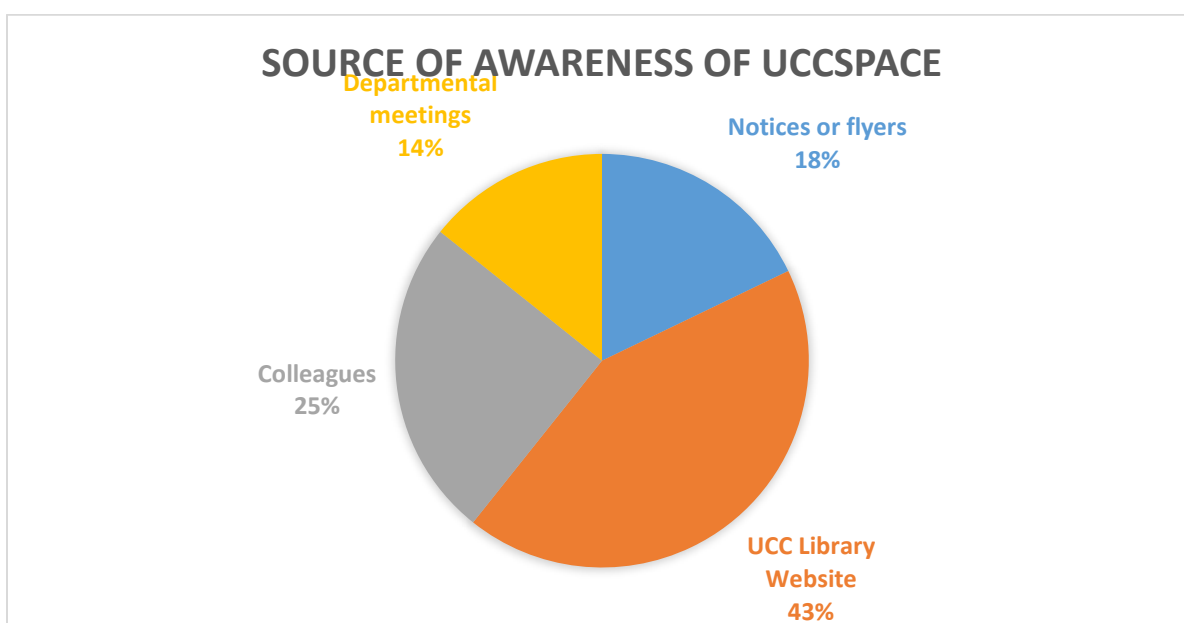
Statement	Aware*	%
Open access implies full text availability to online peer reviewed documents	128	82.1
IRs are online open access platforms	90	57.7
IRs showcase an institution’s digital contents	115	73.7
IRs contain electronic theses and dissertations	95	60.9
IRs contain heritage or cultural materials of an institution	95	60.9
IRs contain manuscripts (pre-prints /post-prints)	98	62.8
IRs contain abstracts of peer-reviewed journal publications	116	74.4

IRs contain full text articles	102	65.4
The University of Cape Coast has an Institutional Repository	84	53.9

\*Multiple response, N = 156

Respondents were examined on the source through which they became aware of the University of Cape Coast’s Institutional Repository, UCCSpace. Out of the 84 respondents who claimed to know about its existence, about four out of every 10 (43%) got to know through the Library’s Website. This is shown in Figure 3. Again, a quarter of these “aware” respondents got to know about it through their colleagues; whilst notices constituted less than 20% of respondents.

Figure 3: Sources of awareness of UCCSpace



### Lecturers’ perception about IR benefits

On the whole, a good number of respondents demonstrated their knowledge about the benefits open access institutional repositories bring to an academic institution. Among the numerous perceptions stated, majority of respondents believed that ‘improved visibility of the institution’ is the most significant. This is according to 111 respondents, constituting a seventh (71.2%) of the entire respondents as depicted by Table 3.

Table 3: Lecturers’ perception about IR benefits

Benefit	Frequency*	Percent
Improved visibility of the institution	111	71.2
IRs are easy sources of literature	99	63.5

Preservation of digital materials	85	54.5
Improved sharing of scholarly contents	80	51.3
Enhanced image of authors via increased citations	78	50

\*Multiple response, n = 156

### Material Deposits

The study sought to ascertain whether respondents had ever deposited materials for the repository. As shown in Table 4, 58 respondents, representing 37.2% had ever deposited materials into the repository, whilst about two-thirds (62.8%) had never deposited materials for the repository. Using a cross-tabulation, it delves specifically into the proportion of respondents who had either ever deposited or never deposited documents into the repository based on their sex, college of affiliation and rank. This notwithstanding, a greater percentage of males (46.8%) had deposited materials into the repository than females (14.9%). The only differing categories of significance were respondents who were lecturers of the College of Humanities and Legal Studies (56.5%), Senior Lecturers (56.8) and Professors (77.8%) where the proportion who had ever deposited were more than those who had never deposited.

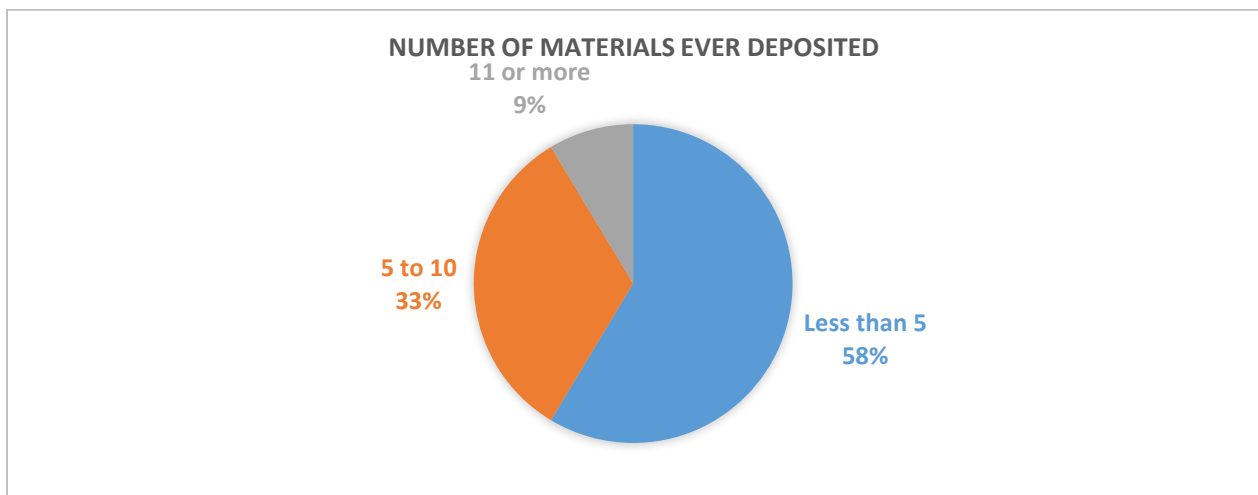
Table 4: Material Deposit by socio-demographic status

Biodata	Description	Ever deposited		Never deposited		Total N
		n	%	n	%	
Sex	Males	51	46.8	58	53.2	<b>109</b>
	Females	7	14.9	40	85.1	<b>47</b>
	<b>Total</b>	<b>58</b>	<b>37.2</b>	<b>98</b>	<b>62.8</b>	<b>156</b>
College of affiliation	Humanities and Legal Studies	35	56.5	27	43.5	<b>62</b>
	Agriculture and Natural Sciences	10	21.7	36	78.3	<b>46</b>
	Education Studies	10	25.6	29	74.4	<b>39</b>
	Health and Allied Sciences	3	33.3	6	66.7	<b>9</b>
	<b>Total</b>	<b>58</b>	<b>37.2</b>	<b>98</b>	<b>62.8</b>	<b>156</b>
Rank	Assistant Lecturer	11	28.2	28	71.8	<b>39</b>
	Lecturer	12	21.4	44	78.6	<b>56</b>
	Senior Lecturer	25	56.8	19	43.2	<b>44</b>
	Associate Professor	3	37.5	5	62.5	<b>8</b>
	Professor	7	77.8	2	22.2	<b>9</b>
	<b>Total</b>	<b>58</b>	<b>37.2</b>	<b>98</b>	<b>62.8</b>	<b>156</b>

### Number of materials ever deposited

Of the proportion of respondents who had ever deposited materials into the repository, nearly six out of ten (58%) had less than five documents whilst less than a tenth (9%) have ten or more articles in the UCCSpace. Again, Figure 4 shows that a third of respondents have between five and ten documents in the repository.

Figure 4: Content Deposit



### Reasons for not depositing materials

As stated earlier, 98 respondents, representing 62.8% of the total respondents admitted not having ever submitted articles/documents into the repository. When they were probed to ascribe reasons, the following responses, as depicted by Table 4, ensued. According to the Table, all respondents raised the possibility of copyright infringements as a reason for not submitting into the repository. Also, a good number of these respondents believed that such contents are prone to plagiarism (93.9%); documents in IRs are not scholarly-worthy (91.8%); IR documents do not go through water-tight peer-review (89.8%), and also, that they were ignorant of the existence of the UCCSpace (80.6%). It is instructive, however, to note that reasons such as ignorance of the benefits of the IR (24.5%), only a few people will see (41.8%) were not strong enough to have caused a lecturer to not deposit documents into the UCCSpace.

Table 5: Reason for not depositing materials into UCCSpace

Reason	Frequency*	Percent
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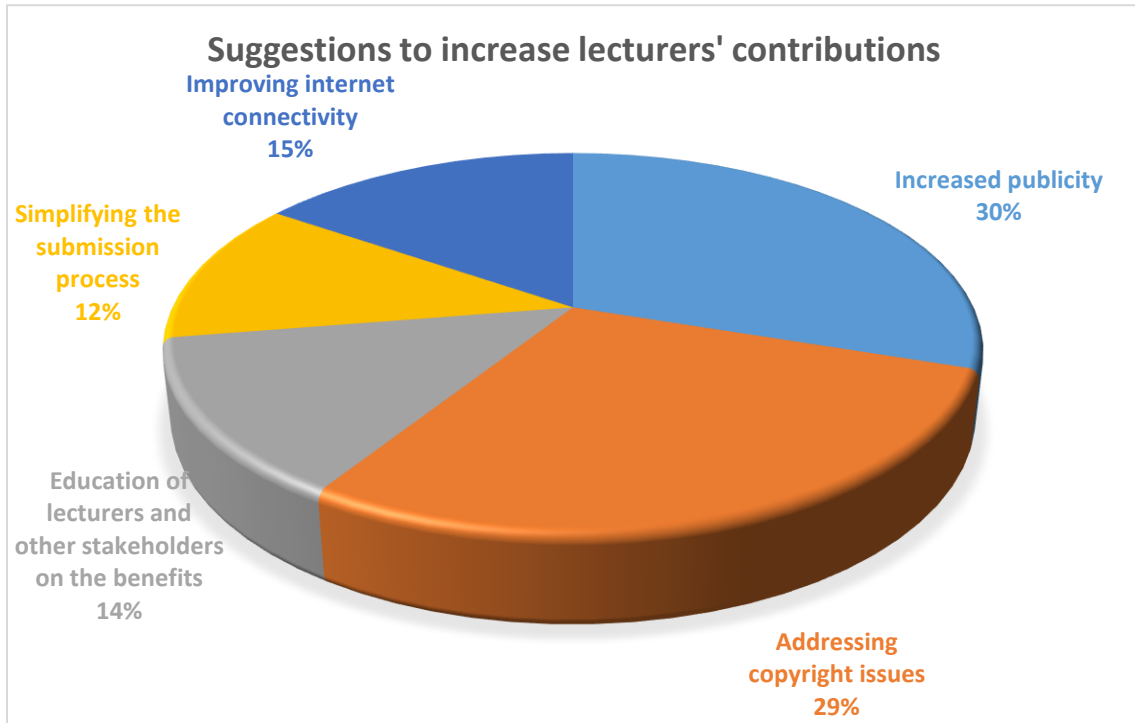
Documents in IRs are not scholarly-worthy	90	91.8
Depositing work in the IR may result in copyright infringements	98	100
Depositing work in IR may lend it to plagiarism	92	93.9
IR documents don't go through water-tight peer review	88	89.8
Only a few people will see IR documents	41	41.8
Lack of interest	58	59.2
Cumbersome submission process	70	71.4
Erratic internet supply	59	60.2
Inadequate time	60	61.2
Ignorance of the existence of UCC Repository	79	80.6
Ignorance of the benefits of IRs	24	24.5
Procrastination	51	52.0

\*Multiple response, n = 98

### **Ways to improve lecturers' contribution to the sustainability of the repository**

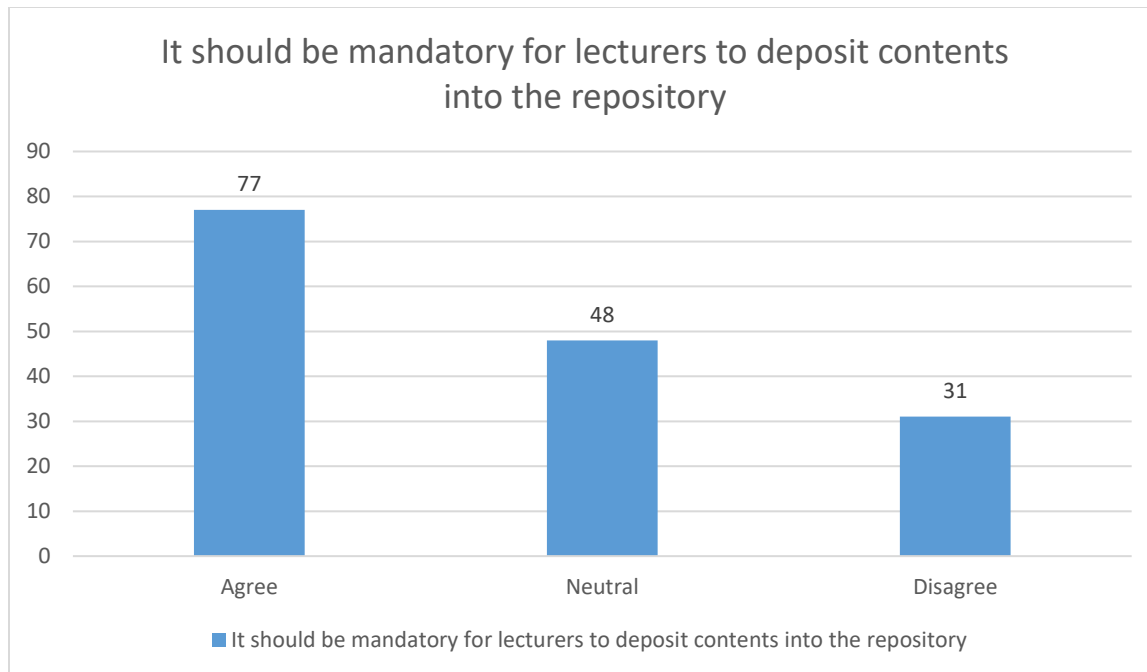
A number of suggestions, as shown by Figure 5, were made by respondents regarding how lecturers could contribute to the success of the repository of UCC. Among these were the need for increased publicity, education of lecturers and other stakeholders on the benefits, simplifying the submission process, improving internet connectivity and thorough education on copyright issues pertaining to repository documents. Of these, improving publicity and the need to address copyright issues are what came up strongly.

Figure 5: Suggestions to increase lecturers' contributions to UCCSpace



Also, the raging debate as to whether institutions should compel stakeholders to contribute contents for populating repositories was proposed to respondents of this study too. When respondents were directly asked if material submission into the repository be made a condition for promotion of lecturers, it emerged that 77 respondents, representing nearly half (49.4%) of the entire respondents welcome such a suggestion with 31 respondents (19.9%) disagreeing.

Figure 6: Should lecturers be compelled to deposit content?



## DISCUSSIONS

The study, in examining lecturers' awareness of repositories and their level of content submission to the UCCSpace, revealed that the option of online open access platforms has not seen full embrace by faculty as compared to traditional routes of scholarly communication as a quarter of respondents had never shared their scholarly outputs on any online open access platform. Again, fast turn-around between submission and publication, as well as high impact factor are main determinants of where to publish. Cost is not a factor so if and when any or both of the earlier conditions are met, at whatever cost, lecturers will still publish. The study confirmed yet again, the existing trend of low adoption of open access institutional repositories in Africa as compared with Europe, North America and other continents (Abrizah 2009; Cullen & Chawner 2010). In a similar observation of faculty members of 21 universities and higher education institutions located in Islamabad, Sheikh (2017) asserts that Pakistani faculty members used open access avenues more frequently to access scholarly contents rather than to publish their own research works.

As has been observed in literature, awareness of the repository is key for sustainability since awareness leads to knowledge about the repository, defines attitude, and also determines or defines one's perception (Atiso et al., 2017; Chan & Costa, 2005). It however disconfirms a study by Mgonzo and Yonah (2014) and Ampong (2016) who found a very low awareness in a similar study in Tanzania and Ghana respectively. Interestingly, the faculty members demonstrated a high level

of awareness and knowledge about the concept and attributes of institutional repositories, which conforms to some earlier studies (Mammo & Ngulube, 2015; and Yang & Li, 2015). Similar results were arrived at by Sheikh (2017), using an online survey tool, Google Forms, to invite 3,000 faculty members from 21 Pakistani universities, with only 616 completing the survey (indicating an equally low turn-out rate of 20.5%), with results indicating that, majority of the Pakistani faculty members (71.5%) had high level of awareness of open access-related resources and initiatives (Sheikh, 2017).

Respondents were very positive about the benefits of institutional repositories, especially about the tendency to improve the visibility of the institution and researchers. Some other benefits outlined in this study – improved sharing of scholarly materials, preservation of digital documents – have also been captured in literature as the most significant reasons why many institutions set up repositories. A study of South-South Federal Nigerian Universities for instance, similarly suggested a positive attitude of lecturers towards IRs in their respective institutions (Ogbomo, 2015). To Ukwoma and Dike (2017) evidence from five Nigerian universities show that improved accessibility to scholarly literature and increase in citation impact of their work are some of the benefits lecturers ascribe to the repository concept.

Regarding the appreciable level of awareness of online open access institutional repositories, same however, could not be said of the awareness or knowledge about the University of Cape Coast's Repository. Despite a generally appreciable level of awareness among respondents about what repositories are, close to half of respondents were not aware of UCCSpace per se. And, since awareness is directly related to perception and use, there is the need to re-look at approaches to create more awareness. This sentiment is not uncommon as, in a study of some Carnegie-funded United States academic institutions, Kim (2011) reports that a sixth of respondents were not aware of their Universities' IRs. Similarly, Dutta and Paul (2014) posit that although attitude to the concept was positive, there was a rather low faculty awareness about repositories.

Owing to the fact that barely half of the respondents know about UCCSpace, it is not so surprising for such a low submission rate of barely a third of the respondents. As is the case with Li and Yang (2015) less than a third (27%) of respondents studied were aware of TAMU IR, the OAKTrust of which a paltry 7% had deposited their works accordingly. But in contrast, other studies Alemayehu



(2010) found that majority of faculty members showed high interest in submitting contents into their institution's repository, since it would increase visibility and promote sharing or dissemination of knowledge (Dhanavandan & Tamizhchelvan, 2013).

In this study, there was visible difference among the proportion of respondents who were males, those who belonged to the College of Humanities and Legal Studies and Professors who had ever deposited as compared to their respective cohorts who had never deposited. Other studies also found association between lecturers' awareness and some background factors (Crow, 2002; Rowland & Nicholas, 2005). For instance, in a similar study using the application of Binary Logistic Regression Model, Oguz and Assefa (2014) discovered that faculty members' perception of IRs and willingness to contribute to the IRs were closely associated with scholarly productivity rather than prior knowledge of, and experience with IRs. They further contend that those who produced more scholarly materials or with high scholarly productivity were significantly more likely to have a positive perception of IRs and, therefore, were more likely to contribute to IRs than those who did not (Oguz & Assefa, 2014).

The issue of Intellectual Property Rights has always been high on the radar of why faculty do not submit materials to their institution's repository, despite their awareness and positive attitude and perception about their benefits. As clearly shown in this study, all respondents who had never deposited materials into the repository, cited this as a key reason. This situation is not so different from other studies which found intellectual property rights as a huge barrier to populating the contents of repositories as similar studies have also found lack of clarity on intellectual property rights issues (Dawoson & Yang, 2016; Dutta & Paul, 2014; Martin-Yeboah et al., 2018; van Westrienen & Lynch, 2005); plagiarism and slow or inefficient processes (Singeh et al., 2013); as well as ignorance and perceived poor quality (Hahn & Wyatt, 2014) as psychologically preventing academics and faculty members from submitting contents to repositories.

Whether real or subtle, repository awareness by academics seems to be connected to their perception, attitude and use. Therefore, the call by respondents or lecturers to drive more publicity about the repository concept for increased participation is in the right direction. A study by Ogbomo and Bibiana (2015) similarly proposed promotional activities to cause increased awareness, positive attitude and total embrace of the IR concept in Nigerian universities. The

library website emerged as the source through which most lecturers got to know of the repository. There is still the need to augment this with other workable approaches.

Also, any attempt at encouraging increased participation of lecturers which fails to address intellectual property rights may be counter-productive. This is because intellectual property right has been the single most important issue so long as the willingness of faculty to submit materials voluntarily is concerned. Furthermore, education and training continue to be very significant so far as building stakeholder interest in institutional repositories is concerned. The need to carry along the entire university community at every stage of the repository development is in harmony with the findings of Ukwoma and Dike (2017) who proposed the training of academics, librarians and repository managers with the skills necessary to organize content and retrieve documents. This, Martin-Yeboah et al., (2018) conclude as being key in the marketing and promotion of institutional repositories within an academic community and beyond.

## **RECOMMENDATIONS**

This study carefully assessed lecturers' general background in open access participation through their experience in open access journals, awareness and knowledge about open access institutional repositories. It was carried out in the context of the University of Cape Coast open access institutional repository, UCCSpace. Based on evidence from the study, juxtaposed with other similar studies, the following recommendations are made:

1. The University of Cape Coast Library, and for that matter, any other institution which yearns for the sustainability of its institutional repository should invest more efforts, time and resources to educate and inform all stakeholders about the repository and its benefits, and solicit views on improvement. A stakeholder conference/workshop/seminar could be held every semester to scrutinize all issues concerning the repository. This may include the University Library, the Directorate of Information and Communication Technology, Directorate of Research, innovation and Consultancy, Documentation Unit and the Directorate of Public Affairs.
2. There should be deliberate marketing campaigns on all physical and virtual spaces available such as the university/library website, fliers, radio stations, word of mouth, and special mentions during university occasions among others. Ideally, this needs to be done

before the operation of the repository in order to attain maximum buy-in from the campus community.

3. Issues of Intellectual Property Rights should be handled thoroughly to enable lecturers to contribute effectively. The library, as a stakeholder in the scholarly dissemination process, should facilitate such initiative in order for lecturers to understand how they could contribute their scholarly work into the repository without infringing on any copyright law.
4. Also, whilst maintaining the conditions for appointment and promotions of faculty members, the University management could consider rewarding academics who contribute content regularly into the institution's repository. For instance, in the annual Best Research Award that the University has instituted, a condition of merit could be made to award points for applicants who have deposited their documents in the UCCSpace.

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