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## Awareness, Perception, And Utilization Of Open Access Resources Among Delta State University Research Scholars: A Research

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# AWARENESS, PERCEPTION, AND UTILIZATION OF OPEN ACCESS RESOURCES AMONG DELTA STATE UNIVERSITY RESEARCH SCHOLARS: A research.

## Introduction

Academia in modern times has been considerably modified as a result of the influence of the open-access publication model, which allows numerous options for communicating research findings to the globe. Open Access initiatives in place have improved accessibility and openness (Oyedipe, Adekunmisi & Akinbode, 2017). The open-access scholarly publication refers to several techniques by which scholars showcase and communicate material, especially for the aim of knowledge development (Dulle, Minish-Majanja & Cloete, 2010).

Open access gives free and timely access to information resources in a range of formats and forms. "Open access information resources are endowed with the benefits of giving researchers with access to relevant and up-to-date digital material, wherever they are located, in a comparably easier, faster, cheaper, and desired format," write Yang and Li (2015). "Open access resources are those that are freely available on the Internet and allow users to read, download, copy, distribute, print, search or link to the full text of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, with no financial, legal, or technical barriers other than those inherent in gaining access to the Internet itself" (Okoye & Ejikeme, 2011).

Suber (2013) defines open access materials as "online research outputs in the academic publication format, free of all constraints on access such as membership fees and free of many restrictions on usage such as copyrights and licensing restrictions." In reality, OA is a step ahead of "Free Access," which just removes pricing barriers by offering free access to end users. Open Access eliminates the requirement for authorization. In other words, under Open Access, the end-user not only has free access to the content but also the right to disseminate it further.

The most valuable resources in the field of teaching, learning, and research are Open Access Resources [OAR]. In an era where phrases like learning organization, knowledge economy, and knowledge management are becoming more prominent, open-access materials serve a key and crucial part in making all of these terms useful in their unique way. Pooling and sharing resources have provided teaching and learning a boost in terms of sharing information, and competencies, and tackling the difficulties of an ever-changing environment. The emergence of Web 2.0 has also hastened the process of establishing digital databases and expanded user access to these databases.

This improvement has concentrated more on accessibility alternatives and user utilization of open-access resources. Open-access resources are often characterized as resources that are freely available online and can be used by users for research, teaching, learning, and sharing. According to Rowlands and Nicholas (2006), open access has three important characteristics: it is available on the internet; there are no financial or legal barriers to accessing these resources; and, finally, authors use copyright only to maintain the veracity of scholarly work and retain the ascription right. Open access journals [OAJ], are often known as a "Golden Road" for acquiring high-quality content, research, and intellectual work. These peer-reviewed journals are made freely available to the public via the internet (Harnad, et al 2008). The use of open-access resources is expanding in step with the increased emphasis on research activities.

## **The Study's Objectives**

The major purpose of this study is to explore the level of awareness, perception, and utilization of Open Access Resources among Delta State University Research Scholars in Abraka, Delta State. The specific objectives are to:

1. determine the level of awareness of Open Access Resources among Delta State University Research Scholars;
2. find out how Research Scholars became aware of Open Access Resources;
3. determine Research Scholars' perceptions of Open Access Resources;
4. ascertain the extent to which Research Scholars use Open Access Resources.
5. find out the purpose of Research Scholars' use of Open Access Resources; and
6. identify the factors impeding Research Scholars' use of Open Access Resources

## **Research Questions**

1. What is the level of awareness of open-access resources among Delta State University research scholars?
2. How did research scholars learn about Open Access resources?
3. What are research scholars' perceptions toward Open Access Resources?
4. How frequently do research scholars use open-access resources?
5. What is the purpose of research scholars using open-access resources?
6. What are the factors that discourage Delta State University research scholars from using open-access resources?

## **The Open-Access Resource Concept**

Open access embraces all sorts of published research output, including peer-reviewed and unreviewed journal articles, conference papers, and theses (Schopfel and Prost, 2013); book chapters (Suber, 2013); and monographs (Meredith, 2012). In essence, open-access content consists of creative works and research conducted following a systematic procedure(s) to increase the stock of knowledge, whether of humans, nature, culture, or society, and the application of that knowledge to devise new applications and/or further knowledge. In most circumstances, they are utilized to establish and confirm facts, reaffirm prior work results, solve new or existing difficulties, and support theorems or generate new ideas. They could be used to expand on past fieldwork, assess the validity of instruments, techniques, or experiments, or reproduce aspects of prior projects or the project as a whole (OECD, 2002). These appear to represent open-access digital contents, which is the topic of this current investigation. Suber (2008) defined two

types of open access: gratis open access (free online access) and libre open access (free online access plus additional usage rights) (free online access plus additional usage rights). These additional usage rights are usually offered via various Creative Commons Licenses (Suber, 2012).

### **Awareness of Open Access**

A significant component in affecting a user's attitude and behavior toward technology is awareness (Dinev, Hu, and Goo, 2005). Awareness promotes comprehension of specific technology and its advantages for both individuals and society (Obuh and Bozimo, 2012). It would be true to argue that awareness, especially in the instance of open-access literature as it relates to the issue of this study, may be viewed as a vital factor or ingredient in deciding the real use of technology. A few years ago, several studies, including those of Mohammed and Garba (2013) surveyed awareness of Open Access scholarly publication among postgraduates in the Faculty of Science, Ahmadu Bello University, and revealed that the majority of the students were not aware of Open Access scholarly publications, even though they used them for research. This study indicates the amount of importance of awareness of open-access content to its actual use. Ryan and Bernal (2015) revealed that the University of Western Australia's faculties in the arts and humanities were unfamiliar with Open Access publications.

In a poll on open access among journal editors-in-chief at Ahmadu Bello University, Gbaje (2010) found that 76% of respondents indicated they were uninformed of open access activities. In the same vein, Nicholas, Huntington, and Rowlands (2005) discovered that just 11% of respondents had published in open-access journals out of 3,787 respondents, while 34% of respondents had no understanding of open access. A few years ago, many research, including those by Swan and Brown (2004), Kim (2007), Christian (2008), and Gbaje (2010), revealed that academics were unfamiliar with the idea of open access when expressing the amount of relevance of awareness of open access content to its actual use. This was due to the studies finding that higher education institutions had relatively limited knowledge of open access. According to Ajuwa (2003) and Ureighe, Oroke, and Ekruyota (2006), cited in Ivwighreghweta and Onoriode (2012), the adoption of open access is modest because researchers lack awareness of it and have a negative attitude about it.

After some time had passed, improved ICT usage led to an increase in awareness. Results of an empirical study on academics' perspectives on open-access scholarly communication in Tanzanian public institutions conducted by Dulle and Minishi-Majanja (2009) showed that a higher proportion of the respondents were aware of Open Access publishing. Yang and Li (2015) showed that the majority of faculty members had good sentiments about open-access publications after evaluating faculty awareness and attitudes on these themes and institutional repositories. According to Kennway (2011), authors have a high level of awareness of open access. Additionally, Utulu and Bolarinwa (2009) discovered that science professors were much more in support of open access as a publishing method. According to Jomijose (2014), professors at Kerala University's Faculty of Social and Management Sciences were more aware of and regular users of Open Access to scholarly publications than those at Kerala University's Faculty of Science. The instructors at AAU had a high degree of awareness and a good impression of open access, according to Abdoulaye's research from 2014. In Agricultural Research Institutes in Edo State, Okore (2014) also surveyed the level of awareness and use of Open Access among scientists. The study's findings showed that these institutes' researchers have a high level of Open Access awareness. All responders to a poll by Seethapathy, Santhosh Kumar, and Hareesha (2016) were aware of open-access journals and published in them by paying Article Processing Charges (APC), with 90% of them having done so out of

their own money. Researchers had a favorable attitude regarding open-access materials, according to a study by Chakyarkandiyil (2020) that attempted to determine how researchers felt about these sources. Researchers also noted that open-access resources were incredibly beneficial for their research. In a survey on the usage and understanding of open access resources among researchers, Nagaraj and Bhandi (2016) found that most users were content with the OA resources that were readily available but had little knowledge of the words for green and gold open access routes. Since the globe is in an emergency owing to the Corona outbreak and the majority of academic institutions are closed because the instances are frightening, open-access is vital.

Following the Budapest Open Access Initiative, the Bethesda Statement, and the Berlin Declaration, open-access has received universal recognition. According to a study by Bala, Bansal, and Sharma (2018) on the knowledge of open-access materials among research scholars at Punjab Agricultural University, 49.40% of respondents used the resources for research work and 33% for coursework. The researchers acknowledged that the key motives for accessing it were its ease of use and cost-free nature, while the primary impediments for research scholars were irrelevant content and sluggish download rates. In a survey conducted by Janet, Ronke, and Onalapo (2017) to investigate the usage and awareness of open access among university professors in Nigeria, it was observed that 33.3 percent of respondents had high awareness and 37 percent had moderate awareness. For research, open-access resources were selected by the majority, followed by those (40.7%) employed for knowledge updates. The key benefits of adopting open-access materials were their improved accessibility and availability, followed by their potential to avoid the duplication of research efforts. They struggled with challenges like poor peer review, a lack of ICT resources, and a weak internet connection.

### **Perception of Open Access Resources**

In their study, Kaba and Said (2015)<sup>6</sup> found that 91% of faculty members at Al Ain University of Science and Technology (AAU), United Arab Emirates, have a favorable opinion of open access (OA) and use it for their teaching and research activities. Similar to this, Ugwuanyi et al. (2013) found that librarians in institutes of education in southeast Nigeria had favorable perceptions of open access to knowledge. In the same vein, a study conducted by Pomfowaa, G. and Ofori, Y. (2020), concerning the perception of the academic staff towards Open Access Resources, their findings show that Open Access resources have been very useful for the academic staff of the University as they have been using them in their research works and some other activities, like teaching and learning, even though some are dubious about the credibility of Open Access resources.

### **Utilization of Open Access Resources**

On the use and awareness of open-access publications, several studies have been undertaken. According to Bartle and Walton (1996), one of the main reasons why most researchers are still hesitant to use Open Access Journals is that they are unaware of the options available to them and the capabilities of the services. Similar to this, the findings of a user survey done at the University of Hong Kong library (Woo, 2005; cited by Korobili, Tilikidou, & Delistarou 2005) reveal that 68.8% of respondents choose to utilize open-access publications, while just 31.2 percent select printed journals. According to research by Ureighe, Oroke, and Ekruyota (2006) and Ajuwa (2003), access to and usage of open-access materials are still inadequate in Nigeria. Researchers' attitudes and awareness may be to blame for this low use.

Additionally, Applebee and Clayton (1996) revealed that ease of use, convenience, and accessibility were key drivers of academic OAJ use.

### **Purpose and advantage of Open Access Resources**

A study published by Pomfowaa, G., and Ofori, Y., (2020) aimed to discover from the academic staff how they used Open Access resources. It was observed that the majority of them exploited Open Access materials, among others, for their research endeavors. Those who used open-access resources for education, upgrading topic knowledge, reading free full-text papers, and other academic activities were the ones who came after this. The majority of lecturers choose open access as their "means of publishing their research articles and other works," according to Oyedipe et al. (2017). According to the same study, "lecturers' major goals for embracing Open Access were for research conduct (40%), general knowledge update (22%), updating material in my area (20%), and preparing lecture notes for students (18%)." The unrestricted exchange of ideas within the scholarly community, according to Suber (2013), "whole advantages are for the good of all." "Open access papers acquire twice as many citations as articles outside pay limitations, and the benefit is retained over time," claimed Ivwighreghweta and Onoriode (2012).

Lecturers perceived open access publishing and publication as being valuable and hence used them to fit their different information needs," according to Oyedipe et al. (2017). According to the report, "wider availability and accessibility to information (85.2%) took prominence, followed by the need to prevent research efforts from being duplicated (74.4%), improve authors' online visibility (70.6%), and timely publish research/projects as well as timely complete research/projects (70.4%). Other advantages of open access are its capacity to "discourage pay-per-view mode of publishing (66.9%), rapid access to information and data needed, allow high journal impact, as well as boosts web ranking of universities all 66.7%." Other studies have revealed that some advantages of publishing via open access include better visibility, citation advantage, and high journal impact (Kenneway, 2011).

### **The constraint of Open Access Resources**

Open access allows for free internet access to content, according to Okoye and Ejikeme (2010). They named several factors that prevent researchers from using open-access journals, including poor internet navigational skills, unstable power supplies, a lack of internet facilities, the persistence of the open-access movement due to unstable financial support, and a lack of awareness of the existence of open access journals online. Similar to this, according to Musa (2016)'s study, the respondents were aware of the open access idea but did not participate in initiatives like the Berlin Declaration, Biomed Central, or the Public Library of Science (PLoS). Poor ICT facilities, atypical power supplies, sluggish internet connections, and a lack of finance, according to the respondents, are obstacles to adopting open-access resources.

### **Method**

The study belongs to the descriptive category. With the aid of the literature that was already out there and discussions with subject matter experts, a self-designed questionnaire was created to get the data from the respondents. The research scholars of Delta State University, Abraka, received the structured questionnaires. The questionnaires were given out by the author directly to the respondents who were on hand when the data was collected. The data was gathered using a standardized questionnaire. There

were 250 questionnaires distributed in total. 200 of the 237 properly completed questionnaires that were returned were usable (Table 1). (Table 1).

### Limitations of the Study.

The following restrictions are placed on the study: It is restricted to a particular university.

Due to the size of the general population, it was chosen to obtain data from the researchers present at the time of the survey, and postgraduate students were not included in this study.

The research scholars were busy with their research activities, and some of them were out of their stations due to their research employment, so the authors had some issues getting the data from them. The respondents' information is taken to be accurate, and analysis is done based on that assumption.

### STATEMENT OF THE PROBLEM

The library at Delta State University has a strong collection of Open-Access materials and is constantly expanding its collection. Checking the use of Open-Access resources is now necessary. It is for this reason that the project "Awareness, Perception, and Utilization of Open Access Resources among Research Scholars of Delta State University, Abraka: A Study" has been started.

The distribution of responders by gender was shown in Table 1. The results showed that 145 (72.5%) of the respondents were men and 55 (27.5%) were women. This indicated that men made up the majority of the respondents who made up the target population.

Table 1: Gender Distribution of Respondents

Sex	Frequency	Percentage %
Male	145	72.5
Female	55	27.5
Total	200	100.0

Field Survey, 2022

The distribution of responders by gender is given in Table 1. The results showed that 145 (72.5%) of the respondents were men and 55 (27.5%) were women. This indicates that men made up the majority of the respondents who made up the target population.

Table 2: Age Distribution of Respondents

Age	Frequency	Percentage %
Below 36 years	21	10.5
36-40 years	31	15.5
41-45 years	26	13
46-50 years	65	32.5
51-55 years	31	15.5
Above 55 years	26	13
Total	200	100.0

## Field Survey, 2022

The distribution of responders by age group is presented in Table 2. According to the analysis, 21 (10.5%) of the research scholars sampled were under the age of 36; 31 (15.5%) were between the ages of 36 and 40; 26 (13%) were between the ages of 41 and 45; 65 (32.5%) were between the ages of 46 and 50; 31 (15.5%) were between the ages of 51 and 55, and 26 (13%) were over the age of 55. According to this, the bulk of the research researchers was between the ages of 46 and 50.

Table 3: Distribution of Respondents by Qualification

Qualification	Frequency	Percentage
Master	40	20
PhD	150	75
BSc	10	5
Total	200	100

## Field Survey, 2022

The distribution of respondents by qualification is presented in Table 3. The data showed that 155 (77.5%) of the research scholars had PhDs, 10 (5%) had BSCs, and 45 (22.5%) had master's degrees. This found that the majority of responders held doctoral degrees

Table 4: Distribution of Respondents by Status

Status	Frequency	Percentage %
Academic Technologist	9	4.5
Graduate Assistant	5	2.5
Assistant Lecturer	10	5
Lecturer 11	15	7.5
Lecturer 1	47	23.5
Senior Lecturer	56	28
Reader	39	19.5
Professor	19	9.5
Total	200	100

## Field Survey, 2022

The distribution of respondents by status is seen in Table 4. As a result of the analysis, 9 (4.5%), 5 (2.5%), and 39 (19.5%) of the lecturers were Senior Lecturers, Readers, or Academic Technologists, respectively; 10 (5%), Assistant Lecturers; 15 (7.5%), Lecturers; 47 (23.5%), Lecturer 1; 56 (28%); and the remaining 19 (9.5%) were Professors. This indicated that senior academics and lecturers1 made up the bulk of the replies, followed by readers and Professors.



Table 5: Distribution of Respondents by Years of Working Experience

Working Experience (Years)	Frequency	Percentage %
Less than 10 years	23	11.5
10-15 Years	17	8.5
16-20 Years	111	55.5
Above 20 Years	49	24.5
Total	200	100.0

Field Survey, 2022

According to years of work experience, respondents were given in Table 5. The data showed that 49 (24.5%) of the study scholars had more than 20 years of employment experience, while 111 (55.5%) had between 16 and 20 years. Of the research scholars at Delta State University, Abraka, 23 (11.5%) had fewer than 10 years of employment experience. According to these statistics, 160 respondents, or 80%, had a minimum of 15 years of work experience. It may be inferred that the majority of the research researchers are seasoned and mature folks.

**Research Question One. What is the level of awareness of open-access resources among Delta State University research scholars?**

Table 6: Research Scholars' level of awareness of open access resources

Level of awareness	Frequency	Percentage %
Highly aware	163	81.5
Moderately aware	29	14.5
Fairly aware	8	4
Not aware	-	-
Total	200	100.0

Field Survey, 2022

The distribution of research researchers according to their acquaintance with open-access materials is illustrated in Table 6.1. According to the analysis's findings, 163 (81.5%) of the Research Scholars were extremely aware, 29 (14.5%) were moderately aware, 8 (4%) were reasonably aware, and 0% were not at all informed. This indicated how well-versed research academics were in open-access scholarly materials and content. The conclusion that academics had a high level of awareness of open-access resources was corroborated by studies by Kennway (2011), Jomijose (2014), Abdoulaye (2014), Okorie (2014), and Yang and Li (2015). (2015).

**Research Question Two. How did research scholars learn about Open Access resources?**

Table 7.1: Lecturers' sources of awareness of open access resources

Sources Awareness	Frequency	Percentage %
Self-exploration on the Internet	126	63

Professional Bulletins and Magazines	77	38.5
University Library	53	26.5
Attendance of Conferences/Workshops/Seminars/User Awareness Programme	135	67.5
Colleagues	119	59.5
Journals	89	44.5
Books	25	12.5
Through Computer Professionals	100	50

Field Survey, 2022

Table 7 reveals that the majority of the respondents (135/67.5%) are aware of open-access resources through participation in conferences, seminars, and workshops. Again, the majority, 126 (63%), 119 (59.5%), and 100 (50%), were aware of OA resources via self-exploration on the Internet, coworkers, and computer professionals. Professionals in the library It was also revealed that research academics did not favor sources such as books, journals, university libraries, and professional bulletins and periodicals. This finding contradicted the findings of Togia and Korobili (2014) in a study on faculty attitudes toward open-access resources, which identified self-knowledge, Internet searching, article reading, funding agencies, professional societies, and use of literature as sources of faculty awareness of open access.

### **Access the Open Access Resources site.**

By removing geographical boundaries, electronic resources can now be accessed instantaneously and at any time from anywhere in the world. The research scholars can use the resources from any location that suits them. The authors have gathered information from the respondents to ascertain where they are accessing, and the conclusions are displayed in table 6.3 below

**Table 7.2: Access place of Open Access Resources**

Access place	No of Responded	Percentage %
From Central Library	47	23.5

From Department Library	21	10.5
Offices	157	78.5
Cybercafe	89	44.5
Home	123	61.5

Field Survey, 2022

The table above reveals that the majority of research scholars, 157 (78.5%), used open-access resources from their offices. The second biggest number of 123 (61.5%) was accessed from home, while 44.5% was accessed from a cybercafé. The research researchers valued the central and departmental libraries the least.

### Research question 3 What are research scholars' Perceptions toward Open Access Resources?

Table 8: Respondent's opinion on the perception of Research Scholars in promoting Open Access resources in their academic communities.

Perception	No of Responded	Percentage %
Open-access resources are original and of high quality	95	47.5
Easily available to the users	145	72.5
Open-access resources are alternatives to subscription resources	111	55.5
Open-access resources are not peer-reviewed	77	38.5
Open Access resources have a lower impact factor	97	48.5
The citation of open-access resources in scholarly content is not widely accepted	85	42.5
Open access promotes wider accessibility of e-information	133	66.5
Open-access resources help to improve the quality of research	121	60.5

Field Survey, 2022.

According to Table 8, 95 (47.5%) of 105 research experts considered that open-access resources were original and of good quality. Second, 145 (72.5%) research academics believe that OA resources are easily available to users, whereas 111 (55.5%) research scholars believe that Open Access resources are alternatives to subscription resources. Furthermore, 77 (38.5%) participants believed that open-access resources are not peer-reviewed. Furthermore, 97 (48.5%), 85 (42.5%), 133 (66.5%), and 121 (60.5%) people believed that Open Access Resources journals have a lower impact factor, that citation of Open Access Resources in scholarly content is not widely accepted, that Open Access Resources promotes wider access to e-information and that Open Access Resources helps to improve the quality of research.

Research question 4: To what extent do the research scholars use Open Access Resources?

Table 9. The extent of Use of Open-Access Resources

S / N	Open Access Resources	Very High Extent	High Extent	Low Extent	Very low Extent
	Audio-video lectures	67(27.5%)	55(27.5%)	95(47.5%)	30 (15%)
	E-Directories	8 (4%)	27 (13.5%)	35 (17.5%)	39 (19.5%)
	E-Databases	165 (82.5%)	87 (43.5%)	-	9 (4.5%)
	Subject gateways	135 (67.5%)	99 (49.5%)	-	13 (6.5%)
	Open access Courseware	17 (8.5%)	87 (43.5%)	89 (44.5%)	26 (13%)
	E-Journals	177(88.5%)	103(51.5%)	-	-
	Websites	73 (36.5%)	98 (49%)	-	27 (13.5%)
	E-Book	94 (47%)	95 (47.5%)	-	15 (7.5%)
	E-Newspapers	95 (47.5%)	133(66.5%)	-	-
	E-Thesis/Dissertations	21 (10.5%)	98 (49%)	-	40 (20%)
	Institutional Repositories	-	112 (56%)	32 (16%)	23 (11.5%)

	Conference Proceedings	-	154 (77%)	-	20 (10%)
	E-Patent	39 (19.5%)	125(62.5 %)	-	23 (11.5%)

Field Survey, 2022.

Table 9 indicates how widely Delta State University, Abraka research scholars use open-access resources. It is obvious from the figure that a substantial majority of respondents utilize electronic journals (88.5%), followed by electronic databases (82.5%), subject gateways (67.5%), electronic newspapers (47.5%), and electronic books (47%) in that order.

### **Research Question 5. What is the purpose of research scholars using open-access resources?**

Table 10: Research Scholars' purpose of use of open access resources

Purpose of Use	Frequency	Percentage %
Research conduct	193	96.5
Research publication	185	92.5
General knowledge update	154	77
Theses and Dissertations writing	89	44.5
Improve my visibility on the web	123	61.5
Improve web metric ranking of my university	34	17
To become a reviewer	25	12.5
To become an editor	77	38.5
To become an author	83	41.5
To update my knowledge in my discipline	135	67.5
Forming lecture notes	76	38

Field Survey, 2022.

Different forms of information are sought from Open Access resources by different persons. The categories of information sought from Open Access resources, as shown in Table 10, demonstrated

that the majority of respondents (96.5%) used Open Access Resources for performing research, with the least (12.5%) seeking information to become a reviewer. The others were research publishing, updating my expertise in my discipline, boosting my web visibility, dissertation writing, becoming an author, enhancing my university's web metric ranking, and generating lecture notes, with 92.5%, 67.5%, 61.5%, 44.5%, 41.5%, 38%, and 17%, respectively.

**Research 6. What are the factors that militate against the use of Open Access Resources among research scholars at Delta State University?**

Table 11: Problems faced while accessing Open Access Resources

Challenges	Frequency	Percentage %
Research articles are of low quality	34	17
Research contents could easily be plagiarized	54	27
Research articles are not well peer reviews	43	21.5
Not fully aware of the benefit of publishing my research in an openly accessible medium	67	33.5
Poor disposition towards open access by Appointments and Promotion Committees of universities	33	16.5
Lack the skill to use Internet and ICT tools for publishing my work on open access medium	97	48.5
The existing scholarly publication culture does not encourage journal publication	5	2.5
Poor perception of Open Access publishing from colleagues	25	12.5
Poor availability of Internet technologies	89	44.5
High cost of publishing in open access	57	28.5
Lack of financial rewards for authors	31	15.5
An increasing number of unscrupulous publishers	77	38.5

Poor awareness of the existence of journals and other databases in open access medium	85	42.5
lack of infrastructure such as incompatible library management systems, to upload full-text OA resources.	83	41.5
lack of faculty participation and the quality issue of Open Access resources.	55	27.5
Power problems	87	43.5
Downloading delay	95	47.5
Lack of hard/print copies of open-access journals	64	32
Limited access to a computer terminal	99	49.5

Field Study, 2022.

The highest number of respondents, 99 (49.5%), claimed that limited access to computer terminals was the most significant obstacle, followed by a lack of ability to use the Internet and ICT tools for publishing my work on open-access media. 97 (48.5%), 95 (47.5.0%), and 89 (44.5%) have each experienced downloading delays and a lack of internet technology availability. In addition, 87 (43.5%) and 85 (42.5%) noted that power outages and a lack of understanding of the existence of journals and other databases in open-access format were challenges they encountered while accessing resources. Other issues raised by respondents included a lack of infrastructures, such as incompatible library management systems, the inability to upload full-text OA resources, an increase in the number of unscrupulous publishers, being unaware of the benefits of publishing my research in an open-access medium, a lack of hard/print copies of open access journals, and research articles that were not well peer-reviewed.

## Findings

This survey is conducted among the research scholars of Delta State University, Abraka, Nigeria. Since the university library has identified more Open Access Resources and developed Institutional Repository, this study will be more useful to identify the perception, awareness, and utilization of Open Access Resources by the research scholars, and the findings of the study will be more useful to the authorities to know the usage level and take appropriate action accordingly. Majority of the research researchers employed Open Access materials for their research work which is coinciding with the study conducted by Bala, Bansal & Sharma, (2018); Chakyarkandiyil, (2020); Janet, Ronke & Onaolapo, (2017). The highest number of research academics faced a delay in downloading the materials and unreliable power supply which is in line with the study conducted by Musa (2016). The majority of the study researchers discovered inadequate computer terminals

to access the Open Access resources and a lack of search abilities which is confirming with the results found by Bhatti (2014). The majority of the research researchers were aware of e-Journals, e-Books, e-Theses, and Dissertations etc is similar to the study conducted by Kurian and Nagarajan (2018). Attending conferences/seminars/workshops, and self-exploitation on the internet and through colleagues were the key sources of awareness of the open access resources by the research scholars. This warrants the librarians to develop more awareness about Open Access materials to the research scholars. It is found from the open-ended question that the study researchers have limited awareness of different open-access routes such as green and gold. Research researchers also voiced worry about sharing the Open Access resources as they were not familiar with copyright issues.

## **Conclusion and Recommendation**

From the data, the majority of the research academics were not aware of e-content pages, e-reports, e-proceedings, subject gateways, IR, and e-directories. As Open Access resources are an alternative model to print-based publication, library professionals need to promote more awareness. If the University library has an appropriate number of computers with an internet connection will enable the research scholars to access the resources effectively and efficiently, yet, the results reveal that a smaller number of research scholars access the Open Access resources through the university library. Hence, the library should have more computers with internet connectivity. It was also observed that there is a high level of awareness of the existence of Open Access resources which have been very useful to the academic staff of the University as they have been using them in their research works and some other activities like teaching and learning even though some are skeptical about the credibility of Open Access resources among the research scholars of Delta State University, Abraka., The research academics experienced issues such as slowness in downloading, unavailability of computer terminals, and lack of search abilities. Those issues were observed to have impeded the usage of the Open Access resources for research activity. Much research has been studied into awareness and perception of open-access publications. This report is an attempt to explore Awareness, perception, and use of open-access resources Due to rapid improvement in Information and Communication Technology, open-access has become an alternative style of publishing, and more and more open-access resources are accessed in the digital format. Given the preceding, the researchers now recommend that: 1. Academic libraries and librarians should through information literacy training sensitize academics on benefits, possibilities, problems, and policies guiding the use of Open Access. They should also promote academics' use of Open Access as a source for publishing research articles/findings. It is also crucial to encourage them to use Open Access content as sources of information for literature review and data for inclusion in research investigations.

2. Research scholars should equally utilize themselves with the chances that exist in the usage of Open Access for research and academic efforts and lend themselves to information literacy training programs offered by librarians.

3. Academic librarians should also be strong advocates of Open Access within the academic community. They should take a lead in articulating the relevance of Open Access-related advancements to academics and most especially, the administrators who will release funding budgeted for such reasons.



4. Academic libraries should guarantee that information on Open Access policies and programs is more easily accessible to anyone desiring to locate it. They can also promote the user community by making them aware of funders' policies for the users' sake.
5. Nigerian academic libraries and librarians should come together to develop repositories, maybe, at the institutional or regional level. They should come up with regulations that would encourage Open Access implementation and sustainability for long-term use such that the country has access to information for research and development.
6. Academic librarians need to collaborate and exchange resources, specifically, Open Access and other online resources and databases that will serve the information demands of academics for research and teaching amongst others. Academic libraries should support the joint provision of services on a wide scale. This will provide a route to smart spending of university budgetary allocations.
7. Government should inject additional cash to assist conduct and publication of research. This will make study findings more openly available and accessible to anyone wanting information for research and development.
8. There should be orientation initiatives by libraries to bridge the gap between publishers and users. Libraries should offer seminars, workshops, and orientation programs for teachers and students at regular intervals of time to keep them up to date with the newest Open Access resources
9. Delta Universities Management should give fast and dependable internet access to the research scholar to encourage increased usage of open-access resources available in the library.
10. There should be frequent notifications on Open Access resources content provided to help the research academics receive more relevant information for research.
11. The University should provide alternate power sources to sites with ICT facilities to enable the research scholars to make optimum use of the facilities.
12. University management should establish supporting infrastructure and formulate policies that would encourage the mandatory deposit of scholarly works in open-access archives.
13. The libraries should provide a link to the Open Access Resources on the library websites themselves. It will enable the users to make use of the resources for research and development activities in the institutions.

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