



**PROCEEDINGS OF THE 64TH NIGERIAN LIBRARY
ASSOCIATION CONFERENCE ON OUR FUTURE,
OUR HOPE: THE STATE OF LIBRARIES AND
LIBRARIANSHIP IN NIGERIA.**

MINNA 2026: 12TH - 17TH JULY



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Assessing the Perceived Impact of Institutional Repositories among Faculty and Students in the Nigeria Maritime University, Okerenkoko, Delta State

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Abstract

Institutional Repositories (IRs) are increasingly recognised as important tools for enhancing the visibility, accessibility, and long-term preservation of scholarly outputs in higher education institutions. This study assessed the perceived impact of the institutional repository among faculty and students at Nigeria Maritime University. A descriptive survey research design was adopted for the study. The population comprised academic staff and students from the Faculties of Engineering and Environmental Management. A total of 150 questionnaires were administered, out of which 104 were returned and found valid for analysis. Data collected were analysed using descriptive statistics such as frequencies, percentages, and mean scores. Findings of the study revealed that respondents generally perceived the institutional repository as highly beneficial in improving access to scholarly materials, enhancing visibility of academic work, supporting teaching and learning, promoting open access, and preserving academic outputs. It was also found that the repository is effective in facilitating knowledge sharing and academic resource organisation. However, the study identified limited institutional support and concerns about copyright as the major challenges affecting its effectiveness, while user-related issues such as lack of awareness, inadequate training, technical difficulties, and navigation problems were not considered significant. Furthermore, strategies such as increased awareness campaigns, regular training programmes, integration of the repository into academic activities, improved technical support, clear institutional policies, and active library involvement were strongly recommended to enhance its impact. The study concludes that while the institutional repository at Nigeria Maritime University is positively perceived and effectively utilised, its full potential can only be achieved through stronger institutional support and improved policy implementation.

Keywords: Academic staff, Institutional repositories, Perceived impact, research visibility, students,

1. Introduction

Institutional Repositories (IRs) have become a key component of scholarly communication in higher education institutions, providing digital platforms for the collection, preservation, and dissemination of academic outputs. These repositories support open access initiatives by making research outputs freely available, thereby enhancing their visibility, accessibility, and long-term preservation. Materials typically housed in IRs include journal articles, conference papers, theses and dissertations, research data, and other scholarly works. In recent years, the increasing emphasis on open science and knowledge sharing has further highlighted the importance of institutional repositories in

promoting global access to research outputs. By enabling wider dissemination of scholarly work, IRs contribute significantly to improving citation impact, institutional visibility, and academic collaboration. One platform that provides information access to publications/documents from any location in the world as well as enhancing the visibility of a university is an Institutional Repository (Adeyemo and Jamogha, 2021).

According to He *et al.*, (2025) institutional repositories play a crucial role in advancing open access and facilitating dissemination of research beyond traditional publishing models. Despite these benefits, the success of an institutional repository is not determined solely by its existence but by how it is perceived and utilised by its users. Perception is particularly important, as it influences the willingness of faculty and students to engage with the repository and realise its value. In many developing countries, including Nigeria, challenges such as limited awareness, inadequate training, and concerns about copyright and intellectual property continue to affect how institutional repositories are perceived and used (Saliu *et al.*, 2022). Nigeria Maritime University (NMU), having recently established its institutional repository, provides an opportunity to assess how such platforms are perceived by faculty and students. Understanding these perceptions is essential for identifying strengths, addressing challenges, and enhancing the overall impact of the repository. This study therefore focuses on assessing the perceived impact of the institutional repository among faculty and students in NMU.

Statement of the Problem

The establishment of institutional repositories in universities is intended to enhance access to scholarly outputs and improve research visibility. However, studies have shown that the effectiveness of these repositories depends largely on how they are perceived by users. In many institutions, particularly in developing countries, institutional repositories are underutilised or not fully appreciated due to limited awareness, inadequate training, and lack of institutional support (Masawe *et al.*, 2024). At the Nigeria Maritime University, the institutional repository is a relatively new initiative. Without a clear understanding of users' perceptions of its impact, it becomes difficult for the university to develop effective strategies for improving its functionality and encouraging engagement. This study therefore seeks to address this gap by assessing the perceived impact of the institutional repository among faculty and students in NMU, as well as identifying the challenges that may affect its effectiveness.

Objectives of the Study

The main objective of this study is to assess the perceived impact of the institutional repository among faculty and students in the Nigeria Maritime University, Okerenkoko. The specific objectives are to:

- vii. Examine the perceived impact of the institutional repository among faculty and students in the Nigeria Maritime University, Okerenkoko, Delta State.
- viii. Identify the benefits of NMU institutional repository to faculty and students in the study area.
- ix. Determine the challenges affecting the effectiveness of the institutional repository among faculty and students in the study area.
- x. Suggest strategies for enhancing the impact of the institutional repository to faculty and students in the study area.

Literature Review

Institutional Repositories and Scholarly Communication

Institutional repositories are widely recognised as essential tools for enhancing scholarly communication and promoting open access to research outputs. According to He *et al.*, (2025), IRs enable institutions to increase the visibility and accessibility of their research while supporting global knowledge sharing. Repositories play a crucial role in preserving digital scholarship and ensuring long-term access to academic content. In developing countries, IRs are particularly important for increasing the global visibility of locally produced research (Masawe *et al.*, 2024).

A key contribution of institutional repositories to scholarly communication is their ability to improve research visibility and accessibility. Studies have shown that research outputs deposited in repositories are more easily discoverable and tend to reach a wider audience. Rothfritz *et al.*, (2026) argue that the integration of IRs into institutional research ecosystems significantly enhances the dissemination and impact of scholarly work, as it allows researchers to bypass traditional publishing barriers and reach global audiences more efficiently. This increased visibility often translates into higher citation rates and greater academic recognition. In addition to visibility, institutional repositories play an essential role in the preservation of scholarly outputs. Digital preservation ensures that research materials remain accessible over time, regardless of changes in technology or publishing platforms. Dube (2025) emphasises that IRs provide a sustainable solution for preserving institutional knowledge, particularly in African universities where research outputs are often underrepresented in global indexing systems. This preservation function supports continuity in research and contributes to the development of institutional memory.

Furthermore, institutional repositories facilitate collaboration and knowledge sharing across disciplines and geographical boundaries. By making research outputs freely available, IRs encourage interdisciplinary engagement and support the reuse of knowledge. Rothfritz *et al.*, (2026) highlight that open access repositories foster collaboration

promoting global access to research outputs. By enabling wider dissemination of scholarly work, IRs contribute significantly to improving citation impact, institutional visibility, and academic collaboration. One platform that provides information access to publications/documents from any location in the world as well as enhancing the visibility of a university is an Institutional Repository (Adeyemo and Jamogha, 2021).

According to He *et al.*, (2025) institutional repositories play a crucial role in advancing open access and facilitating dissemination of research beyond traditional publishing models. Despite these benefits, the success of an institutional repository is not determined solely by its existence but by how it is perceived and utilised by its users. Perception is particularly important, as it influences the willingness of faculty and students to engage with the repository and recognise its value. In many developing countries, including Nigeria, challenges such as limited awareness, inadequate training, and concerns about copyright and intellectual property continue to affect how institutional repositories are perceived and used (Saliu *et al.*, 2022). Nigeria Maritime University (NMU), having recently established its institutional repository, provides an opportunity to assess how such platforms are perceived by faculty and students. Understanding these perceptions is essential for identifying strengths, addressing challenges, and enhancing the overall impact of the repository. This study therefore focuses on assessing the perceived impact of the institutional repository among faculty and students in NMU.

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Furthermore, institutional repositories facilitate collaboration and knowledge sharing across disciplines and geographical boundaries. By making research outputs freely available, IRs encourage interdisciplinary engagement and support the reuse of knowledge. Rothfritz *et al.*, (2026) highlight that open access repositories foster collaboration

research environments by enabling scholars to build upon existing work without access restrictions. This aligns with the broader goals of open science, which emphasise transparency, accessibility, and inclusivity in research.

Despite these benefits, the effectiveness of institutional repositories in supporting scholarly communication is influenced by how they are perceived by users. Positive perceptions of IRs as valuable tools for enhancing research impact and accessibility can encourage greater participation, while negative perceptions may limit engagement. Oladokun and Bakare-Fatungase, (2024) note that user perception is a critical determinant of repository success, as it influences both the willingness to deposit scholarly works and the frequency of repository use. Challenges such as limited awareness, inadequate training, and insufficient institutional support continue to affect how IRs are perceived and utilised in many institutions.

Perceived Impact of Institutional Repositories

Perceived benefits play a significant role in influencing the use of institutional repositories. Research indicates that users are more likely to engage with IRs when they recognise their value in improving research visibility and citation impact. According to Dube (2025), faculty members who perceive IRs as beneficial for enhancing their academic reputation are more willing to deposit their work. In addition, IRs have been found to support knowledge dissemination and long-term preservation of scholarly outputs (He *et al.*, 2025). The perceived impact of institutional repositories is a critical factor influencing their adoption and effectiveness. Studies have shown that when users perceive IRs as beneficial, they are more likely to engage with them. Dube (2025) found that academic staff who recognise the value of IRs in enhancing research visibility and citation impact are more willing to deposit their work. Furthermore, IRs are perceived to support knowledge sharing, collaboration, and academic recognition (Bashir *et al.*, 2022). Fasae and Adekoya (2021) also studied the awareness and perception of academic staff of private universities towards the use of institutional repositories in Nigeria. The study sampled a total of 259 academic staff randomly selected from six private universities in the Southern Nigeria using a descriptive survey research design. The study revealed that academic staff members were aware of and had a positive view of using the institutional repositories. It was also discovered in the study that institutional repositories were used effectively, and the contents of IRs are very pertinent to the requirements of private university academic staff. The tested hypotheses showed significant correlation between academic staff members' awareness, perception, and use of institutional repositories at private universities.

Benefits of Institutional Repositories

The contribution of IRs to the visibility of a university's scholarly output and reputation, as well as its benefits to faculty members and students has been a subject of investigation in a number of studies. Onyebinama *et al.* (2022) posits that the effectiveness of university teaching, learning, research, and administrative functions depends heavily on the establishment and correct supervision of institutional documents and information resources. It is a way for higher education institutions to expand access to their academics' and researchers' scholarly contributions. Institutional repositories offer several benefits, including increased research visibility, improved access to scholarly materials, and long-term preservation of academic outputs. According to Masawe *et al.* (2024) IRs enhance the global visibility of research produced in developing countries, thereby contributing to academic development. Additionally, repositories provide opportunities for wider dissemination of student research, particularly theses and dissertations, which may otherwise remain inaccessible. Asadi (2019), it also argued that university repositories give researchers access to more comprehensive information on the work being done in the particular field of interest by the individual or groups. IR gives users of information access to a vast array of intellectual or academic content in a single platform and place. A study of Adeyemo and Jamogha (2021) also revealed that an institution's research activity can be inferred from IR, which encourages research funding organisations that have previously supported studies to undertake more. Institutions and the government are encouraged to give more cash and grants for research by groundbreaking research findings.

Challenges Affecting IR Utilisation

The contribution of IRs to the visibility of a university's scholarly output and reputation, as well as the perception of faculty members towards this innovation has been a subject of investigation in a number of studies. According to Onyebinama *et al.* (2022) the effectiveness of university teaching, learning, research, and administrative functions depends heavily on the establishment and correct supervision of institutional documents and information resources. It is a way for higher education institutions to expand access to their academics' and researchers' scholarly contributions. Several barriers have been identified as limiting the effective use of institutional repositories.

Lack of funding is a major problem experienced by institutions in their effort to establish and sustain digital repositories (Singun, 2025). Other challenges include lack of awareness, inadequate training, technical difficulties, and concerns about copyright and plagiarism. Singun, (2025) highlights that limited digital literacy and insufficient institutional support are major constraints in developing countries. Similarly, Oladokun and Bakare-Fatungase, (2024) emphasise that absence of clear policies and incentives discourages active participation in IRs. Similarly, Bashir *et al.* (2022) note that institutional and technical constraints continue to hinder the full realisation of IR benefits.

Strategies for Improving IR Utilisation

Improving the utilisation of an Institutional Repository (IR) requires deliberate efforts to increase awareness and integrate its use into academic activities. Many users remain unaware of the existence and benefits of IRs, which

significantly limits their usage. Libraries must therefore promote IRs through orientations, workshops, and continuous engagement with both students and academic staff. Embedding IR use into teaching and research practices such as mandating the deposit of theses, dissertations, and scholarly publications helps to institutionalise its use. Recent studies indicate that awareness and user perception strongly influence IR adoption and participation among researchers (Adekunjo *et al.*, 2025).

Therefore, scholars have proposed various strategies for enhancing the use of institutional repositories. These include continuous user education, integration of IR training into academic programmes, and strong institutional support. Bashir *et al.* (2022) recommend regular sensitisation programmes and collaboration between libraries and academic departments. Furthermore, The development of clear policies and incentives can significantly improve participation in IR initiatives.

Institutions should also ensure proper awareness, proper indexing in search engines, provide incentives for contributors, and maintain reliable systems. Continuous collaboration with faculty and regular feedback collection are also necessary to improve performance. Recent findings emphasise that researcher involvement, visibility, and system efficiency are key determinants of IR success and utilisation. Evidence from recent research shows that low usage of institutional repositories in Nigerian academic libraries is largely linked to inadequate awareness, poor training, and lack of supportive institutional frameworks (Temim *et al.*, 2025)

Methodology

This study employed a descriptive survey research design to assess the perceived impact of the institutional repository in the Nigeria Maritime University (NMU). The design was suitable as it enabled the collection of data from faculty and students in order to describe their perceptions regarding the benefits, challenges, and overall effectiveness of the repository. The population of the study comprised academic staff and students from the Faculties of Engineering and Science at NMU. These faculties were selected based on their relevance to the study and their active involvement in academic and research activities within the university. A total of 150 respondents were selected for the study, consisting of 50 academic staff (25 from each faculty) and 100 students (50 from each faculty) drawn from the two faculties. The study adopted a purposive sampling technique to ensure that participants were knowledgeable and actively engaged in academic work, making them suitable for providing relevant information on the institutional repository. Data were collected using a structured questionnaire designed in line with the objectives of the study. The questionnaire consisted entirely of closed-ended items arranged on a 4-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). This format was used to obtain clear and measurable responses on respondents' perceptions of the repository's impact, benefits, challenges, and strategies for improvement. The questionnaire was administered to respondents both in printed and electronic formats, depending on accessibility and convenience. Participation was voluntary, and respondents were assured of confidentiality to encourage honest and unbiased responses. Data collected from the questionnaire were analysed using descriptive statistical tools, including frequencies, percentages, and mean scores. These methods were used to summarise and interpret respondents' perceptions of the institutional repository and to identify patterns related to its perceived impact.

4. Data Analysis and Discussion

4.1 Demographic Information of Respondents

Table 4.1: Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage (%)
Faculty	Engineering	62	59.6
	Environmental Management	42	40.4
Status	Academic Staff	28	26.9
	Students	76	73.1
Gender	Male	68	65.4
	Female	36	34.6
Academic Level (Students only)	100 Level	14	18.4
	200 Level	18	23.7
	300 Level	20	26.3
	400 Level	24	31.6
Years of Experience (Staff only)	1–2 years	8	28.6
	3–5 years	12	42.9
	6–8 years	8	28.6

Table 4.1 shows that out of 104 respondents, Engineering recorded a higher participation rate (59.6%) compared to Environmental Management (40.4%). This indicates stronger engagement from Engineering respondents in the study. Students formed the majority of respondents (73.1%), while academic staff accounted for 26.9%. The gender distribution shows that males (65.4%) outnumbered females (34.6%), suggesting a male-dominated respondent population. Among students, 400 Level students constituted the highest proportion (31.6%), followed by 300 Level (26.3%), 200 Level (23.7%), and 100 Level (18.4%). This suggests that more senior students participated in the study. Among staff, the majority had 3–5 years of experience (42.9%), indicating moderate familiarity with institutional systems such as the repository.

4.1.2 Perceived Impact of the Institutional Repository

Table 4.2: Responses on Perceived Impact of the Institutional Repository

S/N	Statement	SA	A	D	SD	Total	SA	A	D	SD	Mean	Remark
1	The institutional repository improves the visibility of academic work.	38	42	16	8	104	36.5	40.4	15.4	7.7	3.06	Agree
2	The repository enhances access to scholarly materials within the university.	44	40	14	6	104	42.3	38.5	13.5	5.8	3.17	Agree
3	The repository contributes to the global dissemination of research outputs.	35	41	18	10	104	33.7	39.4	17.3	9.6	2.97	Agree
4	The repository supports teaching and learning activities.	40	38	18	8	104	38.5	36.5	17.3	7.7	3.06	Agree
5	The repository improves the academic reputation of the university.	36	42	18	8	104	34.6	40.4	17.3	7.7	3.02	Agree
6	The repository contributes to long-term preservation of scholarly work.	45	39	14	6	104	43.3	37.5	13.5	5.8	3.18	Agree
7	The repository enhances collaboration among researchers and students.	34	40	20	10	104	32.7	38.5	19.2	9.6	2.94	Agree

Table 4.1.2 indicates that respondents generally agree that the institutional repository has a positive impact on academic activities. All items recorded mean scores above 2.50, confirming agreement. The highest-rated item is the contribution of the repository to long-term preservation of scholarly work (Mean = 3.18), while the lowest is enhancement of collaboration among researchers and students (Mean = 2.94). This suggests that while the repository is effective for access, visibility, and preservation, its role in promoting collaboration is relatively weaker.

4.1.3 Perceived Benefits of the Institutional Repository

Table 4.3: Responses on Benefits of the Institutional Repository (N = 104)

S/N	Statement	SA	A	D	SD	Total	SA	A	D	SD	Mean	Remark
1	The repository makes it easier to access research materials.	46	40	12	6	104	44.2	38.5	11.5	5.8	3.21	Agree
2	The repository helps in sharing knowledge among faculty and students.	42	41	15	6	104	40.4	39.4	14.4	5.8	3.15	Agree
3	The repository provides a reliable platform for storing academic work.	45	39	14	6	104	43.3	37.5	13.5	5.8	3.18	Agree
4	The repository increases the chances of research being cited.	34	38	22	10	104	32.7	36.5	21.2	9.6	2.92	Agree
5	The repository supports open access to scholarly information.	48	40	12	4	104	46.2	38.5	11.5	3.8	3.27	Agree
6	The repository improves the organisation of academic resources.	40	42	16	6	104	38.5	40.4	15.4	5.8	3.12	Agree

The findings in table 4.1.3 show that respondents strongly agree that the institutional repository provides several academic benefits. The highest-rated benefit is support for open access (Mean = 3.27), followed by easier access to research materials (Mean = 3.21). The lowest-rated item is increased citation of research outputs (Mean = 2.92), suggesting that while the repository improves access and visibility, its influence on citation impact is still limited.

4.4 Challenges Affecting the Effectiveness of the Institutional Repository

Table 4.4: Responses on Challenges Affecting Repository Use

S/N	Statement	SA	A	D	SD	Total	SA	A	D	SD	Mean	Remark
1	Lack of awareness limits the effectiveness of the repository.	18	20	40	26	104	17.3	19.2	38.5	25.0	2.29	Disagree
2	Inadequate training affects my ability to use the repository effectively.	16	18	42	28	104	15.4	17.3	40.4	26.9	2.21	Disagree
3	Technical issues reduce the usefulness of the repository.	20	22	38	24	104	19.2	21.2	36.5	23.1	2.37	Disagree
4	Limited institutional support affects the performance of the repository.	34	30	26	14	104	32.7	28.8	25.0	13.5	2.81	Agree
5	Concerns about copyright discourage the use of the repository.	36	32	22	14	104	34.6	30.8	21.2	13.5	2.86	Agree
6	The repository system is difficult to navigate.	20	24	36	24	104	19.2	23.1	34.6	23.1	2.38	Disagree

The results show a mixed perception regarding the challenges affecting the effectiveness of the institutional repository. Respondents disagreed that lack of awareness (Mean = 2.29), inadequate training (Mean = 2.21), technical issues (Mean = 2.37), and difficulty in navigating the system (Mean = 2.38) are major challenges. This suggests that users may already be fairly familiar with the repository and relatively comfortable using it. However, respondents agreed that limited institutional support (Mean = 2.81) and concerns about copyright (Mean = 2.86) are significant challenges affecting repository effectiveness. This indicates that the major barriers are not user-related, but rather institutional and policy-based issues, particularly in terms of support structures and intellectual property concerns. Overall, the findings suggest that while operational and user-level challenges are minimal, institutional commitment and copyright-related concerns remain the key issues limiting optimal use of the repository.

4.1.5 Strategies for Enhancing the Impact of the Repository

Table 4.1.5: Responses on Strategies for Improvement

S/N	Statement	SA	A	D	SD	Total	SA	A	D	SD	Mean	Remark
1	Regular training programmes would improve the effectiveness of the repository.	50	38	12	4	104	48.1	36.5	11.5	3.8	3.29	Agree
2	Increased awareness campaigns would enhance repository usage.	52	36	12	4	104	50.0	34.6	11.5	3.8	3.31	Agree
3	Improved technical support would make the repository more effective.	48	40	12	4	104	46.2	38.5	11.5	3.8	3.27	Agree
4	Clear institutional policies would encourage greater participation.	46	42	12	4	104	44.2	40.4	11.5	3.8	3.25	Agree
5	Integration of the repository into academic programmes would enhance its impact.	47	41	12	4	104	45.2	39.4	11.5	3.8	3.26	Agree
6	Active support from the university library would improve repository use.	49	39	12	4	104	47.1	37.5	11.5	3.8	3.28	Agree

The results in table 4.1.5 shows strong agreement that all proposed strategies would improve the effectiveness of the institutional repository. Increased awareness campaigns recorded the highest mean (3.31), followed by regular training programmes (3.29). This highlights the importance of sensitisation and capacity building in improving repository usage and impact.

1. Discussion of Findings

The findings of this study show that the institutional repository at Nigeria Maritime University is generally perceived as an effective academic support system by both students and academic staff. Respondents agreed that the repository improves the visibility of academic work, enhances access to scholarly materials, supports teaching and learning, contributes to the dissemination of research outputs, improves institutional reputation, and ensures the long-term

preservation of scholarly resources. This indicates that the repository is widely recognised as a useful platform for academic communication and knowledge sharing within the university. However, its role in enhancing collaboration among researchers and students was rated relatively lower, suggesting that while it is effective for access and dissemination, it is less effective as a collaborative academic tool. This finding agrees with Oladokun and Bakare-Fatungase, (2024) who found that open repositories play a vital role in promoting open access and expanding access to scholarly resources. Likewise, Sheikh and Richardson, (2026) noted that institutional repositories facilitate free access to knowledge and improve institutional visibility.

The study further revealed that respondents strongly recognised several benefits of the institutional repository. It was agreed that the repository improves access to research materials, supports knowledge sharing, provides a reliable storage platform, enhances organisation of academic resources, and promotes open access to scholarly information. The most significant benefit identified was its role in supporting open access, indicating that users value the repository for removing barriers to information access and increasing the availability of academic content. However, the perceived impact on research citation was relatively lower compared to other benefits. This suggests that although the repository improves visibility and accessibility of research outputs, its influence on global citation impact may still be limited, possibly due to insufficient indexing in international databases or limited external visibility.

In relation to challenges, the findings present an interesting outcome. Respondents disagreed that lack of awareness, inadequate training, technical issues, and difficulty in navigating the repository are major challenges. This implies that users are generally aware of the repository, possess sufficient skills to use it, and do not experience significant technical or usability difficulties. However, respondents agreed that limited institutional support and concerns about copyright are significant challenges affecting the effectiveness of the repository. This indicates that the major constraints are not user-based but institutional in nature. In particular, insufficient institutional backing and uncertainty surrounding intellectual property rights appear to limit full participation and optimal use of the repository system. These findings are supported by Esse and Haliso, (2024), who identified inadequate funding, weak institutional support, poor synergy among stakeholders, and infrastructural deficiencies as major challenges affecting repository sustainability in Nigeria. Also, copyright concerns and institutional challenges as barriers to effective repository management.

Finally, the study found strong agreement on several strategies for improving the effectiveness of the institutional repository. These include regular training programmes, increased awareness campaigns, improved technical support, clear institutional policies, integration of the repository into academic programmes, and active support from the university library. Among these, awareness campaigns recorded the highest level of agreement, highlighting the importance of continuous sensitisation to sustain engagement. The inclusion of the repository in academic programmes and strong library involvement were also emphasised, indicating that institutional embedding of the repository is crucial for its long-term effectiveness. Overall, the findings suggest that while the institutional repository is well utilised and positively perceived, its full potential can be achieved through stronger institutional support, clearer copyright policies, and sustained integration into academic activities.

You can retain your discussion exactly as written and simply integrate supporting and contrasting studies as follows:

5. Conclusion

This study examined the perceived impact of the institutional repository at Nigeria Maritime University, focusing on its benefits, challenges, and possible strategies for improvement. The findings reveal that the institutional repository is generally well regarded by both academic staff and students. It is perceived to play an important role in improving access to scholarly materials, enhancing the visibility of academic work, supporting teaching and learning activities, promoting open access, and preserving academic outputs for long-term use. Despite these positive perceptions, the study also shows that the effectiveness of the repository is influenced more by institutional-related issues than by user-related problems. In particular, limited institutional support and concerns about copyright were identified as the main challenges affecting its optimal use. On the other hand, issues such as lack of awareness, inadequate training, technical difficulties, and navigation challenges were not considered major constraints by respondents, suggesting that users are generally familiar with and capable of using the system.

Overall, the study concludes that while the institutional repository at NMU is functioning effectively and is positively perceived, its full potential has not yet been fully realised. Strengthening institutional support structures and addressing copyright concerns are essential to improving its sustainability, relevance, and overall impact within the university community.

v. Recommendations

Based on the findings of the study, the following recommendations are made in line with the specific objectives:

1. The university should strengthen the integration of the institutional repository into both teaching and research activities. This will ensure that both staff and students continuously engage with the system, thereby increasing its academic relevance, visibility, and overall impact within the institution.
2. Management and the university library should promote greater utilisation of the repository as a primary source of academic materials. Regular sensitisation should be carried out to highlight its benefits, particularly its role in improving access to scholarly resources, supporting open access, and enhancing knowledge sharing among users.

3. The university should address institutional-level constraints by strengthening support structures and developing policies on copyright and intellectual property. This will encourage more staff and students to deposit their scholarly works without fear of copyright violations or policy ambiguity. Although user-related challenges were not significant, continuous monitoring should still be maintained to ensure usability remains optimal.

4. The university should implement regular training and awareness programmes for both academic staff and students to sustain engagement with the repository. In addition, there should be improved technical and library support services to ensure smooth operation of the system. The repository should also be formally integrated into academic programmes and research processes, making its use a compulsory part of scholarly activities within the university.

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