ADOPTION OF OPEN ACCESS FOR TEACHING AND RESEARCH BY LECTURERS IN AHMADU BELLO UNIVERSITY, ZARIA NIGERIA

BY

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DECLARATION

I hereby declare that this thesis entitled "Adoption of Open Access by Lecturers in Ahmadu Bello University, Zaria" had been written by me under the supervision of Prof. TijjaniAbubakar and Dr. Ezra ShilobaGbaje. That it has never been presented anywhere, either wholly or in part, for the purpose of the award of a degree. All literature consulted and cited were fully acknowledge within the text and by means of references.

LawalAmeenatolanike _____ _____

Signature Date

CERTIFICATION

This thesis entitled "Adoption of Open Access by Lecturers in Ahmadu Bello University, Zaria" meets the regulation governing the award of Master Degree in Library Science (MLS) of Ahmadu Bello University, Zaria Nigeria and is approved for the contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to Almighty Allah (SubuhanahuWaTaha'la), My lateMum in-law, Hajia S.F. Lawal(May her soul rest in perfect peace) and to those who believe in physically challenged people.

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ABSTRACT

This research was carried out to examine the Adoption of Open Access in Ahmadu Bello University Zaria. Among the objectives were: to identify the level of familiarity of Open Access Initiative among lecturers in Ahmadu Bello University, Zaria; to know how frequent lecturers in Ahmadu Bello University, Zaria deposit their research works in any Institutional Repository. However, what are the challenges encountered in the use and adoption of Open Access Initiative for research and Development in Ahmadu Bello University, Zaria? And what are the strategies put in place to encourage the adoption of Open Access Initiatives?; Survey method was adopted for the study while structured questionnaire was the instrument used for data collection targeting one hundred and eighty nine (189) lecturers which was used as sampling size for the study from a population of one thousand nine hundred and five (1095). Data collected were analyzed descriptively. The finding revealed that the level of lecturer's familiarity with Open Access institutional Repository and open access journal is very high, but their level of usage is low compared to the level of their familiarity with open access initiative. The findings also revealed that the benefit factors (intrinsic, contextual) will motivate lecturers to adopt open than the cost factor (copyright, plagiarism, additional effort expectancy), or extrinsic factors and facilitating conditions. The study concluded that open access initiatives to scholarly communication has not been fully accepted and used by lecturers in A.B.U Zaria. One of the main recommendations made by the study is that the University management should harness the awareness of open access by enlightening the lecturers of its benefit of its adoption through bulleting,conference,workshopsandseminars.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Scholarly communication is a means in which scholars exchange ideas with each other as way of fostering the growth of science and technology. According to Dulle, Minish-Majanja and Cloete (2010) it was noted that "the core value of scholarly communication has been sharing of knowledge without price and copyright restrictions. However, the joining and dominance of commercial publishers in journal publication as well as distribution after World War II resulted into limitations to scholarly content access." The aim of most commercial publishers has been on reaping prices from journal sales rather than facilitating knowledge sharing for further growth of science and technology. Until recently, over 2.5 million of articles published annually appeared in subscription-based journals making it impossible for researchers with financial limitation to gain access to such information (Yiotis, 2005; Moller, 2006; Bjork, Roos and Lauri, 2009). According to Alemu (2009), the exorbitant journal prices imposed by commercial publishers have forced academic institutions and libraries to reduce journal subscriptions. This resulted into access limitations as scientists may not get most of the literature deemed necessary in their scholarly work. Compared to scholars from well-endowed countries, those from the developing countries are severely affected due to the widespread poverty in the latter nations (Bjork, Roos and Lauri, 2009; Habib, 2009).

The enabling Information and Communication Technologies (ICTs) as well as the frustrating journal prices have made the scholarly community to devise an alternative scholarly publishing system whose aim is to achieve a wider distribution of scholarly content without price or other copyright restrictions to end users (Bjork, 2004; Yiotis, 2005; Moller, 2006).

This emerging scholarly communication model is known as open access (OA). The Berlin Declaration of Open Access (2003), defines open access as a mode of scholarly communication through which the "author(s) and right holder(s) of scholarly work grant(s) to all users a free, irrevocable, worldwide right of access to, and a license to copy, use, distribute, transmit, and display the work publicly in any digital medium for any responsible purpose, subject to proper attribution of authorship". According to this definition, a complete version of the work and all supplemental materials, including a copy of the permission to use should be deposited in at least one online repository using suitable technical standards to enable open access to such works. This form of scholarly communication is achieved through two main channels: Open Access Journals (OAJ) for electronic refereed journals and Self archiving (Chan and Costa, 2005; Bailey, 2006). Unlike the business publishing model, in open access publishing, the end user is not charged to access scholarly content. Instead, various funding strategies such as direct author fees, institutional membership to sponsor all or part of author fees, funding agency payment of author fees, grants to open access publishers and institutional subsidies are used to cover the costs for publication and distribution of OA content for free access by the end user (Hirwade and Rajyalakshmi, 2006).

Contrary to the business mode of scholarly publishing that increases the information access gap between developed and developing countries, open access provides the visibility and accessibility to research output without restrictions. Despite the promising potential for open access to improve scholarly communication, this mode of publishing is not yet wide spread in developing countries when compared to developed countries (Moller, 2006; Wang and Su, 2006; Directory of Open Access Repositories (DOAR), 2010).

There are two types of open access to scholarly communication, these are: Open access publishing or Open Access journal (Gold road to open access) and Open access archives or institutional repository (Green road to open access).

1.1.1 Open Access Publishing or Open Access Journal (Gold Road to Open Access)

Open access journal also known has Gold road to open access (OA gold) are peer reviewed journals made available free of charge to the public through the internet. Directory of open access journal (DOAJ) maintained that open access uses funding model that does not charge researchers or their institution for access. This means that the end-user is not charged to access journal articles. Various funding strategies, such as direct grant to open access publishers and institutional subsidies are used to cover the cost of publications and distribution of open access content for free access by the end user (Hirwade and Rajalaksmi, 2006). Open access journals will allow scientific research to go beyond the national and professional barriers and provide opportunity for scientific community to improve their citation impact and enhance their readability for further growth and development of science and technology (Sarakadam 2012).

1.1.2 Open Access Archives or Institutional Repositories (Green Road to Open Access)

Open Access Archives or repositories usually referred to as “green road” to open access (OA green) encourages researchers and academicians to make digital copies of their work on publication

freely available to open access archives or repositories which may contain pre-print or post print. In the case of pre-print, the essence is to perform peer-review or to invite comment from colleagues' before final version of the work is made available for publication (Christian 2008). The post print is that which is made available on line after the work has been published in a peer reviewed based journal and author personal web page. Open access repository has the advantage of responsibility of ownership and some possible management control/encouragement of deposit. According to Ogbomo (2015) institutional repository is defined as a type of digital library established by an institution, populated by the staff, researchers, students and other members of the institution and to be consulted by both members of the university and the outside world. This corroborates with Ezema (2011) who opined that institutional repositories intends to capture original research and other intellectual property generated by an institutions constituent population who are actively involved in a research in many disciplines. Ogbomo (2015) asserted that the main function of an institutional repository is to provide improve access to the full text of research articles and improve retrieval of relevant research. However, it should be noted that research output could include electronics copies of pre-prints as well as post print articles, conference and working papers, committee papers, teaching materials, thesis and dissertation, monographs, multimedia, students' projects etc. From the discussion, it could be gathered that institutional repository relies on input from members of the institution, the commitment and participation of contributions, users and manages is crucial.

Jain (2012) added that an author's key role is to submit knowledge in the form of research output in their institutional repositories. Institution role include introducing mandatory policy for submitting research work and formulating other policies for the operational management to institutional repositories. Okojie (2008) acknowledged that communicating scholarly information through open access repository provides the added advantage for faster publishing opportunities and greater visibilities for author and institutions. Universities all over the world have established

institutional repositories to publish materials born within the institution. These institutional repositories not only act as a repository to published materials but are much more valuable as an access to digital content of local materials (Kaur & Ping, 2009). This means that institutional repository is a means to improve university prestige among its peers and contribute to research globally. Ezema (2011) affirmed that institutional repository have been found to play important role in the preservation and dissemination of institutional research outputs which will in turn become constituent part of global research outputs. Christian (2008) opinioned that the aim of institutional repository is to increase visibility, preservation and storage of all types of institutional output, including unpublished literature, support for learning and teaching, standardization of institutional records, ability to keep track and analyze research performance, breaking down of publisher's cost and permission barriers, help universities share their knowledge and expertise. Thus it is worthwhile to explore the benefit of open access initiatives and encourage lecturers to adopt open access initiatives for teaching and research.

1.1.3 Development of OAI in Nigeria

According to United Nations Educational Scientific and Cultural Organization (UNESCO, 2012), the first international workshop in Nigeria on Open Access initiatives was organized in 2008 by Department of Library and Information Science, Ahmadu Bello University, Zaria in collaboration with Elfl.net. In attendance were policy makers, ICT experts from universities and research institutes, scholars and researchers, Editors in Chief of Peer review scientific and scholarly journals, university and systems librarians from various institutions met and discuss the importance of Open Access Initiatives to academia's and society at large.

The strategies for formulating appropriate policy for implementing and sustaining Open Access institutional repositories, copyright issues and Open content license strategies for the

promotion and marketing of institutional repositories were also discussed. A follow up workshop was organized in 2009 by Department of Library and Information Sciences, Ahmadu Bello University, Zaria in collaboration with electronic Information for Library Network (EIFL) and Nigeria Universities Library Consortium (NULIB). As a result of the workshop two institutions (Universities of Jos and Ahmadu Bello University) have deployed their institution repositories.

1.1.4 Benefit of Open Access

Scholars publish their research in peer-reviewed journals not for financial but for professional gain. Publishing potentially exposes one's ideas to a wider audience and can yield impact and professional recognition. Therefore the benefits of open access to academics (lecturers) are numerous.

Open access increases citation to publish scholarly work, increased impact of researchers works articles can be accessed online free of charge, (Okoye and Ejikeme 2010). Increased citation of published scholarly work, open access articles are immediately recognized and cited by peers than non- open access articles published in the same journal. Open access is likely to benefit authors by accelerating, dissemination and uptake research findings (scholarly community institute 2011). If more people can find an article, there is more opportunity for it to be cited in later works (Smiths 2011). Open access to data may increase confidence in result reported in an article and therefore lead more subsequent authors to be willing to rely on that article in their own work thereby increasing impact of researchers work.

Researchers are extremely interested in increasing the impact of their individually scholarly work, therefore the focus on learning practical tips to increase web visibility of their publications,

thereby hoping to increase the impact of their own scholarship by reaching more readers on the internet (Mullen 2008). Studies indicate that across variety of disciplines, open access articles have a greater research impact than articles that are not freely available. Researchers gain from the increase usage and impact of their work.

It helps research to be carried out more efficiently by reducing duplication and blind alley research by enabling researcher to find what they need more quickly and without cost and by helping researcher develop and diffuse the use of open standards. It makes possible better peer review and other methods of upholding academic vigor because researchers can easily see and judge the work of their peers, and can access data for re-analysis and independent confirmation of findings. It also encourages collaborative endeavors' by making research visible to new communities including the general populace.

Open Access describes material that are freely accessible on line and easily discoverable in an internet serving the mission of higher education (Scholarly Community Institute 2012). According to BOAI (2002) there are numerous ways in which materials can be made readily accessible with this initiative, that self-archiving is making articles freely available in digital form on the internet by authors, this could be achieved through author's personal websites, disciplinary repositories (research-specific) and institutional repositories. Brody (2006) asserts that open access will enable service to gather and link to any open access material, potentially allowing all cited papers to be linked to and be immediately accessible to the users following the link.

Open Access reduces cost of publication, unlike the business publishing model, the end user is not charged to access journal articles, instead various finding strategies such as direct author fees, institutional membership to sponsor all or part of author fees, funding agency payment of author fees, grants to open access publisher and institutional subsidies are used to cover the cost of

publication and distribution of open access content for free access by end users (Hirwade and Rajyalakshmi 2006).

1.1.5 Implication of Open Access for Teaching and Research

Teaching and research are the fundamental parts of any university. Lecturers are the fore runners of any institution because they teach and engage in research in one way or the other. Open Access will help academics to have access to current and relevant materials for their teaching and research. By getting access to current research work, researchers will not only re-invent the work but will build upon what others have done. While teaching, they can print and distribute open access articles that will enhance their teaching. With open access researchers can read and build on the findings of others without restriction. Even the best research is ineffectual if others aren't able to read and built on it. Academics create, share and allow their teaching resources not only to be used but able to be amended, improved and transformed (Ayangwe 2011).

1.2 Statement of the Problem

Open Access is an initiative that can improve access and provide global visibility for research work conducted by researchers and scholars. This research work may be in form of conference proceedings, publishing a book, book chapter, thesis and dissertations. Open Access enables a more socially responsible and equitable way of disseminating scholarly communications.

Scholarly research in Nigeria began before independence era and since then has been growing (Ezema, 2011). The universities and the higher institutions are in one way or the other

engaged in research to facilitate speedy development. Traditionally, researchers have their works communicated through peer reviewed scholarly journals, usually managed and controlled by commercial publishers, majority of these publishers charge for and therefore limit access to journal (Dulle &Minishi Manjaja 2009) citing Alemu 2009,Mollar 2006.

In the overall this has affected not only the quality of research but also the total output of scholarly communication, which has adversely hindered the main essence of research. However, researches generated over the years are buried in different libraries in Africa with very few scholars and students accessing them either for teaching or research. Efforts have been made on the raising of awareness of open access over years, either through workshop, conferences and publications. Igwe (2012) was of opinion that in Nigeria, the state of awareness and adoption of open access is still at the infancy. He further opined that open access model of scholarly communication is yet to be fully adopted by researcher and other stakeholders in Nigeria.

The adoption of open access initiatives has been controversial issue where most scholars have disagreed that majority of academics are yet to adopt this. This is in conjunction with Christian (2008) who argued that academic and research institutions in Nigeria are completely unaware and unfamiliar with the open access Initiative let alone its adoption. Suber (2004) cautioned that the widespread of ignorance among researchers about copyright issues may restrict adoption of open access. It is based on this background that this research work is based on Adoption of Open Access for Teaching and Research Lecturers in Ahmadu Bello Universities Zaria.

1.3 Research Questions

The study was guided by the following research questions:

1. How familiar are lecturers in Ahmadu Bello University, Zaria with Open Access Institutional Repositories and Open Access Journals?

2. How frequent do lecturers in Ahmadu Bello University, Zaria deposit their research work inT any Institutional Repository?

3. How frequent do lecturers in Ahmadu Bello University, Zaria publish in any Open Access Journal?

4. What are the factors that affect researcher's adoption of Open Access in Ahmadu Bello University, Zaria?

5. What are the challenges encountered in the use and adoption of Open Access for Teaching and Research in Ahmadu Bello University, Zaria?

6. What are the strategies put in place to encourage the adoption of Open Access for Teaching and Research in Ahmadu Bello university, Zaria?

1.4 Objectives of the Study

The objectives to the study are as follows:

1. To determine the familiarity of Open Access by lecturers in Ahmadu Bello University, Zaria.

2. To know how frequent lecturers in Ahmadu Bello University Zaria deposit their research work in any Institutional Repository.

3. To determine the frequency to which lecturers in Ahmadu Bello University Zaria publish in any Open Access Journals.

4. To determine the factors that facilitates researcher's adoption of Open Access in Ahmadu Bello University Zaria.

5. To establish the major challenges encountered in the use and adoption of Open Access initiatives by lecturers in Ahmadu Bello University Zaria for Teaching and Research.

6. To determine the strategies put in place to encourage the adoption of Open Access for Teaching and Research in Ahmadu Bello University Zaria.

1.5 Significance of the Study

Open access has been recognized as an important platform that will help authors worldwide audience better than that of traditional based on journals, thereby increasing research impact. With this in mind, the finding of this study will help authors identify the impediment and make appropriate recommendation to the challenges that hinder the adoption of open access in Ahmadu Bello University. The adoption of open access has the potential of not only enabling their work to be very correct in their research area but also improve the visibility of their work. Therefore the adoption of open access initiative and use of institutional repository will enable other researchers to consult other scholarly works which will in turn increase the visibility and professional gain of the university.

The work will also enable the university management to benefit as this will make the management to encourage authors to adopt open access initiatives for research and development in Ahmadu Bello University. The management will also know the steps to take in formulating concrete policies of open access usage. The more visible the scholarly work of the researcher the more recognition the institution will gain.

1.6 Scope of the Study

This research work is limited to lecturers in Ahmadu Bello University Zaria. This because the researcher could not use all the lecturers in A.B.U, Zaria due to limited time and funds needed for the success of this research.

1.7 Operational Definition of Terms

The following are the operational definition of terms to the study

a. **ICT:** A technology used to transmit diverse data and communication types and formats..
b. **Internet:** A global system of interconnected computer networks used to share information dissemination worldwide irrespective of geographical location. It is a networks that consists of millions of private, public, academic, business and government networks that are linked together by a broad array of electronics, wireless and optical networking technologies. It allows multiple users to access information remotely.
c. **Open Access:** Digital online, free of charge and free of most copyright and licensing restriction.
d. **Open Access Initiatives:** The practice of providing unrestricted access to information dissemination through the internet, for either un-reviewed or peer-reviewed scholarly journal articles.

e. **Repository:** A real or virtual acidity for the deposits of academic publication such as academic journal articles.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The focus of this chapter is to review literature related to the research topic under study. In order to have a clear review, the chapter was discussed under the following subheadings:

2.2 Concept of Open Access Initiative

2.3 Level of familiarity with Open Access Initiatives.

2.4 Adoption of Open Access Initiative

2.5 Use of Open Access Initiative among Academicians.

2.6 Willingness of academics to deposit pre-print and post-print in institutional Repository

2.7 Willingness of academics to publish in an open access journal

2.8 Factors Affecting the Adoption of Open Access

2.9 Challenges of Open Access Initiative

2.10 Summary of review

2.2 Concept of Open Access Initiative (OAI)

Open Access is process by which scholarly information is made freely available on the internet and can be freely used on the condition that the author is properly and accurately acknowledged. The most popular definition of Open Access is the Budapest Open Access Initiatives (BOAI, 2001) which described Open Access to literature primarily (this category encompass their peer, reviewed journals articles, 'including un-review preprints that they might wish to put online for comment) to mean its free availability on public internet permitting any users to read, download, copy, distributes, print, search or link to full text of these articles, crawl them for indexing, pass them as data to software or use them for any lawful purpose without financial, legal or technical barriers other than those inseparable from gaining access to the internet itself.

The only constraint is to give authors control over integrity of their works and the rights to be properly acknowledge and cited. The concept of Open Access on the other hand refers to a comprehensive source of human knowledge cultural heritage that has been approved by the scientific community. It was further affirmed that "the mission of disseminating knowledge cannot be complete if information is not widely and readily available to the society (Berlin Declaration, 2003). Therefore the Open Access Initiative will pave way for global sharing of knowledge form across the globe, irrespective of geographical location.

Suber (2010) listed out the characteristics of open access which are: Free of copyright and licensing restrictions; Materials are available on line on the internet; Material is full text; Material can be

accessed by anybody from anywhere without any discrimination; Material can be freely used by any one.

2.3 Level of Familiarity with Open Access Initiatives.

There is a rapid expansion in scientific knowledge, yet access to this pool of knowledge is often difficult because of the relatively high cost of scholarly journals, print or electronic (Okoye and Ejikeme, 2010). In order to remove non - accessing barriers, concerned institution and organization felt challenged which lead to this Open Access Initiative.

However, Open Access concept when it was newly introduced was widely unknown among academician researchers. This is in line with Mac-Kenzie- Cummins, (2011) where he noted that Open Access as a concept has been around over a decade and remains the subject of many, a heated discussion by publishers and Librarians alike, also that it has taken much longer for awareness of the model to filter down to the authors community who should eventually stand to gain most from the barrier -free access to their work that Open Access brings with it.

Nevertheless there is empirical evidence that knowledge of Open Access (OA) institutional repertories (IR) is low among the major stake holders who are to benefit from the initiative. In a study conducted by Christian (2008), it was revealed that while only 3% of 66 respondents at the university level of Lagos were aware of the Open Access (OA) concept, 22% knew very little about it and majority (74%) of the respondents were completely unaware of open access. It should also be noted that where Open Access awareness' were reported' the level of understanding was not uniform for different Open Access (OA) terms. For example; in a study conducted by Swan and Brown (2005) it was established that subject repositories archives were the most known types of the respondents who claimed to be aware of (OA).

In addition to the above, Kaur and Ping (2009) from a web survey of 23 respondents conducted, it was found out that 6 users were not even aware that their library had an Institutional Repository (IR) and others that had heard of the Institutional Repository but were unaware that their papers had been deposited in the Institutional Repository. 10 users had uploaded their documents to the Institutional Repository of which 7 users had e-mailed their documents to the system administration and the other 3 users managed to upload their document themselves.

In contrary to the above assertion in a research carried out by Obuh and Bozimo (2012), it was asserted that out of the 19 items listed against the awareness of Open Access Publication (OAP), the result from the analysis to the responses showed that most of the items (12 items) had a mean of 2.0 and above which indicates a high degree of awareness of open access publication (OAP) , amongst library and information science lecturer in Universities of Southern Nigerian. Similarly, Emorjoroho, Oghenetega and Onoriode (2012) and Ogbomo and Ivwighreghweta (2013) also observed a high awareness rate of 100% which according to this authors could be as a result of internet revolution in Nigerian Universities and for the fact that lecturers browse the Internet for literature to accomplish their academic work.

2.4 Adoption of Open Access Initiative

Efforts has been made on the raising awareness of open access over the years, but the general level of adoption of open access initiative remain somehow low, simply because there are problems associated with the level of adoption. This is in line with a research conducted Christian (2008) who argued that more than 73% of respondents in academic and research institutions in Nigeria are completely unaware and unfamiliar with the open access Initiative let alone its adoption. Igwe (2012) added that in Nigeria the state of awareness and adoption of open access is still at d infancy. Ignorance were listed by scholars as some of the problems this was noted by Suber (2008) who

cautioned that the widespread of ignorance among researchers about copyright issues may restrict adoption of open access. In addition Gbaje (2010) added that lack of infrastructures such as dedicated server, bandwidth, technical staff and top management apathy has been identified as some of the reasons for the very slow pace of adoption of open access initiations in Nigeria. Suber (2008) cautioned that the widespread of ignorance among researchers about copyright issues may restrict adoption of open access. Ivwighregweta and Onorionde (2012) also revealed that the major constraints to the adoption of and use of open access journals in a survey conducted at the University of Benin western Delta University Oghara, as well as postgraduate students of the University of Ibadan was identified to be lack of knowledge of open access journals, unavailability of internet facilities and lack of internet search skills. The fear of research being plagiarized was reported as the main barriers of adoption of open access (Ivwigreghweta,2003).Apart from the identified reasons associated with the non-adoption of open access, In a research conducted by Utulu and Bolarinwa (2009) to examine open access initiatives adoption by Nigerian academics, the study revealed that academic in sciences showed more promise of adopting open access initiative as authors and readers of scholarly resources than their counter parts in the humanities. It can be concluded that the adoption of open access initiative has not been fully utilized for research and development in Ahmadu Bello University, Zaria.

2.5 Use of Open Access Initiative among Lecturers

Open Access (OA) came into existence in order to eliminate the issue that arises as a result of high cost of scholarly and scientific journals. Jain (2012) observed that the emergence of Open Access (OA) was a response to address the problem of escalating cost of scholarly and scientific journals which had made their access restrictive. However with the presence of Open Access, (OA) accesses to current and relevant information are now made easy.

The importance/ benefit of OA cannot be overemphasized because researchers/scholars have access to a lot of information at their disposal. Canada (2009) noted that Open Access (OA) is important for future Technological and economic development because when scholars/ researchers have better access in their own countries, provides the impetus to remain in their countries and contribute to the future of their country rather than migrating to more developed countries.

Open Access (OA) not only provides access to knowledge but could help to support teaching and research in developing countries. Okoye and Ejikeme (2010) highlighted the importance of Open Access (OA) as: provides increased citation to scholarly work; publications are made free for authors, increases the impact of researchers work; articles can be accessed online free of charge, provides free entire access to the literature necessary for one's research; helps In cases development and provides high quality scholarly work.

However, in the area of research and publication, through Open Access (OA) researchers have wider visibility and usage of research findings. They have significantly larger and more diverse audience, increased exposure to research also increases citation rate; it provides an avenue to connect with global society more easily and researchers can publish without printing cost. On the part of teaching staff and students by putting rich and poor on a equal footing. Open Access (OA) provides free articles for teaching and learning. To Authors Open Access (OA) gives authors worldwide audience larger than that of any subscription -based journal no matter how prestigious or popular and demonstrably increases the visibility and impact of their work (Willinsky, 2010; Suber 2010). These readers around the globe can have barrier free access to the latest literature and research findings of authors.

Having discussed the benefit of Open Access (OA) there are numerous ways in which materials can be made readily accessible with this initiative as observed by Budapest Open Access initiatives

(2003). That self-archiving, also referred to as 'Green Road' to Open Access (OA), is making articles freely available in digital form on the internet by authors which could be achieved through authors personal websites, disciplinary (research - specific) repositories and institutional repositories (Bjork, 2004).

Nevertheless, a lot of research has been carried out on the area of usage of Open Access (OA). In a research conducted by Moller (2006) which was carried out in South Africa focusing on Open Access (OA) journals and their prospect in the country. The study gathered opinions and perceptions of the respondents regarding Open Access (OA) publishing, it was noted that more than one third of the respondents claimed to know Open Access (OA) publishing. Few researchers indicated to have published in an - Open Access Journal. Kaur and Ping (2009) also asserted in a survey study conducted by them on how often the respondents use the Institutional Repository (IR), their experience in using the Institutional Repository (IR). The result indicated that out of the 17 respondents who were aware of the Institutional Repository (IR), 12 use it "once or twice in a month; whereas the other 5 use it only few times a year', it was deducted that the frequency of the use was very low.

In a related study conducted by Mackenzie - Cummins (2011) it was observed that 90% of researchers who participated in the study were convinced that Open Access (OA) is beneficial to their research field and that in tech recent survey of authors found out that 56% of the participants had never published with an Open Access Publisher. However, 26% of the participants had done so for a journal article and 10% had published in an Open Access (OA) book.

In a slightly contrary to the above Ogbomo and Ivwighreghweta (2013) in a research conducted on the attitude of master's degree students of the Department of Library, Archival and Information Studies, University of Ibadan toward Open Access (OA) journal was high with the weighted average mean of 3.2.5. It was reported that the respondents said that they like Open Access Open Access

journals because they can access it from anywhere in the world, also, because it contain recent information. In addition more than one - third of the respondents claimed to have access to Open Access (OA) publications. Ivwighreghweta and Onoriode (2012) in a related research also noted that the level of usage of Open Access (OA) journals by lecturers was high with 92% of the respondents indicated that they have cited Open Access (OA) journal in their research and 90% used Open Access (OA) journals as bibliographic references.

2.6 Willingness of Academics to Deposit their Preprint and Post Print in Institutional Repository

The impact of open access institutional repository is determined by its use and one of the measures for the usefulness of institutional repository is the contribution of content. (Kim 2006). Faculty members (lecturers) are considered as crucial contributors of scholarly content. Many lecturers do not have positive attitude towards institutional repository and are not willing to deposit their research work in institutional repository as long as they gain a reputation by disseminating their work in prestigious journal and through reputable publication media. This may be based on the fact that they are yet to be fully aware of the benefits they would derive from depositing their research output in the institutional repository. This is in conjunction with Ogbomo (2015) who affirmed that several studies have shown that many lecturers are not aware of the benefit of depositing or using institutional repository, thus there is low collaboration between institutional repositories and researchers (lecturers). Abrizah (2009) argued that lectures as producers of information would like to deposit referred and published articles in the form of research reports and conference paper as well as co-authored work. This corroborates with a research conducted by Ogbomo (2015) it was discovered that lecturers are very willing to deposit their articles in an institutional repository. Researchers who have had experience depositing scholarly content in website, personal home pages or disciplinary are more likely to contribute to institutional repositories (Kim 2006). Similarly Ogbomo (2015) opined that lecturers with institutional repository experience would most likely deposit post

prints (98.96%) conference papers (100%) presentation (69.97%) as well as seminar and technical paper (80.8%) more frequently than theses and pre-prints. The success of an institutional repository depends largely on the willingness of researchers to deposit their research output in it.

2.7 Willingness of Academics to Publish in an Open Access Journals

The research access arises because journals articles are not accessible to their numerous users. The pace of open access publishing is slow compared to the numerous benefits that would be derived if fully adopted. According to Obuh and Bozimo (2012) many researchers accessed open access content than they published in open access outlets. This is conjunction with a survey carried out by Christian (2008) who noted that out of 125 respondents, 80% of them (Academics) accessed open access literatures and 20% used open access for publishing their output. similarly mann et al (2008) indicate that despite 66% of respondents claiming to use open access publication media at least once in their academic career, only 28% percent had actually published using the same media. The perceptions that open access publications are of low quality compared to traditional publication can inhibit scientist to participate in open access scholarly commutation (Lwoga and Questier 2014). This means that academics are yet to recognize the impact of open access publication to scholarly communication. The success of open access scholarly publication depends on researcher's participation. Lwoga and Questier (2014) perceived that the capacity of open access media including institutional repository and open access journal to enhance their digital preservation is important in motivating lecturers to publish their research work in open access.

2.8 Factors Affecting Adoption Open Access

Several factors have been established to inhibit or motivate the adoption of open Access Kim (2010) proposed that cost factors would motivate self-archiving behavior.

1. Cost Factors: This include additional time and effort expectancy, copyright concerns, fear of plagiarism (Lwoga and Questier 2014). Venkatesh *et al.,* (2003). Efforts expectancy is the degree of ease associated with the use of the system. Base on effort expectancy Deghouria and Roy (2007), in a study established that among 125 scientists 21% believed that interaction with Open Access publication system is clear and understandable; 18% said that it was easy for them to become skillful at publishing their work in Open Access outlets. However, Venkatesh *et al.,* (2003) is of the opinion that effort expectancy construct is significant only during the initial period of adopting and using the system, and become non-significant over extended periods of sustained usage. This means that effort expectancy is important mostly when researches want to publish or self-archive their outputs on website. Buttler and Richardson (2008) reported high proportion of respondents to have significantly expressed less efforts expectancy towards usage of new Technologies. However, Debuse *et al.,* (2008) found negative effects of effort expectancy factor in predicting behavioural intention. Effort expectancy can either inhibit or increase lecturers' willingness to contribute their research material into publicly accessible websites (Lwoga and Questier, 2014).

On the other hand copyright is part of what is generally referred to as intellectual right (organization for economic cooperation and development 2007). In a study conducted by Casey (2011), it was discovered that Open Access to other categories of materials such as syllabi and instructional support material might open them to misuse of their intellectual property and risk of plagiarism. Similarly Lwoga (2013) establish that researchers fear of misconceptions about publishers' copyright issues and plagiarism is one of the major constraints to use Open Access venues. Dulle and Minishi Manjaja

(2009) also reported in a study that 51% of the respondents indicated that there is like hood that Open Access publication would be misused or plagiarized.

2. Extrinsic Factors: These include academic reward; professional recognition accessibility, publicity; trustworthiness. According to Kim (2010), Academic reward refers to the degree to which existing reward system of tenure / promotion affect the adoption and usage of Open Access. This means that academic rewards can either encourage or discourage researchers to adopt Open Access avenues. This is in line with a study conducted at the University of California which indicated that lecturers may be reluctant to contribute their scholarship to Open Access avenues due to the perception that the current faculty tenure and promotion evaluation process focuses on measures of print based research productivity (University of California and Green House Associates 2007). Lwoga and Questier (2014) added that literature shows that academic reward can either inhibit or influence faculty (researchers) willingness to contribute their research materials into publicly accessible websites.

Professional recognition factors also influence academics to self-archive their research materials (Hulela 2010). Professional recognition is the extent to which the visibility of researchers work would be increased by making their research work available for Open Access scholarly communication. This is in conjunction with Kim (2006) who observed that professors might be motivated to contribute to the institutional repository by the prospect of an increase in accessibility of their material both longtime preservation and an enhanced opportunity to make them accessible to peers.

According to Lwoga and Questier (2014) publicity factor refers to the faculty perception that the wider dissemination of their research work through Open Access would enhance readership and citation impact of their work. This means that the more the researchers are able to disseminate their materials the grater they will be cited in later works there by increasing their visibility. These is similar

to Kim (2006) who opined that publicity factor provide wider readership, increase in potential impact of their work, and knowing the usage statistics, would be positively related with institutional repository contributors. Accessibility factor refers to the extent to which faculty believed Open Access would enhance readership and citation impact (Lwoga and Questier, 2014).

However, Dulle, Minishi Manjaja and Cloete (2010) also establish that most of the respondents in their study were optimistic regarding Open Access publishing in improving both accessibility as well as dissemination of scholarly out –puts. Lwoga and Questier (2014) added that indications are that faculty tends to disseminate their research material through Open Access because as such their article becomes more easily discoverable and fully accessible.

Trust worthiness narrates the extent to which faculty perceive the quality and credibility of Open Access research material (Lwoga and Questier 2014). This means that trustworthiness of research works publish in Open Access outlets can either motivate or inhibit researcher to deposit their works in the repository Casey (2011) opined that the peer – viewed process and system of scholarly publishing offers contexts in which they know where to look for trustworthiness materials in their subject areas. But Davies and Conolly (2007) reported that faculty feared that low quality of some material in the repository would taint their research. This is similar to Lwoga and Questier (2014) who established that the perception that Open Access publications are of low quality compared to Traditional publication can inhibit scientists to participate in Open Access scholarly communications.

3. Intrinsic Benefit concern altruistic intention and self interest in the institutional repository contribution. According to Kim (2011) Intrinsic factor altruism relates to the extent to which faculty believe that enjoyment in helping others would motivate them to adopt and use Open Access. This is in conjunction with Lwoga and Qeustier (2014) who established that it is clear that faculty self archive

and publish in Open Access avenues in order to improve the access of other scholars to their materials. Furthermore, Kim (2011) in a study gathered that respondents' altruistic intention to make their material accessible was likely to be a motivator to contribute to the institutional repository.

4. Contextual Factors: This includes attitude, culture, and influence of other actors (lwoga and Questier 2014). According to Venkatesh *et al.,* (2003). Attitude refers to an individual's overall reaction to using a system with respect to attitude, in a research conducted by Dulle and Minishi Manjaja (2009). The 1st four attitude statements were positively rated by more than 50% of the respondents, implying that they supported Open Access publishing. Similarly in another study by Dulle and Minishi Manjaja (2011) it was revealed that researcher's positive attitude Influence their behavioural intention to use Open Access approaches. This collaborate with a research conducted by Lwoga and Questier (2014) who establish that attitude towards Open Access was found to be positively related to behavioural intention on Open Access usage with odd ration of 3.359 which was the largest ratio overall the factors that affect adoption of Open Access by researchers. This means that researchers with belief that Open Access outlets will increase the visibility of their work are likely to contribute to Open Access.

Culture according to Kim (2011) relates to the extent to which academics believe it is common to make their research work in publicly accessible websites, in both disciplines and their academic department. This is in conjunction with Lwoga and Questier (2014) who established that faculty (lecturers) who believed that an Open Access culture was common in their fields and department, were more likely to adopt Open Access than those who disagreed or strongly disagreed with such statement. This indicates that culture is also positively associated with the behavioural intention on Open Access usage.

Influence has also been negated by majority of the respondents as motivation for their publishing in Open Access outlets (Deoghuria and Roy 2007).

Venkatesh *et al.,* (2003) opined that influence relates to how an individual is affected by his/her peers and their leading researchers and / his /her organization in deciding on Open Access usage. This indicates that a researcher may be motivated by his peers, or organization in using Open Access outlets. This corroborate with Creaser *et al.,* (2010) in a study of over 3000 authors across Europe found that other actors such colleagues, repository managers, co-author's decisions to self – archive. But Lwoga and Questier (2014) stressed that influence of research disciplines on self archiving culture may differ from one institution to the other. This means that influence can either motivate or inhibit the researcher in to using Open Access outlets depending on the institution, or discipline.

5. Facilitating conditions narrates the degree to which an individual perceives that an organizational Technical Infrastructure exists to support the use of a system (Venkatesh *et al.,* 2003). In a research conducted by Dulle, Minishi Manjaja and Cloete (2010), it was established that half (50%) of all the respondents strongly agreed that their institutions provide adequate facilitating conditions for them to publish in Open Access outlets. However, in the same study Dulle, Minishi Manjaja and Cloete (2010) also discovered from the overall results of the study that most of the facilitating conditions for researchers to effectively use Open Access outlets for scholarly communication were inadequate. They continued that while 42.4% of the respondent either agreed or strongly agreed to have the necessary knowledge to publish in Open Access outlets, 57.7% either disagreed or strongly disagree or not sure of having such knowledge. In another study by Hirwade and Rajyalaksmi (2006) maintained that limited availability of facilitating conditions, both infrastructure and technical knowledge have also been cited as among the reasons for low uptake of

Open Access in most developing countries. This corroborates with Dulle, Minishi Manjaja and Colete (2010) who gathered that most of the universities used in their study had adequate bandwidth to meet the actual demand of its user's population as a result of high connectivity costs.

6. Performance expectancy relates to how individual believed new Technology will help them to better perform their job (Louho, Khallioja and Oitnnen 2006). According to Dulle, Minishi Manjaja and Cloete (2010) in a study revealed that most of the respondents were quite optimistic regarding Open Access publishing in improving accessibility as well as dissemination of scholarly output. But Lwoga and Questier (2014) in their study discovered that the effort expectancy was found to be negatively associated with the faculty's behavioural intention on Open Access usage. This can be arguable that researchers with proficient skills are more likely to contribute to institutional repository than those that are not, thus effort expectancy may motivate researchers or inhibit depending on their skills no navigate new technology.

Internet self-efficacy: Refers to ability to use the internet using their own skills HSU, Chiu and Ju (2004). In a study by Dulle, Minishi Manjaja and Cloete (2010) opined that respondents rated themselves as having very good or good skills in terms of accessing online information (83.7%) as compared to 65% who claimed to have very good or good skills with respect to publishing online. This means that majority of the respondent are more skillful in accessing Open Access outlets than actually publishing in Open Access outlets. However, based on the researchers actual usage of Open Access, it can safely be argued that low internet self – efficacy as reported by many respondents in a way reflects why many of them accessed rather than disseminate scholarly content using Open Access outlets (Dulle, Minishi – Manjaja and Cloete 2010).s

2.9 Challenges of Open Access Initiatives

There is nothing without its own challenges. Likewise Open Access (OA) has its own obstacles among which was reported by Battle and Walton (1996) that students have problems with accessing Open Access (OA) journals due to insufficient computers in most institutions for the number of students in most institution to use especially at peak **time. In-adequately** provision of personal computers can make it difficult for people to have access to Open Access (OA) journals. More so, many African countries and institutions have not encouraged Faculty and to contribute to or access Open Access materials (Moller, 2004).

In addition, Antelman (2004) noted that language is a major barrier in Nigeria this is because there are different official languages, however, most online literature and Open Access (OA) materials are English. Resistance to change has also been seen as another challenge because there are many librarians, researchers, readers and authors who have restricted the change to the e-world. Some librarians believe that if they embrace to electronic publications completely their job will be at risk. There are researchers and authors in Africa who have kept their research findings (Antelman, 2004).

Besides Suber (2004) added that filtering and censorship barriers is a challenge to success of Open Access (OA) because many schools, employers and governments want to limit what users can see, most websites are not yet accessible to handicapped users as they should be. Hamel (2005) added that technologically, many African countries especially Nigeria lacks the infrastructure to handle Open Access (OA) materials. He stressed further that telecommunication challenges like bandwidth allocation, weak communication and social infrastructure have not only blocked information flow but ultimately stiffed social and economic development.

Internet connection is a key to Open Access (OA) (Bozimo, 2012). Despite a very rapid growth of the internet, Africa still lags behind in Internet connectivity with barely 190 of internets in Africa and Middle East (Hamel, 2005). The implication of this is that scientist who are not connected to the

Internet are excluded automatically from publishing in and benefiting from a growing number of journals because many new journals are created which they will not have access to, thereby reducing the efficacy of their work.

Depositing of journal publications by authors was also noted to be a challenge as pointed out by Jain (2012) to be attributed to various factors such as misconceptions and lack of understanding of IRs, copyright issues, publisher's policies, lack of incentives, lack of respectability of IR articles, working culture and self-archiving which is a time consuming and labour -intensive activity.

A lot of research has been done by researchers on the challenges of Open Access (OA) initiative. Ogbomo and Ivwighreghweta (2013) revealed that retrieval of too much irrelevant information unavailability of Internet facilities, down load delay, limit access to computer terminals and power out stages were some of the problems facing postgraduate students found in the study. Ivwighreghweta and Onoriode (2012) also noted that 60 (43%) respondents strongly agreed that lock of knowledge of the existence of Open Access journals is also a factor. Igwe, Oyewo and Yusuf (2012) postulated that a good percentage of the lecturers surveyed at the University of Benin and Western Delta University, Oghara as well as postgraduate students of the University of Ibadan lack knowledge of Open Access (OA) journals. Other identified factors are unavailability of internet facilities and lack of Internet search skills among the respondents.

2.10 Summary of the Review

It was reviewed that the level of awareness of open access initiatives is slow which may be due to the fact that Academics are yet to assimilate the benefits of open access. It also noted that effort has been made on the raising awareness of open access but yet the general level of its adoption is still low, this means that majority of academics are still unaware of open access initiatives and so only few

people are actually using it. However the benefit of open access cannot be over emphasize for the fact that it provides increase citation for published work, increase research visibility and increase prestige of the institution in question. The best way of promoting open access is through institutional repository which allows academics to make digital copy of their work available to the institutional repository thereby allowing other researchers to freely use and build on existing knowledge.

It is imperative to note that the success of institutional repository depends on the willingness of researchers to deposit their research work in the institutional repository. Due to the lack of awareness of the benefit of open access the adoption is radical .It was also noted that majority of academics accessed and use open access content than use as an outlet for disseminating their research output.

It was also revealed that major challenges faced in d use of open access by academics scholars are the insufficient computers in most institution, bandwidth allocation, unwillingness of academics to deposit their work in institutional repository and lack of internet search skills .In conclusion open access institutional repository have been found to play an important role in the preservation and dissemination of institutional research outputs, therefore, it will be worthwhile to explore as this will in turn become constituent part of a global research output.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology employed in conducting the research under the following sub-headings.

3.2 Research Method Adopted

3.3 Population of the Study

3.4 Sample and Sampling Procedure

3.5 Instrument for Data Collection

3.6 Validity of the Instrument

3.7 Reliability of the Instrument

3.8 Data Analysis and Interpretations

3.9 Method of Data Collection

3.2 Research Method Adopted

The survey research method was adopted for this study. According to Aina and Ajiferuke (2002) survey design could be conveniently used in study of large and small population, it also saves time, cost and gives accuracy. It encompasses any measurement procedure that involves asking questions of respondents.

The researcher adopted this method because it will enable data to be collected from large population or specific population. Ifidon and Ifidon (2007) asserted that "survey research gathers data from a population in order to determine the current status to that population with respect to one variable".

3.3 Population of the Study

Population refers to a group of people or object that is to be discussed upon. According to Abdulsalami (2008) population is the totality of individuals, objects, events or constructs about which the research is concerned. Population can also be called targeted group. However the targeted population of this study includes all lecturers from the twelve (12) faculties in Ahmadu Bello University Zaria which constituted a total number of one thousand nine hundred and five (1905) academic staff.

TABLE 3.1: Population of the Study

Name of Faculty	Number of Academic Staff
Administration	123
Agriculture	110
Arts	128
Education	144
Engineering	222
Environmental Design	183
Law	51
Medicine	292
Pharmaceutical Science	102
Science	318
Social Science	113
Veterinary Medicine	119
Total	**1905**

Source: Office of the Registrar, Ahmadu Bello University, Zaria (Sept. 2014)

3.4 Sample and Sampling Procedure

Sample is the subset of a population. Sampling refers to the process of selecting a number of person or thing from a defined population to represent of the entire population. The researcher used 10% (189 respondents) of all lecturers in Ahmadu Bello University as sample size; this is so because the researcher could not use the entire lecturers in A.B.U., Zaria due to limited time and cost involved. According to Okunlamiri (2002) as cited by Uhegbu (2009) there is no specified percentage of samples to a population as far as the sample will truly represent the population under study:

TABLE 3.2: Sample Size for the Study

Faculty	**Population**	**Sample size**
Administration	123	12
Agriculture	110	11
Arts	128	13
Education	144	14
Engineering	222	22
Environmental Design	183	18
Law	51	5
Medicine	292	29
Pharmaceutical Science	102	10
Science	318	32
Social Science	113	11
Veterinary Medicine	119	12
Total	**1905**	**189**

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3.5 Instrument for Data Collection

The instrument used in collecting data is the questionnaire. According to Ndagi (1999) a questionnaire is a device for getting answers to questions by using a form which is filled in by respondents, and permits scientific generalizations to be made from the data collected. Questionnaire is very useful in gathering information when the population is large. The questionnaire mainly seeks the opinions of individual respondents on the issues directly related to the essence of the research work. The close ended type was be used, on each question, they were required to indicate the most appropriate ones.

The questionnaire is in 2 sections. Section A elicits information on bio-data and section B on the Adoption of Open Access Initiatives for Teaching and Research in Ahmadu Bello University.

3.6 Validity and Reliability of the Instrument

The questionnaire developed for the study was validated by the supervisor and librarians in order to evaluate the contents before administering it. The instrument was subjected to both face and content validity. However, the instrument was subjected to a pilot study using split half method. In this method 10 copies were administered to lecturers in Kano State University of Science and Technology, Wudil. The reliability coefficient of the questionnaire was found to be 0.72 which means that the instrument was reliable.

3.7 Method of Data Collection

The researcher administered the questionnaire in person with the help of research assistants in each faculty. Time was given to the respondents to fill the questionnaire after which the researcher went back and collected them in person. Two weeks was used to administer the instrument.

3.8 Data Analysis and Interpretations

The data was analyzed descriptively using frequencies and percentages. For comprehension tables and charts were used to interpret the data collected for the research. This was to enable the researcher present a consistent and well understandable interpretation.

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CHAPTER FOUR

4.0 Data Presentation, Analysis and Discussion

4.1 Introduction

This chapter presents analysis on Adoption of Open Access for Teaching and Research by Lecturers in Ahmadu Bello University, Zaria Kaduna State.

4.2 Response Rate

Out of the 189 copies of the questionnaire administered to lecturers in Ahmadu Bello University Zaria. 156 (82.5%) were retrieved. The researcher couldn't retrieve all copies because at the time of collection of the data some of the lecturers were on sabbatical leave. However, the number retrieved is adequate enough to be used for the analysis and considered for any empirical study. The distributions of the responses are contained in table 4.1 and figure 1.

Table 4.1 Response Rate

Faculties	No of Questionnaire Administered	No. of Questionnaire retrieved	Percentages (%)
Administration	12	9	75
Agriculture	11	9	81.8
Arts	13	11	84.6
Education	14	11	78.6
Engineering	22	17	77.2
Environmental Design	18	15	83.3
Law	5	4	80
Medicine	29	24	82.8
Pharmaceutical Science	10	9	90
Science	32	28	88
Social Science	11	9	81.8
Veterinary Medicine	12	10	83.3
Total	**189**	**156**	**82.5**

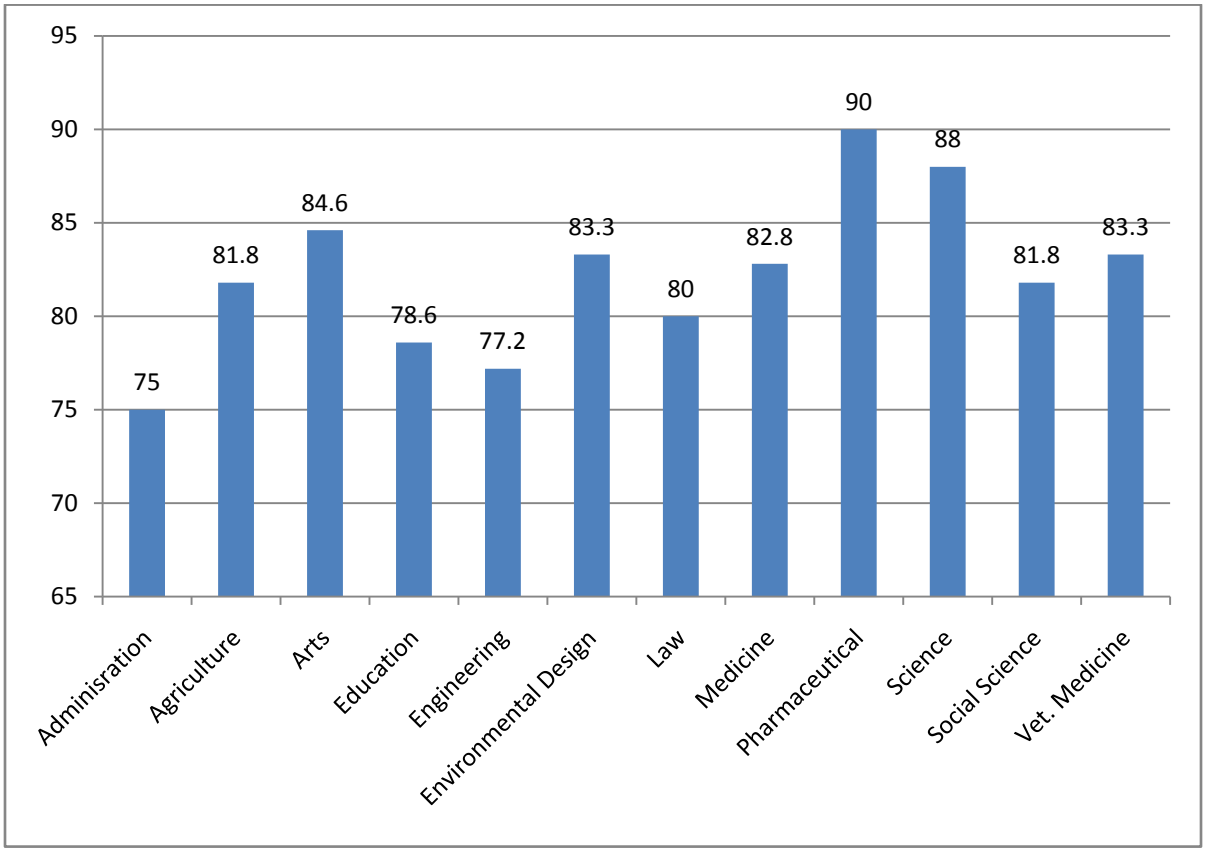


Fig 1: Response Rate

4.1.2 Gender of the Respondents

Gender	Frequency	Percentage
Male	113	72.4
Female	43	27.6
Total	156	100

From table 4.1.2, it can be seen that majority of the respondents were male with frequency 113 (72.4%), while the female respondents had frequency of 43 (27.6%). This implies that the male lecturers are more than the female lecturers and both were involved in the study. This is

because the male in the workforce of Ahmadu Bello University tends to be greater than the female counterpart.

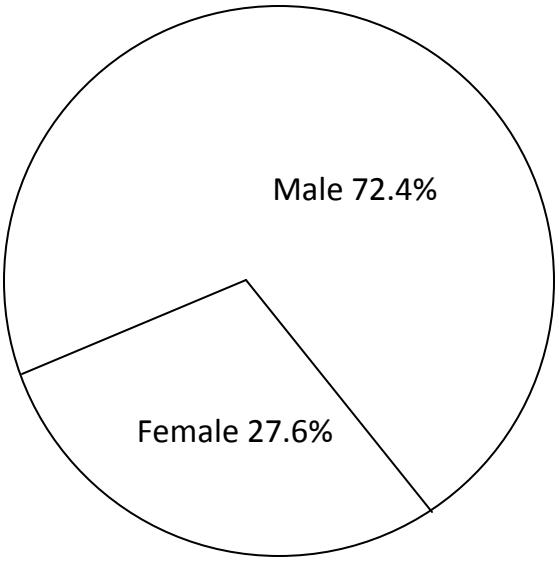


Fig 2: Gender of lecturers in A.B.U Zaria

Table 4.1.3 Qualifications of the Respondents

Qualification	**Frequency**	**Percentage**
B.Sc, B.Ed, B.A etc.	40	25.6
M.Sc/M.A, M.Ed, MBA, LLM.etc.	80	51.3
Ph.D	36	23.1
Total	**156**	**100**

The Table 4.1.3 introduces the qualification of the respondents to include B.Sc with frequency 40(25.6%), M.Sc/MA with frequency 80(51.3%) which tends to be the highest frequency, Ph.D 36(23.1).

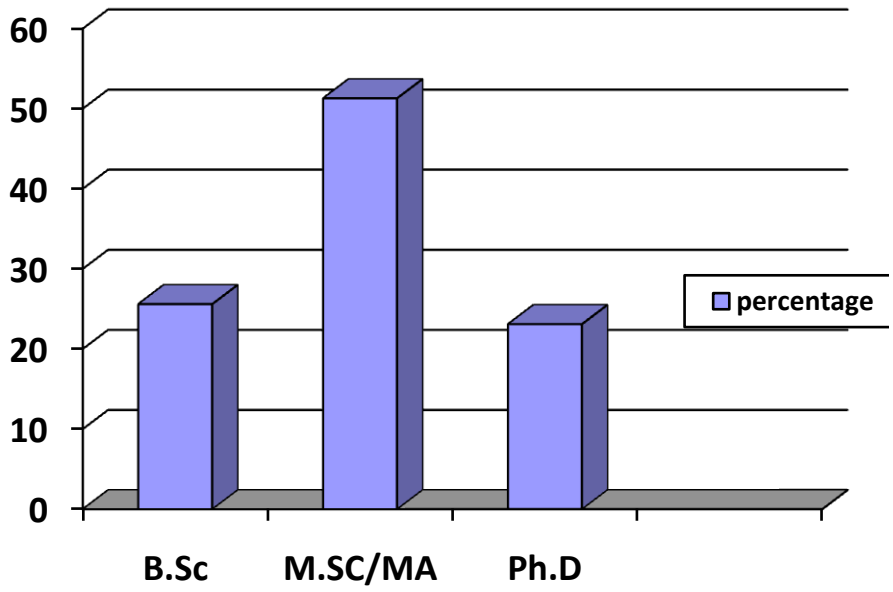


Figure 3: Qualification of Respondents

Table 4.1.4: Years of Experience of ABU Lecturer

Years of experience	**Frequency**	**Percentage**
0-4	61	39.1
5-9	42	26.9
10-14	34	21.8
15 years above	19	12.1
Total	**156**	**100**

Table 4.1.4 shows the level of experience of the respondents was noted that majority of the respondents are those that have experience between 0-4 years with frequency of 61 (39.1%), while those with experience between 5-9 year have frequency of 42(26.9), 10-14years 34(21.8) and lastly 15 years above are the least respondents with frequency of 19(12.1%).

The implication of this findings is that lecturers with experience between 0-4 years are more due to the recruitment exercise that have been ongoing in the university system lately.

4.3 Level of Familiarity with Open Access Initiatives by Lecturers.

The first research question addresses the familiarity of lecturers with Open Access Initiative in Ahmadu Bello University, Zaria. In order to identify their level of familiarity respondents were asked to indicate if it is either one of the two Open Access types they are familiar with both their response is shown in Table 4.2. However for conveniences, likert scale was used to facilitate easy interpretation of data.

Table 4.2 Level of Familiarity with Open Access Initiatives by Lecturers

	Open Access Journal			**Institutional Repository**		
Faculties	**Familiar**	**Not at All Familiar**	**Rarely Familiar**	**Familiar**	**Not at All Familiar**	**Rarely Familiar**
Administration	6 **(3.8%)**	2**(1.3%)**	1**(0.6%)**	3(**1.9%)**	2**(1.3%)**	4**(2.6%)**
Agriculture	5 **(3.2%)**	2**(1.3%)**	2**(1.3%)**	5**(3.2%)**	1**(0.6%)**	3(**1.9%)**
Arts	8**(5.1%)**	2**(1.3%)**	1**(0.6%)**	4**(2.6%)**	3(**1.9%)**	4**(2.6%)**
Education	8**(5.1%)**	2**(1.3%)**	1**(0.6%)**	8**(5.1%)**	--	3(**1.9%)**
Engineering	10**(6.4%)**	2**(1.3%)**	5**(3.2%)**	7(**4.5%)**	4**(2.6%)**	6 **(3.8%)**
Environmental Design	8**(5.1%)**	2**(1.3%)**	5**(3.2%)**	5**(3.2%)**	6 **(3.8%)**	4**(2.6%)**
Law	3**(1.9%)**	--	1**(0.6%)**	1**(0.6%)**	1**(0.6%)**	2**(1.3%)**
Medicine	12**(7.6%)**	3(**1.9%)**	9**(5.8%)**	10**(6.4%)**	8**(5.1%)**	6 **(3.8%)**
Pharmaceutical Sci.	6**(3.8%)**	2**(1.3%)**	1**(0.6%)**	6 **(3.8%)**	2**(1.3%)**	1**(0.6%)**
Science	16**(10.3)**	3(**1.9%)**	9**(5.8%)**	11**(7.1%)**	5**(3.2%)**	12**(7.6%)**
Social Science	5**(3.2%)**	2**(1.3%)**	2**(1.3%)**	3(**1.9%)**	2**(1.3%)**	4**(2.6%)**
Veterinary Medicine	5**(3.2%)**	3(**1.9%)**	2**(1.3%)**	3(**1.9%)**	2**(1.3%)**	5**(3.2%)**
Total	**92**	**25**	**39**	**66**	**36**	**54**

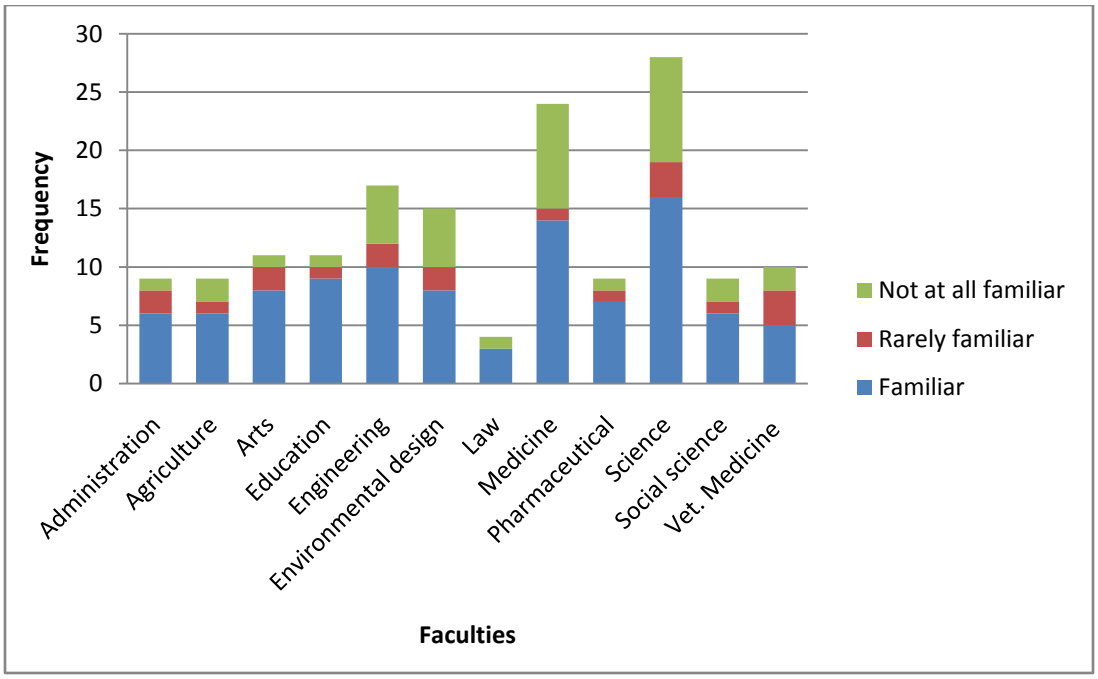


Fig 4.

Level of familiarity with Open Access Journal by lecturers

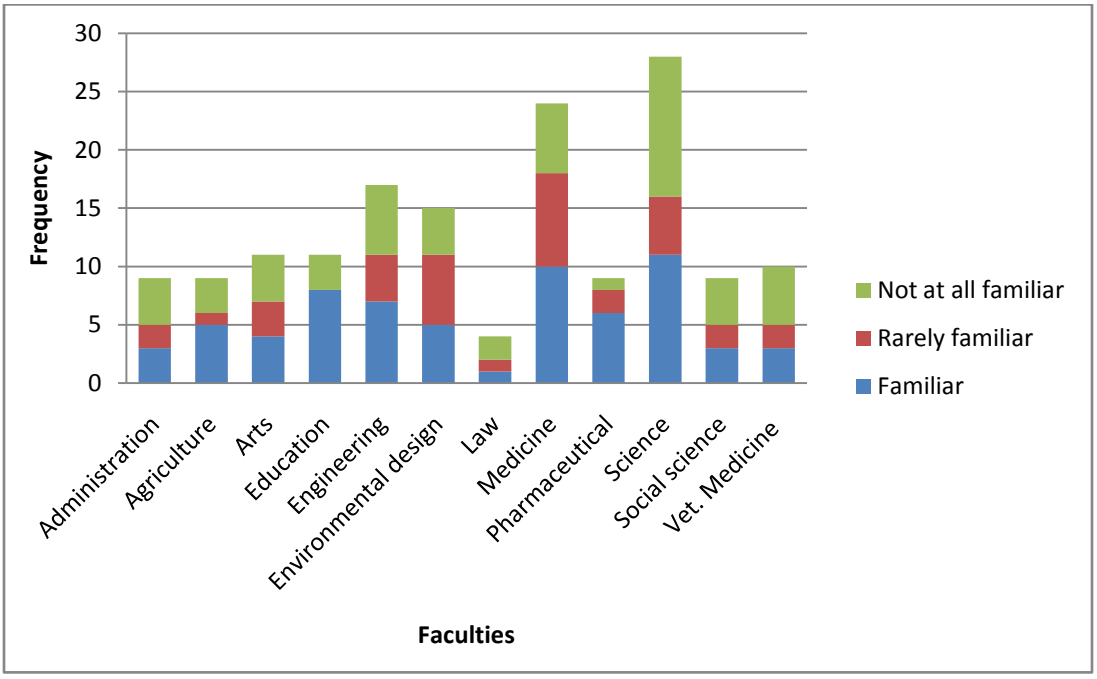


Fig 5.

Level of familiarity with Institutional Repository by lecturers

Table 4.2 and figure 4 and 5 shows the level of familiarity with open access journal and open access repository by lecturers, it could be said that lecturers in A.B.U are very familiar with Open Access Journal with frequency of 92(59.0%) than institutional repository which is indicated to be 66(42.3%).

From the result it can be inferred that the level of familiarity with Open Access Journal is more than that of Open Access Institutional repository. This may be due to lack of awareness of institutional repository on the part of the lecturers. This is supported with a research conducted by Onorionde (2012) who observed a high awareness which according to him could be as a result of internet revolution in Nigeria universities and for the fact that lecturers browse the internet for literature to accomplish their academic work. It implies that these lecturers have been using other people's work but have not been depositing theirs for others to use.

4.3.2 Source of Familiarity of Open Access Initiative by Lecturers

Table 4.2.1 Sources of Familiarity of Open Access Initiative by Lecturers

Source of familiarity of open access initiative	**Frequency**	**Percentage (%)**
University/ library websites	46	29.5
Searching the internet	56	35.9
Conference	13	8.3
Colleagues	22	14.1
Workshop/ seminars	45	28.8

Table 4.1.6 indicates the sources of familiarity of lecturers with open access initiative. The Table reveals that lecturer's source of familiarity were mostly through searching the internet

with frequency of 46(29.5%), through university library websites with frequency of 56 (35.9%). Other sources include through workshops/seminar (45:28.8%), colleagues (22:14.1%) and through conference (13:8.3%) which to the least source of familiarity. This implies that the university has provided platform which can enhance lecturers' familiarity with the open access initiative.

4.3.3 Benefits of Open Access Initiative

In other to know the satisfaction lecturers derive from open access, they were asked the benefit of the open access of which options were provided. (See Table 4.3 for responses)

Table 4.3 Benefits of Open Access Initiative

Benefits associated with open access initiatives	Frequency	Percentage (%)
Article can be accessed online free of charge	84	53.8
It increases impact of researchers work	75	48
It makes for easy accessibility of the research work	78	50
Publication are made free for authors	55	35.2
It provide free online access to the literature, necessary for one's research	91	58.3

Table 4.3 shows the benefits of open access initiative among lecturers in Ahmadu Bello University Zaria. There are many benefits lecturers can derive from open access initiatives. 91 respondents (58.3%) were of the opinion that it gives them free access to the literature necessary for their research work. The implication of this finding is that lecturers who do not make use of this outlet cannot be a beneficiary of the open access initiative.

4.4 Frequency of Lecturers to Deposit in an Institutional Repository

The second objective of the research study was to know how frequent lecturers deposit the pre-print or post print in the university repository or any other type of repository. There are four types of institutional repositories, in other to elicit the frequency of the lecturers to deposit their work in an institutional repository; respondents were asked to identify any of the institutional repositories listed. Their responses are shown in table 4.4

Table 4.4 Frequency of Lecturers to Deposit in an Institutional Repository

Institutional Repository	Frequent	Not at All Frequent	Rarely frequent
Subject	22(14.1%)	___	55(35.3%)
University	12(7.7%)	___	50(32.1%)
National	8(5.1%)	___	51(32.7%)
Professional	25(16.1%)	___	42(26.9%)

Table 4.4 revealed that 22(14.1%) are frequent in posting in the subject repository, while 12(7.7%) in the university repository, 8(5.1%) in the national repository and 25(16.1%) in the professional repository. This indicates clearly that lecturers do not deposit their work as expected using this medium. Lecturers who indicate not to publish their work through this medium. Those that do not deposit in the subject repository are 55(35.3%), university repository 50(32.1%), national repository 51(32.7%) and the professional repository 42(26.9%).This indicates that lecturers do not willingly deposit their work. It can also be gathered that there is low level of usage of institutional repository by lecturers in ABU. The implication is that lecturers are yet to adopt open access initiatives as a medium for making their research work accessible to a wider audience. In this case, lecturer's inability to deposit

their research work in university repository will affect the growth of the university repository at large. This is because the success of the university repository depends on the availability of large quantity of literature from various disciplines in the repository. This is in line with Kim (2006) who noted that many lecturers do not have positive attitude towards Institutional Repository and are not willing to deposit their research work as long as they gain reputation by disseminating their work in prestigious journal and through reputable publication media.

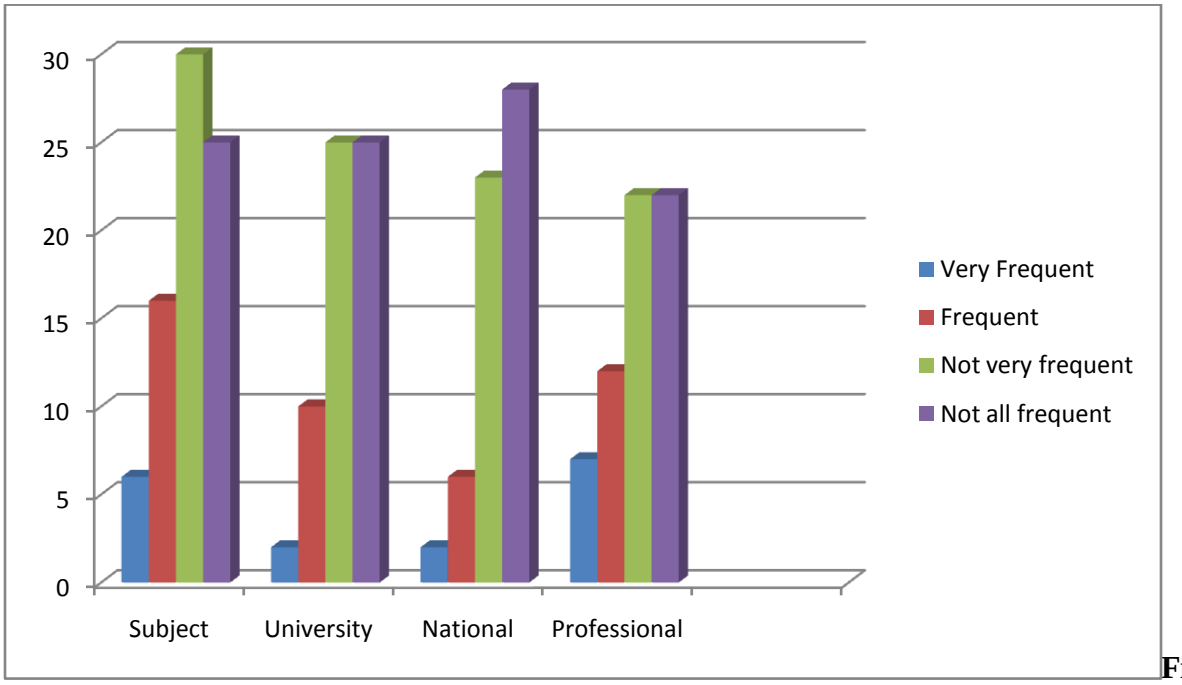


Fig 5. Frequency of Lecturers to Deposit in an Institutional Repository

Lecturers were further asked the reasons for not depositing their intellectual work in the institutional repository. Most of the respondents identified fear of plagiarism as a major stumbling block militating against them. Other identified reasons are lack of internet skill; fear of integrity of their work, the implication is that as long as these problems are not well addressed, lecturers will find it difficult to deposit their works in the institutional repositories which might be a hindrance to the success of the university repository.

4.5 Frequency of Lecturers to Publish in an Open Access Journal.

In other to determine the frequency in which lecturers publish their work in open access journal, the respondents were asked questions relating to that and some options were provided to that effect. Table 4.5 and fig 6 shows their response.

Table 4.5 Frequency of Lecturers to Publish in an Open Access Journal

Faculties	Frequent	Percentage (%)	Not at All Frequent	Percentage (%)	Rarely frequent	Percentage (%)
Administration	2	**1.3**	1	**0.6**	6	**3.8**
Agriculture	5	**3.2**	2	**1.3**	2	**1.3**
Arts	3	**1.9**	1	**0.6**	7	**4.5**
Education	4	**2.6**	1	**0.6**	6	**3.8**
Engineering	7	**4.5**	2	**1.3**	8	**5.1**
Environmental Design	3	**1.9**	3	**1.9**	9	**5.8**
Law	1	**0.6**	1	**0.6**	2	**1.3**
Medicine	7	**4.5**	1	**0.6**	16	**10.3**
Pharmaceutical sci.	3	**1.9**	2	**1.3**	4	**2.6**
Science	10	**6.4**	2	**1.3**	16	**10.3**
Social Science	3	**1.9**	2	**1.3**	4	**2.6**
Veterinary Medicine	3	**1.9**	1	**0.6**	6	**3.8**
Total	**51**	**32.6%**	**19**	**12**	**86**	**55.2%**

From table 4.5 and fig 5, it could be deducted that lecturers are not frequent in publishing their work in open access journal because 105 (67.2%) of the respondents that they are not frequent in depositing their work in open access journal. This implies that majority of the respondents are not using open access medium as a means for publishing their research work. In this case, research work among lecturers will not be widely used and as such is not good for the image of the institution they represent. This finding contradicts a survey carried out by Deghoura and

Roy (2009) and noted that out of 125 respondents, 80% of academics accessed open access literature and only 20% used open access for publishing their output.

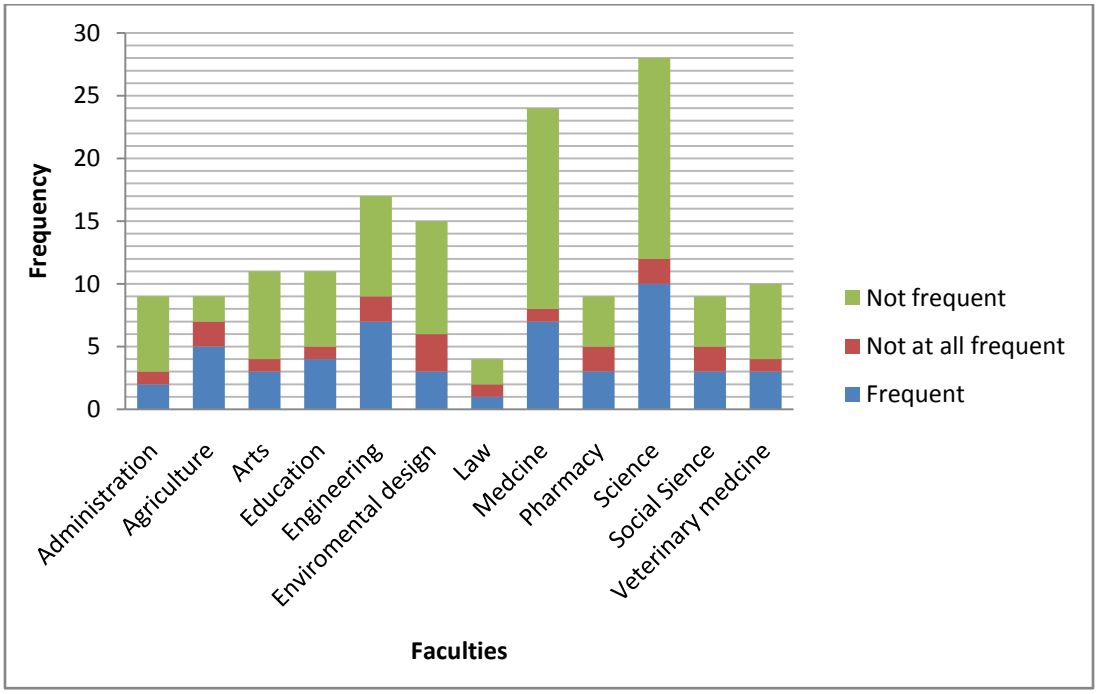


Fig. 6: Frequency of Lecturers to Publish in an Open Access Journal

Questions were asked on the reason why lecturers are not using open access medium for publishing their research work. It was deducted from their responses that majority are of the opinion that open access publishing is not compatible with existing scholarly communication practice. The implication is that the lecturers don't have positive attitude towards open access publishing as long as they gain a reputation by disseminating their work in prestigious journals and through well-known publication media.

4.6 Factors Affecting the Adoption of Open Access Initiatives.

The fourth objective of the research study deal with the factors affecting the Adoption of Open Access Initiatives in A.B.U Zaria. They include cost factors, intrinsic factors, extrinsic, contextual, factors, facilitating condition. In other to facilitate easy and understandable analysis of the data, all the tables were merged together as shown in table 4.6

Table 4.6 Factors Affecting the Adoption of Open Access Initiatives

COST FACTOR [ ]	**Frequency**	**Percentage (%)**
Copyright		
1. I need to ask permission from publishers to post my work on publicly accessible web sites	12	**7.6**
2. If I post my work on open access sites without permission, I may infringe copyright	15	
3. I need permission from co-authors or collaborators to post my work on open access sites	13	**9.6**
4. I can post my work on publicly accessible web after publication because publishers do not have exclusive rights over my work	16	**8.3** **10.3**
Plagiarism		
1. If I post my work on free accessible web sites, readers may plagiarize or not cite my work	37	**23.7**
2. If I post my work on publicly accessible web sites, the integrity of my work is compromised.	19	**12.1**
Additional expectancy		
1. Posting my work on publicly accessible websites takes time away from my research.	9	**5.8**
2. Additional time and effort is required to make my work freely accessible on the websites	23	**14.7**
3. It is difficult to learn how to enter the required data (e.g. author etc.) on the web		

	12	**7.6**
Effort expectancy 1. The interaction with publicly accessible websites is clear and understandable	15	**9.6**
2. Learning to publish my work-ii open access outlets (is) would be easy for me	12	**7.6**
3. I find it easy to publish in publicly accessible website	9	**5.8**

Table 4.6 discusses the Cost factors which are one of the most acknowledged factors that play key role in determining the acceptance of open access initiative. From the result, it was deducted that under the cost factors, the option that posting work on free accessible website, readers may plagiarize or not cite authors work received the highest response rate, (37:23.7%). This implies that most researchers' works were not being properly acknowledged by users who consult their work, and perpetrators are not usually know easily. This has also discouraged lecturers from making work accessible through Open Access outlet.

It was also gathered that 23(14.7%) lecturers agreed that additional time and effort expectancy is required to make their work freely accessible on Open Access outlet. This means that lecturer's feel depositing their work or publishing their work through open access outlet will take a lot of their time. The implication is that the lecturers probably feel that additional effort involved in disseminating scholarly work through open access medium is far greater than that of accessing literature via same medium. This will inhibit lecturers from adopting open access medium. Therefore, from the options of all cost factors it can be gathered that it can result in reluctance of lecturers to adopt open access medium in disseminating their research output.

Table 4.7 Intrinsic Factors

INTRINSIC FACTORS **Altruism**	**Frequency**	**Percentage (%)**
1. Posting my materials on publicly accessible web sites will help other researchers build on my research findings	**30**	**19.2**
2. Posting my materials on publicly accessible web sites allows other scholars to access literatures that they could not otherwise use	**34**	**21.7**
3. I support the principle of open access (free access to research materials for all users).	**21**	**13.5**

Intrinsic factor deals with altruism or self interest in using open access outlet. In other to determine lecturers reason for using open access medium, majority of the respondents indicated the option that posting material on public accessible websites will allow other scholars to access interactive that they would not otherwise use., has the highest response rate of 34 (21.7%). The implication is that lecturers' intention to help others through making their research work freely accessible to the public will motivate them to deposit or publish their work in open access outlet.

This contradicts the research by Lwoga and Ouestier (2014) who established that it is clear that faculty (lecturers) self-archive and publish their work in Open Access Avenue in order to improve the access of other scholars to their materials. However, in A.B.U this could be successful only if users cite and acknowledge the material they consulted appropriately.

Table 4.8 Facilitating Conditions

FACILITATING CONDITIONS	Frequency	Percentage (%)
1. I have the necessary resources to publish my work in open access outlets (e.g. IT infrastructure, Internet access)	**19**	**12.1**
2. Technical support and guidance is available to use the Internet effectively for searching information for my research work.	**35**	**22.4**
3. Technical support and guidance is available to use the Internet for publishing my work in publicly accessible websites.	**17**	**10.8**

The Facilitating Conditions examines the effects that the available technical infrastructure has in contributing to adoption of Open Access initiatives on A.B.U Zaria of the 3 options highlighted relating to facilitating condition, the option that they have necessary technical support and guidance available to use received the highest response rate of 35 (22.4%). The implication is that availability of technical resources to facilitate open access usage will

motivate lecturers to publish and disseminate their intellectual work through open access outlet as long as they have the skill to navigate the system.

Table 4.9 Extrinsic Factors

EXTRINSIC FACTORS	**Frequency**	**Percentage**
Academic reward		
1. My institution will accept research work on publicly accessible web sites as an alternative to publication for tenure and promotion	27	**17.3**
2. Posting my work on publicly accessible web sites will adversely affect my chances of tenure/promotion.		
3. I will get a better work assignment when I publish my work on publicly accessible web sites/journal.	14 16	**8.9** **10.2**
Accessibility		
1. Materials on free accessible web sites are easily accessible through Internet search engines	26	**16.6**
2. Posting my research work on publicly accessible web sites will increase the chance of communicate my research findings to peers	20	**12.8**
Publicity		
1. Posting my materials on publicly accessible web sites will enlarge the readership of the materials	34	**21.7**
2. Posting my research work on publicly accessible web sites will increase the potential impact of my work.	29	**18.5**
3. Posting my research work on publicly accessible web sites allows for earlier dissemination of my research findings.		

	19	**12.1**
Professional recognition 1. Materials on publicly accessible web sites will be cited more frequently	26	**16.6**
2. Posting my research work on publicly accessible web sites will increase my visibility within the discipline(s) to which I belong.	32	**20.5**
3. Scholars who publish in openly website/journal have more prestige than those who do not.		
4. Posting my work on publicly accessible web will improve others recognition of me	13 16	**8.3** **10.2**
Trustworthiness 1. I trust the quality of materials on publicly accessible web sites from authors employed by prestigious institutions	27	**17.3**
2. I trust the quality of materials on publicly accessible web sites from well-known researchers in my field	30	**19.2**
3. I trust the quality of peer-reviewed articles on publicly accessible web sites		
4. I trust the publicly accessible web sites to publish my work.	18 17	**11.5** **10.8**

The extrinsic factor is another factor that can inhibit or motivate lecturer to adopt open access outlet for publishing their research output. These include academic reward, accessibility, publicity, professional recognition, trustworthiness.

As regard publicity factor the option that posting their materials on publicly accessible websites will enlarge the readership of the material has the highest frequency of 34(21.7%). The implication of these is that publicity can motivate lecturers to adopt open access publication medium for the fact that it will increase the visibility of their work. This is similar

to Kim (2006) who opined that publicity factor provide wider readership, increased work potential of their work and knowing the usage statistics would be positively related with institutional repository contributors.

The professional recognition option that posting their research work on publicly accessible websites will increase their visibility has the largest frequency of 32(20.5%). This implies that they believe that Open Access initiatives will increase the visibility of lecturers work will influence them to deposit or publish in Open Access outlet. This collaborates with Kim (2006) in a study who observed that the professors might be motivated to contribute to the institutional repository by the prospect of an increase in accessibility of their material both longtime preservation and an enhanced opportunity to make them accessible to peers.

Trustworthiness is also another factor that can influence lecturers to deposit their work in the institutional repository. The option that they trust the quality of materials on publicly accessible websites from well-known researchers in their field has the highest frequency of 30(19.2%). Therefore trustworthiness of materials in the institutional repository will influence lecturers to adopt Open Access initiatives.

In conclusion to extrinsic factors, lecturers will be motivated by these factors if professional recognition, publicity and trustworthiness are satisfied.

Table 4.10 Contextual Factors

CONTEXTUAL FACTORS **Attitude** 1. Access and use of op access material is a good idea.	**Frequency**	**Percentage** **(%)**
2. Publishing in open access is a good idea	35	**22.4**
3. Publishing in open access outlets would make my work more Interesting	38	**24.3**
4. Publishing in open access is easy for me		
5. Open access content is beneficial to the scholarly community	17 16 18	**10.8** **10.2** **11.5**
Influence of other actors 1. Will publish in open access if leading researchers in my discipline publish in such avenues.	21	**13.4**
2. Will publish in open access if my close colleagues publish in such avenues.		
3. Will publish in open access if my research funding agency requires me to publish in open access	19	**12.1**
4. Will publish in open access if' my co-authors or collaborators publish in open access	24	**15.3**
5. Will publish in open access if my institution requires me to publish my work in open access.	14	**8.9**

	23	**14.7**
Culture 1. In my field, it is common for researchers to post their research outputs on open access.	30	**19.2**
2. It is common for faculty and students to share research outputs in my department	18	**11.5**
3. In my department, it is common for faculty to publish in open Access.	8	**5.1**

Contextual factor Include attitude, influence of other actors and culture, with respect to attitude is the opinion that publishing in open access is a good idea which has the highest frequency of 38(24.3%) followed by Access and use of Open Access material is good, 35 (22.4%) received high response rate. This implies that lecturer's attitude to the acceptance of Open Access initiative will be a strong motivator for lecturers to Adopt open access outlets for their research work. This is similar with a research conducted by Lwoga and Questier (2014) who established that attitude towards Open Access was found to be positively related to behavioral intention of Open Access with odd ratio of 3.359 which was the largest ratio overall the factors that affect the adoption of Open Access by researchers.

Influence of other factor was also noted to be a motivating factor, the opinion that they will publish in Open Access if their institution require them to publish in an open access public avenue was noted to be an important statement with frequency of 24 (15.3%). The implication of these is that the institution has a vital role in influencing lecturers to adopt open access medium for disseminating their research output. Therefore there is need for the institution to create more awareness campaign. This corroborates with Creaser et al (2010) in a study of over 3000 authors across Europe which found out that other actors such as colleague, repository managers, and co-authors decisions to self-archive.

As regard culture, the option that in their field it is common for researchers to post their research output through Open Access has a frequency of 30 (19.2%) is the highest of all the options under culture. This implies that lecturers whose faculty has adopted the use of open access medium are more likely to deposit or publish in Open Access outlet than those that are not. This is in conjunction with Lwoga and Ouestier (2014) who established that faculty who believe that Open Access culture was common in their field and department were more likely to adopt Open Access than those who disagreed or strongly disagreed with such statement.

4.7 Challenges of Open access initiatives in A.B.U Zaria

For effective exploitation and improvement of open access usage for scholarly communication, in ABU Zaria, respondents were asked to identify the problems associated with the use of open access medium. These challenges are highlighted and discussed in the table 4.11.

Table 4.11 Challenges of Open access initiatives in A.B.U Zaria

	Challenges of open access	**Frequency**	**Percentage**
A	Lack of knowledge of the awareness of open access in the	101	**64.7**

	university		
B	Unstable power supply	51	**32.7**
C	Lack of internet search skills	52	**33.3**
D	Improper archiving of some open access journals	37	**23.7**
E	Download delay	45	**28.8**
F	Retrieval of too much relevant information	77	**49.3**
G	Problem of band width in the university	64	**41**
H	Inadequate ICT connectivity and infrastructure	34	**21.8**
I	Inadequate bandwidth to host digital repositories	30	**19.2**
J	Inadequate funding	36	**23**
K	Copyright and intellectual property right	32	**20.5**

From Table 4.11, it can be gathered that the major problems include: lack of knowledge of the awareness of Open Access in the university, too much retrieval of relevant information of Open Access materials, problem of bandwidth , with 101 (64.1%), 77 (49.3%) and 64 (41%) respectively. The implication is that the lack of awareness is a major stumbling block to the adoption of Open Access Initiatives in A.B.U Zaria because if lecturers are not fully aware of open access initiative and its benefits, then adopting such a medium will be a problem. Other identified problems are lack of internet search skills, (52:32.3%) unstable power supply, (51:22.7%) among others.

4.8 Strategies put in place to promote Open Access initiatives in A.B.U Zaria.

In other to know the ways of improving the use of open access initiative in ABU Zaria, respondents were asked to identify the strategies put in place to promote open access initiatives. Their response are shown in table 4.12

Table 4.12 Strategies put in place to promote Open Access initiatives in A.B.U Zaria

Strategies to promote Open Access	Frequency	Percentage
a. Seminars and workshops to promote Open Access Initiatives	43	**27.6**
b. They have set up an institutional repository	32	**20.5**
c. The pay publication for Open Access Journals	28	**17.9**
d. Not aware of any strategies to promote open access initiatives	53	**34**

From table 4.12 it can be gathered that Ahmadu Bello University have put in place some strategies to encourage lecturers to publish their research works in open access journals or institutional Repositories. 43(27.6%) agreed on the option that the university is promoting open access initiatives through seminars and workshops 32(20.5%) agreed that they are set up university repository, also 28(17.9%) agree that they pay for publication fee for open access journals, while 53(34.0%) are not aware of any strategies put in place to promote open access initiatives. The implication of this finding is that the university has created an avenue to create awareness on the adoption of open access initiative and to promote a wider circulation of research work among lecturers in Ahmadu Bello University, Zaria.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives summary of the study, summary of the major findings, draws conclusion and makes recommendations and suggestions for further study.

5.1 Summary of the study

The study investigated the Adoption of Open Access for Teaching and Research by Lecturers in Ahmadu Bello University Zaria.

It was observed that due to the high price of journal articles brought about open access as a medium for scholarly communication in which A.B.U, Zaria hosted one of the international workshop but it was noted that lecturers are not exploiting open access as they should .Based on this, familiarity, uses, factors, as well as challenges to the adoption of open access were examined. To achieve this, five research questions were raised and addressed.

Survey research method was adopted for the study. The Ahmadu Bello University Zaria constituted of one thousand nine hundred and five (1905) lecturers which are the target of the population. A sample of 189(10%) from the total population of 1905 were selected. Structured questionnaire were used in collecting data from the respondents. Data collected were analyzed using descriptive method of analysis, the result of the findings were presented in tables and figures showing frequencies of responses and their corresponding percentages.

5.2 Summary of major findings

The summary of the findings are:

i. Lecturers in A.B.U Zaria are highly familiar with open access journal than open access institutional repository through sources as the library websites, searching the internet, workshop and seminar, etc.

ii. Lecturers do not deposit in institutional repository as expected due to the lack of knowledge of the institutional repository in the university.

iii. Publishing in open access journal by lectures is low, though their level of familiarity with open access is high, this is due to the fact that majority of the lecturers prefer to access the open access materials for their research work than actually publishing in the Open access outlet.

iv. Factors that affect the adoption of Open access are: cost factors, facilitating conditions, extrinsic factors will inhibit the adoption of open access initiatives while the intrinsic, contextual factors will motivate lecturers to deposit or publish their scholarly work through open access medium.

v. The major challenges to the adoption of Open Access among lecturers in A.B.U Zaria are lack of knowledge of the awareness of Open Access, too much relevant information of Open Access materials and the problem of bandwidth allocation in the university.

vi. Some strategies have been developed to promote the adoption of open access, which include seminars and workshops, setting of an institutional repository and payment of publication for open access journal.

5.3 Conclusion

From the findings of the study, it could be concluded that open access as a means of scholarly communication has been deployed in A.B.U Zaria, but its rate of adoption by the lecturers is slow in spite of the advantages and benefit that could be derived from its use .This is due to the low level of awareness and knowledge by some lecturers, its benefit and the need to deposit their work in the institutional repository. This indicates that open access to scholarly communication has not been fully adopted by some lecturers and the aim of establishing open access medium of scholarly communication in A.B.U Zaria is yet to be fully achieved due to a slow pace.

5.4 Recommendations

In order to achieve these objectives this study makes the following recommendations:

i. The university should harness the awareness of institutional repository by stating its benefits. This could be achieved through bulleting, conference, workshops and it should be addressed appropriately.

ii. Lecturers should be encouraged by the University management to deposit their publications in the institutional repository. There should be a written policy on the need for every lecturer to deposit an equivalent amount of their work in the institutional repository. This will facilitate the growth and development of the university repository.

iii. Lecturers should be encouraged by the University management to publish their work in Open Access Journal. This will increase the visibility of not only the lecturers but also increase the reputation of the university itself.

iv. Factors inhibiting the adoption of open access such as the cost factor of which plagiarism is a major constraint should be well addressed whereby perpetuators are punished for such offence, this will give the lecturer confidence bearing in mind that their work will be properly and accurately cited if consulted by users. The university should include open access materials amongst the requirement for tenure/promotion. Also longtime availability of open access publication should be guaranteed.

v. Challenges on the adoption of open access can be reduced through increasing bandwidth allocation in A.B.U Zaria, so that both lecturers and students can have access to the literatures needed for their work at the right time. Lecturers should be encouraged by the University management to learn the use and navigation of information and communication Technology tools. This will go a long way to promote ICT literacy. Furthermore, standby generator should be made available to minimize the problem of unstable powers supply.

vi. The university management should include open access publication among recommended journal articles for lecturers' promotion; this will also serve as a strategy put in place to encourage the use of open access in Ahmadu Bello University Zaria.

Suggestions for Further Study

The following are suggested topics for further studies:

1. The use of Open Access journals for Research by postgraduate students of Ahmadu Bello University, Zaria.
2. Assessment of the extent of use of Institutional Repository for research by the academics and students of Ahmadu Bello University, Zaria.

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APPENDIX I

QUESTIONNAIRE

Department of Library and Information Science,

Faculty of Education,

Ahmadu Bello University,

Zaria.

Dear Sir/Ma.

I am a postgraduate student of the above named Institution. I am conducting a research on "**Adoption of Open Access for Teaching and Research by Lecturers in A.B.U Zaria".** I am soliciting for your cooperation in filling the question below to the best of your understanding and knowledge.

Be assured that your response will be treated with utmost confidentiality and will be solely used in connection with this research.

Thanks.

Yours faithfully,

Lawal Ameenat Olanike.

ADOPTION OF OPEN ACCESS INITIATIVES FOR TEACHING AND RESEARCH BY LECTURERS IN A.B.U ZARIA

Please tick the appropriate column

Section A: Bio Data

1. Gender:

   a) Male [ ]

   b) Female [ ]

2. What is your qualification?

   a) B.Sc /BA/B.Ed etc [ ]

   b) MA/M Sc/MBA,M.Ed/LLM etc [ ].

   c) Ph.D [ ]

3. How long have you been with this department?

   a) 0-4 [ ]

   b) 5-9 [ ]

   c) 10-14 [ ]

   d) 15 years and above [ ]

Section B:

1. What is your level of familiarity with Open Access initiative?

	Very Familiar	**Familiar**	**Not At Familiar**
Open Access Journals			
Institutional Repository			

1b. Which of the following benefits are you aware to be associated with Open Access Initiatives? (Tick as many options as possible)

	Options	
A	Articles can be accessed online free of charge	
B	It increases impact of researchers work	
C	It makes for easy accessibility of the research work	
D	Publication are made free for authors	
E	It provide free online access to the literature, necessary for one's research	

2. What is your source of familiarity with Open Access Initiatives?
   a. University / Library websites [ ]
   b. Searching the Internet [ ]
   c. Conference [ ]
   d. Collogues [ ]
   c. Workshop / Seminars [ ]

3. How frequent do you deposit either post print of pre – print in any of the following institutional repositories?

		Frequent	**Not At All Frequent**	**Rarely Frequent**
a.	Subject repository			
b.	University repository			
c.	National repository			
d.	Professional repository			

4. If not frequent, state reasons (you can tick as many options as possible)
   a. Fear of violation of copyright [ ]
   b. Lack of Internet skills [ ]
   c. Fear of plagiarism [ ]
   d. Fear of integrity of the work [ ]
   e. Undecided [ ]

4. How frequent do you publish in Open Access Journals

	Frequent	**Not At All Frequent**	**Rarely Frequent**
Open Access Journal			

6. If not frequent, state reasons (you can tick as many option as possible).

a. Lack of adequate skills to publish in Open Access outlet. [ ]
b. Lack of adequate to publish in a Open Access outlet [ ]
c. Long –term availability of Open access publications is not guaranteed [ ]
d. Open Access publications are likely to be misused or plagiarized [ ]
e. Open Access publishing is not compatible with exiting scholarly communication practice. [ ]

7. What are the factors affecting your adoption of Open Access

a.	**COST FACTOR** [ ] **Copyright** 1. I need to ask permission from publishers to post my work on publicly accessible web sites 2. If I post my work on open access sites without permission, I may infringe copyright 3. I need permission from co-authors or collaborators to post my work on open access sites 4. I can post my work on publicly accessible web after publication because publishers do not have exclusive rights over my work	
	Plagiarism 1. If I post my work on free accessible web sites, readers may plagiarize or not cite my work 2. If I post my work on publicly accessible web sites, the integrity of my work is compromised.	
	Additional expectancy 1. Posting my work on publicly accessible websites takes time away from my research. 2. Additional time and effort is required to make my work free accessible on the 3. It is difficult to learn how to enter the required data (e.g. author etc.) on the web	
	Effort expectancy 1. The interaction with publicly accessible websites is clear and understandable 2. Learning to publish my work-ii open access outlets (is) would be easy for me 3. I find it easy to publish in publicly accessible website	
b.	**INTRINSIC FACTORS** [ ] **Altruism** 1. Posting my materials on publicly accessible web sites will help other researchers build on my research findings 2. Posting my materials on publicly accessible web sites allows other scholars to access literature that they could not otherwise use 3. I support the principle of open access (free access to research materials for all users).	
c.	**FACILITATING CONDITIONS**	
	1. I have the necessary resources to publish my work in open access outlets (e.g. IT infrastructure, Internet access) 2. Technical support and guidance is available to use the Internet effectively for searching information for my research work. 3. Technical support and guidance is available to use the Internet for publishing my work in publicly accessible websites.	
d.	**EXTRINSIC FACTORS [ ]**	

	Academic reward 1. My institution will accept research work on publicly accessible web sites as an alternative to publication for tenure and promotion 2. Posting my work on publicly accessible web sites will adversely affect my chances of tenure/promotion. 3. I will get a better work assignment when I publish my work on publicly accessible web sites/journal.	

	Accessibility 1. Materials on free accessible web sites are easily accessible through Internet search engines 2. Posting my research work on publicly accessible web sites will increase the chance o communicate my research findings to peers	
	Publicity 1. Posting my materials on publicly accessible web sites will enlarge the readership of the materials 2. Posting my research work on publicly accessible web sites will increase the potential impact of my work. 3. Posting my research work on publicly accessible web sites allows for earlier dissemination of my research findings.	
	Professional recognition 1. Materials on publicly accessible web sites will be cited more frequently 2. Posting my research work on publicly accessible web sites will increase my visibility within the discipline(s) to which I belong. 3. Scholars who publish in openly website/journal have more prestige than those who do not. 4. Posting my work on publicly accessible web will improve others recognition of me	
	Trustworthiness 1. I trust the quality of materials on publicly accessible web sites from authors employed by prestigious institutions 2. I trust the quality of materials on publicly accessible web sites from well-known researchers in my field 3. I trust the quality of peer-reviewed articles on publicly accessible web sites 4. I trust the publicly accessible web sites to publish my work.	
e.	**CONTEXTUAL FACTORS** **Attitude** 1. Access and use of op access material is a good idea. 2. Publishing in open access is a good idea 3. Publishing in open access outlets would make my work more interesting 4. Publishing in open access is easy for me 5. Open access content is beneficial to the scholarly community	
	Influence of other actors 1. Will publish in open access if leading researchers in my discipline publish in such avenues.	

	2. Will publish in open access if my close colleagues publish in such avenues.	
	3. Will publish in open access if my research funding agency requires me to publish in open access	
	4. Will publish in open access if' my co-authors or collaborators publish in open access	
	5. Will publish in open access if my institution requires me to publish my work in open access.	
	Culture	
	6. In my field, it is common for researchers to post their research outputs on open access.	
	7. It is common for faculty and students to share research outputs in my department	
	8. In my department, it is common for faculty to publish in open access.	

8. What challenges do you encounter in using open access initiatives (Tick as many option as possible).

	Options	
A	Lack of knowledge of the awareness of open access in the university	
B	Unstable power supply	
C	Lack of internet search skills	
D	Improper archiving of some open access journals	
E	Download delay	
F	Retrieval of too much relevant information	
G	Problem of band width in the university	
H	Inadequate ICT connectivity and infrastructure	
I	Inadequate bandwidth to host digital repositories	
J	Inadequate funding	
K	Copyright and intellectual property right	

9. What strategies is put in place by your institution to promote open access initiatives

	Options	
A	Seminars and workshops to promote open access initiatives	
B	They have set up an institutional repository	
C	They pay publication for open access journals	
D	Not aware of any strategies to promote open access initiatives	

10. General comment on Adoption of Open Assess Initiative in A.B.U

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APPENDIX II

Lecturers general comments on open access

1. Recommended to all academic staff
2. Open access publication is very good and should be encouraged
3. Welcome and support the idea public lectures can be organized for more enlightenment
4. In general open access initiative in A.B.U increase access to researchers work, and it makes it easy to access the research work.
5. The institution A.B.U need to promote or create awareness by organizing seminar, conference, workshops to enlighten academic staff engage in scholarly in scholarly publication on Open Access initiative
6. The use of institutional repository in A.B.U is productive but most a time it goes off.
7. Adoption of Open Access initiative will greatly Influence and promote scholarly writing in the university and this will consequently improve the quality of research of the university.
8. The system has in a good way improved the academic standard of the university and also the research quality.
9. It will further enhance academic excellent and global networking.
10. Open access knowledge has not been adequately disseminated
11. Recommended for rightful policy making in executing the project
12. It will enhance research, teaching and knowledge in the community I strongly recommend it
13. It is a good development as it enhances scholarship and enjoy larger readership
14. I think it is a good thing, it is up to date and what is currently adopted world over.
15. It is satisfactory as the research materials are very easy to access.