

LIBRARY AND INFORMATION SCIENCE (LIS) POSTGRADUATE STUDENTS' USE OF INSTITUTIONAL REPOSITORIES FOR CAREER ADVANCEMENT IN UNIVERSITIES IN SOUTH- SOUTH, NIGERIA

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Abstract: This study investigated Library and Information Science (LIS) postgraduate students' use of institutional repositories for career advancement in Universities in South-South, Nigeria. Descriptive research design was adopted for the study. The population of the study was 123 postgraduate students of LIS in Universities in South-South Nigerian. The study adopted total enumeration sampling technique. Questionnaire was used for data collection. The data collected were analyzed using both descriptive and inferential statistics. Pearson's Product-Moment Correlation Coefficient (PPMCC) was used to test the hypothesis at a 0.05 level of significance. The criterion mean for the research questions was placed at 2.50. The study found that the LIS postgraduate students in Universities in South-South Nigeria use institutional repositories for speech and address writing, preparation of conference papers, and conservation of intellectual resources. The extent of use of institutional repositories for career advancement by the students is low. The extent of career advancement of LIS postgraduate students in the various areas of librarianship is low. The challenges faced by the students in their career advancement include inappropriateness of courses taught to the requirements of job market, insufficient ICT content in the courses, and insufficient teaching facilities for proper training of LIS postgraduates. The hypothesis tested found a significant relationship between the use of institutional repositories and career advancement of LIS postgraduate students in Universities in South-South, Nigeria. The study recommended that the students should inculcate the use of institutional repositories for their career advancement.

Keywords: Use of Institutional Repositories, Career advancement, Institutional Repositories, LIS Postgraduates

1.0 Introduction

Education in Nigeria is recording an unprecedented growth both in the number of universities and in the number of academic programmes offered. As at October 2021, National Universities Commission reported that the number of universities in Nigeria was one hundred and ninety-seven. Among the universities, forty-eight are offering programmes leading to the award of undergraduate and postgraduate degrees in LIS (School News Portal, 2022). More importantly, LIS in Nigeria has recorded tremendous growth in student admission, curriculum development, mode of study (face-to-face, blended, and online), and the use of information and communication technology (ICT) in teaching. With this, they are able to produce manpower who are well-trained and equipped in competencies and skills in information provision and who can teach information providers. This is in tandem with the numerous changes and development that have been recorded in the global society and the Nigerian society in particular.

Career advancement has been pivotal among LIS postgraduate students as a way of enlarging and developing

manpower for the Nigerian market of information provision and knowledge management. LIS postgraduate students that are doing advanced studies (Masters or PhD) in LIS are anticipated to be well-knowledgeable in LIS courses thereby having the required skills to become librarians and information scientists in schools, information centres, institutes, or become lecturers in the department of LIS. LIS is one of the professions that offer the greatest career prospect and advancement in the 21st century. Career advancement of LIS postgraduates is paramount as a way of ensuring relevance and job satisfaction in librarianship. Career advancement is the process by which professionals make use of their skill sets and aptitudes to attain new career aspirations and more demanding job opportunities (McDonald et al., 2016).

Paramount to career advancement of LIS postgraduates is the use of institutional repositories. Adeyemi et al. (2017) referred to institutional repositories as a set of services which universities give to the member of their community for the management and dissemination of digital materials created by the universities and their community members. Despite the fact that the vast majority of academic libraries in emerging economies have imbibed the inventiveness of developing and maintaining institutional repositories, significant attempts have not been made to find out the use of institutional repositories by postgraduate students. This study therefore aims to explore LIS postgraduate students' use of institutional repositories for career advancement, the extent of career advancement of LIS postgraduate students in the various areas of librarianship, and the challenges faced by LIS postgraduate students in their career advancement. The focus is on LIS postgraduate students in universities in South-south, Nigeria.

1.1 Research Questions (RQs)

The following research questions guide the study.

RQ1: What is LIS postgraduate students' Use of institutional repositories for career advancement?

RQ2: What is the extent of LIS postgraduate students' use institutional repositories for career advancement?

RQ3: What is the extent of career advancement of LIS postgraduate students in the various areas of librarianship?

RQ4: What are the challenges faced by LIS postgraduates in their career advancement?

2.0 Hypothesis

The following null hypothesis was tested at a 0.05 level of significance:

1. There is no significant relationship between the use of institutional repositories and career advancement of LIS postgraduate students in Universities in South-South, Nigeria.

3.0 Literature Review

3.1 Use of Institutional Repositories for Career Advancement: Universities across the world are developing their institutional repositories for students, lecturers, researchers and the global community to use. The institutional repositories drive is aimed at increasing institutional value, prestige, image and visibility by collecting and displaying institutional scholarly works generated by its communities (Lee & Stvilia, 2017). This determines the rating of institutions in global academic ranking. The use of institutional repositories is significant to the lecturers, the libraries, the host institutions, and society as a whole. Nevertheless, literatures have affirmed that institutional repositories are not adequately used by postgraduates despite the importance of the technologies to their career advancement (Bamigbola, 2021).

Diverse studies in Africa indicate that institutional repositories are now incorporated and utilised in universities (Peninah, 2014; Bamigbola, 2021). The development now in automation of academic libraries all over Africa is toward the use of institutional repositories to capture and preserve the scholarly productivity of universities such as theses, working papers, technical reports, public archives, graphic materials, etc. (Milimo, 2013). The essence of digitizing grey literature in some university libraries in sub-Saharan Africa is to support the move by Association of African Universities (AAU) which advocates for the establishment of institutional repositories in all the universities in African universities (Bamigbola, 2021).

Different kinds of information resources like manuscripts, theses, news, meetings, books, reports, periodicals, etc. are found in institutional repositories (Barov, 2020). However, many of the postgraduates using institutional repositories never know much about them and equally not familiar about their use and scope (Shen, 2012). An assessment of students indiscriminately selected from nine scientific departments from colleges and universities in the United States and Canada was carried out by Swan and Brown (2015) to find out students' usage of institutional repositories. The study found that the level of usage of institutional repositories by the students was generally high. This reflects that usage is among the key factors in determining the prospect of career advancement

among postgraduates. This also reflects the fact that postgraduates in advance countries imbibe the habit of exploiting the contents of institutional repositories for research and other relevant use thereby improving their academic career and research prowess.

In a study to determine the level of usage of institutional repositories by students at Aligarh Muslim University (AMU, Aligarh, India), Barwick (2007) reported that the vast majority of the students made use of the institutional repositories. The study also reflected that the usage of institutional repositories is greatly imperative for academic and research purposes. By this, they ensure significant use of the institutional repositories as they noted that institutional repositories offered digital effectiveness in the conduct of research. A study by Davis and Walters (2011) found that majority of the users of the consortium of Academic Libraries of Catalonia indicated that they exclusively use institutional repositories for their work. The use of institutional repositories is vital for academic and research activities. Despite the gains of the use of open access resources for general academic activities, many students still possess some characteristics that hinder them from optimally utilizing these resources.

3.2 Career Advancement of LIS Postgraduate students

Career advancement is paramount to workers, irrespective the nature of their works. Librarians, like other professionals are keenly interested in reaching the peak in their profession. This informed them to embark on postgraduate programmes. Career advancement is a pre-arranged strategy for matching employee aspirations with the organisational requirements (Petricca-Harris & McKenna, 2013). Library and information science postgraduates are poised to seek career advancement majorly in library and information related organisations. This will enable them to use the knowledge and proficiencies they have acquired in their educational career for the development of information society. These days, numerous career prospects are offered in LIS. These include areas such as information systems management, classification/cataloguing systems, bibliography, documentation, preservation and conservation of manuscript, collection management, information systems and technology, reference, archives management, indexing, library planning, etc. (Sinha & pandey, 2014).

Some researchers have revealed the opportunities for career advancement that abound in library and library-related settings (Stauf & Bread, 2016; Kolawole & Igwe, 2016). Librarians with postgraduate qualifications have the prospect of career advancement as information officers, knowledge officers, knowledge managers, communications and relationship officers, field officers, etc. (Ukamaka et al., 2020). They can also work as librarians or lecturers in higher educational institutions such as universities, polytechnics, colleges of education, and research institutes. In the corporate sector, big organisations have libraries/information units for the purpose of their informational needs. These organisations secure the services of competent and experienced professionals such as librarians, information scientists, information managers, database managers, resource managers, knowledge worker, and library supervisor. Holders of postgraduate certificates in LIS are qualified to work in all these capacities.

Looking purposely at the areas of LIS work where postgraduates are likely to have fast career advancement, research findings reflects that most LIS postgraduates desire working in academic and public libraries (Ard et al., 2006). For proficiently trained and competent library professionals, librarianship offers a promising career. Beginning from low positions in a library, librarians can get the prospect to get to senior positions in a big library system such as university libraries, special libraries, national libraries, and libraries of international organisations like United Nations, World Health organisation, International Labour Organization, etc. (Monica & Harrison, 2016; Sinha & pandey, 2014). There are jobs are job opportunities for supporting staff, semi-professionals and professionals. Some of the specific areas where LIS postgraduates can secure career advancement include public libraries, universities/colleges/schools and other academic institutions, news agencies and organizations, private organizations, special libraries, foreign embassies, photo/film/radio/television libraries, information centres/documentation centers, companies and organisations including IT sector with large information handling requirements, museums and galleries which have reading rooms and research facilities, etc.

3.3 Challenges Faced by LIS Postgraduate students in their Career Advancement

Employees usually seek career advancement in their respective places of work. Tomaszewski and MacDonald (2009) noted that employee advancement is a precondition to employee output and ability to harness the competitive advantage in the contemporary challenging business environment. Through employee career advancement process, organisations will gain from enhanced performance, assemble skills required, adjust to the dynamics in the environment and thus keep hold of their major important talents (Cooke, 2012). Studies have been carried out to know the challenges besetting the career advancement of LIS students in Africa, and notably Nigeria. Edegbo (2011) noted that LIS training programmes fail to satisfactorily tackle present job market

requirements as a result of insufficient teaching facilities at LIS training, insufficient ICT content in the courses, and too short length of courses. He stated further that some of the courses are completely inappropriate to the job market. He proposed review and revamping of the courses in tandem with the job market.

The variations in titles given to LIS in different universities pose monumental difficulties to employers of labour about whether the programmes would suit the actual needs of the organisations (Amunga & Khayesi, 2012). This usually creates a doubt in them as to whether the curricula will be in tandem with the job market or not. Edegbó (2011) berated lack of uniformity of curriculum for Nigeria university LIS schools as each university designs its own curriculum regardless of what obtains in other universities. LIS curriculum should be tailored towards meeting market demand. This is achievable through the development of a broad-based LIS curriculum that uses a blend of conventional Librarianship, Archives and Record Management, Publishing and IT (Monica & Harrison, 2016).

The results of a study by Amunga and Khayesi (2012) reveal that there is a dearth of staff teaching in LIS schools, inadequate information resources and other teaching/learning instruction materials, low completion rates, and inadequate funding of LIS schools. LIS curriculum for postgraduate education should be broad enough to make the postgraduate students marketable. He therefore suggests the development of a broad-based postgraduate LIS curriculum that teaches the blend of conventional Librarianship, Archives and Records Management, Publishing and Information Technology. In addition, they further suggested that students should be permitted to achieve job-related experiences through more practical work such as experiential learning, field assignments and service learning.

4.0 Methodology

The study adopted a descriptive survey research design. All the 123 postgraduate students in 5 public universities that offer LIS in South-south Nigerian universities formed the population of the study. Due to small size of the population, the entire population was used as the sample size. Total enumeration sampling technique was used for the study. Questionnaire was used to gather data from the respondents. The questionnaire had four sections: A-D. Section A: Use of institutional repositories for career advancement; Section B: Extent of use of institutional repositories by LIS postgraduate students for career advancement; Section C: Career advancement of LIS postgraduates in the various areas of librarianship; and Section D: Challenges faced by LIS postgraduate students in their career advancement. The questionnaire was validated by two lecturers in the Department of LIS, Delta State University, Abraka. To determine the reliability of the instrument, ten copies of the questionnaire were administered to 10 LIS postgraduate students of the University of Ibadan, Ibadan, Oyo State, which is outside the sample of this study. This was done within two weeks. The paired scores generated from the test were analyzed using the Cronbach Alpha method through the Statistical Package for Social Science (SPSS). The index of correlation obtained Cronbach Alpha reliability coefficient of $r = 0.98$ which translated to high reliability of the instrument and therefore considered adequate. The 0.98 reliability coefficient index is considered adequate for the study as most research studies consider a reliability coefficient index of 0.60 and above to be adequate (Nworgu, 2015).

The researchers and two trained research assistants administered the questionnaire to the respondents. The researchers made multiple follow-up contacts to the two trained research assistants through telephone calls to encourage high responses from the respondents. The data generated from the respondents were analyzed using both descriptive and inferential statistics. The criterion mean was placed at 2.50. Pearson correlation was used to test the hypothesis at a 0.05 level of significance. Out of 123 copies of the questionnaire that were administered, 84 were filled and returned. This represented 68.3% response rate which is considered adequate for the study. According to Dulle et al. (2010), the minimum standard and acceptable response rate for most social science studies is 60%.

RQ1: What are the uses of institutional repositories for career advancement of LIS postgraduate students?

Table 1: Uses of Institutional Repositories for Career Advancement of LIS Postgraduates

| Uses | Agree | | Disagree | | Total | |
|-----------------------------------|-------|------|----------|------|-------|-----|
| | No. | % | No. | % | No. | % |
| Speech and address writing. | 66 | 78.6 | 18 | 21.4 | 84 | 100 |
| Preparation of conference papers. | 63 | 75 | 21 | 25 | 84 | 100 |

| | | | | | | |
|---|----|------|----|------|----|-----|
| Conservation of intellectual resources. | 54 | 64.3 | 30 | 35.7 | 84 | 100 |
| Seeking information resources for research works. | 48 | 57.1 | 36 | 42.9 | 84 | 100 |
| Writing of articles. | 54 | 64.3 | 30 | 35.7 | 84 | 100 |
| Perusing articles. | 51 | 60.7 | 33 | 39.3 | 84 | 100 |
| Downloading of scholarly publications. | 45 | 53.6 | 39 | 46.4 | 84 | 100 |
| Improvement in collaborative research. | 42 | 50 | 42 | 50 | 84 | 100 |
| Initiation of collaborative research. | 42 | 50 | 42 | 50 | 84 | 100 |
| Writing of textbooks. | 36 | 42.9 | 48 | 57.1 | 84 | 100 |
| Support for archives. | 33 | 39.3 | 51 | 60.7 | 84 | 100 |
| Involvement in academic communication process. | 33 | 39.3 | 51 | 60.7 | 84 | 100 |
| Involvement in learned communication process. | 30 | 35.7 | 54 | 64.3 | 84 | 100 |
| Reading through the contents of the institutional repositories. | 24 | 28.6 | 60 | 71.4 | 84 | 100 |
| Citing and referencing of intellectual works. | 21 | 25 | 63 | 75 | 84 | 100 |

From Table 1, the LIS postgraduate students agreed that they use institutional repositories in the areas of speech and address writing 66(78.6%), preparation of conference papers 63(75%), conservation of intellectual resources 54(64.3%), seeking information resources for research works 48(57.1%), and writing articles 54(64.3%). However, the students never used the technology for support for archives 33(39.3%), involvement in academic communication process 33(39.3%), and involvement in learned communication process 30(35.7%). This means that LIS postgraduate students in South-south, Nigeria use institutional repositories for speech writing, preparation of conference papers, conservation of intellectual resources, , and writing of articles.

RQ2: What is the extent of use of institutional repositories for career advancement of LIS postgraduates?

Table 2: Extent of Use of Institutional Repositories for Career Advancement of LIS Postgraduate students

| Extent of use of institutional repositories | Very High Extent | High Extent | Low Extent | Very Low Extent | Mean (\bar{x}) | Std Dev. |
|---|------------------|-------------|------------|-----------------|--------------------|-------------|
| Citing and referencing of intellectual works. | 16 | 32 | 21 | 15 | 2.58 | .996 |
| Downloading of scholarly publications. | 22 | 23 | 15 | 24 | 2.51 | 1.167 |
| Involvement in academic communication process. | 22 | 17 | 21 | 24 | 2.44 | 1.165 |
| Speech and address writing. | 13 | 29 | 24 | 18 | 2.44 | .998 |
| Involvement in learned communication process. | 10 | 38 | 12 | 24 | 2.40 | 1.031 |
| Writing of textbooks. | 19 | 20 | 21 | 24 | 2.40 | 1.131 |
| Initiation of collaborative research. | 22 | 8 | 30 | 24 | 2.33 | 1.155 |
| Preparation of conference papers. | 10 | 23 | 33 | 19 | 2.30 | .941 |
| Conservation of intellectual resources. | 10 | 20 | 39 | 15 | 2.30 | .902 |
| Writing of articles. | 10 | 35 | 6 | 33 | 2.26 | 1.110 |
| Improvement in collaborative research. | 10 | 26 | 15 | 30 | 2.12 | 1.081 |
| Seeking information resources for research works. | 09 | 20 | 22 | 33 | 2.06 | 1.055 |
| Perusing articles. | 10 | 9 | 41 | 24 | 2.06 | .936 |
| Support for archives. | 10 | 11 | 30 | 33 | 1.98 | 1.006 |
| Reading through the contents of the institutional repositories. | 0 | 0 | 24 | 60 | 1.29 | .454 |
| Average Mean | | | | | 2.39 | 1.05 |

| | |
|-----------------------|-------------|
| Criterion Mean | 2.50 |
|-----------------------|-------------|

Table 2 reveals that the average mean 2.39 (SD=1.05) is less than the criterion mean 2.50. This means that the extent of use of institutional repositories for career advancement by LIS postgraduate students in South-south is low. Except citing and referencing of intellectual works (\bar{x} =2.58, SD=.996), and downloading of scholarly publications (\bar{x} =2.51, SD=1.167) whose mean values are above average, the mean values for all other items are below average.

RQ3: What is the extent of career advancement of LIS postgraduate students in the various areas of librarianship?

Table 3: Extent of Career Advancement of LIS Postgraduate students in the Various Areas of Librarianship

| Extent of Career Advancement | Very High Extent | High Extent | Low Extent | Very Low Extent | Mean (\bar{x}) | Std |
|--|------------------|-------------|------------|-----------------|--------------------|--------------|
| Academic libraries. | 40 | 20 | 16 | 8 | 3.10 | 1.025 |
| Public libraries. | 36 | 24 | 9 | 15 | 2.96 | 1.124 |
| School libraries. | 29 | 30 | 11 | 14 | 2.88 | 1.069 |
| Information systems and technology organizations. | 26 | 28 | 9 | 21 | 2.70 | 1.159 |
| Research/special libraries | 24 | 18 | 19 | 23 | 2.51 | 1.177 |
| Lecturing in library schools. | 18 | 21 | 25 | 20 | 2.44 | 1.079 |
| Documentation. | 13 | 22 | 26 | 23 | 2.30 | 1.039 |
| Classification/cataloguing systems organization. | 18 | 8 | 27 | 31 | 2.15 | 1.146 |
| Information systems management firms. | 19 | 10 | 17 | 38 | 2.12 | 1.216 |
| Media organizations (radio, television, newspaper and magazine house). | 6 | 30 | 12 | 36 | 2.07 | 1.039 |
| Manuscript preservation and conservation organizations. | 16 | 15 | 12 | 41 | 2.07 | 1.200 |
| Archives and Records Management organization. | 14 | 12 | 23 | 35 | 2.06 | 1.112 |
| Publishing and Information Technology firms. | 8 | 10 | 42 | 24 | 2.02 | .891 |
| Teaching in secondary schools. | 5 | 12 | 22 | 45 | 1.73 | .923 |
| Indexing and abstracting organizations. | 0 | 6 | 12 | 66 | 1.29 | .593 |
| Average Mean | | | | | 2.29 | 1.053 |
| Criterion Mean | | | | | 2.50 | |

As revealed in Table 3, the average mean 2.29(SD=1.053) is less than the criterion mean 2.50. This means that the extent of career advancement of LIS postgraduates in the various areas of librarianship is low. The extent of career advancement of LIS postgraduates in academic libraries (\bar{x} =3.10, SD=1.025), public libraries (\bar{x} =2.96, SD=1.124), school libraries (\bar{x} =2.88, SD=1.069), information systems and technology organizations (\bar{x} =2.70, SD=1.159), and research/special libraries (\bar{x} =2.51, SD=1.177) is high. However, the extent of career development in publishing and information technology firms (\bar{x} =2.02, SD=.891), teaching in secondary schools (\bar{x} =1.73, SD=.923), and indexing and abstracting organizations (\bar{x} =1.29, SD=.593) is low. It can therefore be concluded that the extent of career advancement of LIS postgraduates in the various areas of librarianship in South-south, Nigeria is low.

RQ4: What are the challenges faced by LIS Postgraduate students in their career advancement?

Table 4: Challenges faced by LIS Postgraduate students in their career advancement

| Challenges | Agree | | Disagree | | Total | |
|--|-------|------|----------|------|-------|-----|
| | No. | % | No. | % | No. | % |
| Inappropriateness of courses taught to the requirements of job market. | 60 | 71.4 | 24 | 29.6 | 84 | 100 |
| Insufficient ICT content in the courses. | 54 | 64.3 | 30 | 35.7 | 84 | 100 |
| Insufficient teaching facilities for proper training of LIS postgraduates. | 51 | 60.7 | 33 | 39.3 | 84 | 100 |
| Too short length of course and time for training LIS postgraduates. | 12 | 14.3 | 72 | 85.7 | 84 | 100 |
| Disparities in the titles of the LIS programme offered across various universities. | 11 | 13.1 | 73 | 86.9 | 84 | 100 |
| LIS training programmes fail to satisfactorily tackle present job market requirements. | 9 | 10.7 | 75 | 89.3 | 84 | 100 |

As revealed in Table 4, the respondents agree that the challenges faced by LIS postgraduate students in their career advancement include inappropriateness of courses taught to the requirements of job market 60(71.4%), insufficient ICT content in the courses 54(64.3%), and insufficient teaching facilities for proper training of LIS postgraduates 51(60.7%). However, disparities in the titles of the LIS programme offered across various universities 11(13.1%) and the failure of LIS training to satisfactorily tackle present job market requirements 9(10.7%) are not challenges to the career development of LIS postgraduate students.

Hypothesis: There is no significant relationship between the use of institutional repositories and career advancement of LIS postgraduates in Universities in South-South, Nigeria.

Table 5 Relationship between the Use of Institutional Repositories and Career Advancement of LIS Postgraduate students

| | | Use | Career Advancement |
|--------------------|---------------------|--------|--------------------|
| Use | Pearson Correlation | 1 | .655** |
| | Sig. (2-tailed) | | .000 |
| | N | 84 | 84 |
| Career Advancement | Pearson Correlation | .655** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 84 | 84 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 reveals that the Pearson’s Product Moment Correlation Coefficient (r) is statistically significant (r=.655 n=84, p<0.004). The correlation is also significant at a 0.000 level which is less than the 0.05 level of significance upon which the hypothesis was tested. This means that there is positive significant relationship between the use of institutional repositories and career development of postgraduate students. Therefore, the null hypothesis stating that there is no significant relationship between the use of institutional repositories and career advancement of LIS postgraduates is rejected while the alternative hypothesis is accepted. This implies that use of institutional repositories affects the career advancement of LIS postgraduate students.

5.0 Discussion

This study found that the LIS postgraduate students use institutional repositories for speech and address writing, preparation of conference papers, conservation of intellectual resources, seeking information resources for research works, and writing articles. However, the students never used the technology for support for archives, involvement in academic communication process, involvement in learned communication process, reading

through the contents of the institutional repositories, and citing and referencing of intellectual works. This is in agreement with the position of Shen (2012) who noted that higher educational institution students make adequate use of institutional repositories to do some educational activities such as information seeking, involvement in academic communication process, involvement in learned communication process, and assignment. Equally, a study by Eaton and Penny (2008) found a steady increase in the usage of institutional repositories for archiving and sharing of digital resources, and an item-tagging scheme that suggests user preference of the resource as a platform for enhancing professional rather than personal interests. A study by Adedimeji and Adekoya (2019) also revealed that students' usage of institutional repositories is for assignment reading of articles, and development of collaborative research. Bamigbola and Adetimirin (2017) noted that the use of institutional repositories enhances professional visibility as of an institution, and better utilisation of publications.

It was also found in this study that the extent of use of institutional repositories for career advancement of LIS postgraduate students is South-south is low. The students used institutional repositories for career advancement of LIS postgraduate students in the areas of citing and referencing of intellectual works and downloading of scholarly publications. However, the study found that the extent of use of institutional repositories for career advancement of LIS postgraduate students in the areas of involvement in learned communication process, initiation of collaborative research, preparation of conference papers, writing of articles, improvement in collaborative research, seeking information resources for research works, and reading through the contents of the institutional repositories was low. A study by Eaton and Penny (2008) also revealed that the degree of the use of institutional repositories by master's degree students is low. Also, Nunda and Elia (2019) noted that a low level of use of institutional repositories among postgraduate students in Muhimbili University of Health and Allied Sciences and Sokoine University of Agriculture. However, a study by Adedimeji and Adekoya (2019) found that university students in Nigeria use of institutional repositories to a high level.

This study found that the extent of career advancement of LIS postgraduates in the various areas of librarianship is low, except in academic libraries, public libraries, school libraries, information systems and technology organizations, and research/special libraries. A prior study by Egunjobi et al. (2014) also found that the extent of career advancement in librarianship is very limited. Low salaries and dawdling career advancement discourage many graduates who would have ordinarily wanted to study librarianship at postgraduate level (Goodsett & Koziura, 2016). Meanwhile, Sinha and Pandey (2014) information systems management, classification/cataloguing systems, bibliography, documentation, preservation and conservation of manuscript, collection management, information systems and technology, reference, archives management, indexing, library planning, etc. are areas where LIS postgraduates can have career prospect. With this, LIS postgraduates are able to have varieties of organisations providing diverse library and information related activities for their career prospect and career advancement.

The challenges faced by LIS Postgraduate students in their career advancement, as found in this study, include inappropriateness of courses taught to the requirements of job market, insufficient ICT content in the courses, and insufficient teaching facilities for proper training of LIS postgraduates. Amunga and Khayesi (2012) have lamented that some of the courses taught in LIS are completely inappropriate to the job market. They proposed reviewing and revamping of the courses in tandem with the job market. Contrary to the finding of this study that the failure of LIS training to satisfactorily tackle present job market requirements is not a challenge besetting career advancement in LIS in Nigeria, Kavulya (2007) noted that LIS training programmes fail to satisfactorily tackle present job market requirements as a result of insufficient teaching facilities at LIS training and insufficient ICT content in the courses.

This study found that there is positive significant relationship between the use of institutional repositories and career development of postgraduate students. Petricca-Harris and McKenna (2013) are of the view that LIS postgraduates use the knowledge and proficiencies they have acquired in their educational career for the development of information society and use various technologies in library science among which is institutional repositories for career advancement. Fasae and Adekoya (2021) claimed that there is a positive relationship between the use of institutional repositories and career advancement of LIS professionals within and outside Nigeria.

6.0 Conclusion

The contemporary advancement in digital technology enhances educational development. Institutional repository as a current technology in universities is expected to be used for career advancement of LIS postgraduate students. Empirical data on variables that determined the postgraduates' use of institutional repositories for career advancement is provided in the study. This study found that the LIS postgraduate students in Universities in South-South, Nigeria use institutional repositories for speech writing, preparation of conference papers, conservation of

intellectual resources, seeking information resources for research works, and writing of articles. The extent of use of institutional repositories for career advancement of LIS postgraduate students is low. The extent of career advancement of LIS postgraduate students in the various areas of librarianship is low. The challenges faced by LIS Postgraduate students in their career advancement include inappropriateness of courses taught to the requirements of job market, insufficient ICT content in the courses, and insufficient teaching facilities for proper training of LIS postgraduates, there is positive significant relationship between the attitude towards institutional repositories and career advancement of LIS postgraduate students, there is positive significant relationship between the use of institutional repositories and career development of postgraduate students, and there is significant joint influence of attitude and use of institutional repositories on career advancement of LIS postgraduate students.

7.0 Recommendations

In line with the findings of this study, the following recommendations are made:

1. The students should inculcate the use of institutional repositories for speech writing, preparation of conference papers, conservation of intellectual resources, seeking information resources for research works, and writing of articles.
2. The experts in LIS should concertedly design the curriculum of LIS postgraduates programmes in line with the requirements of job market in the modern days.
3. Sufficient teaching facilities should be provided for proper training of LIS postgraduates. By making and ICT content in LIS programme adequate, the students' understanding and use of institutional repositories will improve.

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