

Enhancing Academic Visibility through Open Access Platforms: Implications for Lecturer Productivity in Faith-Based Institutions

Modili Amarachi Chigozie

Library and information Science

Chukwuemeka Odumegwu Ojukwu University Igbariam

amygentle2018@gmail.com

CrossRef DOI: [10.66694/siar.gjler2026005](https://doi.org/10.66694/siar.gjler2026005)

Abstract

This study examines the impact of open access platforms on academic visibility and faculty productivity in faith-based universities. The growing dependence on digital platforms for knowledge distribution has rendered academic visibility a crucial factor in research impact and institutional relevance. Nonetheless, the adoption of open access platforms in numerous faith-based universities is limited, thus constraining research productivity and international collaboration. The research employs Accessism Theory, formulated by Albert Ulutorti Green and Ike Vincent Ezenwa, in conjunction with Everett Rogers' Diffusion of Innovations Theory, to explain the correlation between access, adoption, and research output. The analysis indicates that open access platforms substantially enhance access to relevant and current material, increase citation opportunities, and foster collaboration, hence improving faculty productivity. Notwithstanding these advantages, obstacles including lack of awareness, limited digital literacy, inadequate ICT infrastructure, and weak institutional policies impede effective utilisation. These obstacles reduce academic visibility and limit lecturers' contributions to global scholarship. The study concludes that expanding both access to and adoption of open access platforms is vital for promoting research productivity and institutional competitiveness. It advocates for the development of supportive policies, investment in digital infrastructure, capacity building, and heightened awareness to facilitate effective utilisation.

Keywords: Academic Visibility, Open Access Platforms, Lecturer Productivity, Faith-Based Institutions

Introduction

Modern colleges foster knowledge generation, maintenance, and dissemination in a digital, interconnected world. Developed and developing institutions must generate new knowledge and ensure global impact. Rapid advances in ICT have made scholarly communication more open, digital, and collaborative, reinforcing this expectation. Open access systems, especially institutional repositories, are crucial for academic output visibility, accessibility, and utilization in this shifting environment. These platforms are changing research exchange, appraisal, and dissemination, altering university faculty productivity and global significance.

Faith-based universities combine academic rigour with moral and spiritual development, unique in higher education. Their philosophy emphasizes ethics, discipline, learning, and community service. After postsecondary education was deregulated in Nigeria in the early 2000s, faith-based universities emerged to address moral and intellectual gaps in state schools. Universities aim to

produce intellectually competent and ethically grounded graduates. Although they try, many faith-based institutions struggle to keep up with global digital scholarship trends, notably in using open access platforms to boost academic visibility and research output.

Academic visibility increasingly signifies intellectual influence (Dote Pardo, 2026). Academic visibility depends on research discoverability, accessibility, and citation impact. Digital presence, academic database indexing, citation frequency, and scholarly audience participation determine visibility (Taherdoost, 2025). Open access platforms eliminate subscription fees and institutional limits, making them valuable information resources. These technologies enable academics unlimited internet research to reach more students, boost citations, and create global knowledge. To remain competitive, universities must adopt open access technologies.

Open access platforms have many benefits, yet few Nigerian faith-based universities use them. Faculty are often unaware of institutional repositories or lack the technology to use them. Inadequate digital infrastructure, internet connectivity, training, and institutional policies contribute to this challenge. Many academics are unaware of new research trends and contribute less because they use old, limited sources. Underutilization affects institutions' research, prestige, and national and worldwide relevance and impact.

Research output is dynamically affected by academic exposure. Lecturers can analyse literature, discover research gaps, and generate new studies with a variety of scholarly materials. Global academic awareness, citations, alliances, and professional reputation increase with open access publishing. This loop of accessibility, visibility, and productivity shows how open access platforms boost higher education. Institutional and psychological barriers to its efficient utilisation must be addressed consistently to fulfil this promise.

Accessism Theory by Albert Ulutorti Green and Ike Vincent Ezenwa (2026) and Diffusion of Innovations Theory by Everett Rogers (1962) studies knowledge development and use today. Information resource availability greatly affects intellectual production, participation, and inclusion in any knowledge system, says this thesis. It shows that technological, economic, and cognitive constraints limit academic and research production. Accessism Theory critically investigates how restricting access to open platforms hinders faith-based university teachers' visibility and productivity while increasing access can revolutionise academia. The Diffusion of Innovations Theory explains how societies embrace new ideas and technology (Mbatha, 2024). It comprises awareness, interest, appraisal, trial, and adoption. Usefulness, usability, and social effect drive innovation adoption. Teachers choose open access platforms based on comprehension, digital proficiency, institutional support, and perceived benefits. This study examines structural limits (access) and behavioural dynamics (adoption) that affect open access platform use to improve academic reputation and research productivity. This study is important due to global academic competitiveness. University output, citation influence, and global importance are evaluated. Institutions risk academic marginalisation without digital communication (Sampson & Annor, 2024). Faith-based universities in Nigeria struggle to balance morality and knowledge. Institutional expansion, academic distinction, and social influence depend on open access platform improvements.

Open access platforms democratise information, which developing nations need with limited academic resources. These platforms offer instructors free academic materials to participate in global research and share their opinions (Aregbesola, 2025). This inclusivity encourages academic fairness, knowledge sharing, and social gain. Effective open access platforms promote educational equity, social growth, and intellectual empowerment.

This study examines how faith-based universities' open access platforms boost faculty research and reputation. Studies how digital platforms, research product visibility, and scholarly resources

boost academic performance. Analysis of awareness, infrastructure, and policy gaps informs institutional and policy adjustments. Digital scholarship and open access are revolutionising Nigerian and global higher education.

The introduction prepares to examine academic access, visibility, and productivity. Faith-based institutions trying to stay relevant in a rapidly changing academic environment need a paradigm shift in knowledge access and distribution. To demonstrate how open access platforms might boost academic visibility and research output, this study will investigate the conceptual, theoretical, and empirical components of this relationship.

Open Access Platforms / Repositories

Digital platforms called open access repositories collect, archive, and share scholarly outputs without financial, legal, or technical obstacles (Adegbilero-Iwari et al., 2023). They mark a major change from subscription-based publication to a more inclusive and public knowledge-sharing approach. These systems make journal articles, theses, dissertations, conference papers, datasets, and institutional reports openly available worldwide.

Open access platforms are accessible without restrictions (Gasparyan et al., 2019). Open access repositories remove cost obstacles to knowledge transmission in underdeveloped nations by providing free access to scholarly literature. In Nigeria, many universities, especially faith-based ones, lack the funds to access top academic resources.

Institutional and disciplinary open access repositories exist. Asadi et al. (2019) state that universities administer institutional repositories to store their faculty and students' intellectual output. They promote local research globally to boost institutional visibility. However, subject-specific disciplinary repositories allow scholars to share and access specialised knowledge in their domains.

Open access platforms boost academic visibility beyond storage. These repositories make deposited works discoverable through metadata indexing and Google Scholar integration. Discoverability greatly boosts citation and scholarly engagement (Raju et al., 2019). Open science emphasises transparency, cooperation, and repeatability, and open access platforms facilitate this. They boost knowledge generation and innovation by increasing information flow. This study views open access platforms as transformative infrastructures that change academic participation. Lecturers must be aware of, have access to, and actively use these systems in their research to make them effective.

Visibility in academia

Academic visibility measures how discoverable, accessible, and recognised scholarly publications are within and beyond academia. Online visibility, citation frequency, academic database indexing, and global scholarly networks are all part of it. Academic success in the digital era depends on visibility, which affects career growth and institutional reputation. Accessibility and visibility are linked. Research behind paywalls or limited databases is less likely to be found, read, or cited. Open access studies are published more widely and have a better impact (Singh, 2018). Open access systems boost academic exposure, as shown by this relationship. These platforms make research outputs accessible to researchers, policymakers, practitioners, and the public.

Academic visibility is measured by citation metrics. High citation counts indicate how much a study has affected others and advanced knowledge. Open access platforms make research accessible worldwide, raising citation rates. Studies have demonstrated that open-access articles receive more citations than restricted-access ones.

Digital indexing and metadata integration boost scholarly prominence along with citations. Open access repositories index research outputs in major academic search engines, boosting

discoverability. This digital presence boosts researchers' and institutions' visibility. Academic prominence is crucial for faith-based university teachers. These universities generally operate outside major worldwide academic networks, making it hard for their research to be recognised. Lecturers can circumvent these limits and situate their work in global academic discourse by using open access platforms. Thus, academic exposure connects local scholarship to global recognition.

Research Productivity

Research productivity is key to academic and institutional success. It relates to the number and quality of academic contributions throughout a specific period (Aydm, 2017). Peer-reviewed journal papers, conference presentations, books, book chapters, patents, and research grants are examples. Citation counts, journal rankings, and social significance measure contribution as well as publishing volume.

Research productivity is quantitative and qualitative. Quantitatively, it involves lecturers' papers and research. The relevance, originality, and influence of these outputs are assessed qualitatively. Quality research advances knowledge, informs policy, and solves social problems (Ozanne et al., 2017).

Access to scholarly resources, money, institutional support, and motivation affect research output (Das, 2024). Access to information is crucial. Free access to current and relevant material helps lecturers do thorough research, generate new ideas, and deliver high-quality work. This shows how open access platforms boost research output.

Visibility and production reinforce each other. Visibility boosts citation rates and recognition, which encourages study and publication (Adeoye, 2024). However, poor visibility can deter academics and hinder collaboration and financing. Thus, open access platforms improve research productivity by increasing academic prominence.

Academic credibility and institutional goals depend on research production in faith-based universities. However, limited resources, large teaching loads, and poor research infrastructure often restrict productivity. These issues require creative solutions, including using open access platforms to maximise resources and opportunities.

Faith-Based Universities: Context and Realities

Religious groups run religious universities (Gregory & Bullington, 2024). Spirituality and morals are valued alongside intelligence. These schools aim to produce ethical, socially sensitive, and intellectually adept graduates. Faith-based universities in Nigeria have risen substantially in recent decades. Public institutions' decreasing morality and intellectual quality fuels their ascent. These universities offer an intellectually and ethically developing alternative higher education paradigm that emphasises discipline, character formation, and value-based education. Research and digital infrastructure plague faith-based universities (Pasaribu et al., 2025). Many of these institutions cannot afford cutting-edge ICT. Lecturers may lack the resources and skills to use digital repositories, hindering open access platform adoption. Some religious universities are revamping their research culture. Research may be overlooked in favour of teaching and morality. Misbalance might lower research productivity and academic exposure. Open access platforms help faith-based universities address these concerns (Chukwuma, 2018). These platforms increase visibility and productivity by making scholarly resources freely available and promoting global research dissemination. Faith-based institutions' inclusion and knowledge-sharing are also supported. This study sees faith-based universities as dynamic entities that may promote education with digital technology. Understanding the context is essential to improving research outcomes and open access platform adoption.

Theoretical Framework

This study is based on two distinct views that explain both structural and behavioural aspects of digital academic engagement. Albert Ulutorti Green and Ike Vincent Ezenwa (2026) established the Accessism Theory, while Everett Rogers (1962) produced the Diffusion of Innovations Theory. Accessism Theory shows how access shapes knowledge production and academic involvement, whereas Diffusion of Innovations Theory shows how academic communities adapt new technologies like open access platforms. These theories provide a solid foundation for analysing how access and adoption affect faith-based university professors' academic visibility and research productivity.

Accessism Theory

According to Albert Ulutorti Green and Ike Vincent Ezenwa (2026), access is the key to information development, diffusion, and usage. IT access determines intellectual engagement, academic productivity, and knowledge system inclusion, says the hypothesis. It asserts economic, technical, institutional, and cognitive access gaps cause research productivity and scholarly exposure disparities.

Accessism Theory asserts that knowledge flourishes in free, egalitarian environments. Free and abundant access to relevant and current information promotes research, creativity, and academic conversation. Limited access causes intellectual stagnation, productivity loss, and academic marginalisation worldwide. Particularly in underdeveloped nations, budgetary and infrastructure constraints limit academic resources.

The theory also includes "access capital," the capacity to find, use, and benefit from information resources. Access capital is affected by digital literacy, infrastructure, institutional support, and resource awareness. This study found that faith-based university teachers with strong access capital use open access platforms more successfully, enhancing academic visibility and research output. Insufficient access capital may make digital repositories difficult to use, reducing scholarly output.

Another major part of Accessism Theory is knowledge inclusion and democratisation. Theory says systems that remove information access barriers increase knowledge generation. Open access platforms exemplify this by providing free scholarly works. These platforms allow underfinanced instructors to access global research, share their work, and engage in worldwide academic discourse. Knowledge democratisation improves production and society. This Accessism Theory study suggests open access platforms empower academics. They remove knowledge obstacles and boost lecturers' exposure and output. How well instructors know, use, and access these platforms determines their effectiveness. Thus, Accessism Theory reveals faith-based universities' visibility, access, and research.

Diffusion of Innovations Theory

The 1962 Diffusion of Innovations Theory by Everett Rogers explains how social systems spread new ideas, technology, and behaviours. Adoption involves awareness, persuasion, decision, implementation, and confirmation. Individual attributes, social networks, and communication pathways determine adoption rates and extent. Instructors must adopt open access. Platforms are chosen for their utility, usability, compatibility with existing procedures, and benefits. If open access platforms increase research productivity, exposure, and academic resource access, teachers will use them.

The idea divides adopters by innovation willingness into innovators, early adopters, early majority, late majority, and laggards. Faith-based university teachers may not use digital platforms due to lack of understanding, skills, or open access scepticism. Effective open access platform adoption requires recognising these differences.

Spreads through communication. Workshops, institutional policy, and peer exchanges support open access. Professors can use these platforms constructively by understanding their features. Training and technical support simplify implementation and build user trust. Social system academics influence adoption (Lawrence & Tar, 2018). Teachers use open access platforms more in research-intensive and digitally engaged institutions. Adoption may be low without research or digital initiative assistance. Open access requires institutional leadership and rules.

This study explains open access platform use using Diffusion of Innovations Theory. Diffusion of Innovations Theory explains access use, while Accessism Theory promotes it. They explain how structure and behaviour affect academic prominence and research.

Synthesis of Theoretical Framework

Accessism Theory and Diffusion of Innovations Theory provide a comprehensive framework for studying how open access platforms affect academic prominence and research output. Accessism Theory emphasises access to information resources, while Diffusion of Innovations Theory explains how lecturers use them.

This synthesis shows that availability alone cannot boost productivity; adoption and use must also occur. Open access platforms must be available to and used by lecturers for research. Digital knowledge, institutional support, and perceived benefits help close the access-to-use divide. The combined approach emphasises the need to remove infrastructural and behavioural impediments to open access platforms. Increasing access through digital infrastructure and repository systems requires awareness, capacity building, and a research and innovation culture. Such a comprehensive approach is needed to maximise open access platforms' academic visibility and research productivity.

This theoretical foundation prepares to examine how open access platforms affect academic prominence and lecturer productivity at faith-based universities. Open access platforms and academic visibility will be examined in detail in the next part using conceptual and empirical data.

Open Access Platforms and Academic Visibility

Digital scholarly communication has transformed academic knowledge sharing and consumption. Open access platforms have lowered information barriers, elevating academia. Beyond publication, academic exposure includes discoverability, accessibility, citation, and worldwide engagement. Open access platforms make scholarly works freely available, widely diffused, and easily retrievable throughout the global academic ecosystem.

Sharing intellectual materials on open access platforms raises academic awareness. By subscription and institutional affiliation, traditional publishing limits scholarly work to a specific audience. Open access platforms allow researchers, students, policymakers, and practitioners from diverse institutions to access academic content for free. Open access elevates academic work.

Open access research discovery improves with advanced indexing and metadata. Faculty uploads to institutional repositories are indexed by academic search engines and databases by author, keyword, abstract, and publishing details. Indexing research online increases readership and citation. Today, academic worth is determined by digital presence, therefore discoverability is crucial for recognising and applying scholarship.

Open access and citation impact affect academic renown. Gated journals consistently have poorer citation rates than open access journals (Ramesh, 2024). The increased distribution of open access content gives it the “open access citation advantage”. Researchers are more likely to examine, reference, and quote free research, increasing its academic value. Citation rates boost research's worth and lecturers' and institutions' reputations.

Open access platforms support indigenous research. Limited international publication channels leave local research in many poor nations, including Nigeria, underrepresented in global academic databases. Globally accessible institutional repositories display research. This is essential for faith-based universities studying religion, culture, and social development. Sharing research on open access platforms helps these institutions advance global knowledge while preserving local views.

Open access platforms boost university and individual visibility (Idiegbeyan-ose et al., 2020). Research in open repositories boosts a university's online visibility and global academic reputation. Visibility draws funds, collaborations, and top students, boosting institutional expansion and competitiveness. Open access platforms boost faith-based universities' global credibility and digital visibility.

Open-access platforms promote multidisciplinary research and academic exposure (Ramesh, 2024). These platforms promote knowledge exchange and cross-disciplinary collaboration by sharing research findings with experts from different fields and regions. Lecturers, find relevant studies, collaborate with scholars, and improve your work. Collaborations increase research productivity and visibility across networks and audiences.

Professors must master open access platforms to advance academically. These platforms challenge many faith-based universities due to lack of awareness, digital literacy, and institutional support. Many study findings are inaccessible or underused, reducing their significance. Clear structural and psychological hurdles to open access system adoption must be overcome.

Accessism Theory relates open access platforms to academic visibility. Free access to digital resources and their skills lets instructors contribute to global scholarship. Visibility requires access. Diffusion of Innovations Theory requires awareness, acceptance, and effective use, not just access. For profit, professors need open access platforms.

Academic exposure via open access requires institutional sponsorship. Universities need digital infrastructure, instructor training, and repository rules. Supporting open access system adoption boosts individual and institutional importance.

Open access platforms have changed academic knowledge sharing and recognition. These platforms boost academic significance by improving discoverability, citation impact, local research, and cooperation. Their efficacy depends on adoption, access, and institutional support. Faith-based university faculty gain exposure, research productivity, and global scholarship through open access.

Open Access Platforms and Lecturer Productivity

OA platforms affect lecturer productivity in several ways. As colleges embrace digital scholarship, teachers use open platforms to access, use, and share knowledge. Resources affect professor publications, citations, conferences, and other intellectual activities. Open access platforms improve faith-based university faculty research.

Open access platforms boost professor productivity with relevant content. Since research builds on existing knowledge, useful scholarship is current and relevant. Open access repositories offer lecturers unlimited peer-reviewed articles, theses, and conference papers. Professors may examine literature, uncover research gaps, and build solid ideas with this access. Without subscriptions, faith-based colleges need open access platforms for knowledge sharing and high-quality research.

Information must be updated for access. Academic research must be followed. Open-access sites post papers and preprints promptly. Lecturers analyse current trends, methodologies, and discoveries to boost research competitiveness. Faculty using current data are more likely to do original, significant research that improves scholarship.

Citations must rise. Worldwide, open access platforms promote research visibility and accessibility. Accessibility increases research productivity and citations. Open-repository faculty are mentioned more. This improves their academic, institutional, and global status. Citations and visibility boost research and publishing.

Open access platforms enhance teacher production by streamlining research and time management. Subscriptions, inter-library loans, and resource shortages delay scholarly content. Open repositories eliminate content delays. With efficiency, teachers may collect, assess, and write data. Teachers may balance teaching, administration, and research with rapid information. Open-access collaboration and transdisciplinary research advance knowledge. These platforms connect teachers with academics from various universities and fields by making scholarly articles available worldwide. Research, co-authorship, and resource sharing boost productivity. According to Ramírez-Montoya et al. (2025), open access platforms enable teachers to approach complex issues from many viewpoints, facilitating multidisciplinary study.

Open access platforms reduce study duplication, boosting instructor productivity. Professors search massive study databases to reduce duplication. This information helps them explore and advance their fields. Open access research is better and more relevant when original (Mahony, 2022). Open access platforms integrate education and research, improving academic production (Musa et al., 2017). Faculty with access to scholarly literature can incorporate current findings into lectures to boost student understanding. Student interactions foster research and collaboration. Academics thrive on knowledge creation and application in teaching and research. Accessism Theory says information resource access impacts academic output (Odunlade, 2017). Unlimited access to open access platforms gives professors "access capital," which aids research. Global intellectual conversation and publishing are accessible. Lack of relevant content, publication, and collaboration reduces productivity.

The Diffusion of Innovations Theory suggests that lecturers' usage of open access platforms affects productivity (Çakıroğlu et al., 2022). Even with access, teachers must use these technology to improve efficiency. Utility, digital literacy, awareness, and institutional support drive adoption. Practical, user-friendly open access solutions boost lecturer productivity.

Faith-based universities struggle with open access (Bessie & Manurung, 2025). Repository utilisation requires technology, training, knowledge, and institutional requirements. Academic output from open access platforms is low. Overcome these limits to maximise open access benefits.

Finally, open access platforms improve lecturer productivity with relevant content, citations, research efficiency, and engagement. Academics are economical due to limited resources. Accessism and Diffusion of Innovation Theories require these benefits to be available and adopted. Faith-based universities should fund and encourage faculty to use open access platforms for research and achievement.

Empirical Insights

Researchers relate open access platforms, academic reputation, and lecturer productivity. Studies show digital repositories promote worldwide research, citation impact, and scholarly participation. Faith-based university and Nigerian higher education empirical studies are synthesised.

Global research productivity rises with open access. In Europe and North America, publishers with well-established repository systems published and cited more than subscription-based

publishers. Researchers can publish swiftly on ArXiv and PubMed Central (Oladokun et al., 2024). Accessibility increases publicity and intellectual influence since open access articles are quoted more. These findings demonstrate that research ecosystems need open access platforms. Open access platforms are expanding throughout Africa at different speeds and institutions. Empirical studies show digital repositories boost university research distribution and engagement. East African universities demonstrate that institutional repositories support indigenous research worldwide. Higher citation rates, access to scholarly materials, and faculty participation in worldwide academic networks are reported by these universities Carvajal, & Sanchez, 2023). These findings demonstrate that open access platforms bridge the knowledge gap between developed and developing nations.

Experimental results vary in Nigeria. Few colleges adopt open access platforms. Many university teachers are unaware of or unprepared to use open access repositories. Faith-based universities lack cash, facilities, and digital skills. Open access platforms underutilize their academic exposure and research production potential.

Exceptions demonstrate how open access platforms help Nigeria. Institutional repositories aid private and faith-based university research. These educators publish, read, and appear more. Good repository systems boost citations and international cooperation. Academic achievement requires effective open access platform deployment and use (Gregory, & Bullington, (2024). Further empirical studies suggest open access platforms benefit research. Access to relevant literature enhances research. Instructors can evaluate literature, identify research requirements, and choose methodologies using open sources. Recent data keeps research relevant to global trends, boosting its impact.

Citation advantage is another notable open access benefit. The empirical research cite open-access papers more. Open access content is more accessible and distributed. Citations improve instructors' academic standing, job performance, and teamwork. Institutional citation metrics improve global rankings. Open-access platforms improve collaboration. A digital repository supports inter- and intra-institutional research collaboration (Nascimbeni et al., 2018). Collaborative publications and resources enhance research. Open access scientific articles can help lecturers combine topics (Carvajal & Sanchez, 2023).

These findings are promising, yet research shows open access platforms are impaired. Problems include internet connectivity, training, awareness, and institutional policies. Repository participation and potential are limited. Religious universities with low resources have unique problems.

Accessism Theory suggests that information resource access improves research. Universities and production benefit from open platforms. Access restrictions hinder visibility and productivity, revealing the theory's knowledge base. Institutional adoption differs according to Diffusion of Innovations Theory (Dearing & Cox, 2018). Successful awareness, training, and policy boost university research and enrolment. Low-effort institutions adopt slowly and create little. Structure and activities affect open access platform impact.

Challenges Affecting Utilization

The effective utilization of open access platforms in faith-based universities is constrained by several interrelated challenges, which limit both academic visibility and lecturer productivity.

A major challenge is low awareness. Many lecturers are not adequately informed about the existence or relevance of institutional repositories. As a result, even where such platforms are available, they remain underutilized. This reflects a gap in knowledge dissemination within institutions.

Closely related is limited digital literacy. Some lecturers lack the technical competence required to search, retrieve, or upload scholarly materials on open access platforms. This reduces their confidence and willingness to engage with these systems.

Another critical issue is poor ICT infrastructure. Unreliable internet connectivity and inadequate digital facilities make consistent access difficult (Pasaribu, et al., 2025). In many faith-based universities, this infrastructural weakness significantly hinders effective use of repositories.

Inadequate funding also plays a role. Without sufficient financial support, institutions struggle to develop, maintain, and promote functional repository systems.

Additionally, there is often a lack of institutional policies and incentives. Where there are no clear guidelines encouraging repository use, lecturers may not see the need to adopt these platforms.

From the perspective of Accessism Theory, these challenges indicate low access capital, while Diffusion of Innovations Theory explains the slow adoption due to limited awareness and institutional support.

Implications for Faith-Based Institutions

The challenges affecting the utilization of open access platforms have significant consequences for faith-based universities, particularly in relation to academic visibility and research productivity.

One key implication is low academic visibility. When lecturers do not use open access platforms, their research outputs remain less accessible to the global academic community. This limits readership, citation, and overall scholarly impact.

There is also a decline in research productivity. Limited access to current and relevant literature restricts the ability of lecturers to produce high-quality and innovative research. This ultimately affects both the quantity and quality of academic outputs.

Furthermore, institutions may experience reduced global competitiveness. Universities are increasingly ranked based on research output and visibility. Poor engagement with open access platforms can negatively affect institutional rankings and reputation.

Another implication is limited collaboration opportunities. Without visibility, lecturers are less likely to attract partnerships, co-authorship, and international research engagement.

In the long run, these challenges may lead to academic stagnation, where institutions struggle to keep pace with global developments in research and innovation.

Overall, the underutilization of open access platforms undermines the academic growth and global relevance of faith-based universities.

Strategies for Enhancing Utilization and Visibility

To address the challenges identified, faith-based universities must adopt practical strategies that promote the effective use of open access platforms.

First, there is a need for increased awareness. Institutions should organize seminars, workshops, and orientations to educate lecturers on the importance and benefits of open access platforms. Awareness is the first step toward adoption.

Second, digital literacy training is essential. Lecturers should be equipped with the necessary skills to navigate repositories, upload their work, and access relevant materials. This will improve confidence and usage.

Improving ICT infrastructure is also critical. Reliable internet access and functional digital systems will ensure that lecturers can consistently engage with open access platforms without interruption.

In addition, universities should establish clear institutional policies that encourage or mandate the use of repositories. Policies can include requirements for depositing published works or integrating repository use into academic evaluation.

Providing incentives is another effective strategy. Recognizing and rewarding lecturers who actively use open access platforms can motivate others to adopt similar practices.

From the perspective of Accessism Theory, these strategies enhance access capital, while Diffusion of Innovations Theory explains that awareness, support, and perceived benefits will drive adoption.

Implementing these measures will significantly improve both academic visibility and research productivity in faith-based universities.

Conclusion

Open access platforms are now very important tools in modern academic practice (Nascimbeni, et al., 2018). They help make academics more visible and increase the amount of work that faculty members do. These platforms give teachers free access to academic resources, which lets them engage with current research, improve the quality of their work, and broaden their worldwide reach.

However, faith-based institutions still haven't fully realised the benefits of these platforms because of problems like lack of knowledge, limited digital skills, poor infrastructure, and weak institutional support. These limitations reduce the visibility of research outputs and the overall productivity of academic members.

Accessism Theory posits that information accessibility is a vital element of academic engagement, whereas Diffusion of Innovations Theory highlights the importance of adoption in realising the benefits of such access. Therefore, it is important to improve both accessibility and use. Improving the usage of open access platforms will not only help individual teachers do better, but it will also improve the reputation of the institution, make it more competitive on a worldwide scale, and add to the body of knowledge.

Recommendations

To enhance the utilization of open access platforms and improve academic visibility and lecturer productivity in faith-based universities, the following measures are recommended:

1. Universities should develop and enforce policies that encourage or require lecturers to deposit their scholarly works in institutional repositories. This will promote consistent usage and improve research visibility.
2. There is a need for improved internet connectivity and digital facilities to support seamless access to open access platforms. Reliable infrastructure will enhance both access and usability.
3. Regular workshops and training programs should be organized to improve lecturers' digital literacy. This will enable them to effectively utilize open access platforms for research and publication.
4. Institutions should intensify efforts to create awareness about the existence and benefits of open access platforms. Increased awareness will drive adoption and engagement.
5. Lecturers who actively publish and deposit their work in repositories should be recognized and rewarded. This will motivate wider participation and sustained usage.

References

- Adegbilero-Iwari, I., Adetoro, N., & Salawu, I. K. (2023). The Open Access Movement and its March in Africa. *African Journal of Library, Archives and Information Science*, 33(2), 115-129.
- Adeoye, A. A. (2024). Unlocking Global Recognition: Strategies for 21st-Century Scholars to Boost Visibility, Impact Factor, and h-Index from Local to Nobel Laureate. *Information Matters*, 4(10).
- Aregbesola, B. (2025). Enhancing Conceptual Understanding of Science Education Through Open Educational Resources (Oer) Pedagogy. *Custech International Journal of Education*, 4(1), 229-246.
- Asadi, S., Abdullah, R., Yah, Y., & Nazir, S. (2019). Understanding institutional repository in higher learning institutions: a systematic literature review and directions for future research. *IEEE Access*, 7, 35242-35263.
- Aydın, O. T. (2017). Research performance of higher education institutions: A review on the measurements and affecting factors of research performance. *Yükseköğretim ve Bilim Dergisi*(2), 312-320.
- Bessie, B. G. W., & Manurung, H. (2025). Challenges and Opportunities of Christian Religious Education in the Digital Era. *International Perspectives in Christian Education and Philosophy*, 2(3), 01-10.
- Çakıroğlu, Ü., Saylan, E., Çevik, İ., Mollamehmetoğlu, M. Z., & Timuçin, E. (2022). Faculty adoption of online teaching during the Covid-19 pandemic: A lens of diffusion of innovation theory. *Australasian Journal of Educational Technology*, 38(3), 87-103.
- Carvajal, A. L. P., & Sanchez, R. D. (2023). Strategic considerations, challenges, and opportunities in establishing the International Journal of Open-access, Interdisciplinary, and New Educational Discoveries (iJOINED). *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 539-546.
- Chukwuma, O. (2018). An exploratory analysis of religious communication and practices in the era of digital communication platforms. *Eureka*, 2581, 5172.
- Das, A. (2024). Factors influencing research productivity in higher education institutions in India. *Annals of Library and Information Studies*, 71(2), 155-164.
- Dearing, J. W., & Cox, J. G. (2018). Diffusion of innovations theory, principles, and practice. *Health affairs*, 37(2), 183-190.

- Dote Pardo, J. S. (2026). Impact of open access on academic visibility: A systematic review of the literature. *Journal of Documentation*, 82(1), 16–42. Emerald Publishing Limited.
- Gasparian, A. Y., Yessirkepov, M., Voronov, A. A., Koroleva, A. M., & Kitars, G. D. (2019). Comprehensive approach to open access publishing: platforms and tools. *Journal of Korean Medical Science*, 34(27), e184.
- Green, A. U., & Ezenwa, I. V. (2026). *Accessism: An epistemology of exposure and accessibility*. *Journal of Social Science and Human Research Studies*, 2(3), 247–254. <https://doi.org/10.65150/EP-jsshhs/V2E3/2026-09>
- Gregory, D. E., & Bullington, K. E. (2024). Faith-based higher education in the United States: The history and present status of religiously associated institutions. *Christian Higher Education*. Taylor & Francis Group.
- Idiegbeyan-Ose, J., Olayanju, A., Ndako, J., Adebisi, T., & Matiluko, O. (2020). Establishment of institutional repository (IR) in a developing country: Lessons from Landmark University, Nigeria. *Library Philosophy and Practice*, 1–20. University of Nebraska–Lincoln Libraries. <https://digitalcommons.unl.edu/libphilprac/>
- Lawrence, J. E., & Tar, U. A. (2018). Factors that influence teachers' adoption and integration of ICT in teaching/learning process. *Educational media international*, 55(1), 79-105.
- Mahony, S. (2022). Toward openness and transparency to better facilitate knowledge creation. *Journal of the Association for Information Science and Technology*, 73(10), 1474-1488.
- Mbatha, B. (2024). Diffusion of innovations: How adoption of new technology spreads in society. In *Information, knowledge, and technology for teaching and research in Africa: Human machine interaction and user interfaces* (pp. 1-18). Springer.
- Musa, A. U., Sahabi, M. K., Lawal, D., & Amishe, D. (2017). Academic librarians research productivity amidst open access resources: Issues and Challenges. *Library and Information Management Forum*,
- Nascimbeni, F., Burgos, D., Campbell, L. M., & Tabacco, A. (2018). Institutional mapping of open educational practices beyond use of Open Educational Resources. *Distance Education*, 39(4), 511-527.
- Odunlade, R. O. (2017). Availability and accessibility of information resources as predictors of lecturers' teaching effectiveness. *Nigerian School Library Journal*, 16, 35–45. Nigerian School Library Association.
- Oladokun, B., Sambo, A., Basse, M., & Enakrire, R. (2024). The open access effect: Transforming collection development using open repositories. *International Journal of Librarianship*, 9(4), 36-51.
- Ozanne, J. L., Davis, B., Murray, J. B., Grier, S., Benmecheddal, A., Downey, H., Ekpo, A. E., Garnier, M., Hietanen, J., & Gall-Ely, M. L. (2017). Assessing the societal impact of research: The relational engagement approach. *Journal of Public Policy & Marketing*, 36(1), 1-14.
- Pasaribu, H., Walanda, A. S., Fanmakuni, C. T. S., Rasinus, R., & Rukua, I. S. (2025). Challenges in the Use of Information Technology in Christian Religious Education Learning at Theological Schools. *International Journal of Social Discussion*, 2(3), 149-157.
- Raju, J., Mfengu, A., Kahn, M., & Raju, R. (2019). Transition to open: A metrics analysis of discoverability and accessibility of LIS scholarship. *South African Journal of Science*, 115(7-8), 1-8.
- Ramesh, M. (2024). Open access journals: Enhancing author visibility and impact. *Naveen International Journal of Multidisciplinary Sciences (NIJMS)*, 1(2), 20-27.
- Ramírez-Montoya, M. S., Montoya, M. A., Zavala-Enríquez, G., & Martínez-Arboleda, A. (2025). *Advances in Interdisciplinary Research: Pioneering Innovations and Sustainable Practices Towards Open Science*. Taylor & Francis.

- Sampson, E., & Annor, A. S. (2024). Digital diplomacy: How technology is becoming a soft power tool for emerging economies. *International Journal of Management Studies and Social Science Research*, 6(3).
- Singh, P. (2018). Scholarly open access publishing: Growth of LIS open access journals visible through directory of open access journals. *Library Philosophy and Practice*, 1–14. University of Nebraska–Lincoln Libraries. <https://digitalcommons.unl.edu/libphilprac/>
- Taherdoost, H. (2025). *Maximizing Research Impact: Practical Strategies for Enhancing Research Visibility*. Taylor & Francis.