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FACTORS AFFECTING LIBRARY EDUCATORS' RESEARCH PRODUCTIVITY IN SOUTH-SOUTH NIGERIA

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ABSTRACT

This cross-sectional correlational study Factors Affecting Library Educators' Research Productivity in South-South Nigeria. Data was collected using a structured questionnaire from 129 library educators and using descriptive statistics and negative binomial regression analysis on SPSS version 25. The study identified different levels of research participation, with 45% of educators publishing in 24 or more journals. Interestingly, institution type (university, polytechnic, and college type) did not affect their research productivity. However, certain challenges were identified including lack of funds and grants and grant application skills are major issues. Other obstacles include publishing in high-impact journals and poor research skills. The study found that while research is ongoing, output varies across scholarly activity. Thus, workable recommendations were made. It is believed that the suggestions will help to build targeted interventions to improve library educators' research environments in South-South Nigeria, potentially increasing research productivity.

Keywords: Library Educators, Research Productivity, South-South Nigeria, Institutional Factors

Introduction

In recent years, research productivity has garnered attention. Enhanced research productivity is crucial for career advancement, higher quality of life, and more efficient performance in teaching (Olise et al., 2024). It is impossible to overemphasise the importance of research productivity in any institution. The level of research output is crucial in achieving academic excellence and advanced research development. Above all, research results in the generation of novel concepts and information necessary for progress.

Hence, academics must prioritise productivity in research to effectively broaden the boundaries of knowledge. Nevertheless, the task of defining, evaluating, quantifying research productivity, and identifying the elements accountable for research productivity has seen significant challenges. Bibliometric metrics, such as the citation index, have been widely used to quantify research production. Previous studies have employed many publications to evaluate the research output of scholars. Bassey et al. (2017) observed that research findings published at universities and polytechnics serve as the main and most important measure of academic staff productivity.

Therefore, the standard for evaluating the research output of lecturers should be based on the quality and quantity of publications and academic achievements. Thus, research productivity refers to the collective efforts of an author that result in the creation of research output, including journal articles, conference papers, posters, book chapters, books, theses/dissertations, reports, and so on. Research productivity of academics is categorized into several categories, namely high, moderate, and poor achievers. A study conducted by Gopalakrishna et al. (2022) revealed that academics exhibit varying rates of publication, despite the presence of occasional instances of research misconduct. Several studies (Brew et al., 2015; Edgar & Geare, 2013; Kim et al., 2011; Dever & Morrison, 2009) have identified the primary determinants of research output among lecturers. For example, Postiglione and Jung (2013) examined the factors that contribute to the varying levels of productivity in research publications across academics. An analysis revealed that the primary determinant of the least prolific academics in terms of research was their institutions of affiliation. Postiglione and Jung focused on descriptive statistics rather than other research productivity factors. Similarly, Brew et al. (2015) also took into account the organizational style and size of the institution as a determinant of research production. Worker research productivity was significantly correlated with organization size and type.

Several other studies have examined academic research output, notably in higher education but not in library and information sciences. Institutional support, resource availability, and motivation have been identified as crucial factors. For example, Heng et al. (2020) noted that institutional infrastructure and research resources promote academic research involvement. Das (2024) used primary data from leading West Bengal universities in India to explore what factors affect research productivity in higher institutions in the country. Individual motivational variables and institutional factors were shown to be relevant for research publication growth at the institutions under examination. However, research assistance and academic environment are not enough to affect these universities' research. In a systematic review, Wahid et al. (2022) stressed the role of motivation and environment in academic publishing and productivity. Despite these research's helpful findings, library instructors in underdeveloped countries like South-South Nigeria still confront unique problems. The socio-economic and

infrastructural restrictions of library instructors in this region are understudied since most study focuses on academic contexts or other locations. This gap highlights the need for specific studies to address the challenges library educator face in enhancing their research productivity in South-South Nigeria.

Statement of the Problem

Despite the importance of research productivity for academic growth, knowledge dissemination, and institutional development, South-South Nigerian library educators face severe constraints that restrict their ability to contribute to scholarly research. The factors affecting research productivity in higher education have been extensively studied in the past, with an emphasis on diverse academic disciplines. However, the unique issues and determinants that affect library educators' research productivity, particularly in socio-economically and infrastructurally varied South-South Nigeria, are not well understood.

Institutional support, resource access, and individual motivation affect research productivity, but their effects on library educators in this region are unknown. The relationship between library educators' research output and their institution—university, polytechnic, or college—has not been thoroughly investigated. This lack of specialized research hinders library educators' research efforts in South-South Nigeria. Without a thorough grasp of these educators' productivity, institutional variables, and challenges, it's hard to establish effective interventions and policies to improve their research output. This study addresses this gap by investigating the factors affecting library educators' research productivity in South-South Nigeria to inform policies and practices that support their scholarly work.

Objectives of the study

The objectives of the study are:

1. To ascertain the ways library educators in South-south Nigeria are productive

This objective focuses on identifying specific library educators' productivity activities and practices. The productivity patterns of researchers are examined through publications, conference papers, and other academic activities.

2. To find out the relationship between institution type and research productivity of library educators

This objective investigates how the type of institution (universities and polytechnics) affects library educators' research productivity. It recognises that resources, support systems, and organisational culture influence research output.

3. To determine the challenges affecting library educators' research productivity in South-south Nigeria

This objective is essential for identifying the challenges that library educators in this region confront. The study will discover socio-economic, infrastructural, and other contextual issues that limit their research, which might influence transformation plans.

Research Questions

1. In what ways are library educators in South-south Nigeria productive?

2. What is the relationship between institution type and research productivity of library educators?
3. What are the challenges affecting library educators' research productivity in South-south Nigeria?

Theoretical Framework

Institutional Theory

In the late 1970s, John Meyer and Brian Rowan established institutional theory to study how organizations fit into, are related to, and are formed by their societal, state, national, and global settings. The theory examines how socio-political and economic variables affect academic and research institution structures and activities (Hanna, 2015). Scientific and academic research suggests that nations imitate developed countries' institutional forms and structures as symbols of progress and modernization. Policymakers, philanthropists, and international agencies support research universities and governmental research institutes as indications of a country's scientific progress (Roszkowska-Menkes, 2023). However, this adoption sometimes ignores the adopting nation's context and needs, making implementation and sustainability difficult.

Institutional Theory illuminates the difficulties and constraints faced by South-South Nigerian library educators in research productivity. In this region, as in much of sub-Saharan Africa, academic resources, financing, and infrastructure are scarce. These limits often emerge from adopting institutional models from industrialized nations that don't fit local contexts. Due to this, library educators in South-South Nigeria struggle to conduct research within these institutional contexts, resulting in poorer library productivity. Institutional Theory can also examine how international standards pressure library educators' research productivity. For educators without money and professional networks, publishing in high-impact, internationally renowned journals are impractical. The theory can also illuminate how state research institutes and their relationships with government ministries and international bodies shape regional research agendas. These institutional effects help the study comprehend library educators' research productivity issues and recommend more contextually appropriate ways for enhancing research production in South-South Nigeria.

Literature Review

The research productivity of library educators is essential to developing LIS and informing librarianship best practices. This literature analysis examines library educators' research productivity in South-south Nigeria. The study's objectives guide the review's three main themes: 1) Research productivity among library educators, 2) institution type and research productivity, and 3) South-south Nigerian research productivity difficulties.

Library educators' research productivity (modes)

Library educators' research productivity reflects the diversity of library and information science scholarship. Quantitative indicators like publications, citation counts, and impact factors have traditionally been used to quantify research

productivity (Aksnes et al., 2019). Recent studies have stressed the need for a more holistic approach to research productivity (Aragón, 2013; Aksnes et al., 2019). Some argue that the number of publications in peer-reviewed journals measures research productivity. Journal articles were the most common research output for Nigerian librarians, according to Okeji (2019). This indicates that journal articles dominate the area of LIS research globally. However, the definition of research productivity is changing as scholarly communication does. Conference presentations and proceedings are important research dissemination channels. Lassonde and Israel (2010) found that professionals attend conferences to learn and grow. This type of productivity promotes academic collaboration and networking. While rare, book publishing is another essential research productivity method. Steele (2008) revealed that academics publish book chapters and monographs. These publications often analyse and cover field topics in depth. Digital scholarship has grown in popularity, with academics using online venues to share research. Christian (2009) stated that Nigerian academics are increasingly using institutional repositories and open-access platforms to promote their research. This move to digital research follows worldwide academic publication and information dissemination trends.

Another aspect of research productivity is grants and financed initiatives. Kasprowicz et al. (2020) stressed the need for external support for African research. However, how South-south Nigerian library educators obtain and use research funding needs additional study. The definition of research productivity now includes community participation and applied research. While not usually evident in standard measurements, this productivity helps the LIS sector grow and meet social demands.

Institution Type and Research Productivity

We hypothesise that the institution where library educators work affects their research productivity even though studies on the relationships between institutional factors and intellectual production are rare. Mbachu and Unachukwu (2022) revealed significant research productivity differences across public and private university researchers in Southeast Nigeria. They found low research productivity among academics in both university types. Additionally, public university academics outperformed private university academics in certain research areas. Academics at both institution types published mostly in international journals and had lower research output in patents and verified inventions.

Many studies have shown that institutional reputation affects research productivity (Porter & Toutkoushian, 2006). They argued that higher education institutions optimize their reputation and that research production, average student quality, and reputation are determined together. Research institutions' faculty research productivity is positively associated with reputation but adversely related to student quality, while liberal arts schools' research productivity is rarely affected by either. Research productivity is also shaped by institutional rules and incentives.

Egbetokun and Olamade (2009) found that Nigerian universities with explicit research requirements and reward systems had more productive professors. However, further research is needed to determine how such regulations affect library educators in South-south Nigeria.

Research Productivity Challenges

Notwithstanding its 517 tertiary and academic research institutions, Nigeria falls behind in terms of economic development. Research conducted in Nigeria's tertiary and research institutions is not given the necessary emphasis owing to insufficient financing (Igiri et al., 2021). The research productivity of researchers is considered a substantial contributing factor to the generation of knowledge and development (Salter and Martin, 2001). The intended results of functional research and development programs include providing researchers with the necessary skills and knowledge to conduct their economic operations with a high level of proficiency, hence achieving efficient productivity (Olise et al., 2024). The primary determinant for advancement is the quantity of peer-reviewed publications written by an academic staff member throughout several regions worldwide. Research misconduct by some academic personnel is driven by the pressing necessity to publish to promptly meet the publication threshold necessary for promotion.

Despite the higher numerical representation of male academics in this survey, women were found to be more prolific in terms of the average number of publications (9.7 and 10.8 publications per male and female responder, respectively)(Igiri et al., 2021). A prior study validates the disparity in research output between genders, with female academics, on average, publishing less than their male colleagues (Tower et al., 2007). Several of the difficulties highlighted in this study have been previously recognized by other researchers in different locations ((Ceacero & Ion, 2018). Igiri et al. assessment identified several significant obstacles that impede the research productivity of academics at Nigerian research and tertiary institutions. These issues include insufficient funding for research, absence of mentorship, brain drain, inadequate training, lack of desire, and failure to pay hazard and publishing allowances. Overall, insufficient financial support for research is the defining characteristic of the constraints that impact research endeavours. A higher percentage of the participants indicated that they did not get any financial support for their research. Several participants expressed difficulties with brain drain, including reporting non-payment of hazard and publishing allowances as well as a loss of enthusiasm. Therefore, it is inferred that Nigerian researchers are lacking motivation and incentives. As correctly noted by Ynalvez et al. (2014), mentoring is a contributing factor to the challenge academic staff have in enhancing research productivity. This has significant implications for the management of tertiary and research institutions. This discovery suggests that many difficulties faced by Nigeria's higher education and research institutions are caused by issues arising from a failure of policymakers to

AJEMATES
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VOL.13 (1), September-December, 2024 https://ajemates.org

prioritize research projects and provide funding for research in Nigeria.

Research productivity can be hampered by collaboration issues, both inside and beyond institutions (Lassonde and Israel, 2010). They discovered that professionals struggle to form and sustain effective research relationships, which can boost research productivity. There are also power supply concerns, which might hinder research. Olise et al. (2024) noted that power interruptions disturb productivity, damage electronics, and limit internet access. Interruptions can slow research for library educators using digital tools and internet databases.

Research Method

This is a cross-sectional correlational study. The population of the study includes 151 library educators from all South-south Nigerian schools (NALISE directory). These are all local library schools are federal, state, and private colleges. There are about fourteen South-south Nigerian library schools. Thus, the research distributed both online questionnaires and hard copies in the selected schools using research assistants. However, only 129 responses were collected and valid for analysis. The instruments' content and face validity were assessed by library and information science education and research professionals who gave comments and corrections. Additionally, a pilot test was done to ensure questionnaire reliability. Data was evaluated using SPSS 25 Cronbach Alpha. The questionnaire had 0.72 internal consistency (reliability). No inclusion or exclusion criteria were utilized to eliminate prejudice and promote impartiality. SPSS version 25 was used to analyze questionnaire data using descriptive statistics, and linear regression analysis The normality of data was tested using Kurtosis and Skewness. Values were -1 to +1. The data in this study were normally disseminated. The significance level was established at $P < 0.05$. Data were presented in tables and graphs.

Results

Table 1: Respondents Bio-data (n=129)

Variables		Frequency	Per cent
Gender	Female	73	56.6
	Male	56	43.4
Age	31 - 40 years	28	21.7
	41-50 years	52	40.3
	51 years and above	49	38.0
What type of institution do you work in?	University	88	68.2
	Polytechnics	20	15.5
	College of Educators	21	16.3

Table 1 shows the bio-data of the 129 library educators in the study. 56.6% of the respondents were female, while 56 were men (43.4%). This shows that there are more female library educators. A higher number of female library educators indicate gender dynamics in the field. Understanding how gender affects research productivity and resource availability

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (1), September-December, 2024 https://ajemates.org

might reveal discrepancies and inspire targeted support.

For age distribution, we divided respondents into three age groups. The largest age group is 41–50, with 52 people (40.3%). Next is 51+, with 49 (38.0%). The youngest age group, 31–40, has 28 (21.7%). This distribution implies that most library educators are middle-aged, indicating a more experienced cohort. The age distribution implies many respondents are seasoned professionals. This suggests that years of experience and career stage affect obstacles and productivity patterns, which affect recommended methods and solutions.

Meanwhile, with 88 respondents (68.2%), universities are the most common institutions where library educators are found. Polytechnics and colleges are underrepresented, with 20 (15.5%) and 21 (16.3%) respectively. The study's research productivity is affected by the prevalence of university respondents.

Objective One: To ascertain the ways library educators in South-south Nigeria are productive

Table 2: Library Educators' Research Productivity

Variables		Frequency	Per cent
How many of your journal papers have been published or accepted in scholarly journals	None	1	0.8
	Less than 5	18	14.0
	6-14	24	18.6
	15-24	28	21.7
	24 articles and above	58	45.0
Have you reviewed any academic works?	No	35	27.1
	Yes	94	72.9
how many of your conference paper abstracts are in conference proceedings	None	43	33.3
	Less than 5	66	51.2
	6-10	7	5.4
	11-15	8	6.2
	16 and above	5	3.9
Have you presented a keynote?	No	75	58.1
	Yes	54	41.9
Have you ever delivered a public lecture?	Not sure	4	3.1
	No	49	38.0
	Yes	74	57.4
how many chapters of the book have you in an edited book?	None	31	24.0
	Less than 5	71	55.0
	5-10	3	2.3
	11 and above	24	18.6
Are you currently carrying out any research?	I rather not tell	5	3.9
	No	17	13.2
	Yes	107	82.9
How many books have you authored/ co-authored?	None	95	73.6
	Less than 3	24	18.6
	3-5	10	7.8

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (1), September-December, 2024 https://ajemates.org

Publishing in scholarly journals increases academic output, knowledge distribution, and educator authority. This study found that many library instructors in South-South Nigeria publish in journals. In particular, 45.0% of responders had published or have at least had 24 or more of their papers accepted in journal publications, indicating strong productivity. However, 14.0% have published fewer than five papers and 0.8% have never published. The disparity in publication frequency suggests that resources, institutional support, and motivation affect scholarly publishing involvement.

Table 2 also showed that 72.9% of respondents have reviewed academic works, showing high peer review engagement. This high degree of engagement shows that most library instructors are recognized for their competence and contribute to academic quality control. Institutional measures to promote peer review could help the 27.1% who have not reviewed.

Conference Presentation Importance is another essential aspect of research productivity. Researchers can discuss their discoveries, receive feedback, and network by presenting papers at conferences. The data shows that 51.2% of respondents presented fewer than five conference papers and 33.3% did not. Only 3.9% have presented over 16 papers. These findings imply that while most educators are somewhat active in conference presentations, a significant portion are marginally or not at all engaged. This could be because most respondents are from universities and conference paper presentation is not a requisite for promotion. Conference paper presentation is more essential in polytechnics.

Keynote speeches at conferences demonstrate an educator's experience and knowledge which are core aspects of research productivity. In this study, 41.9% have given keynotes before but a significant portion, over 50 per cent has not (58.1%). This shows that while many educators have gained high professional recognition, more than half have not. This suggests that keynote chances are limited or that some educators need more support or experience to accomplish this milestone. Furthermore, results in Table 2 show that 57.4% of respondents have given public lectures, 38.0% have not, and the remaining 3.1% are unsure. This implies that most educators attend public lectures. However, increasing public interaction could boost library instructors' visibility and effect. Scholarly output like chapters in edited books often shows an educator's expertise. The data shows that 55.0% of respondents have written fewer than five book chapters and 24.0% have not. In comparison, 18.6% have written 11 or more chapters, demonstrating significant production in a limited group. This shows that while many educators contributed to edited volumes, a significant portion was not as interested in scholarly work.

The data further suggest that 82.9% of respondents are conducting research, indicating ongoing intellectual effort. However, 13.2% are not researching, and 3.9% would rather not say. The high percentage of educators actively conducting research is promising for regional research productivity, but the reasons behind some educators' non-

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (1), September-December, 2024 https://ajemates.org

participation need further investigation to ensure that all have the opportunity and support to participate.

Book authorship is a major academic achievement since it shows research and expertise. The data shows that 73.6% of respondents have never written or co-written a book, 18.6% have written fewer than three, and 7.8% have written three to five. The low number of book writers among responses shows that this form of intellectual output is rare due to the time, resources, and experience required to write a book. This emphasises the need for institutional support and incentives for educators to write books as research output.

Objective Two: To find out the relationship between institution type and research productivity of library educators
To achieve this objective a Poisson regression analysis is used. Poisson regression predicts "count data" from one or more independent variables. the dependent variable (research productivity outcome) we want to predict is a count variable measured by the number of papers published. To predict the dependent variable, we use independent variables (institutional type) (Laerd Statistics, 2018).

Table 3: Poisson regression analysis to test the relationship between institution type and research productivity of library educators

Omnibus Test[a]		
Likelihood Ratio Chi-Square	df	Sig.
.132	2	.936

Dependent Variable: How many of your journal papers have been published or accepted in scholarly journals
Model: (Intercept), What type of institution do you work?

a. Compares the fitted model against the intercept-only model.

A Negative Binomial regression was used to examine the association between institution type and library educators' research production in South-South Nigeria, assessed by journal publications published or accepted.

Model Information
Analyses used a negative binomial probability distribution with a log link function. The dependent variable was the number of journal papers published or accepted in academic journals, while the independent variable was institution type—universities, polytechnics, and colleges.

Summary of Case Processing
The dataset's 129 examples were analyzed without missing values. The three institution types had the following participation distribution: Universities had 68.2%, polytechnics 15.5%, and colleges 16.3%.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (1), September-December, 2024 https://ajemates.org

Goodness of Fit

The model's Pearson Chi-Square value was 8.154 with 126 degrees of freedom, resulting in a Value/df of 0.065 in the Goodness of Fit study. This shows the model was not overdispersed, as Value/df is much below 1. The model and data match well.

Omnibus Test

The Omnibus Test compared the fitted model to the intercept-only model and yielded a Likelihood Ratio Chi-Square of 0.132 with 2 degrees of freedom and a p-value of 0.936. This non-significant result implies that institution type does not improve the model's publication prediction.

Tests of Model Effects

The Wald Chi-Square test determined independent variable significance. Institution type did not influence research productivity (Wald Chi-Square = 0.134, df = 2, p = 0.935). This suggests that university, polytechnic, and college professors publish similarly.

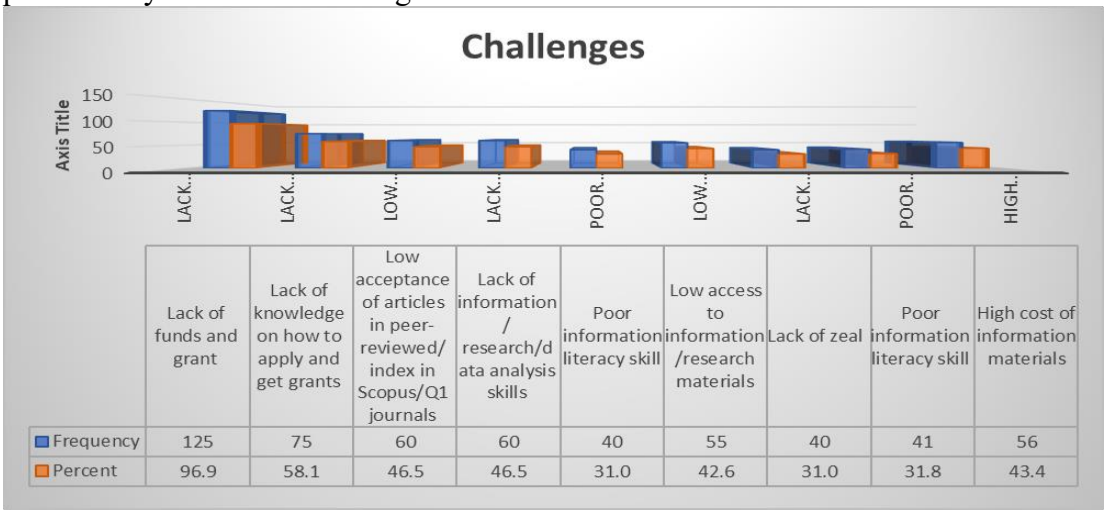
Estimated Parameters

A substantial intercept (anticipated log count of publications for educators at the reference institution type) was found in parameter estimations (B = 1.299, SE = 0.246, $p < 0.001$). Compared to colleges of education, university and polytechnic institutions did not affect publishing rates (university: B = 0.098, p = 0.719; polytechnic: B = 0.062, p = 0.861).

Interpretation

This negative binomial regression analysis suggests that a library educator's research productivity—measured by journal papers published or accepted—is not affected by their institution (university, polytechnic, or college of education). This suggests that South-South Nigerian library instructors' research productivity is affected by factors other than institution type.

Objective Three: To determine the challenges affecting library educators' research productivity in South-south Nigeria



	Lack of funds and grant	Lack of knowledge on how to apply and get grants	Low acceptance of articles in peer-reviewed/ index in Scopus/Q1 journals	Lack of information / research/data analysis skills	Poor information literacy skill	Low access to information /research materials	Lack of zeal	Poor information literacy skill	High cost of information materials
Frequency	125	75	60	60	40	55	40	41	56
Percent	96.9	58.1	46.5	46.5	31.0	42.6	31.0	31.8	43.4

Figure 1: Bar chart showing challenges Library educators face

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (1), September-December, 2024 https://ajemates.org

The 129 respondents were asked multiple-response questions about their research productivity challenges. Figure 1 presents an analysis of their responses. The lack of funding and grants (96.9%) and expertise on how to apply for and get grants (58.1%) are the biggest challenges to research productivity. Other issues include low acceptance rates of publications in high-impact journals (46.5%), a lack of research and data analysis abilities (46.5%), and limited access to research materials (42.6%). Many respondents also claim low information literacy (31.8%), excessive information material expenses (43.4%), and a lack of passion (31.0%). These data imply that increasing financial assistance, targeted research skill training, access to research materials, and motivation could enhance research output.

Discussion

The research productivity of library educators in South-south Nigeria is multifaceted, with diverse levels of engagement across scholarly activities. As many as 45% of respondents had produced or accepted 24 or more journal articles, demonstrating great productivity among educators. Okeji (2019) found that Nigerian librarians have produced significant research output. However, some educators have fewer than five articles or none, suggesting that research productivity varies across the field. In their study of academic research participation in impoverished countries, Heng et al. (2020) found that institutional support, resource availability, and motivation explain this diversity.

Library educators were found to be actively ensuring academic publication quality with 72.9% peer review engagement. This scholarly community involvement is essential for research standards and knowledge exchange. Only 3.9% of conference presenters delivered more than 16 papers, despite Lassonde and Israel (2010) emphasizing the importance of conferences for research dissemination and networking. Kasprowicz et al. (2020) suggest institutional priorities or resource restrictions explain this divergence, especially in underdeveloped nations. The fact that 82.9% of respondents are pursuing research suggests a robust culture of academic inquiry. However, 73.6% of respondents had never written or co-written a book, raising questions about the impediments to this type of scholarly output. Steele (2008) described an evolving scholarly monograph publishing scene, including obstacles and opportunities. Book writing is time-consuming, and academic publishing priorities explain the gap between current research and book release.

Interestingly, university, polytechnic, and college of education institution type did not affect journal publication research productivity. This contradicts Porter and Toutkoushian (2006), who found institutional factors affecting research productivity. In South-south Nigeria, there is no differential by institution type, suggesting that individual motivation or resource availability are more important in determining research output.

This study finds that funding and grants (96.9% of respondents) are a major barrier to research productivity in Nigeria, echoing Igiri et al. (2021). Training and

help for grant application expertise are needed because 58.1% of educators struggle with it. In their review of citation indicators and research quality, Aksnes et al. (2019) noted that publication in high-impact journals and access to research resources are global academic difficulties. When seen alongside the literature, these findings show an engaged but challenged research community. Due to the heterogeneity in research output and the impediments highlighted, targeted interventions including improved financing mechanisms, research skills training, and resource access could greatly increase library educators' research productivity in South-south Nigeria. In addition, the lack of institutional type influence on productivity suggests a need for a more sophisticated understanding of research participation in this context.

Conclusion

This study has been able to examine the factors that affect library educators' research productivity in South-South Nigeria. The findings show that while many educators publish journals and peer review, research output varies among scholarly activities. Interestingly, research productivity is not impacted by the institution type (university, polytechnic, or college type). It means that other factors are responsible. It could also be because Library educators struggle most with finance and grant writing, according to the report. Lack of research materials, difficulty publishing in high-impact journals, and poor research and data analysis abilities are other major obstacles. These findings suggest focused efforts to improve library educators' research environments in South-South Nigeria. Improved financing, specialised training, and resource availability can raise regional research productivity.

Recommendations

This study suggests the following to improve South-South Nigerian library educators' research productivity:

1. Government, Tetfund and Management of schools need to create a dedicated research financing mechanism: lack of financing was the biggest obstacle (96.9% of respondents), hence library and information science research needs a dedicated funding stream. Academic institutions, government organizations, and commercial sector partners could collaborate to provide grants for library educators.
2. with 58.1% of respondents indicating lack of grant application experience as a major barrier, institutions should create comprehensive grant writing training programs. These programs should address finding financing, writing attractive proposals, and managing grant monies.
3. There is a need to improve access to research resources and materials. Institutions should invest in digital library resources. This could involve expanding access to foreign databases, inter-library lending services, and a regional repository of research materials for library educators.
4. Management of institution should create a mentorship program for

early-career educators and experienced researchers to address the 46.5% lack of research and data analysis abilities. Additionally, hold frequent workshops and seminars on research methods, data analysis, and academic writing.

5. Encourage diverse research outputs: while journal articles are widespread, other research outputs like book authoring and conference presentations are rare. Create a complete research evaluation system that honours book writing, conference presentations, and community-engaged research. This strategy encourages educators to produce scholarly work.

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