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**Information Literacy Skills, Availability of Information Resources as Factors
Influencing Research Productivity of Academic Staff of Lead City University,
Nigeria.**

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Abstract

The study was carried out to evaluate the relationships between information availability, information literacy skills and research productivity among scholars at Lead City University Ibadan. The quantitative research method was adopted with a self developed questionnaire as the instrument for data collection. The study sample which consists of 71 academic staff was selected through the proportionate sampling procedure from four faculties in the university. Data analysis revealed a significant relationship between information availability, information literacy skills and research productivity. The study recommended that the library create more awareness about the available resources and conduct information search and retrieval training for library patrons to improve their information literacy skills.

Keywords: Research Productivity, Library Resources, Information Literacy Skills, Research Output, Academic Libraries

Introduction

Globally, universities are recognized as centers for the production, accumulation and transfer of knowledge. Universities all over the world are mandated to perform three core functions namely: teaching, research and community service, with the overall aim to produce trained manpower for various areas of national development. Nirman (2007) avers that the mission

of higher education is to advance knowledge, create knowledge, disseminate knowledge through research and provide service to the community. According to Isani (2005), universities are like greenhouses where various types of seeds grow into plants and are sent out to the world. While there has been a tendency to place teaching over research and community service delivery, it is increasingly clear that research is extremely critical and important if universities are to serve as engines of national development (Fadokun, 2009; Grigore, Candidate, and Blideanu, 2009).

Research in academic institutions serves multiple purposes. It is the avenue for the academic institution to drive intellectual, social, economic and cultural development of their immediate environments and, by extension, the global community. According to Gabbay and Soham (2017), conducting research is essential in promoting the prosperity of a nation. Research is also the best way for scholars to sharpen their minds, keep abreast of developments in their field of interest and become renown in their chosen profession. Most importantly, the volume and quality of a scholar's research output is highly important to their career advancement which gave rise to the cliché; 'publish or perish' among scholars.

As pointed out by Okiki (2013), access to relevant information resource is highly essential in conducting any type of research. In fact, a lot of researches have been inspired by the information available to the researcher. When the decision is made to conduct a research, information resources in are also need to gauge the state of the art concerning the area being research and help the researcher situate his/her own work in the context of available literature. That is one of the reasons academic libraries are seen as crucial to the vision and missions of any university. It is the role of the academic library to make the relevant information resources available to all members of the academic community.

However, the modern information society has introduced another dimension to the relationship between information availability, retrieval and utilization for various purposes such as research activities. Advancement in information technology and the rise of online digital libraries has created a glut of information resources that may be difficult to navigate for scholars without the relevant skills. Information literacy is defined as the ability to recognize the need for information, identify relevant sources of needed information, evaluate, retrieve and manipulate the information to meet particular need in a manner that does not cross any ethical boundary. Okiki and Mabawonku (2013) describes an information literate person as one who, apart from being able to access information, is also able to ascertain its veracity, reliability, bias, timeliness, and context. It is therefore imperative, when measuring the relationship between information availability and research productivity to also measure information literacy level of the targeted group because it often happens that the available information are being underutilized due to lack of information literacy skills. This is acknowledged in studies such as Bhukuvhani, Chiparausha, and Zuvalinyenga (2012) who measured the impact of information literacy on the utilization of electronic resources among Indian scholars and Fasola (2013) who observed that the available of electronic information resources in Nigerian libraries are often underutilized due to factors which include lack of information skills. It is in view of this that this study focuses on information literacy skills and availability of information resources as factors influencing research productivity of academic staff at Lead City University, Nigeria.

Statement of the Problem

Research is given a place of pride in academic institution because it is essential to societal development. The quality and relevance of research that emanate from an institution add a great deal to its prestige and attract fund from governments and other agencies. The Lead City University academic

library has the mandate to provide the researchers and other members of the university community with needed resources and facilitate effective and productive utilization of the resources. However, no previous study has examined how the available information, coupled with the information literacy skill level of researchers affect the research productivity of academic staff at Lead City University, Nigeria. Hence, this study aims to bridge that gap as a way of providing empirical information necessary for the library management to make informed decisions about enhancing the utilization of library resource by researchers in the institutions

Objectives of the Study

The general objective of this study is to investigate the relationship between information literacy skills, availability of information resources and research productivity of academic staff in Lead City University.

The specific objectives are:

1. To identify the types of information resources available in Lead City University library;
2. To investigate how the Lead City University academic staff develop information literacy skills;
3. To determine the level of information literacy of the academics staff of Lead City University;
4. To investigate the quantity of research productivity (publications) of the academic staff in Lead City University Library;
5. To determine the relationship between information literacy skills and research productivity of Lead City University academic staff;

1.5 Hypotheses

The following null research hypotheses guided the conduct of this study and they were tested

at 0.05 level of significance:

- H₀ There is no significant relationship between information literacy skills and research productivity of academic staff in Lead City University.
- H₁ There is significant relationship between information literacy skills and research productivity of academic staff in Lead City University.
- H₀ There is no significant relationship between availability of information resources and research productivity of academic staff in Lead City University.
- H₂ There is significant relationship between availability of information resources and information literacy skills on the research productivity of academic staff in Lead City University.

LITERATURE REVIEW

Research is a core activity in any university. This is obvious because conducting researches is the best avenue to expand the frontiers of knowledge and drive development in a bid to make the world a better place (Gabbay and Soham, 2017). The importance of research can be better understood from the fact that universities around the world are ranked based on the quality and quantity of research output (Williams, 2013). Furthermore, conducting research is also beneficial to the researcher. Innovative and high impact researches improve the profile of the researcher among their peers and expedite their career progression (Okoduwa, Abe, Samuel, Chris, Oladimeji, Idowu, and Okoduwa, 2018; Gabbay and Soham, 2017).

Research output is exemplified by peer reviewed research reports published in professional journals or presented at scholarly conferences, published book or chapter, etc. research productivity is therefore the measure of the quantity of these publications by researchers over a particular period of time (Uluocha, and Mabawonku, 2014).

As observed by Yusuf (2012), despite the fact that Nigeria has several policy documents that highlights the importance of research as a catalyst for national development, Nigerian scholars are not performing up to expectation in term of research and innovation. Studies conducted by Okonedo (2015) and Tsafe, Basaka and Mohammed (2016) on research productivity in South-West and Northern Nigeria respectively show that scholars in Nigerian universities published an average of one research paper per year. According to Ifijeh, Ogbomo, and Ifijeh (2018), this rate of research publication is very low compared to scholars in developed countries.

As the unit responsible for the selection, acquisition, organization and dissemination of relevant information resources to facilitate research activities in academic institutions, the academic library has come under scrutiny to justify its existence in the light of low research output and general quality of scholarship in tertiary institutions (Ansari and Raza, 2019).

As submitted by Iroaganachi, and Izuagbe (2018), research productivity is highly dependent on effective utilization of quality information resources so it is crucial for academic libraries to be well stocked with relevant information resources in diverse formats and equipped with adequate facilities which will ensure that researchers and other library users are able to effectively and maximally utilize the available resources.

Uluocha, and Mabawonku, (2014) opined that availability of relevant information resources has a significant relationship with research productivity of scholars in an institution. This is backed by Unegbu, Lawal-Solarin and Ladan (2017) who averred that availability and accessibility of relevant Information resources are essential to knowledge acquisition, learning and research. Therefore, various studies have examined the availability of information in academic libraries. Ali, Tuyo and Mohammed (2018) reported that some law libraries in Nigerian are unable to effectively meet the needs of their patrons because of insufficient and outdated collection.

Furthermore, most of the resources are irrelevant and lack variety.

However, Chimah and Nwokocha. (2013) believe that the advancement in Information and Communication Technology (ICT) has provided the library with a great opportunity to meet the diverse need of researchers. The integration of digital information resources, according to (Tella, Orim, Ibrahim, and Memudu, 2018), has expanded access to information for teaching, learning, and research than the traditional print through the use of information and communications technologies (ICTs) by library patrons. Today, libraries can make information resources available to their patrons beyond what they have under their roofs.

Literature has however shown that availability of information does not automatically translate to it being used for research and other purposes (Bhukuvhani, Chiparausha, and Zuvalinyenga, 2012; Adeleke and Nwalo, 2017; Obaseki, 2016; Adamu, Kolo, Adebisi, and Abubakar, 2018). In the current information environment, the challenge is not always lack of information but rather that of information glut (Okiki, 2013). Information users, including researchers are often faced with multiple sources and formats of information in the course of their research activities which can induce a feeling of being overwhelmed in information users without the right skills or knowledge.

So, in addition to the challenge of information availability is that of information literacy skills. According to Catts and Lau (2008), information literacy skill is the ability of an individual to know when there is need for information, locate, access and evaluate the quality of information, preserve and be able to retrieve the information and use the information for good and critical decision and being able to communicate meaningfully to other information seekers. As stated by Okiki and Mabawonku (2013), the constantly increasing volume of information calls for

researchers to acquire sophisticated search skills to access, evaluate, retrieve, interpret and make effective use of available resources.

There are conflicting assessments regarding the level of information literacy skills possessed by Nigerian scholars. Ojeniyi and Adetimirin (2016) observed that most Nigerian university lecturers lack relevant ICT literacy skills so they are often unable to identify relevant sources of information or retrieve them through the use of ICT because they are not ICT literate. Omekwu, Ibegbulam, Aiyebilehin, Ejikeme, and Ezema (2019) however reported that the lecturers in their study reported a high level of information literacy which enable them to formulate information needs, identify and evaluate sources, retrieve needed information and synthesis the information to create new knowledge. This inconsonance may be due to time lapse between the two studies which has enabled more lecturers to acquire or improve on their information literacy skills.

However, there are few disagreements to the assertion that information literacy skills affect the level of research productivity of scholars. Bhukuvhani, Chiparausha, and Zuvalinyenga (2012) reported that training lecturers on the use of electronic information resources in a Zimbabwean University resulted in improved use of the library databases and an increase in research output. Krubu (2017) defined Information Literacy as the ability to define one's information needs and then to access, evaluate, process and use retrieved information strategically. Any researcher who is unable to do this may not be as productive as expected. This is further reinforced by the study of Bassak and Govender (2017) which found that researchers with information and media literacy are more productive than those without.

The reviewed literature has shown that, among other factors, research productivity is impacted by the level and quality of available information resources as well as the information literacy skills of the researcher who must navigate his way through an ocean of available information

both within and beyond the academic library. It is therefore important to evaluate how significant are these factors to research output of the targeted population.

Research Methodology

The study adopted a quantitative research method with a self developed questionnaire as the data collection instrument. The study population comprises 177 academic staff of Lead City University, Ibadan. The proportionate sampling technique was adopted to select 40 per cent of the population as the sample i.e.; 40% of academics in each of the faculties (Basic Medical and Applied Sciences, Arts and Education, Law, Environmental, Management and Social Sciences) was selected making a total of seventy-one (71) respondents. The instrument was distributed equally among the four faculties in Lead City University on the basis that they were available in all the selected faculties. The data gathered was analyzed using descriptive statistics. Multiple regression analysis was used to determine the combined effect of information literacy skills and availability of information resources (independent variables) on academics research productivity (dependent variable). Pearson Correlation Coefficient and Analysis of Variance (ANOVA) was used to test relationship between each of the two variables at 0.05 level of significance. The data analysis was carried out with the aid of the Statistical Package for the Social Sciences (SPSS).

Table 1: The distribution of the population of the study

S/N	Faculties	Academic staff no.	Sample
1.	Basic, Medical and Applied Sciences	72	29
2.	Arts and Education	31	12
3.	Law	09	04
4.	Environmental, Management and Social Sciences	65	26
	Total		71

Results and Discussion

Table 2: Demographics

Sex	Frequency	Percentage (%)
Male	39	66.1
Female	20	33.9
Designation		
Assistance Lecturer	07	11.7
Lecturer II	07	11.7
Lecturer I	07	11.7
Senior Lecturer	10	16.9
Associate Professor	04	6.8
Professor	03	5.1
No response	21	35.6
Faculty		
Basic, Medical and Applied Science	19	32.2
Arts and Education	12	20.3
Law	05	8.5
Environment Management and Social Science	22	37.3
No response	01	1.7
Years Of Experience		
0-5 Years	21	33.6
6-10 Years	18	30.5
11-15 Years	10	16.9
15 and above Years	09	15.3
No response	01	1.7
Educational Qualification		
B.Sc.	01	1.7
M.Sc.	34	57.6
Mphil PhD	01	1.7
Phd	18	31
No response	05	8.5

The table above shows the distribution of the respondent's demographic characteristics. Gender wise, 39(66.1%) of the respondents are male while 20(33.9%) are female. This is an

indication that the sample comprised more males than females. On the rank of respondents, 07 (11.7%) of the respondents are Assistance Lecturer, 07(11.7%) are Lecturer II, 07(11.7%) are Lecturer I, 10(16.9%) are Senior Lecturer, 04(6.8%) are Associate Professor, 03(5.1%) are Professor while 21(35.6%) did not indicate their rank. Respondents distribution by faculty shows that 19(32.2%) of respondents are in Basic, Medical and Applied Science, 12(20.3%) are in Arts and Education, 05(8.5%) are in Law, 22(37.3%) of respondents are in Environmental Management and Social Science while 01(1.7%) did not indicate their faculty affiliation. In term of job experience, 21(35.6%) of the respondents are between 0-5 years, 18(30.5%) are between 6-10 years of experience, 10(16.9%) are between 11-15 years of experience, 09(15.3%) are above 15 years of experience and 01(1.7%) of respondent give no response to this question. Also, analysis of the academic achievement of the respondents show that 01(1.7%) of the respondents are B.Sc. holders Certificate, 34(57.6%) of the respondents have M.Sc., 01(1.7%) of the respondents have MPhil. PhD, 18(31%) of the respondents have PhD and 05(8.5%) of respondent give no response to this question.

Table 3: Research Productivity of Academic Staff

Item	Frequency	Percentage (%)
1-2 Papers / Yr	35	59.3
3-4 Papers / Yr	14	23.7
5-6 Papers / Yr	5	8.5
7-8 Papers / Yr	1	1.7
No Response	4	6.8
Total	59	100.0

When asked to measure their research output in term of scholarly papers produced and published by academic staff per year on the average (Table 3), 35(59.3%) of the respondent indicated they produce and publish 1-2 papers yearly, 14(23.7%) of the respondent produce and publish 3-4

papers yearly, 5(8.5%) of the respondent produce and publish 5-6 papers/yr., 1(1.7%) of the respondent produce and publish 7-8 papers yearly. This indicates that majority lecturers at Lead City University produce and publish an average of one to two scholarly articles per year.

Hypothesis 1 (Ho₁): There is no significant relationship between information literacy skills and research productivity of academic staff in Lead City University.

Table 4.2: Summary of Linear Regression Table showing relationship between information literacy skills and research productivity of academic staff of Lead City University.

Variables	Unstandardized Coefficient		Standardized Coefficient	T	R	R ²	Adjusted R Square	Sig	Rmk.
	B	Std. Error	Beta (β)						
Constant	2.729	0.403	1.546	6.778	0.937	0.878	0.846	0.001	Sig.
Literacy Skills	1.913	0.775		21.018					

Dependent Variable: Research Productivity

Source: Field work 2020

Table 4.2.1 present the result of Hypothesis one (Ho₁) testing the relationship between information literacy skills and research productivity. The table shows that there is a significant relationship between information literacy skills and research productivity among Lead City University scholars (R = 0.937, F=1.435 P < 0.05). The coefficient of determination (Adjusted R Square = 0.878) shows that 88% of the total variations in research productivity accounted for the change in the independent variable (information literacy skills).The significant value of the table is 0.001 which is P < 0.05, this means that the hypothesis is rejected; the implication of this is that there is a relationship between information literacy skills and research productivity.

Hypothesis 2 (Ho₂): There is no significant relationship between availability of information resources and research productivity of academic staff in Lead City University.

Table 4.4: Summary of Linear Regression Table showing relationship between availability of information resources and research productivity of academic staff of Lead City University.

Variables	Unstandardized Coefficient		Standardized Coefficient	T	R	R ²	Adjusted R Square	Sig	Rmk.
	B	Std. Error	Beta (β)						
Constant	4.070	0.834	-0.112	4.883	0.457	0.209	0.063	0.001	Sig.
Availability of information	0.183	1.608		-0.720					

Dependent Variable: Research Productivity

Source: Field work 2020

Table 4.4 presents the result of hypothesis two (Ho₂) testing the relationship between availability of information resources and research productivity. The result shows that there is a relationship between resources availability and research productivity in Lead City University, $R = 0.457$, $F=27.565$ $P < 0.05$. The coefficient of determination (Adjusted R Square = 0.209) shows that 21% of the total variations in research productivity accounted for the change in the independent variable (resource availability). The significant value of the table is 0.001 which is $P < 0.05$, this means that the hypothesis is rejected; the implication of this is that there is a relationship between resource availability and research productivity.

4.4 Discussion of findings

The result of hypothesis 1 revealed that there is a relationship between literacy skills and research productivity in Lead City University, $R = 0.937$, $F=1.435$ $P < 0.05$. Also the result of the hypothesis 2 revealed that there is a relationship between resources availability and research

productivity in Lead City University, $R = 0.457$, $F=27.565$ $P < 0.05$. This corroborates Nwosu (2015) study which showed that there is positive correlation between the information literacy skills possessed by the academic staff of Nnamdi Azikiwe University, Awka and their research output.

The analysis of the findings further shows that the research productivity of the academic staff of Lead City University is low due to some factors limiting their productivity such as Lack of Infrastructure Facilities, Lack of Financial Support, Work overload, Lack of Information resources, Lack of personal Development and Other. There are various reasons for the decline in research output in Nigeria academic as summarized by Okebukola (2002): These include: lack of modern method of research; lack of necessary infrastructure for carrying out proper and sound research; academics are overloaded with teaching and administrative work and as such do not have time for research; the institutions no longer fund research work; lack of mentoring program by the senior colleagues in the academics; Most methods used in measuring research output are through numerical counting of journal articles, published, chapters in a book etc.

Conclusion

The study indicates that there is high level information resources availability to lecturers and other academic staff in Lead City University who are utilizing them in conducting researches. However, a significant number of the researchers are not being hampered by lack of the required level of information literacy skills which is affecting the rate of their research output. Furthermore, there is a significant lack of awareness about the available information resource that can be accessed in the library or through the library.

Recommendations

Based on the findings of this study, the following recommendations are suggested to improve

academics' research productivity in Lead City University:

1. There should be continuous training and retraining of academics staff on information literacy skills acquisition and adequate provision of up-to-date information about resources in various disciplines.
2. Awareness activities on available information resources should be provided by library staff regularly to the users in order for them to become acquainted with the resources obtainable in the university library.
3. Academic staff in Lead City University should take advantage of the enabling environment to enhance their level of information literacy competencies which may invariably have positive effect on their research output.
4. In view of the fact that research productivity contributes towards reputation of a university as well as ranking, it becomes highly necessary for university to invest more on access to information resources especially electronic resources.
5. University administrations should provide more computers with Internet access in the university. The bandwidth for Internet connectivity should be increased to improve the speed of accessing information from Internet.

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