

INFLUENCE OF INSTITUTIONAL FACTORS ON RESEARCH PRODUCTIVITY OF ACADEMIC LIBRARIANS IN FEDERAL UNIVERSITY LIBRARIES IN SOUTH-SOUTH AND SOUTH-EAST, NIGERIA.

By

ALPHONSUS ONYEKACHI OKECHUKWU Ph.D

Library and Information Science Department,
Enugu State University of Science and Technology, Enugu. Nigeria.

And

OGECHI F. IKPE

Captain Elechi Amadi Polytechnic,
Port Harcourt, Rivers State.

Abstract

The study determined the influence of institutional factors and research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria. The specific objectives of the study was to determine the influence of research grant, availability of facilities and workload on research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria. The ex-post facto research design was adopted for the study. The population of the study comprised all academic librarians in all the federal university libraries in South-South and South-East, Nigeria numbering 350 out of which 289 academic librarians were purposively used as sample size. An instrument titled: Institutional Factors and Research Productivity Questionnaire was used to collect data for the study. The data collected from the field was analysed using mean and standard deviation as well as independent t-test. The findings of the study showed that research grant, availability of facilities and workload influenced research productivity of academic librarians. Based on the findings of the study, it was concluded that research grant, availability of facilities and workload have significant influence on research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria. Consequent upon the findings, it is recommended among others that Federal Government and relevant agencies such as TETFund should increase and ensure timely disbursement of research grants to universities. This will empower academic librarians to undertake innovative and high-impact research projects, reducing over-dependence on external funding agencies.

Key Words: Institutional Factors, Research Grant, Availability of Facilities, Workload, Research u Productivity

INTRODUCTION

Research productivity is widely acknowledged as a key indicator of academic effectiveness and institutional reputation. It is used interchangeably with publication output and publication productivity and used to denote the entirety of research works conducted by academics in universities in their careers over a specified time frame. It generally refers to the measurable output of research activities, such as journal publications, conference papers, book chapters, and other scholarly works that contribute to knowledge creation and dissemination. According to Simisaye (2020), research productivity is determined by the quality and often the quantity of research works published as textbooks, or chapters in books, journal articles, conference/workshop proceedings, occasional papers, monographs, edited books, bibliographies, indexes and abstracts.

In the view of Haliso, Iwu-James, Soyemi and Madukoma (2021), research productivity of academic librarians broaden their perspectives of daily services rendered to users; enhance their status, provides them with opportunities for promotion, help them secure tenured or permanent appointment; gain recognition for creative thinking, visibility and acceptability within and outside the university community as well as satisfy their intellectual curiosity. Also, Association of College and Research Libraries (2017) reported that it is through research publications that academic librarians contribute their quota to existing body of knowledge in the profession as well as contribute to the achievement of institutional mission, goals and strategy of the university.

Research productivity is very important to the career success of academic librarians in universities and this is determined by several factors such as individual factors (a passion for and interest in the discipline, ambitions, self-esteem/self-concept, age, career rank, academic qualifications, and a desire to collaborate with others, are related to academics' level of intrinsic motivation, gender, years of experience, teaching time versus research time, level of multidisciplinary collaboration, research style); Organisational factors (clarity of the institution's research expectations, the availability of students' research assistance, financial incentives for

conducting research, access to internal and external research funds, funding for travels and facilitation of seminars and workshops, availability of modern infrastructure and laboratories, availability of library resources and services as well as subscriptions to major journals, salaries and staff allowances, possibility of promotions, effective leadership and management and workload); Research culture (observed behaviour regularities which includes research group norms and research leadership focus as well as the philosophy guiding the organisation's research policies; and the climate or feeling that the organisation conveys on research) (Muia & Oringo, 2016; Ghabban et al., 2019 and Hoffman, Berg, Brancolini & Kennedy, 2023)). The crux of this study however, is on the institutional factors.

Institutional factors are organizational conditions, policies, and resources provided by universities that shape the capacity of academic staff to engage in research. According to Okonedo (2015), institutional support is considered critical because it directly influences the motivation, opportunity, and resources available to academic librarians to engage in research. Hoffmann, Berg and Koufogiannakis (2017) averred that institutional factors can encourage increased research productivity if they are supportive to the research needs of academics. The Institutional factors that could either make or mar research productivity of academic librarians are research grant, availability of facilities, possibility of promotion, remuneration, workload, mentorship and sponsorship to conferences. However, this study would focus on research grant, availability of facilities and workload.

Research grant is an important institutional variable that can enhance research productivity because research is considered to be capital intensive. Heng, Hamid and Khan (2020) reported that research grant is one of the core institutional factors that determine the quality and quantity of research publications especially in developing countries. Midega et al. (2021). stated that Kenya, South Africa and Egypt have emerged as major research hubs in Africa in the past decade based on

their Research and Development Initiatives (RDI). This is as a result of increased funding for research. In essence achieving research productivity is premised on the availability of research funding. Although it is established that research grant is very important to increasing and sustaining research productivity However,, without the availability of facilities, research productivity would still be impeded.

Another significant institutional factor is the availability of research facilities, including access to digital libraries, electronic databases, internet connectivity, and research software. According to Ternenge and Kashimana (2019), these facilities are essential for academic librarians to conduct quality research and disseminate findings effectively. When such facilities are readily available, librarians are better positioned to access current literature, analyze data, and prepare manuscripts for publication. Adeyinka (2014) and Bentley (2015) opined that Research and Development activities cannot be effectively carried out when infrastructure is in poor state especially in the areas of laboratories, research equipment, computer facilities, library holdings, and faculty offices can enhance the research productivity of academics. The availability of facilities may not translate into research productivity when academic librarians are faced with heavy workloads.

Work load is referred to as the amount of work an individual is expected to perform and most times, could take much of the time that could be used for research. According to Adegbaye, Okorie, Wagwu and Ajiboye (2019) and Muramalla and Alotaibi (2019), academic staff are vested with the mandate to teach, carryout research as well as carry out administrative work and these can limit the time and energy available for conducting research and publishing research works. With particular reference to academic librarians who have to combine library duties with classroom teaching as well as research publications in order to be promoted. They cannot achieve increased research productivity with increased workload coupled with the inadequate staffing in university libraries. It is in view of this that Okendo (2018) opined that when streamlining the workload of academics, time should be allocated for research as well as administrative duties.

In Nigeria, where academic librarians often face systemic challenges such as inadequate funding, poor infrastructure, and high workloads, understanding these dynamics is crucial. This study is therefore needed to investigate the extent to which institutional factors specifically research grants, availability of facilities, and workload affect the research productivity of academic librarians in Nigerian universities.

Research Questions

The following research questions guided the study:

- i. What is the influence of research grants on research productivity of academic librarians in selected federal university libraries in South-South and South-East, Nigeria?
- ii. What is the influence of availability of facilities on research productivity of academic librarians in selected federal university libraries in South-South and South-East, Nigeria?
- iii. What is the influence of workload on research productivity of academic librarians in selected federal university libraries in South-South and South-East, Nigeria?

Hypotheses

The following hypotheses guided the study and were tested at 0.05 level of significance.

- i. There is no significant influence of research grants on research productivity of academic librarians in selected federal university libraries in South-South and South-East, Nigeria.
- ii. There is no significant influence of availability of facilities on research productivity of academic librarians in selected federal university libraries in South-South and South-East, Nigeria.
- iii. There is no significant influence of workload on research productivity of academic librarians in selected federal university libraries in South-South and South-East, Nigeria.

Review of Literature

Institutional factors refer to the organizational conditions, structures, and resources provided by institutions that shape the capacity of individuals to perform their professional responsibilities effectively. These factors encompass the policies, facilities, funding mechanisms, mentorship opportunities, and workload distribution within an academic environment. According to Amoozegar, Daud, Mahmud and Ab-Jalil (2017), institutional factors refers to with standards, practices, or benchmarks set up by organization for the achievement of organizational goals and ensuring operational success. Also, Ai-Enazi (2016) described institutional factors as university-provided support systems such as research sponsorships, grants, publication assistance, technical and pedagogical support needed for the achievement of the mandate of the university. Furthermore, Taye, Sang and Muthanna (2019) averred that institutional factors are simply institutional objectives and policies that guide the development of performance evaluation frameworks and reward systems within an institution. For academic librarians, institutional factors include access to research grants, sponsorship to conferences, provision of ICT facilities, mentorship programs, and a supportive organizational culture. Iwu-James, Haliso, Soyemi and Madukoma (2021) emphasized the importance of institutional factors in enhancing academic librarians' research productivity. These include opportunities for collaboration and networking, competitive remuneration, adequate facilities, modern equipment, and access to research grants. Also, Jameel and Ahmad (2020) argued that institutional support is one of the strongest predictors of research productivity across higher education systems. Without adequate institutional mechanisms, librarians may be unable to contribute meaningfully to scholarship despite their personal motivation. Essentially, institutional factors are organizational condition, policy, or resource that influence the performance, productivity, or behavior of individuals within an institution.

On the other and, research productivity is generally defined as the measurable output of research activities, including the number and quality of publications such as journal articles, conference papers, monographs, book chapters, and creative works (Wahid, Warraich & Tahira,

2022). According to Jameel and Ahmad (2020), research productivity is a key determinant of academic and institutional success as it provides a basis for evaluating academic staff performance. It is regarded as a measure of a researcher's scholarly activity which is reflected through publications. Research productivity refers to the volume of research publications produced by academics over a specified period appearing books, book chapters, journal articles, conference papers and patents (Akbaritabar, Casnici & Squazzoni, 2017). The discourse simply shows that research productivity in its simplest form is the number of scholarly publications in form of conference proceeding, book and book chapters, journal articles among others produced by an individual or institution within a specific period.

Research Grant and Research Productivity

According to Thompson (2019), research grant refers to an amount of money given to a researcher either to cover for all expenses or to fund certain parts of research. It can be small grant awards, full or multi-year fellowship. In a survey of seven universities across Africa, Cloete, Bailey and Maassen (2011). reported that University of Cape Town (South Africa), University of Mauritius, Makerere University (Uganda) and Nelson Mandela Metropolitan University (South Africa) have improved research productivity as a result of increased research funding. According to Baro, Bosah and Obi (2017), all over the world, funds for research come primarily from governments and business firm as well as foundations and professional societies. The universities in Nigeria are greatly underfunded especially in the area of capacity development and research grants to embark on cutting edge research. Erhieyovwe and Andrew (2019) reported that under-funding of tertiary education in Nigeria is a persistent occurrence as funds released to the tertiary sector is not able to meet the increasing demands and growth of Nigerian tertiary institutions, this scenario was earlier reported by Dimunah (2017) that university education was greatly underfunded in Nigeria. In the same vein, Baro et al. (2017) confirm that the under-funding of universities in Nigeria has led

to the dependence of Nigerian universities on external agencies like Ford foundation, Rockefeller, United Nations Children Educational Fund (UNICEF), Mellinda Gates Foundation among others. The above exposes the precarious position of Nigerian universities as it relates to research funding as universities across the globe are better funded to carry out research than Nigerian universities.

Federal Government of Nigeria established the Tertiary Education Trust Fund (TETFUND) by an act of the National Assembly in June 2011 to address the issues of inadequate funding for research. Despite the presence of TETFund, universities have been accused of not accessing huge funds available at the organisation for research activities and development of innovative programmes as a result of not publicising the call for proposals as well as delaying the submission of lecturers' proposal to TETfund (Bogoro, 2019). this follows the view of Eno-Abasi (2015) and Baro et al. (2017) that access to research funds from TETfund has been very difficult because management of universities are not proactive in helping academics access funds earmarked for research. According Onwuchekwa (2016), correct documentation is key to accessing research funds from TETfund, However, institutions fall short of this either in failure to file in the document on time or did not complete the process as well as the in-house politics at the level of submission at the institution level. There is also the issue of misappropriation of research grant from TETFund to take care of their personal needs leaving a paltry sum for research (Agha & Udu, 2019; Alabi, 2020). Also, Agha and Udu (2019) reported that TETfund award of research grants is lopsided, favouring some universities in some geopolitical zone over others as universities in the south-east geopolitical zone have not benefited from research grants as compared with other geopolitical zones. In essence, Tertiary Education Trust Fund (TETFund) was established to enhance research funding in Nigerian universities, however, its impact has been hindered by poor access procedures, inadequate institutional support, mismanagement of funds, and regional disparities in grant allocation.

At the level of university administration, Halido (2015) reported that low research output in Nigerian universities is a reflection of the low priority accorded research and development by management of the university system. In a similar vein, Kyaligonza, Kimoga and Nabayego (2015) reported that the university fiscal policies are skewed to staff salaries, maintenance of buildings and purchasing teaching consumables with little or nothing left for supporting research activities. The foregoing restated that low research output in Nigerian universities is largely attributed to university administrations giving minimal priority and funding to research and development compared to other institutional expenses.

Availability of Facilities and Research Productivity

According to Isa and Yussof (2015), facilities are important in higher education to: illustrate concepts, opportunity for firsthand experience, for experimentation and demonstration, for scientific investigation and discovery, to provide diversity of thoughts, for observation and inquiry, for development of scientific attitudes and skills as well as to protect the individual and also provide comfort. Similarly, Okendo (2018) averred that facilities are important elements in boosting the research productivity of academics with academics. These facilities are seen in three folds- library facilities, internet services and laboratory facilities. Library facilities are seen as very important in the promotion of research productivity not just in the universities but also in research institutions. Iroaganachi and Izuagbe (2018) and Ugwuona and Dike (2015) asserted that to adequately support academics' research endeavours, university libraries must strive to constantly subscribe to relevant online databases, engage in extensive collection building as well as develop proactive services that would ensure availability and accessibility of these resources to academics beyond the confines of the library. It cannot be over emphasised that adequate research facilities such as well-equipped libraries, reliable internet services, and functional laboratories are essential in higher education for

enhancing academic research productivity, fostering innovation, and supporting effective teaching and learning.

According to Adeyinka (2014), internet facility is a necessity for improved research engagement because it is a channel through which scientists and academics manage their research activities in terms of communication, collaborations and sourcing of information resources. Also, Kpolovie and Onoshagbegbe (2017) asserted that the advent of Information Technology and the presence of the Internet has increased research productivity of academic staff with academics through collaborative efforts with distant like minds resulting from the elimination of geographic space as well as providing access to publications that provide background information on research areas. Umar, Kabir, Dahiru and Amishe (2018). averred that availability of equipment and good library facilities are important for research as research can only be conducted in a comfortable and conducive atmosphere. The atmosphere for reflective and creative thinking can only be provided by the availability of equipment and good library facilities. Baro et al. (2017) reported that embarking on cutting edge scientific research can only be made possible with the availability of facilities. However, the scenario on the availability of facilities in Nigerian universities is a sorry sight. In view of this, Adeyinka (2014) asserted that Research and Development activities in Nigeria is very low as a result of poor library and information technology facilities in the work environment. Aithal (2016) reported that increased research productivity is possible through the availability of information technology facilities, library facilities with adequate online information resources and database subscription. This discourse simply suggests that the availability of adequate internet connectivity, information technology infrastructure, and well-equipped library facilities is crucial for enhancing research productivity, fostering collaboration, and enabling academics to conduct innovative and high-quality research, yet these remain insufficient in many Nigerian universities.

Workload and Research Productivity

Workload comprises of overall assignments to be completed by the individuals in a given time (Apaydin 2012). According to Gharib, Jamil, Ahmad and Ghouse (2016), workload refers to the concentration or amount of assignments and tasks, which employee is responsible for at work. Similarly, workload can also be referred to as the number of tasks and obligations that is to be performed or completed within a specific time frame. Also, Khuong and Yen (2016) stated that workload could be the assignment of work that is above the worker's capabilities. The workload of faculty members changes over time due to factors such as diversities in the students' enrollments, commercialization of specialized programs, more research orientated performance appraisals, more dependency on part-time instructors, and additional expectations on faculty members to obtain external research grants (Papadopoulos 2017). According to Janib et al. (2021), academic staff in the university work in a complex and increasingly demanding environment as universities are the only organisations focused on dual core functions of knowledge creation and knowledge transmission through the processes of research and teaching and as such the work life of university academic staff is predominantly framed and shaped by commitments to and performance in these functions. In essence, workload refers to the volume and complexity of tasks assigned to employees within a specific time frame, and for university academics, it encompasses increasing responsibilities in teaching, research, and administrative duties, often leading to demanding and multifaceted work environments.

Muramalla and Alotaibi (2019) averred that academic staff are requested to teach, carry out administrative duties as well engage in research and their research capacities may be impeded upon when the teaching and administrative are very demanding. Kenny and Fluck (2019) asserted that academic's roles are not only in the primary domains of teaching and research but also administration and academic services which are demanding and could inhibit the research engagements of academic staff. Onyina, Boasiako, Gyimag and Yeboah (2021) identified two

factors of workload for employees namely-work environment and individual employee factors. The work environment are associated with the pattern of work demands, leadership behavior, organisational and occupational culture as well as staffing conditions. The individual employee factors are job abilities which could be mental and physical abilities and these abilities can influence qualitative workload (difficulty of the work one has) and quantitative workload (the amount of work one has) because the lack of these abilities can make one perceive that the work is difficult. The foregoing suggests that excessive teaching, administrative, and service responsibilities, combined with environmental and individual factors such as leadership behavior, organizational culture, and employee abilities, can significantly increase workload and hinder the research productivity of academic staff.

The most striking of the impediments to research productivity as it relates to workload is inadequate staffing. Studies by According to Adegbaye et al. (2019), Lawal-Solarin (2016) and Ilo (2016) averred that inadequate staffing conditions is prevalent in both public and private tertiary institutions in Nigeria and has resulted in negative and unhealthy working conditions as academic staff have to do jobs meant for two or more persons and as such little time is given to research activities. Khuong and Yen (2016) posited that when an employee feels pressurised, or when their job becomes persistently demanding, this is likely to result in varying physical, behavioural and mental problems. Given such state of affair, it may be difficult for such employee to be productive especially in research activities. Baro et al. (2013), Okendo (2018) and Oyeyemi, Ejakpovi, Oyeyemi and Adeniji (2019) in their separate studies identified teaching and administrative duties as the greatest impediments to the research productivity of academics. This is so because time is allocated for teaching and administrative duties but none for research and this means that heavy workload makes academic librarians ill-prepared for research engagements (Prucha, 2021). Essentially, inadequate staffing in Nigerian tertiary institutions has led to excessive workload

pressures, forcing academics to juggle multiple roles and leaving insufficient time for research, thereby diminishing their productivity and overall well-being.

Research Methodology

This study employed an ex-post facto research design, which is used in situations where the researcher cannot manipulate the variables under investigation because they have already occurred. The study population consisted of 350 academic librarians from federal university libraries located in the South-South and South-East regions of Nigeria. From this group, a purposive sample of 289 academic librarians was selected from six federal university libraries: University of Calabar, University of Uyo, University of Port Harcourt, University of Nigeria, Federal University of Technology, Owerri and Nnamdi Azikiwe University, Awka. Data were collected using a researcher-designed instrument titled: institutional factors and Research Productivity Questionnaire (IVRPQ). Descriptive statistics of mean and standard deviation were used to answer the research questions, while independent t-tests were applied to test the hypotheses.

Results and Discussions

Research Question One

What is the influence of research grant on the research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria?

Table 1: Mean and standard deviation scores of academic librarians on research grant.

S/N	Research grant	$\bar{X}$	SD	Remarks
1.	My institution provides me with full funds for research	2.15	0.91	Disagreed
2.	My institution provides me with partial funds for research	2.15	0.85	Disagreed
3.	Majority of my published researches are funded by the university	1.94	0.76	Disagreed
4.	Some of my published researches are funded by the university	1.94	0.80	Disagreed
5	I am able to access research funds from external agencies through my university	1.81	0.69	Disagreed
6	I have benefited from the university's research allocation to fund my research	1.94	0.76	Disagreed
7	My university allocates fund to help academics publish their research	2.17	0.97	Disagreed
8	I am periodically entitled to research funds to assist in my research engagements.	2.05	0.86	Disagreed
9	I have published in high impact journals with research funds from my university	1.97	0.91	Disagreed
10	My research productivity has been enhanced through research funds received from my university	1.87	0.73	Disagreed
Cluster Mean		2.00	0.84	Disagree

d

The result in Table 1 reveals the mean range for the response of academic librarians on research grants and all the items are below the cutoff point of 2.50. This means that academic librarians in federal university libraries in South-South and South- East, Nigeria are not provided with full or partial funds for research. Majority of academic librarians' published research works are not funded by the universities and most of the academic librarians do not have access to research funds from external agencies through the universities. Also, the cluster mean of 2.00 for all the items implies that academic librarians do not have access to research grants.

Research Question Two

What is the influence of availability of facilities on the research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria?

Table 2: Mean and standard deviation scores of academic librarians on availability of facilities

S/N	Availability of facilities	$\bar{X}$	SD	Remarks
1.	I have comfortable office space for research activities	2.97	0.87	Agreed
2.	My office space have adequate office facilities for research (Light, ventilation,, chairs, tables, printer, scanner, photocopier)	2.76	0.90	Agreed
3.	My office have access to the Internet for research activities	2.68	0.86	Agreed
4.	There is adequate research facilities (computer systems, internet connectivity, conference rooms) for research collaboration among librarians in my university	2.68	0.80	Agreed
5	The library has adequate collection of information resources (print and electronic) to enhance research activities	2.73	0.75	Agreed
6	I have adequate access to the varied information resources in the library to assist my research activities	2.82	0.85	Agreed
7	Research space is provided in the library for academics/librarians	2.65	0.66	Agreed
8	The facilities provided by the university increase the	2.63		

level of my research activities	0.88	Agreed
Cluster Mean	2.76 0.81	Agreed

The result in Table 2 reveals the mean range for the response of academic librarians on availability of facilities and all the items are above the cutoff point of 2.50. This means that the academic librarians have comfortable offices for research activities and that their offices have adequate facilities for research. Academic librarians' offices have internet access for research activities and there are adequate collection of information resources to enhance research activities. Also, the cluster mean of 2.75 for all the items implies that academic librarians are provided with facilities to boost their research productivity.

Research Question Three

What is the influence of workload on the research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria?

Table 3: Mean and Standard Deviation Scores of Academic Librarians on Workload

S/N	Workload	$\bar{X}$	SD	Remarks
1.	I have time allocated for research activities	2.52	0.97	Agreed
2.	My administrative work allows me to engage in research activities	2.52	0.82	Agreed
3.	The number of students attended to daily does not hamper my research activities	2.45	0.79	Disagreed
4.	I often need to work extra hours to meet my work requirements	2.69	0.83	Agreed
5	My workload affect my research activities	2.58	0.82	Agreed
6	I work on my research outside regular hours	2.53	0.85	Agreed
7	My workload affect my mental ability to engage in research	2.49	0.72	Disagreed
8	The work load in the library is evenly spread to give time for research	2.39	0.85	Disagreed
9	I am overworked to meaningfully engage in research	2.53	0.72	Agreed
10	I have time to do good quality research	2.63	0.85	Agreed
	Cluster Mean	2.53	0.82	Agreed

The result in Table 3 reveals the mean range for the response of academic librarians on workload. Based on the mean scores of items above the cutoff point of 2.50, academic librarians agreed that they have time allocated for research, that their administrative work allow them to engage in research activities, they work extra hours to meet their work requirements, they work on their research works outside regular hours and that they have the time to undertake quality research works. Also, the academic librarians disagreed that the number of students attended to daily does not hamper their research activities, that their workload affect my mental ability to engage in research and that the workload in the library is evenly spread to give time for research. However, the cluster mean of 2.53 indicates that academic librarians' workload influence their research productivity.

Testing of Hypotheses

Hypothesis 1

There is no significant influence of research grant on research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria/

Table 4: Independent t-test Analysis of the Influence of Research Grant on Research Productivity of Academic Librarians in Federal University Libraries in South- South and South-East, Nigeria
(n= 267)

	Variables	$\bar{X}$	n	SD	t-cal	t-crit	Decision
Pair 1	Research grant	20.02	267	6.74	9.47	1.97	Significant
	Research productivity	15.48	267	5.18			

*significant at $P < .05$; $df = 265$

The result in Table 4 reveals that the calculated t-value of 9.47 is greater than the critical t-value of 1.97 at .05 level of significance and at 265 degrees of freedom. With this result, the null hypothesis was rejected. This implies there is significant influence of research grant on research productivity of academic librarians.

Although the finding from the study shows that academic librarians do not have access to research grant. However, the test of hypothesis one shows that there is a significant influence of research grant on research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria. The significance of research grant to research productivity could be attributed to the fact that some academic librarians have had access to research grant but in generality the access to grant is minimal. The finding from this study is in agreement with that of Charles et al. (2012), Baro et al. (2017) and Alzuman (2015) in their separate studies on the factors influencing research productivity which reported that the availability of research grant contributed to the research productivity of academic staff. In contrast, the finding from this study disagrees with that of Dimunah (2017), Okendo (2018), Erhieyovwe and Andrew (2019) and Iwu-James et al. (2021) in their separate studies revealed that the major constraint of research productivity of academic librarians was the lack of access to research grant.

Hypothesis 2

There is no significant influence of availability of facilities on research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria.

Table 5: Independent t-test Analysis of the Influence of Availability of Facilities on Research Productivity of Academic Librarians in Federal University Libraries in South-South and South-East Nigeria (n= 267)

	Variables	$\bar{X}$	n	SD	t-cal	t-crit	Decision
Pair 1	Availability of facilities	21.94	267	5.40	15.33	1.97	Significant
	Research productivity	15.48	267	5.18			

*significant at $P < .05$; $df = 265$

The result in Table 5 reveals that the calculated t-value of 15.33 is greater than the critical t-value of 1.97 at .05 level of significance and at 265 degrees of freedom. With this result, the null hypothesis was rejected. This implies there is significant influence of availability of facilities on research productivity of academic librarians. The significance of availability of facilities to research

productivity is premised on the fact that university management of federal university in South-South and South-East, Nigeria are striving to make facilities available for research and other engagements.

The finding from this study is in line with that of Adeyinka (2014), Ugwuona and Dike (2015) and Ifijeh et al. (2018) in their separate studies reported that information resources are important facilities necessary for extending the frontiers of knowledge through research and that the availability of information resources influence the research productivity of academic libraries. Also, the finding from this study is in line with that of Kpolovie and Omoshagbegbe (2017) and Iwu-James et al. (2021) which reported that the availability of physical facilities significantly influence the research productivity of academic librarians.

Hypothesis 3

There is no significant influence of workload on research productivity of academic librarians in federal university libraries in South-South and South-East, Nigeria

Table 6: Independent t-Test Analysis of the Influence of Workload on Research Productivity of Academic Librarians in Federal University Libraries in South-South and South-East, Nigeria. (n= 267)

	Variables	$\bar{X}$	n	SD	t-cal	t-crit	Decision
Pair 1	Workload	25.28	267	5.74	22.98	1.97	Significant
	Research productivity	15.48	267	5.18			

*significant at $P < .05$; $df = 265$

The result in Table 6 reveals that the calculated t-value of 22.98 is greater than the critical t-value of 1.97 at .05 level of significance and at 265 degrees of freedom. With this result, the null hypothesis was rejected. This implies there is significant influence of workload on research productivity of academic librarians. The significant influence of workload on research productivity could be attributed to the fact that the workload in federal university libraries in South-South and South-East, Nigeria are to some extent equitable distributed and do not impede on their research

productivity. The findings of the study is in agreement with that of Charles et al. (2012), Oyeyemi et al. (2018), Muramalla and Alotaibi (2019) and Adegbaye et al. (2019) in their separate studies which workload has a significant impact on research productivity as the amount of workload given to academic librarians would reflect in their research productivity.

Recommendations

Based on the findings of this study, it is recommended as follows:

- i. The Federal Government and relevant agencies such as TETFund should increase and ensure timely disbursement of research grants to universities. This will empower academic librarians to undertake innovative and high-impact research projects, reducing overdependence on external funding agencies.
- ii. University management should strengthen institutional mechanisms for accessing, managing, and monitoring research funds. This includes transparent documentation processes, proper awareness of calls for proposals, and equitable allocation of research grants across all faculties, including university libraries.
- iii. Universities should prioritize the provision and maintenance of modern research facilities such as functional digital libraries, stable internet connectivity, adequate office space, and up-to-date information and communication technology (ICT) tools. These are essential for supporting the research productivity of academic librarians.
- iv. University libraries should ensure equitable distribution of work responsibilities among librarians. Adequate staffing levels should be maintained so that librarians can balance administrative duties, teaching responsibilities, and research activities without excessive workload stress.
- v. Academic librarians should be given regular opportunities to attend workshops, conferences, and training programs on research methodologies, proposal writing, and scholarly publishing.

This will enhance their competencies and increase their contribution to research productivity in Nigerian universities.

- vi. University governing councils and library management should develop policies that recognize and reward research achievements among librarians. Incentives such as research leave, publication bonuses, and recognition awards should be introduced to motivate librarians to engage in consistent and quality research output.

Conclusion

This study investigated the influence of institutional factors specifically on the research productivity of academic librarians in federal university libraries in South-South and South-East Nigeria. The findings revealed that institutional factors of research grants, availability of research facilities, and workload significantly affect librarians' capacity to conduct and publish scholarly research. Although academic librarians in the study area demonstrated commitment to research engagement, their productivity was hindered by limited access to research grants, inadequate research facilities, and excessive workload.

The study has filled an important gap in knowledge by focusing on institutional determinants of research productivity among academic librarians. This study contributes fresh insights into how organizational factors shape librarians' scholarly output as research productivity among librarians is not solely dependent on individual motivation or competence but is substantially influenced by the institutional environment and available support systems. The contribution of this study to the field of Library and Information Science (LIS) is that it reinforces the significance of institutional factors as critical enablers of scholarly performance within academic libraries. Also, it provides empirical evidence that can guide policymakers, university administrators, and library managers in designing

strategic interventions that foster a supportive research environment through the provision of funding, infrastructure, and workload balance.

References

- Adegbaye, S. I., Okorie, N. C., Wagwu, V., & Ajiboye, B. A. (2019). Workload as correlate of publication output of academic librarians in universities. *Nnamdi Azikiwe University Journal of Research in Library and Information Science*, 4(1), 68–83.
- Adeyinka, F. M. (2014). Information services and scientists' research productivity in Nigeria: Evidence from research and development institutions. *Information and Knowledge Management*, 4(11), 54–61.
- Agha, N. C., & Udu, G. O. C. (2019). Quality and relevance of tertiary education trust fund intervention research works in tertiary institutions in South East, Nigeria (2010–2015). *International Journal of Development and Management Review*, 14(1), 85–95.
- Aithal, S. P. (2016). How to increase research productivity in higher educational institutions: SIMS model. *International Journal of Scientific Research and Modern Education*, 1(1), 447–458.
- Akbaritabar, A., Casnici, N., & Squazzoni, F. (2017). The conundrum of research productivity: A study on sociologists. *Scientometrics*, 114(2), 121–131.
- Alabi, M. (2020, February 11). Nigerian lecturers spend research grants on cars, houses – TETFund. Premium Times. Retrieved September 27, 2024, from <https://www.premiumtimesng.com/news/headlines/376800-nigerian-lecturers-spend-research-grants-on-cars-houses-tetfund.html>
- Al-Enazi, C. T. (2016). Institutional support for academic staff to adopt virtual learning environment (VLEs) in Saudi Arabian universities (Doctoral dissertation). Durham University, UK.
- Amoozegar, A., Daud, M. S., Mahmud, R., & Ab-Jalil, H. (2017). Exploring learner-to-institutional factors and learner characteristics as success factors in distance learning. *International Journal of Innovation and Research in Educational Sciences*, 4(6), 647–656.
- Apaydin, C. (2012). The workload of faculty members: The example of educational faculties in Turkey. *College Student Journal*, 46(1), 203–213.
- Association of College and Research Libraries. (2017). Academic library impact: Improving practice and essential areas to research. Chicago, IL: ACRL.
- Baro, E. E., & Ebhomeya, L. (2012). A comparative study of the publication output of librarians and academics in universities in the South-South zone of Nigeria. *Journal of Scholarly Publishing*, 43(2), 200–219.
- Baro, E. E., Bosah, G. E., & Obi, C. I. (2017). Research funding opportunities and challenges: A survey of academic staff members in Nigerian tertiary institutions. *The Bottom Line*, 30(1), 47–64.
- Bentley, P. J. (2015). Cross-country differences in publishing productivity of academics in research universities. *Scientometrics*, 102(1), 865–883.

- Bogoro, S. E. (2019). TETFund and the development of tertiary education in Nigeria: Strategies, performance and challenges. Retrieved September 23, 2024, from https://www.tetfund.gov.ng/images/News_2019/ES_dss_presentation.pdf
- Charles, S. W., James, K., Burke, L. A., & Allen, R. S. (2012). What makes a research star? Factors influencing the research productivity of business faculty. *International Journal of Productivity and Performance Management*, 61(6), 584–602.
- Cloete, N., Bailey, T., & Maassen, P. (2011). Universities and economic development in Africa: Pact, academic core and coordination. Retrieved October 4, 2024, from <http://www.chet.org.za>
- Congressional Research Service. (2020). U.S. research and development funding and performance: Fact sheet. Retrieved September 21, 2021, from <https://crsreports.congress.gov>
- Dimunah, V. O. (2017). Underfunding of federal university in Nigeria and perceived impact on administration: An exploratory case study (Doctoral dissertation). Northeastern University, Boston, MA.
- Eno-Abasi, S. (2015, September 10). TETFund: Pendulum swings in favour of raised tax. *The Guardian*. Retrieved September 27, 2024, from <https://guardian.ng/features/tetfundpendulumswingsinfavourofraiseditax/>
- Erhieyovwe, E. K., & Andrew, U. (2019). Higher institutions funding and the Nigerian economy. *International Journal of Development and Economic Sustainability*, 7(4), 1–7.
- Ghabban, F., Selamat, A., Ibrahim, R., Krejcar, O., Maresova, P., & Herrera-Viedma, E. (2019). The influence of personal and organizational factors on researchers' attitudes towards sustainable research productivity in Saudi universities. *Sustainability*, 11(17), 4804.
- Gharib, M., Jamil, S. A., Ahmad, A., & Ghouse, S. M. (2016). The impact of job stress on job performance: A case study on staff at Dhofar University. *International Journal of Economic Research*, 31(1), 21–33.
- Halido, S. G. (2015). Assessment of funding of federal universities in Nigeria: Evidence from Ahmadu Bello University, Zaria. *Yobe Journal of Economics*, 2(1), 272–283.
- Haliso, Y. L., Iwu-James, J., Soyemi, O. D., & Madukoma, E. (2021). Promoting research productivity among librarians: The intervening role of institutional support. *Covenant Journal of Library & Information Science*, 3(2), 1–9.
- Heng, K., Hamid, M. O., & Khan, A. (2020). Factors influencing academics' research engagement and productivity: A developing countries perspective. *Issues in Educational Research*, 30(3), 965–986.
- Hoffman, K., Berg, S. A., Brancolini, K. R., & Kennedy, M. (2023). Complex and varied: factors related to the research productivity of academic librarians in the United States. *College & Research Libraries*, 84(3), 392–427.
- Hoffmann, K., Berg, S., & Koufogiannakis, D. (2017). Understanding factors that encourage research productivity for academic librarians. *Evidence Based Library and Information Practice*, 12(4), 102–129.

- Ilo, P. (2016). Managing stress among librarians in selected university libraries in Ogun State, Nigeria. *Library Philosophy and Practice (e-journal)*. Retrieved March 13, 2025, from <http://digitalcommons.unl.edu/libphilprac/1343>
- Iroaganachi, M. A., & Izuagbe, R. (2018). A comparative analysis of the impact of electronic information resources use towards research productivity of academic staff in Nigerian universities. *Library Philosophy and Practice (e-journal)*. Retrieved September 29, 2024, from <http://digitalcommons.unl.edu/libphilprac/1702>
- Isa, A., & Yussof, W. (2015). State of facilities of higher education institutions. *International Journal of Scientific and Research Publications*, 5(4), 1–11.
- Iwu-James, J., Haliso, O. D., Soyemi, E., & Madukoma, E. (2021). Influence of institutional support on research productivity of academic librarians in South-West, Nigeria. *Global Journal of Applied Management and Social Sciences*, 21(1), 1–11.
- Janib, J., Rasdi, R. M., Omar, Z., Alias, S. N., Zaremohzzabieh, Z., & Ahrari, S. (2021). The relationship between workload and performance of research university academics in Malaysia: The mediating effects of career commitment and job satisfaction. *Asian Journal of University Education*, 17(2), 85–99.
- Jameel, A. S., & Ahmad, A. R. (2020). Factors impacting research productivity of academic staff at the Iraqi higher education system. *International Business Education Journal*, 13(1), 108–126.
- Jung, J. (2012). Research productivity in Hong Kong across academic disciplines. *Higher Education Studies*, 2(4), 1–13.
- Kenny, J., & Fluck, A. (2019). Academic administration and service workloads in Australian universities. *Australian Universities' Review*, 61(2), 21–30.
- Khuong, M. N., & Yen, V. H. (2016). Investigate the effects of job stress on employee job performance: A case study at Dong Xuyen Industrial Zone, Vietnam. *International Journal of Trade, Economics and Finance*, 7(2), 31–37.
- Kpolovie, P. J., & Onoshagbegbe, E. S. (2017). Research productivity: H-index and i10-index of academics in Nigerian universities. *International Journal of Quantitative and Qualitative Research Methods*, 5(2), 62–123.
- Kyaligonza, R., Kimoga, K., & Nabayego, C. (2015). Funding of academic staff's research in public universities in Uganda: Challenges and opportunities. *Makerere Journal of Higher Education*, 7(2), 147–162.
- Lawal, I. (2021, March 15). Despite TETFund interventions, research in tertiary institutions still poor, expert says. *The Guardian*. Retrieved September 19, 2024, from <https://allafrica.com/stories/201802160227.html>
- Lawal-Solarin, E. O. (2016). Investigation of school libraries: A case study of private school libraries at Ado-Odo, LGA Ogun State, South West, Nigeria. *Covenant Journal of Business and Social Sciences*, 7(2), 15–28.
- Midega, J., Kyobutungi, C., Okiro, E., Okumu, F., Aniebo, I., & Erundu, N. (2021). African countries must muscle up their support and fill up massive R&D gap. *The Conversation*. Retrieved October 7, 2024, from <https://theconversation.com>

- Muia, A. M., & Oringo, J. O. (2016). Constraints on research productivity in Kenyan universities: Case study of University of Nairobi, Kenya. *International Journal of Recent Advances in Multidisciplinary Research*, 3(8), 785-794.
- Muramalla, V. S. S. R., & Alotaibi, K. (2019). Equitable workload and the perceptions of academic staff in universities. *The International Journal of Educational Organization and Leadership*, 26(1), 1-19.
- Musiige, G., & Maassen, P. (2015). Faculty perceptions of the factors that influence research productivity at Makerere University. In N. Cloete, P. Maassen, & T. Bailey (Eds.), *Knowledge production and contradictory functions in African higher education* (pp. 231–253). Cape Town, South Africa: African Minds.
- Okendo, E. O. (2018). Constraints of research productivity in universities in Tanzania: A case of Mwenge Catholic University, Tanzania. *International Journal of Education and Research*, 6(3), 203–210.
- Okonedo, S. (2015). Research and publication productivity of librarians in public universities in South West, Nigeria. *Library Philosophy and Practice (e-journal)*. Retrieved October 19, 2024, from <http://digitalcommons.unl.edu/libphilprac/1297>
- Onwuchekwa, G. U. (2016). Influence of tertiary education trust fund (TETFund) on educational research in Nigerian universities. *International Journal of Academia*, 2(1), 1-12.
- Onyina, P. A., Boasiako, A. A., Gyimag, K. N., & Yeboah, I. (2021). An Investigation of the Causes of Stress in the Central Business District of Accra, Ghana. *Indiana Journal of Economics and Business Management*, 1(1), 8-18.
- Oyeyemi, A. Y., Ejakpovi, D. R., Oyeyemi, A. L., & Adeniji, T. (2019). Research productivity of academic staff in a medical school. *Sahel Medical Journal*, 22(1), 219-225.*
- Papadopoulos, A. (2017). The mismeasure of academic labour. *Higher Education Research and Development*, 36(3), 511-525.
- Prucha, C. (2021). *The Role of the Academic Librarian: A Comparison of Administrator and Librarian Perspectives*. Lindenwood University.
- Simisaye, A. O. (2020). A study of research productivity of the academic staff in research institutes in South West Nigeria. ResearchGate. Retrieved September 13, 2024, from <https://www.researchgate.net/publication/341453540>
- Taye, M., Sang, G., & Muthanna, A. (2019). Organizational culture and its influence on the performance of higher education institutions: The case of a state university in Beijing. *International Journal of Research Studies in Education*, 8(2), 77-90.
- Thompson, L. (2019). Research grant. Retrieved October 19, 2024, from <https://pocketsense.com/research-grant-definition-5488888.html>
- Ugwuoma, C. S., & Dike, V. W. (2015). Relationship between library resources and research productivity in five Nigerian health-based research facilities. *Library Philosophy and Practice (e-journal)*. Retrieved October 19, 2020, from <http://digitalcommons.unl.edu/libphilprac/1267>

- Umar, A. M., Kabir, M. S., Dahiru, L., & Amishe, D. (2018). Academic librarians' research productivity amidst open access resources: Issues and challenges. *Library and Information Science Management Forum*, 19(1–2), 56–70.*
- Wahid, N., Warraich, N. F., & Tahira, M. (2022). Factors influencing scholarly publication productivity: A systematic review. *Information Discovery and Delivery*, 50(1), 22–33.*