Factors Influencing Publication Output of Librarians in Tertiary Institutions in Ogun State, Nigeria

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Abstract: This study employed survey method to investigate the factors that motivate and influence the publication output of librarians in selected tertiary institutions in Ogun state. Forty-three (43) librarians drawn from libraries of a university, polytechnic and college of education, participated in the study.43 copies of the questionnaire (94%) of the total copies administered (46), were retrieved and found usable. The study found out that the respondents published for promotion and career development; to contribute to knowledge in the field and; to learn new thing in the field. Their research efforts are published mostly in journals, followed by edited conference and unedited conference proceedings. The three institutions studied motivated their academic librarians mostly through sponsorship to conferences and seminars. However, busy schedule of work and financial constraints were the major obstacles to publication output of the academic librarians. These should also be addressed by the management or the various libraries and Institutions' management. Also the respondents could further be motivated if allowed to further their education, especially now that some universities are requesting for doctoral degrees for the employment of new academic staff.

Keywords: Academic librarians, Academic Libraries-Ogun state, Inhibitors to publication output of librarians, Publishing-motivation.

1. INTRODUCTION

Librarians are information professionals training library and information services which are the organization and management of information services or materials for those with information needs. Relatively, academic librarians are professionally trained individuals responsible for the management and running of libraries in tertiary educational institutions. They are responsible for the selection, processing and organization of materials, circulation and the delivery of information, teaching and instructional services to meet the needs of their users. By their academic status, they are also involved in research and publication activities. Kadiri (2008) stated that basically possession of master of library and information science qualifies one to be a professional librarian. And to be an academic librarian would be determined by the environment or the setting in which a librarian works. Typically, academic librarians will manage organize, evaluate and disseminate information and often be responsible for a specific academic subject area or a particular function, such as resource ordering, loans, special collections and ICT systems. Academic Librarians also teach information retrieval skills to students and staff Most recently, they are involved in database management and web page development. Igbcka (2008).

Traditionally, librarians have been associated with collections or books. However, librarians now deal with information in many formats, including books, magazines. newspaper, audio-recording (both musical recording and audio books) video recording, maps. photographs and other inli.lrInatiol1 services like computer provision and training coordination or public programmes. and basic literacy education. Justin.et al (2007) confirm that academic libraries provide support to members of an academic community, such as students, researchers and lecturing staff Typically, academic librarian will manage, organize, evaluate and disseminate information. They play vital and varied role in the life of the community or the

Page | 1041

institution, guiding student and faculty at the reference desk, instructing library research sessions and developing library collections. It is altruism to say that librarians in all sectors of academic libraries wear many different hats and provide numerous services to patrons.

It is also important for the academic libraries to employ professional librarians who are highly qualified to the magnitude of the academic libraries resources and use academic libraries provide various level of services and privileges to faculty, students, alumni and the public. Hence, librarians and other library staff perform the academic activities in any Institution.

Academic librarians are professionally trained personnel responsible for the care of a library in higher institutions of learning and its contents, including the selection, processing and organization of materials and the delivery of information, instruction and loan services to meet the needs of its users. In an on-line environment, the role of the academic librarians is to manage access to information that may exist only in electronic form.

The title (librarian) is ascribed to persons who have been awarded Masters in Library Science (MLS) degree or certificate as a professional by a state agency. The term also refers to the person responsible for the overall administration of a library. Every research seeks to solve a particular problem in a chosen field of study on the assumption that the person did not just develop overnight; rather its occurrence must have been as a result of series of happenings or developments in a particular sequence, so research is to break new grounds add to existing knowledge. The New Cambridge Advanced learner's' dictionary (2004) defines research as the detailed study of a subject, especially in order to discover new information or research a new understanding.

Academics all over the world place emphasis on research and publication, not only because it is presumed that research enriches both teaching and learning process as well as contributing to the body of knowledge, but also because it is a major determinant of institutional prestige. To the academic achieves that dual purpose of enhancing one's position and the status of the institution. There is little doubt that the basis of all academic endeavour begins with an understanding of the existing (or partial) body of knowledge in that particular discipline. It is therefore sensible to position the librarians' values around the body of academic contents. By doing this, the academic communities would be able to see the academic librarians more as professional contributors to the outcome of the institution, rather than as helpful people largely operating as research assistants.

Oduwole (2006) asserts that having been accorded academic status, librarians in Nigerian higher institutions need to publish so as to justify and earn their status as academicians. As part of research activities, academic librarians spend a considerable amount of time working with electronic resources and are increasingly involved with database management and web page development.

Besides the issue of research and publication by academic librarians, there are other activities which include provision of support to members of the academic community, such as students, staff and the researchers. They are also involved in facilitating and supporting learning by teaching information retrieval skills to students and staff. As earlier stated librarians are the core of academic activities in any institutional setting because they are professionally qualified to answer reference queries from the users, conduct research and make it known to the larger professional communities. Academic librarians are the professional teachers and mentors for the users of academic libraries who are major students and researchers.

That librarians in the academic institutions are generally regarded as academics is no longer a doubt. What is not certain is their ability to demonstrate and convince the academic communities in which they operate about the justification for the academic status so accorded them by the way of research and publication. The fruits of research and scholarship are new knowledge or facts, and these are disseminated to academic community through publications, seminars, conferences among others. Academic librarians have long been recognized as the nucleus of their educational institutions. To fulfill their mission of supporting the educational objectives of their parent bodies which include teaching, learning, research and cultural development, the libraries and librarians have to develop and maintain standard through books, journals and non-print collections and services and publication of research findings.

There are three major sources by which research findings could be disseminated to people, they are primary, secondary and tertiary sources. Primary sources are the most current information sources, the undiluted information the writer or the author is disseminating to the readers. These could be manuscript, abstracts, journals, magazines, patents and other unpublished works. Papers presented at workshops and seminars are also good sources of disseminating authentic research publications by librarians.

The other sources the librarians use to make their publication known to the outside people is the secondary sources which comprises, these writing at the completion of a course of study, dissertation and project works. Librarians also publish their research results in the pages of newspapers and magazines, books, hence making the populace aware of new findings in the field of librarianship. They also disseminate their research findings through the tertiary sources which are encyclopedia, atlases, directories, handbooks, annual report and bibliographic to mention few (http://www.graphic.org/ resources.html).Joswick (1999), noted that library and information (LIS) journals remain the primary outlet for the communication of research findings among academic librarians in Illinois and by generalization in the United States. However, it is a common cause that researchers need to boost research productivity and improve methods of communicating research results to their intended audiences.

Research and publication have been regarded as crucial to the academics and they contribute to the growth and development of the institutions or the nation. They are also important aspect of academic librarians' jobs. Although, many researches have been carried out on publication output of librarian. most of which confirmed low research productivity. Anuobi and Emerole (2008) corroborate this when they reported that majority of researches carried out in Nigeria show a low research output of librarians, highlighting that researches in African countries show that there is not enough research works and that the professional do not publish enough. This study focused on the motivating factors for publication output among academic librarians in some selected educational institutions in Ogun State. It is hoped that through this work, the factors promoting and militating against academic librarians publication output will be highlighted and solutions proffered.

This study determined the motivating factors for research and publication among the academic librarians in three selected tertiary institutions in Ogun State. Specifically the study sought the motivating factors for the academic librarians' research and publications output; reasons for publishing and; inhibitors to academic librarians publication output. Libraries of the following institutions are used Olabisi Onabanjo University, Ago-Iwoye, The Federal Polytechnic, Ilaro and, The Federal College of Education, Osiele-Abeokuta.

Research questions:

The following research question will guide this research work:

i. What are the motivational impetuses from the institutions that encourage academic librarians to publish?

ii. What are the reasons academic librarians publish?

iii. What are the local/national and foreign media that librarians publish in?

iv. What are the obstacles to librarians publications outpu

2. LITERATURE REVIEW

Murray (2005) contends that people or scholars write for various reasons, among which are: career progression. recognition for work done, personal satisfaction for completing a new goal. setting a new challenge. learning how to write to a higher standard, contribution to knowledge. Building one's institutional status and developing a profile. Hence, scholarly opportunities for professional development or continuing education do exist around academic environments. These opportunities range from research-oriented, educational cultural and technological oriented activities. They are integral part of academic institutions and learning environment. Through involvement and participation in these activities academic librarians can keep abreasts happenings in various subject fields. and as a result or that. benefits their professional work and association.(Agboola and Oduwole2005).

Scholarly journals occupy a vital position in extending the frontiers of knowledge and they are the major medium for disseminating new knowledge. They are the repositories of the original contribution to knowledge. Scholarly journals are relevant few the development and promotion of discipline. Hence they are produced by professionals and learned societies. Dissemination of research findings is an important aspect of the research cycle because, research is not complete until it is disseminated widely to the scholars. researchers and the professional community and other intended users. Kadiri (2001) reveals from the analysis of library literature in Ghana that out of reports, books, conferences proceeding, journals, occasional papers and theses, 197 journal articles representing 60.4% were published, establishing the fact that journals are good sources of information on librarianship in Ghana.

Mabawonku (2001) in the trend in LIS research in Africa confirms that papers between 1991 and 1995 were overwhelmingly on librarianship (77.5'%) the proportion of librarianship papers during the 1996-2000 period considerably reduced as librarianship papers constitute (4.3.7%). Though there was a substantial increase (from 11% to 35'%) in the number of information science paper. She reiterates that LIS journals constituted the single most popular format or publication cited by LIS researchers in both periods.

Aina (2002) submitted that LIS researchers regularly use African journal of Library. Archives and Information Science (AJLAIS) for the research investigations much more than other journals which had been in existence several years before AJLAIS were established. AJLAIS could therefore be considered as a resource base for research in Africa. Also AJLAIS is unique to satisfy the research needs of LIS researchers in Africa because it is regularly indexed and abstracted by International indexing and abstracting agencies. Library and information science (LIS) requires vigorous research activity into the discipline in order for the profession to develop. Hence research outlets, especially journals used for all the dissemination of research findings, abound in the profession.

However, there is no clear cut method to measure the output of scholarly journals. There is no laid down principles, although, some institutions have rules guiding such provisions for their employees. In the academic environment as it is in the case of this study each institution has laid down principles with which employees are measured and promoted. In the case of the polytechnic, the researchers are aware that at each level, a specified numbers of journal publications are required before members are promoted. So their measurement or publications output depends solely on each institution, for example in the polytechnic setting, movement from Librarian II to Librarian I require no paper publication but from Librarian I to Senior Librarian, a minimum of one journal publication and two seminars/conferences paper is required.

Research and publication help individual to think critically and analytically. [t is also an essential means or knowing a way of making better practical decision which is the responsibility of every library and information practitioners. Hence, Powell, Bark and Mika (2002) observed that it is necessary for librarians to create new knowledge and contribute to the growth of (LIS) as a profession; improve problem solving and decision making in workplace; be critical consumers of research literatures; help equip libraries and librarians for optimal information services to other-researchers.

The benefits of research and publication notwithstanding, academic librarians are motivated to engage in research for various reasons. Some of these are eagerness or enthusiasm to publish, presence or enabling environment, self-perception of individual librarian with respect to his role. Such self-perception, according to Aremenriatulu (2005) is a product or educational

practice which also determines the ability to produce scholarly articles. The eagerness or enthusiasms to publish is interplay of many intervening variables. Conducive work environment may be another motivating factor and the perception of the individual librarian as to what he thinks of his roles are equally important.

Zhuo (2008) opined that librarians need to take advantage of all kinds of' professional development and scholarly opportunities on campus to answer today's challenges. The learning opportunities can include participation in students' presentation and degree defenses, campus and departmental in-service workshops, visiting scholar presentations and campus research activities such as research showcases. Only when partnered with faculty members, students, and campus related entities and involved with campus scholarly activities, will the academic librarians be much better positioned, motivated to do research and publish, and support their institutions teaching, learning and research mission. So also arc the individual librarians' will powers to succeed and the determination not to perish in the academic high seas. Hence, the realization of the importance of research in the academic environment should itself motivating factor to publish. Availability of publications that contain the needed languages for publication is another motivating factor to scholarly publishing by LIS professionals.

Added to this according to Meho and Spurgin (2005) is the lack or current journals. Experience has shown that getting a manuscript published depends on a variety of factors, among which is its targeted audience, the right choice or journals, and the currency of information. Research results can also have universal application, though they are intended primarily for an audience that is most affected by the problem that is being investigated and to whom its outcome will be the most applicable. However, Mabawonku (2005) submitted that LIS professionals are motivated to publish in overseas journals to enhance their visibility and satisfy the needs of their employers as universities in Nigeria place much importance to overseas journals. In addition, Nwakanma (2003) stated the following reasons for authors to publish in foreign journals: authors will gain international recognition from publishing abroad; promotion is seen to favour those who have published with foisgn- based leading journals. And the tendency or the research results found in foreign journals of being abstracted and indexed.

Mitchell and Reitchel (1999) opined that the key to productivity lies in learning to write during short time spans, proven techniques that explode the myth commonly hold by instructional faculty and librarians that effective writing requires large blocks of time. Horowitz (2007) contended that for teaching faculty, one or the measurements for tenure and promotion at almost all institutions where librarians have faculty status is scholarly publication librarians receiving tenure arc expected to have published within their field of interest. Tenure is the key impetus to publishing because publishing is a requirement for tenure for close to 8O percent or the surveyed authors. Henry and Nevile (2004) found out that research productivity is extremely important for librarians with faculty status to gain tenure and that lack of scholarly publication was the most common reason for librarian to bedenied tenure. Beyond the need to publish for tenure and promotion, other motivating factor toacademic librarians' contributions to literature as noted by Moahi (2007) is the internal motivation by the desire to establish a professional reputation and by peer pressure from colleagues, noting that ,many or the articles by academic librarians are descriptive or evaluative and on-the-job innovations.

Conventional peer review is so central to scholars' perception of quality that is, retention is essentially a sine-qua-non for any method or publication (new or old) to be effective and valued. Peer review is the hallmark of quality that results from external and independent valuation. It is also functions as effective means of winnowing the papers that a researcher needs to examine in the course or his research, affirms Jubril (2003). Peer review according to Harly et al (2006) is seen as an essential factor to faculty members in writing good' and publishable articles.

Monitoring is another influencing factor to publication output or librarians. Eyitayo and Akhigbe (2000) affirmed in their study on mentoring relationship among library and information professionals in Nigeria that 52 percent of the respondents started having mentoring relationship during their college days while 50 percent had it during the first to fifth year of their career. This is so because: this is the period when they can easily be moulded into proper shape. Whereas,Igbokwe (2006) described mentoring as a supportive one-on-one relationship between an accomplished individual and an aspiring individual to facilitate the aspirant's growth and development. It is not an end in itself but a journey towards development. It is when a role model or mentor offer to support another person that mentoring relationship starts. Mentees observe, question and explore while mentors demonstrate, explain model, demonstrate commitment of time and patience. Hence mentoring for publication in academic librarianship has as its main objective, grooming young academic librarians toward achieving successful career pursuit in the profession and for publishing.

Employers' motivation is another factor to publication output in any organization. When librarians are involved in both administrative and academic system of the organization, they become happy and consequently satisfied in discharging their duties as workers. Librarians especially in academic setting feel important and elevated when they are involved in the management of their institutions.

They tend to make initiatives in discharging their duties as both administrative and academic stall and they are more creative hence increasing their work output and research publication output for the professionals. (Adegbite-Badmus, 2002).

Hoskin (2006) affirmed that research productivity has been associated with positive self-image as a researcher. Research has found out that spending more than 25 percent of time pursuing research, receiving specialist training, having employment in a university or government institution and a possession of a good degree of self-motivation to produce research are the characteristics of a successful researcher. Montanelli and Stenstrom (2001) agreed that research offers many benefits to librarians and the institution they serve. For example, the complexities of managing efficient and effective library services are likely to be better addressed through discoveries from systematic and well-designed research. Another motivational factor according to Manda (2000)is that certain libraries provide a work environment that is conducive to research and publication. Following up on this concept, Alan (2002) described how one university library initiated a programme of support, education, and information that encouraged move of its professional staff to publish.

To compensate for the problem that full year contracts and rigid weekly schedules might create for librarians attempting to do research a number of institutions have allowed release time (some prefer the term "re-assigned time) for graduate class work and research projects, and some have appointed staff development committee that review and advise on research project. If it is true that librarians tend to be unable to perform high level research, there are basically two reasons offered. These are most graduate library degree programmes do not teach students to perform the kind of research that tenure committee expected; and non-library faculty members have more time to pursue research but because librarians are usually tied to forty hours workweeks and full year contracts. Thus, the difference in the amount of available research

time would make it difficult for librarians to match with the quantitative production standards or other faculty members. Unfortunately, academic year contracts for librarians are usually out of the question because the work of the library continues throughout the year.

In the academic environments the world over, recognition and advancement of an individual academic staff rest largely on the quality and often the quantity of his research output in form of books, journals articles, technical reports. The emphasis on research is such that the faculty career tends to depend more on it than on the quality of professional duties. he typical faculty members attitude towards librarians have been something else, librarians would have to be measured with the same parameters that are used for assessing other academic or faculty members since librarians claimed they are academics. This is evidenced by the insistence in some cases by various appraisal or promotion committees that librarians as academics require a PhD to advance beyond certain salary grade levels, and a prescribed number or publications to be able to advance on the academic ladder.

In many instances librarians fall victim of such policies either because their total output fall short of the prescribed number or they have not acquired a higher qualification. What are then the reasons for the causes of this shortfall in publication output of academic librarians'?

Several studies investigating scholarly publication by LIS professionals in Nigeria have been carried out. These studies reported a decline in the number of quality manuscripts produced by LIS professional for publication in professional journals. Ashcroft (2005) posited that many papers are rejected simply because they do not fulfill journal requirements. They do not even go into the review processes.

Oduwole (2006) reported that the decline started in 1990s. They stated that all the 17 manuscripts submitted by Nigerian LIS professional for publication in Journal of Documentation between 1981 and 1989 were rejected.

Aina and Mabawonku (1998) report that Nigeria LIS professions also have the highest number of manuscripts rejected in Africa or the papers submitted to the African Journal of Library and Information Science. The reasons given for the rejection are unrealistic data; lack of new contribution; scanty methodology; lacking focus; outdated references and; inadequate information on profile and background of the respondents used.

Researches and opinions revealed that library and information science professional do not engage in adequate research. This was acknowledged by Anuobi and Emerole (2008) in their earlier work found out that librarian in Nigeria were ranked among the 10 leading producers of library and information research in the world. Msuja (2005) opined that the state of research and publishing in LIS in East Africa is very low. He also noted that few renowned professionals publish a lot whereas many others publish very little. This is corroborated by Sendikakawas (2005) who confirmed very low level of publishing in the East African public universities. The low research output was also observed before now in USA, Canada, Powell, Bark and Mika (2002) found out librarians are not heavily involved in research. Though 90% of them read at least one research journal, only 42% perform research occasionally which are related to their job.

Among the reason for poor research attitude of the library professionals is that, practitioners fail to understand the purpose of research, its limitation or how it might be effectively used. Onohwakpor and Tiemo (2006) posited that LIS practitioners believed that research is lacking in practical application or mission orientation. Hence, they summarized the limitation as ignorance on where to publish and acceptable journals and lacks of interest. However, many studies attributed the low education, which hinder the acquisition of adequate research and writing skills as identification of research problem. Mitchell and Reitchel (1999) corroborated the above fact that even though librarians were given research re-assignment time many faculty members would still contend that librarians do not have the training necessary to meet research requirements to publish.

Doskatsch (2003) reiterated that the common perceptions amongst faculty members are that librarians are subordinate to academics; their contribution to students learning was negligible. That librarians generally lacked teaching and research experience and that their educational credentials are substandard. Another important factor is time. Librarians are always engaged in their daily routine than doing research. Onohwakpor and Tiemo (2006) emphasized the conflict LIS practitioners have between services to the users and the expectation to publish and lack of release time for the academic librarians. Onifade (2004) also contends that the relative rigidity of the librarians' schedule of work makes it difficult to incorporate study and research. According to him, this is further compounded because librarians are further engaged in extracurricular assignment like attendance at meetings, junior staff training and library instructions that could take a great deal of their time.

Robert (2006) found that lack of time was greater a problem for librarians struggling to do research at any particular university than it was for the other faculty members at that university. They compared librarians' methods of coping with pressure to publish with the methods adopted by instructional faculty which suffered less from actual lack of time than from insecurities, entrenched work habits, inefficient use of time and unsupportive workplace cultures. In short, the instructional faculty and the librarians suffered from similar problems and yet both groups evidenced sufficient time for scholarship amidst busy schedules.

Finance is another obstacle to publication output of academics librarian. Whatever business or activity one wishes to venture into, fund or money cannot be left out. Money is the fuel that will make vehicle work effectively without which no business will succeed and without which no human being can live. Zemon and Bahr (1998) in their analysis of articles by college librarians within 1986 found out that financial support for scholarship by college Librarians was rarer than release time. They noted that only four authors from the findings received funds from external sources and only six from within their own institutions. However, several authors received other forms of assistance from their colleges. such as secretarial support, access to computer and databases and free photocopying, printing and postage After several years of striving to merge librarianship requirements with teaching faculty standards, academic librarians are still regarded by faculty and in turn by administrators, as service providers rather than scholarly colleagues. Such attitudes are reflected in the benefit levels afforded to librarians. Faculty librarians earn significantly less than academic faculty of the same work. Spang and Kane (1997) proclaimed that even library directors ultimately do not benefit from faculty status in that their experience as supervisory professionals does not translate into promotions to the upper echelons of institution administration. lfidon (2008) observed thatdespite the fact that journals are the medium of disseminating current information and research findings, majority of Nigerian librarian do not read to update themselves.

Lack of intrinsic research culture is another obstacle to publication output of academic librarian by Hoskins et al (2006). Possible reasons for this include a long held traditional philosophical and unscientific viewpoint within sections of the chiropractic and osteopathy academic profession. An inability to critically appraise and apply new thinking to dogmatic tenets: the profession being unwilling or unable to present the above skill set in the core teaching or chiropractors, due to lack of knowledge, time effectiveness or the pursuit or more traditional chiropractic tenant based beliefs and constraints.

Inadequate literature also posed problem to research and publication output or the academic librarians. There are not much published literature to be reviewed in writing publishable papers in (LIS) profession. Coupled with the above fact is the lack of knowledge of journal titles which has also affected academic librarians. A greater percentage of librarians do not have knowledge of journal titles that are accepted by their institutions appraisal committee or reputable journals. Hence some institutions are skeptical about some journals. The issue on the ignorance of where to publish and acceptable journals was supported by Onohwakpor and Tiemo (2006) when they found out that librarians do not have enough knowledge of journal titles in their profession as hindrance to their contribution to library and information research work. Weller (1999) also supports Tiemo and Onohwakpor that identifying an appropriate list of journals to publish the results of their findings was an initial challenge to academic librarians. In addition to this is the fact that library do not always subscribe to foreign journals for lack or funds.

Agboola (2006) asserted that targeting a journal where to publish is another militating factor against publication output or librarians. A common mistake frequently being made by many young authors is that they do not target the journals they want to write for. This mistakes leads to rejection or papers I'm reasons usually stated as not being in line with the editorial policy. To target a journal according to him, one needs to read its editorial policy which in most cases states clearly the type or articles that would be welcome. Compliance with the journal's house style in terms of paragraphing layout, table layout and indention and citation method is also very important. This assumes that one is in physical possession or such journals which may not be the case in most Nigerian libraries as the downturn in the economy has made it almost impossible for a majority to subscribe to foreign journals. This should not however be a big barrier to the enterprising young librarians as much information is available on the internet for their research works.

Librarians must accept full responsibility for being academic staff and undertake researches to justify this enviable status in the academic community. There is no middle point today. The time has gone when academic librarians are accepted as endangered species by the teaching faculty. In fact they should go extra miles in their research efforts and publication of results of such researches. They must not get trapped in the danger of duplication of research work by lack of proper literature at the onset of their research undertaking. Salisu (2006) suggested.

3. METHODOLOGY

This study adopted descriptive survey method. The study populations are all academic librarians in tertiary institutions in Ogun State, Nigeria. There are sixty-four academic librarians in the State .It is from these populations that forty-six respondents from the three institutions were selected. The three selected institutions are the representatives of tertiary institutions in the state. The three institutions selected for the study are Olabisi Onabanjo University, Agolwoye; Federal College of Education FCE,Osiele, Abeokuta and; The Federal Polytechnic (FPI) llaro. The educational levels or the respondents ranged from bachelor's degree to the doctorate degrees. It is believed that this category or respondents will easily grasp the underlying concepts of the study. Thus, they will most likely provide reliable data needed for the study. See table 1 for the distribution of the sample.

Table 1: Distribution of samples by institution

Institutions	Number of Respondents	Percentage
OOU	22	48
FPI	08	17
FCE	16	35
Total	**46**	**100**

A self-developed questionnaire was used to gather data from the respondents. The questionnaire is divided into three sections. Section A was designed to obtain personal data such as name of institution, sex, age, cadre and years of experience or the respondents. Section Bad dressed the issue of motivational factors to publication output and; Section C is on inhibitors to publication output. Copies of the questionnaire were administered personally by the researchers and were collected back immediately after completion .The data collected from the respondents was subjected to simple descriptive statistical analysis.

Forty-three librarians responded to the copies of the questionnaire administered from the three educational institution used for the study. 24 respondents (56%) are male while 19 (44%) are female. Analysis of their age range revealed that 16 (37%) are within 41- 45 years; 07 (16%) respondents are within the age range of 30 – 35 years and only 03 (07%) respondents are within the age group of 56 – 60 years. This indicates there were more middle age persons among the respondents. This implies that a good number or young librarians that arc active and agile who are still in their formative stage and can contribute positively to knowledge through researches and publications are cropping up these days in the profession. Master degree in Library and Information Science was the qualification of the most of the respondents. 35 respondents (81%) had MLIS; 03 respondents (07%) possessed Bachelor degree in library and information science. There were only 04 (09%) respondents with PhD degree from the institutions studied; three of them are from FCE and one from OOU. This reflects that PhD holders were still not sufficient in the institutions studied, even at the university where the minimum entry qualification now for academic staff is PhD degree.

Large percentages of the respondents are still young professionals who have not spent many years in service. Taking together, 29 respondents (67%) had spent between 05 – 20 years on the job. Invariably, appreciable percentages of the respondents are young professionals who have ample opportunities to reach the pinnacle of their academic career at the University, Polytechnic and the College of Education. Majority of the respondents are between Librarian II and Principal Librarians, 38 respondents (88%). There are only 05 respondents (22%) within the rank of Deputy University librarian / chief librarian. The important point noted here is that there are more librarians in the lower cadres who can still move up through promotion, dedication to work and research publications.

Research Findings:

Table 2: Academic Librarians' Institutional Motivation for publication

Motivators	Frequency	Percentage
Sponsorship to conference and seminars	23	53
Research leave	09	22
Flexible work schedule	07	16
Job demand	00	00
The need for self-development	00	00
No response	04	09
Total	**43**	**100**

This table showed that majority of the respondents 23(53%) were motivated through sponsorship to conferences and seminars. 9 respondents (22%) indicated research leave opportunity, and 7(16%) indicated flexible work schedule.4 respondents representing 9% did not indicate any motivator .Invariably, the analysis above showed that the three institutions studied motivated their academic librarians mostly through sponsorship to conferences and seminars. The respondents could further be motivated if allowed to further their education, especially now that some universities are requesting for doctoral degrees for the employment of new academic staff. When asked of other factors that could motivate them to have more articles published. The respondents listed the following conditions :to be given more re-assigned time for researches; prompt attention to the submitted manuscripts and; release to study for higher degree, so as to improve their academic standard

Reasons for publishing:

For any action taken by an individual in life there must be reason(s). The respondents published mostly for promotion and career development in their field; majority of the respondents (53%) indicated this.11 respondents (26%) published with the desire to contribute to knowledge and; 7 respondents (16%) did so with intention of learning new ideas in the profession. Conclusively, majority of the respondents from the three institutions studied published for promotion and career development. Hence, their elevation to higher level and prospect of their career is of great importance to them.

Table 3: Reasons for publishing

Reason for Publishing	Frequency	percentage
Career development and promotion	23	53
To contribute to knowledge in the field	11	26
To learn new thing in the field	07	16
Desire to establish a professional reputation	02	05
To gain international recognition	00	00
Peer pressure from colleagues	00	00
Total	**43**	**100**

Dissemination outlet:

Analysis of the responses of all the three institutions studied showed that journals were the highest publication outlets used by the academic librarians for their publications. 23(53%) respondents published their articles in journals; 11(26%) used edited conference proceedings as their publication outlets, and 05(12%) published in unedited conference proceeding. only 04 (09%) did not indicate any publication outlet .The implication of this is that academic librarians in the university, polytechnic and college of education published their research articles mostly in journals, followed by edited conference and unedited conference proceedings.

Table 4: Dissemination Outlets

Types of Publications	Frequency	Percentage
Journals	23	53
Edited Conference proceedings	11	26
Unedited Conference proceedings	05	12
Chapters in Books	00	00
Monographs	00	00
No response	04	09
Total	**43**	**100**

Inhibitors to publication output of the respondents:

On the issue of inhibitors to research and publication efforts of the respondents, 23 respondents (53%) conceded to having problems in the research activities and in publishing their research findings; 5(12%) respondents did not have problems in publishing their articles; while 15(35%) did not comment on this issue. To conclude with majority of the respondents from all the institutions studied had problems in publishing their research articles. Breakdown analysis of the constraints as indicated by the respondents is presented below.

Table 5: Inhibitors to publication output of the respondents

Constraints	Frequency	Percentage
Busy schedule of work	26	60
Lack of interest	02	05
Financial constraints	06	14
Inadequate literature	05	12
Inadequate research skills	00	00
No response	04	09
Total	**43**	**100**

Table 5 showed that, the major obstacles to the respondents' publication output were busy schedule of work, and financial constraints; 32 respondents (74%) indicated them. These were followed by inadequate literature for review (12%), and lack of interest in research, (5%).Specifically on the issue of finance, the respondents wanted financial assistance from their institutions to be able to publish more articles. They also requested to be sponsored for higher degrees as this would encourage and assist their research activities. Respondents from the college or education and polytechnic wanted each chapter of the Nigerian Library Association (NLA) to encourage the upcoming librarians in the by organising workshops and Seminars for them. They also wanted the management of their various institutions to allow them attend conferences without any hindrance.

4. CONCLUSION

From the above analyses, it can be concluded that librarians are being influenced by the desire for promotion and career development to publish their research findings. Some motivators from their tertiary institutions, such as sponsorship to conferences and seminars also make them to engage in research and publication. There are inhibitors to their desire to publish their research findings. Among these are busy schedule of work and financial constraints

5. RECOMMENDATIONS

The Management of the various institutions under study should motivate their librarians more by sponsoring many them for higher degrees, provision of research leave; make funds available for their research works.

In order to boost the research skills of the respondents, various institutions should organise conferences and seminars for their librarians and other academic staff. These categories of personnel are the tripod on which all the academic activities of institution rest.

Academic librarians should explore all available opportunities for career development and promotion to make input to the development of their personal innovations. The respondents should also publish for knowledge sharing among each other, because it is a good source of information for academic advancement.

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