CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

The importance of research in university cannot be overemphasized in a university environment as indigenous Books, like other vehicles of information and sources of entertainment, can change, influence, elevate, demean, exalt, or depress those who expose themselves to them. What books are and can be depends heavily on the judgment, integrity, taste, and acumen of those who select and produce them. Research publication in the university is a major or most significant indicator of academic staff productivity (Buller, 2012). It may be pointed out that, research publication in any field of specialization provides current information for growth, progress, development and an improved society (Buller, 2012). Tomomowo (2017) opined that various researchers write on indigenous books in Nigeria and these made Indigenous books available and accessible in Nigeria education sector and used to improve research competence of users.

Reitz (2015) and Powell, Gilleland, and Pearson, (2012) research is a systematic painstaking investigation of a topic or in a field of study often employing technique of hypotheses and experimentation, undertaken by a person intent on revealing new facts, theories or principles or determining skill and identification of research problems. Research is an important aspect or activity in any academic setting including research institutions. It has become essential for a university's prestige as well as the career of librarians. Productivity is considered as an output of a staff on the job, measurable in terms of quality and quantity of job performed or done (Oduwole, 2014). The quality of research according to Popoola (2012) could be measured by counting the numbers of books published, or journal articles produced over a period of time.

Indigenous books are typically acquired through subscription or outright purchases and may come in print or electronic formats (Bhat, 2020; Crawford et al., 2020; Verminski & Blanchat, 2017). Most university library users patronize databases that they believe are authoritative and provides information that is up-to-date, universal in scope, and accessible. Accessibility of indigenous book has also transformed what users read or use (Todorinova & Wilkinson, 2019). Indigenous book is effortlessly disseminated as it can be copied, printed, duplicated, manipulated, shared as well as disseminated amongst library users (Jan & Ganaie, 2018; Rubin, 2017). Mueller (2014) submitted that research plays an important role in facilitating the prosperity of a nation and the well-being of her people.

Through research, Universities and other higher institutions of learning make important contributions to the growth and development of vital sectors of a nation, thereby promoting national and global development. Ransome, (2013) described research is a process of rigorous, systematic, validating, verifiable, empirical, critical, analyzing and interpreting information to answer questions. It is a conscious effort to collect, verify, and analyze information. Mason (2011) defined research as "the systematic quest for knowledge". Research provides good platform for Lecturers to become accomplished scholars. Research outputs come in the form of journal articles, published books, chapters in books, technical reports, conference papers, seminar papers, edited works, workshop papers, thesis and other types of publications. These research outputs enable lecturers to earn recognition in academic circles nationally and internationally.

Also, University recognition and advancement of academic staff depend largely on the quantity and quality of research productivity. Research productivity often serves as a major role in attaining success in academic circle as it is related to promotion, tenure, salary etc, of academic staff (Okonedo, 2015). The importance of quality research cannot therefore be overlooked.

Quality research exposes academic staff to new information and sharing of socio-cultural ideas with others. Duringthe process of research, academic staff has the opportunity to travel outside their environment to seek information and collect relevant data. Quality research by academic staff contributes to genuine indigenous and sustainable development (Bassey, Akuegwu, Udida, & Udey, 2016).

Okebukola (2015) pointed out that the purpose of a research assessment exercise is to distribute public funds for research, competitively based on the quality of such research. This therefore implies that the need for quality research has been widely acknowledged not only in academic institutions, but also in management organizations. Albert, Davia, and Legazpe, (2016) opined that research productivity is a means by which researchers contribute new knowledge to the existing body of knowledge. Research productivity in Nigerian universities is worthy of focus as the quality and quantity of publications are a determining factor in performance evaluation of academic. However, quality of research productivity by academics in any university system depends largely on the quality and quantity of information resources at their disposal (Popoola, 2018). Powell (2017) maintains that research and publication help individuals to think critically and analytically.

Okonedo (2015) opined that there is a direct correlation between utilization of library resources and research productivity of lecturers. Okonedo recommended that academic libraries in Nigeria should be equipped with both print and electronic resources in order to attract more users especially lecturers. Besides these, use of indigenous books in research has dramatically reduced the barriers and obstacles in research attributable to distance through the use of library resources and web portals such as 'MyNetResearch' (Anandarajan & Anandarajan, 2010). Indigenous books enable researchers to gather data from thousands of subjects at a low cost which gives researcher the ability to explore the effects of the minor procedural changes or to

tease out interactions that might be missed in a smaller sample (American Psychological Association, 2016). Indigenous books provide members and institutions with support strategies through collaboration, resource sharing and custom consultations (Clement & Duinen, 2015).

Ashaver and Bem-Bura (2013) contend that some lecturers at Benue State University and the Federal University of Agriculture Makurdi, Benue State, in Nigeria have a negative perception of the indigenous books available by these university libraries. Those perceptions arise from lecturers' lack of awareness on how to search for information materials and ignorance on information search and retrieval strategies. In addition, outdated materials in these libraries also have an impact on the negative perceptions that lecturers hold about libraries. Ashaver and Bem-Bura (2013) further state that lecturers get frustrated when they search for current materials on a topic and cannot lay their hands on it easily. Therefore, they resort to other means of information retrieval than the library which should serve them better and is free for all.

Research productivity is one of the criteria that are used for the promotion of academic staff in universities and other higher institutions of learning in Nigeria. Research productivity contributes towards image building for universities as well as ranking, it becomes highly necessary for universities to invest more on access to library and information resources. Productivity is of primary concern to the management of every organization, including university libraries. Thus, the need to accord high premium to the welfare of the employees has been the major preoccupation of management. Productivity is considered as an output of a staff on the job, measurable in terms of quality and quantity of job performed or done (Oduwole, 2014). The quality of research could be measured, according to Popoola (2012), by counting the numbers of books published, or journal articles produced over a period of time.

1.2   Statement of the Problem

Despite the value of indigenous book in research in the provision of effective and efficient research, available literature shows that research into the perception and utilization of indigenous book in research is not up to the level expected. This problem is more peculiar to developing countries. For example, Borgman (2016) stated that, there is relatively little research on the use of indigenous book in research especially in determining how and whether these indigenous books will facilitate easy research productivity or enable access to new forms of knowledge. Similarly, Meyer and Dutton (2019) pointed out that there is relatively little knowledge and awareness on the use of indigenous book in research and its impact on actual research practices and outcome. Again, Adeagbo et al., (2016) found out a similar low awareness and usage of indigenous books in research by researchers.

However, studies (Kodua-Ntim & Fombad, 2020; Baayel & Asante, 2019; Ankrah & Atuase, 2018; Larson, 2017) demonstrate that irrespective of these efforts by librarians and library staff, these indigenous books are unacceptably underused as lecturers fail to utilize these resources fully. The disparity in the usage of indigenous books implies the existence of a challenge that needs to be addressed. This study, consequently, attempts to explore the perception and utilization of indigenous books on research productivity among LIS lecturers in Kwara State and to give necessary recommendations for improvement of current situations.

1.3 Objectives of the Study

The main objective of the study is to explore the perception and utilization of indigenous books on research productivity among library and information science (LIS) lecturers in Kwara State. The specific objectives are to:

i. Examine the perception among LIS lecturers on the use of indigenous books for their research productivity;

ii. Establish the extent of the utilization of indigenous books among LIS lecturers for research activities;

iii. Highlight the usefulness of indigenous books among LIS lecturers on their research productivity; and

iv. Identify the challenges of using indigenous books among LIS lecturers for their research activities.

1.4 Research Questions

The following research questions were raised in the course of the study, and will serve as guide to achieve the stated objectives:

i. What is the perception among LIS lecturers on the use of indigenous books for their research productivity?

ii. What is the extent of the utilization of indigenous books among LIS lecturers for research activities?

iii. What is the usefulness of indigenous books among LIS lecturers on their research productivity? and

iv. What are the challenges of using indigenous books among LIS lecturers for their research activities?

1.5   Scope of the Study

The study will explore the perception and utilization of indigenous books on research productivity among library and information science (LIS) lecturers in Kwara State. The study will cover all the LIS lecturers in universities and polytechnics offering the program in Kwara State. The variables of interest were limited to perception, utilization and research productivity. The study covers all the library schools in the state. The study adopted descriptive survey method; questionnaire was used to collect data from the LIS lecturers which reflected individuals' opinion on the variables of interest. IBM SPSS v26.0 was used to carry out both descriptive statistics such as frequencies and percentages counts.

1.6   Significance of the Study

The findings of the study will be important to the university management, lecturers, students, university management and those that have interest in academic especially in the following ways: The university management will know the problems of the library, that is whether the staff of the library are adequate or not. Whether the library resources are available in good quantity or not, whether the information sources are current and up to date or not. Whether the collections in the library have taken adequate care of the research productivity or not. They will also know the problems that hinder proper patronage of the library by lecturers. They will also know whether the funds they have been approving for the library are adequate or not.

The library management will also benefit from this study. They will be in a position to know whether lecturers have easy access to information sources and if not reexamine their classification and cataloguing systems. They will know whether or not lecturers benefit maximally from the library instruction programme. They will know whether or not library staff effectively serve lecturers by enabling them have easy access to information sources. The study will reveal feeling of lecturers regarding the appropriateness of information service delivery to

enable the library management in providing what is appropriate. The study will also reveal the problems hindering effective provision of information service delivery to the library management.

The lecturers themselves will benefit from this study. The library resources which they indicated are not available may be acquired. The recommendations of lecturers on how they can effectively use the library may be implemented for their good. The study will serve a guide to other librarians who would want to conduct similar research. In the same vein, it will serve as a guide to other students of library science who may be interested in carrying out similar research on utilization of indigenous book in other academic institutions. It will reveal typical information sources that should be present in University Libraries. Also, the basic information sources that should be present in Universities, Library will be identified, this will enable universities Library to formulate policies in respect to its provision in the library.

Also, the various information delivery methods through which information can be delivered will be exposed, thereby enabling university librarians to know the specific ones they can demand for. The study will also add to the existing literature in the field of librarianship especially in the area of utilization of indigenous book to research productivities of lecturers.

1.7 Definition of Operational Key Terms

Perception: Is the understanding which s in universities have about e-learning these are ability to see, hear, or became aware of something through the senses.

Utilization: This refers to the action of making practical and effective use of library resources or use of indigenous books.

Books: is written or printed work consisting of pages glued or sewn together along one side and bound in covers that is made available in the library and use by reader,

Indigenous: originating or occurring naturally in a particular place rather than outside this refer to government publication.

Lecturers: a person who gives lectures, especially as an occupation at a university or college of higher education.

Research: is a systematic investigation into the study of material and sources in order to establish facts and reach new conclusion,

Productivity: is considered as an output of a staff on the job, measurable in terms of quality and quantity of job performed or done

Library: a building or room containing collections of books, periodicals sand sometimes films and recorded music for use or borrowing by the public or the members of an institution.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter focused on an extensive review of related and relevant literature on the topic under-study. Review of related literature gives an evaluation of previous literature to the researcher's area of study. Literature plays a very important role in research activities, as it forms the very first step of a research pursuit. Review of literature happens to be an important segment of the concerned topic. The literature review should be conducted in a systematic way to achieve optimum results. In this study an attempt has been made to cover few works which have been undertaken in Nigeria and abroad. The literature review of this study is guided by the following research outlines/sub-heading:

2.2   Concept of Research and Research Productivity;

2.3   Factors that Promote Research Productivity;

2.4   Concept and Creation of Access to Indigenous Books;

2.5   Challenges Confronting Libraries in Managing Indigenous Books;

2.6   Impact of Indigenous Books on Research Productivity;

2.7   Factors that Impede the Use of Indigenous Books for Research Productivity;

2.8   Significance of Indigenous Books for Research Productivity;

2.9   Indigenous Books and its Challenges in Research Productivity in Nigeria; and

2.10   Appraisal of Literature Reviewed.

2.2   Concept of Research and Research Productivity

The body of work that focuses on how research is understood is as problematic as studies of research productivity. This work is variously referred to as "conceptions", "views", "experiences", or "understandings" of research. Åkerlind (2018) argues that such work tends to confuse four different objects of study: a) research intentions or who is affected by the research, b) research outcomes; c) research questions and d) research processes. She suggests that there are differences in the findings of studies investigating these different aspects consequent upon their differing objects of study. This work also differs in the subjects of the investigation, whether senior researchers (Brew, 2011); undergraduate students (Meyer, Shanahan & Lausch, 2015); doctoral students (Kiley & Mullins, 2015; Stubb, Pyhältö & Lonka, 2014), managers, or a combination (Bryans & Mavin, 2016).

Additional differences in foci include whether the emphasis is on conceptions of what research is (Brew 2011), conceptions of research work (Stubb, et al, 2014), conceptions of being a researcher (Akerlind, 2018), conceptions of research subject matter (Prosser, et al 2008), or conceptions of success in research (Bowden, Green, Barnacle, Cherry & Usher, 2015). Åkerlind (2018) examines academics' understandings of being a researcher, contending that people's views of research intentions, outcomes, questions and processes will be consistent with their understandings of being a researcher. Vermunt (2015) points to the question of whether conceptions of research change over time. Students may be different in this respect from more experienced researchers. There appears to be some evidence that this is the case (Stubb et al., 2014).

A notable feature of studies of conceptions of research is a conflation of traditional ideas about research methods with the conceptions people actually hold. So, for example, the categories of Meyer et al (2015) analytic and systematic inquiry", "finding the truth", "information gathering" and also Kiley and Mullins (2015) "academic scholarship', describe what researchers do. These are more akin to definitions of research than some of the more metaphorical categories, e.g. the journey conception (Bryans & Mavin, 2016; Stubb et al, 2014; VisserWijnveen, Van Driel, Van der Rijst, Verloop & Visser, 2019). Further, it is clear that different methodologies used to examine understandings of research lead to different types of categories, e.g. image s (Bryans & Mavin, 2016); statistical analysis (Meyer et al., 2015) or through different types of phenomenography (discursive; experimental; naturalistic; hermeneutic; or phenomenological (see Hasselgren & Beach, 1998 for a description of the different types).

This discussion highlights difficulties in research that attempts to understand how academics understand the nature of research. However, it is important to understand how students' and supervisors' conceptions of research differ because discrepancies are likely to slow thesis completion. It is also important to understand how more established researchers think about research. Their views influence policies and practices e.g. funding decisions and committee discussions. Different conceptions can lead to disagreements and, in extreme cases, conflict. There are a number of questions that this body of work raises. These include the extent to which the categories are more general across the population of academics, and whether academics with particular attributes have similar conceptions of research, or, more specifically, whether there is a relationship between researcher productivity and how the researcher conceptualizes or understands research. These are the questions addressed here.

Clearly, as argued above, the ways in which conceptions of research are negotiated and developed is related to the contexts in which researchers find themselves (Stubb et al., 2014). A step on the way to appreciating this is understanding the role of specific views of research in relation to research productivity and identification as a researcher which is the focus of this paper. Rather, as Stubb et al. (2014) point out, "studies provide a good overall picture of the same phenomenon portrayed from different angles. Brew's (2013) study was intended to understand what was in the forefront of researchers' minds (what researchers thought about) when asked to talk about their research. She interviewed fifty-seven senior researchers with substantial track records in publication and in gaining research grants and found they were differentiated according to four conceptions of research which were given metaphorical names. Since a number of the facets of Brew's original study have reappeared in different guises in later work (Stubb et al., 2014; Vermunt, 2015), it seemed appropriate to build on that study and relate the findings to issues of researcher productivity and identification as a researcher.

Numerous studies have been carried out to examine factors that contribute to researcher productivity. Potential factors have been suggested and the complexity of variance explained by any one factor has led to an increasing number of multivariate and complex statistical analyses. Factors include: institutional features (type and size of institution, departmental climate, funding, laboratory size, etc) (Dever & Morrison, 2016; Edgar & Geare, 2013; Smeby & Try, 2015); demographic variables including gender, family size and age of children (Fox, 2015; Stack, 2014), overseas trained (Kim, Wolf-Wendal, Twombly, 2011); academic capabilities and confidence, and self-efficacy (Quimbo & Salubo, 2013); choice of topic (Fisher, 2005); and various social aspects such as workload, time spent, level and type of communication; supervision of doctoral students etc. (Lee & Bozeman, 2015).

These studies are bedevilled by the challenges of measuring research productivity within different institutions and disciplines. The literature records a variety of ways in which data is obtained, for example, whether by self-report of academics or published statistics and by different kinds of measures, for example, publication counts over the lifetime of the researcher or during a particular period, use of citations, types of publications counted, how dual authorship is treated, and so on (Brew & Boud, 2016). Having collected the data there are a number of issues regarding its interpretation. This is particularly a problem when comparing findings across disciplines or across countries, as disciplinary and national publication practices vary (Padilla-Gonzales, Metcalfe, Galez-Fontes; Fisher & Snee, 2011).

While institutional and demographic factors, and social structures in which academics operate provide a context for the development of research, within universities there are implicit and explicit messages about research, teaching, administration and community service; what academics should pursue, and how they should position themselves as academics. These can be ambiguous and may be contradictory. Our argument is that how the context is interpreted by academics determines whether individuals develop or sustain research productivity. The meanings academics attach to research (as well as teaching, administration and community service), depend on their different responses to the various situations in which they find themselves. Their responses also depend on the meanings these contexts make possible and how in turn they respond and thereby position themselves as researchers or teachers.

Research is a continue process, in which we search for truth or try to reach near the reality. Research highlights new problems, collects data or information about those problems draw conclusions and make recommendations. Researcher carefully investigates data, analyse data, explain data and verify the facts, research corrects the mistakes, research add and advance the knowledge. Knowledge gained through research is always objective and scientific. Research

based knowledge is always logical, rational and based on experience. Rashid (2013) stated that research is a conscious effort to collect information, to verify the information and to analyse the information. Research is an organized effort to solve the complex and teasing problems.

Research Productivity is combination of two words "Research" and "Productivity. "Research" means very careful, observant, and vigilant study or investigation of phenomena, particularly to search and find out new particulars, information and facts. While "Productivity" means production or output, produced in duration of time. Both the words mean different to different people. With reference to higher education, research productivity means, publications of papers in professional journals, in shape of books or presentation of research papers in conference proceedings. To work on projects, publication of monographs, development of experimental designs, production of artistic or creative works.

Research productivity and research activity are interrelated. Research means to conduct research, collecting data, analysing data, productivity means writing, reading and publication of research reports in professional referred journals, displaying on the web or to make it known to public through any other mean, in shape of books or making its presentation on the television or radio. According to Creswell (2016), Research Productivity includes research publications in professional journals and in conference proceedings, writing a book or chapter, gathering and analysing original evidence, working with post-graduate students on dissertations and class projects, obtaining research grants, carrying out editorial duties, obtaining patents and licenses, writing of monographs, developing experimental designs, producing works of an artistic or creative nature, engaging in public debates and commentaries.

According to Weidenborner, (2017) successful research project is more than collection of information, it requires planning ahead, which sources to consult, what kinds of notes to take, and how to put it all together in to an effective paper, research process involves three essential operations. Research productivity may be seemed as the relationship between the outputs generated by a system and the inputs provided to create those outputs. It may also include the term 'efficiency' and more importantly 'effectiveness', which measures the total output or results of performance. Research productivity is the outcome of two components they are; (i) knowledge creation (research) and (ii) knowledge distribution (productivity). Research productivity can include research publication in professional journals and in conference proceedings, writing a book or chapter, gathering and analyzing original evidence, working with post-graduate students on dissertations and class projects, obtaining research grants, carrying out editorial duties, obtaining patents and licenses, writing monographs, developing experimental designs, producing works of an artistic or creative nature, engaging in public debates and commentaries.

Print and Hattie (2017) defines research productivity as the totality of research performed by academics in universities and related contents within a given time period. Research productivity, therefore, is expressed by the entirety of researches conducted by academics in universities in their career over a specified time frame. Research productivity is one of the criteria that are used for the promotion of faculty members in universities and other higher institutions of learning in Nigeria. Research productivity contributes towards image building for universities as well as ranking, it becomes highly necessary for universities to invest more on access to indigenous resources. According to them, productivity is a major goal of any enterprise or organization. It is generally seen as the efficiency with which inputs are transformed into useful outputs within the production process. It is also the amount of output produced by each unit where outputs are measured in physical units.

Research productivity has been mentioned in several studies relating to higher education. Uzun (2012) observes a sharp decline in the research productivity of academics in terms of the number of articles published in Nigeria from 1980 to 1999 in an analysis of 21 core Nigerian LIS journals indexed in the Social Science Citation Index database. Borrowing from the above, universities in Nigeria has what they call promotion guidelines. These promotion guideline state clearly, the number of years of work and the number of publications before you can advance to the next level. Hassan, Tymms and Ismail (2018) examined research productivity as perceived by Malaysian academics. The purpose of this research was to explore the perspectives of Malaysian academics in relation to research productivity and some factors affecting it. A large-scale online questionnaire was used to gather information from six public universities.

The most productive role in the eyes of the academics was found to be teaching, with research and administration coming second and third, respectively. Several factors were found to be related to productivity and some of these have policy implications. The universities themselves differed markedly and research productivity was related to the amount of time available, and linked negatively to the teaching load. Recent reports indicate that the research productivity level has not been as expected. The need for productivity as a pre-requisite for academic excellence in our universities is not in doubt. Madu (2015), the issue of research productivity is taken for granted. According to them, academics place emphasis on research and publication because of their strong belief that research enhances teaching and the learning process as well as contributing to the body of knowledge. They concluded that productivity as expressed in research not only determines the prestige of the universities concerned but also the academics in enhancing their positions.

Authorship therefore helps the academic staff in not only enhancing their positions but also in that of the prestige of the institutions they request. This is with the position of the present research which seeks to correlate information literacy with research productivity. Research publications in any field of specialisation provide current information for growth, progress, development and improved society. Research productivity is very critical to academic staff worldwide. Decision regarding tenure and promotion for individual academic members are frequently linked to scholarly achievement. Prestige of programmes and institutions often is built on the scholarly accomplishments of their academic staff (Kaufman & Chevan, 2011) Academic researchers publish to establish their claim to a specific result at specific result at a specific time. When researchers publish their academic works, it is an avenue for their peers to access their research and communicate with other colleagues interested in a similar subject area.

Scientific productivity has been matters of enquiry since the pioneering work of Lotka (2016). The literature is replete with narratives and descriptions of the resources and structures available to support the research success of academic staff. Common supports include writing support groups (Campbell, Ellis & Adebonojo, 2012; Exner & Harris Houk, 2010; Fallon, 2012; Tysick & Babb, 2016), journal clubs (Fitzgibbons, Kloda, & Miller-Nesbitt, 2017), support groups or forums for research conversations (Carson, Colosimo, Lake, & McMillan, 2014; Hall & McBain, 2014; Sapon-White, King & Christie, 2014), mentorship programs (Cirasella & Smale, 2011; Stephens, Sare, Kimball, Foster, & Kitchens, 2011), research skills development initiatives (Jacobs & Berg, 2013; McBain, Hall, & Culshaw, 2013; Schrader, Shiri, & Williamson, 2012), research leaves or release time, and funding (Smigielski, Laning, & Daniels, 2014).

There is a relationship between library use and academic productivity (Baylor University, 2012; Kim, 2016). Okonedo (2015) reported that there is a decline in lecturers' research productivity in South-West Nigeria. She examined research productivity among academic librarians and lecturers in selected Universities in South-west Nigeria. The study revealed that a total of 726 articles were published by 124 lecturers and academic librarians between the periods of five years (2009 – 2014). Tsafe, Basaka and Mohammed (2016) analyzed the research productivity of academics in sixteen (16) Universities in Northern Nigeria from 2000 – 2012. The study indicated that 165 academics produced 373 publications within the period under review. This is quite low.

2.3   Factors that Promote Research Productivity

Library is defined as a collection of sources, resources and services organized to support teaching and research by the public, an organization or private individual. Resources are total means available for increasing production or profit. Indigenous resources therefore include all forms of information carriers that can be used to promote and encourage effective research activities and developmental projects. No doubt that, what is at stake is the ability of academic libraries and librarians to deliver adequate, relevant, up to date and needed collections to their clientele. Books have always been the basic tool for education. Very little result can be achieved without the use of books, journals, periodicals and audio-visual to academic institutions. They are the vehicle of communication and transmission of education, learning and culture of the society for the past, present and future. Ekpenyang (2013). It might be interesting to also consider the book situation in academic institutions and Nigeria in general.

Contributing to this aspect Bozimo (2013) lamented that the existing information sources in our higher institution libraries can no longer meet the needs of their patrons. She maintained that unless immediate positive and systematic efforts are made to improve their quality and quantity, it would become increasingly difficult to satisfy the academic activities. Understandably, today, whenever the cost of education is discussed in Nigeria, books constitute a dominant project. However, giving the persistent issue of the problems in the provision of adequate reading materials and suggesting possible solutions of mitigating or removing the obstacles to make them available. According to Aguolu (2012) factors that have outstripped or rapidly eroded the rate of adequate provision of reading materials are summarized below as follows:

i. *The enormous concomitant growth in the number of institutions and users and the diversification of academic and research programmes with the available resources.*

ii. *Poor and dwindling economy, coupled with the high inflation pressure of the materials.*

iii. *Over dependence on foreign books as over 90% of the literature are imported contrary to the foreign exchange restrictions time lag and custom clearance which is difficult and with high tax.*

iv. *Inability of the Nigerian publishing industries to publish higher educational books in bulk but mostly target towards meeting the needs of primary and post-primary schools.*

v. *Inadequate budget, as most of the institutions do not disburse to the libraries the five percent of their total budget endorsed by the National Universities Commission (NUC) and others.*

In spite of the aforesaid, recent pressures from the general public and educational institutions have called for an urgent action on the part of Government, publishers, Associations of Academic Libraries for possible solutions to the scarcity of books and other reading materials. From the aforementioned points to avoid lopsided collections or inadequacy of information sources, the collections should grow pari-pasu with academic programmes of the institution. There is the need to consider the institutions populace, particularly the enrolment of the students and academic staff. Aboyade (2014). Hadjinicola and Soteriou (2016) studied factors that promote research productivity of production and operations management (POM) groups of researchers in US business schools. The paper also investigated factors that affect research quality, as measured by the number of articles published per POM professor in journals, which have been recognized in the POM literature as an elite set.

The results revealed that three factors increase both the research productivity and the quality of the articles published by professors of a POM group. These factors are (a) the presence of a POM research centre, (b) funding received from external sources for research purposes, and (c) better library facilities. Paul, Vijayakaravan, Singh & Burman (2013) investigated research productivity of agricultural scientists in high performing and low performing institutes in India. The sample of the study comprised of randomly drawn two hundred agricultural scientists. The researchers developed a research productivity index to measure the research productivity of the agricultural scientists. The study among other things revealed that there is ample scope of enhancing research productivity among the scientists as the majority (63.5%) had low to very low level of productivity. The findings further indicated the crucial need for revisiting the system of career advancement for principal scientists and senior scientists as the t-test failed to produce significant value of productivity difference between the principal scientists and senior scientists.

Gregorutti (2010) submitted that academic staff affirmed their motivations and interest for producing research with several that can be grouped under the theme of the need for publishing (including intellectual growth, knowledge and societal improvements. To refresh and enhance teaching. Professional prestige within and outside the university), besides, research is increasingly seen as one of the main missions for higher education institution, including research institutes (Fairweather & Beach, 2012). Many studies have been carried out on research productivity of various research institutions. Vasishta (2011) investigated the contribution and impact research output on PEC University of technology as reflected in its publications covered in Scopus international multidisciplinary database and described broad characteristics of research publications of PEC during 1990-2009. She concludes that in all 177 research papers were published during the period by the departments of the PEC, showing an average of growth rate of 131.85%.

Okafor and Dike (2010) analysed the research output of academics in the science and engineering faculties of Federal Government owned universities in Nigeria. It was found out that 30.6% of the academics published between 0-4 journals articles, thatonly2-7% of them published 30 or more articles during the period and as 42.1% did not have any article in overseas journals. Similarly, Jain and Gupta (2011) investigated research productivity of Indian scientists contributing to world soybean research for the period 1989- 2009 based on the data available in the International Crop CD database. They conclude that Indian scientists contributing to world soybean research, have higher publication output as Indian was rated 2nd in rank, just after United States of America that has 13.64% of the world publication on soybean.

Vellaichamy and Jeyshankar (2015) evaluated the publication pattern of Pondicherry University based on the data collected from Scopus database over a period of twenty-seven years from 1987-2013. The study shows that majority (84.8%) of the researchers preferred to their research papers are joint authorship and the degree of collaboration ranges varies from 0.61 to 0.96 and its mean value 0.88. The study also analysed that Physics and Astronomy which produces a greater number of papers while the multi-authorship also possesses a lead role in this subject. Jeyshankar (2015) evaluated the research publication trend among scientists of Indira Gandhi Centre for Atomic Research during the period 1989-2013. Data were analyzed based on type of publication, year of publication, language, source, country, institutions, most preferred journals and most prolific authors among other variables. The study revealed that majority (96.26%) of the researchers preferred to publish their research papers in joint authorship only and the degree of author collaboration ranges from 0.84 to 0.99 and its mean value is 0.95. It also revealed that IGCAR scientists preferred to publish their work in the Journal of Nuclear Materials and Transactions of the Indian Institute of Metals.

Kobio (2016) reported that while research productivity in terms of articles in the rest of the world is increasing fast, the relative position of Africans countries as knowledge is decreasing gradually. Sub Saharan Africans contribute around 0.7% of world scientific output and this figure has decreased over the last 15-20 years. Kobio affirmed that except for South Africa lack of incentives to publish was also a problem. He lamented that most of the research conducted in African countries to gather dust in rooms in many universities and research institutions while many researchers are forced to seek publication in foreign journals. Publishing in foreign journals is often a slow and frustrating experience and even when such material is accepted for publication the information is not readily accessible to local researchers, professionals or communities who need it most. This has resulted to lack of locally published books in research and other professional areas and as such African continent continue to experience'' book

famine'' as locally published books and journals are very few in various disciplines. (Kobio, 2016)

A study by Centre for Higher Education Transformation (CHIET) (2011) concluded that the knowledge of the academics scores production flagship African universities is not strong enough to enable universities to make a sustainable contribution to development. The challenges of research in Africa are not purely academic. They are caused by failure of the governments to put in place policies that recognize the fundamental impact research activities could have on governance and efficient use of public resources. Consequently, research has been accorded insufficient attention and resources by governments and institutions of higher education. (Njuguna & Itege, 2013).

2.4 Concept and Creation of Access to Indigenous Books

Scholars have widely reported that the collection of indigenous books would ensure its preservation and thus enhance its eventual use (Mabawonku, 2012; Ranasinghe, 2018). A lot has been done to create access to indigenous book. Today, there are many programs that have been initiated at both national and international levels (Magga, 2015). United Nation Education, Social and Cultural Organization (UNESCO) created the Local and Indigenous book in 2002 which works with knowledge holders to promote recognition of their expertise about local environment and reinforce their role in biodiversity governance, Magga reports. It also recognizes the importance of keeping indigenous book alive within local communities by reinforcing its transmission from elders to youth says another scholar.

Access to indigenous book have also been done and indigenous book promoted by documenting it on databases and websites so as to also establish prior existence and deter fraudulent claims of intellectual property (Moahi, 2017). This, Moahi said should be done in consultation with communities where responsibility of putting indigenous book in database is

clearly articulated and access issues are taken into consideration and measures put in place to ensure proper use of the indigenous book. In fact, Kiggundu (2017) remarks that, indigenous book documented in digital form is easier to market for the benefit of communities and to prevent unauthorized and surreptitious exploitation. Establishment of networks of indigenous book centers within a country and internationally has been found useful as means of creating global access to indigenous book (Mabawonku, 2012; Msuya, 2017; Ranasinghe, 2018; Warren and Mckiernan, 2015).

Within the library system, Mabawonku reports that state and public libraries could repackage and disseminate indigenous book to literate clients. Non-Literate people in the rural and indigenous communities can also benefit from repacked information through the rural information dissemination activities of public libraries and community information centers. Ranasinghe (2018) reports that some libraries have catalogued palm leaf manuscripts of the indigenous book collection in their libraries noting that it is not sufficient enough as this merely shows the location and not the content of the manuscripts. Mabawonku recommends that at the national level, there should be depository laws guiding the deposit of projects and audiovisual recordings to local or state branches of the National Library of Nigeria.

Warren and McKiernan (2015) reports that every document must be described in accordance with standardized cataloguing procedures; and analogous cataloguing elements can be identified and assigned to original field descriptions or documents that summarise specific example of indigenous book or its application. Zaid and Abioye (2019) notes that, Libraries usually provide a catalogue to their collection ultimately aimed at making the entire collection accessible and available to reference or loan in accordance with their mission and mandates. Also, all catalogued documents should be fully indexed to provide comprehensive and appropriate access to their content and subject reports Warren and Mckiernan (2015), who

equally add that abstracts and connotation can be provided for each document so as to make indigenous book materials become easily accessible to all. And finally, that publication of bibliographies on Indigenous book and rural development would equally create access to indigenous book.

2.5 Challenges Confronting Libraries in Managing Indigenous Books

World Bank (2018) reports that, special efforts are required to understand, document and disseminate indigenous book for preservation, transfer or adaptation elsewhere. indigenous book is mostly tacit or embedded in practices and experiences of the people and it is usually showed through personal communication and demonstration. To this point, recording tacit knowledge, transferring and disseminating it, is therefore a challenge on its own. Moreover, documenting indigenous book requires capacity in terms of skills, expertise and financial resources (Kashweka& Akakandelwa, 2018; Ranasinghe, 2018). Indigenous book faces the critical challenge of scientific validation reports Kashweka and Akakendelwa. Indigenous books practitioners are expected to provide documented evidence of the efficacy of their claims in academic journals.

However, much of indigenous book is rooted in oral traditions (Mabawonku, 2012; Moahi, 2017; Msuya, 2017) and is not systematically documented in written form (Magga, 2015). Also, not all aspects of living traditions of indigenous book can be captured as artifacts using technology (Adam, 2017). Such a situation poses some challenges to the libraries that have traditionally been granting access to materials in a site-specific location (Okore, Ekere & Eke, 2019). Burtis (2019) notes that, there is a discord between LIS professionals and indigenous peoples, remarking that indigenous book and traditional cultural expressions are represented in Library and archival collections, but often LIS professionals make no attempt to put them into a cultural context.

In support of intellectual freedom, we skilfully catalogue, digitize and display information so that the public can access it", though, a noble goal, Burtis (2019) however remarks that indigenous claims for greater protection of indigenous knowledge systems and cultural materials lie, albeit perhaps only superficially, at right-angle to some of the core objectives of libraries and other information services. Moreover, libraries are also facing competition with community structures such as tele-centers which are becoming important platforms for capturing, transferring and giving access to indigenous book (Okore, Ekere & Eke, 2019).

For indigenous communities, indigenous book are not things that exist separately from their culture notes Burtis corroborating the earlier stance of Mabawonku (2012). The discord with LIS systems, however, lies in the orientation of the field toward a scientific topic of information retrieval and information access (Burtis, 2019). Thus, knowledge becomes information, divorced from the context in which it was created (Burtis, 2019). This process allows indigenous cultural capital to be commodified in the name of intellectual freedom fronted by the LIS profession. And finally, the problem of copyright and intellectual property right can define the limit LIS profession can be involved in the collection, preservation and provision of access to indigenous book (Okore, Ekere & Eke, 2019). Such limitations have been encountered by Libraries in Australia (Anderson, 2015).

2.6   Impact of Indigenous Books on Research Productivity

Tye and Chau (2015) reported that one of the benefits of utilization of library and information resources are increased efficiency in the research process at university. Kaminer (2013) claimed that the use of indigenous resources would enable scientists to be more productive in their research. He attributed this to the fact that, with information resources, access to information is faster, which invariably promotes efficiency in the research process and would definitely lead to an increase in research productivity. A review by Costa and Meadows (2010)

showed that there is a positive association between the use of indigenous resources and research productivity among scholars. They carried out a survey to investigate the relationship between accessibility and use of library resources especially electronic resources and research productivity among social scientists in Brazil. It was found that the responses regarding the effect of electronic resources on research productivity confirmed the existence of a positive relationship (Costa and Meadows, 2013).

Furthermore, the study revealed that research productivity of social scientists increases with accessibility and use of indigenous resources, as respondents (economists and sociologists) in the survey agreed that indigenous resources have a positive impact on research productivity. Heterick (2012) used a survey to determine the perceived effect of information resources on research productivity in American universities and found a high degree of perception of the impact of information resources on research productivity among the respondents. In view of this, Heterick concluded that information resources are invaluable tools for research in America. A survey conducted with professors at the University of Idaho (UI), Moscow, by Jankowska (2014) in Russia on the impact of the use of indigenous resources on research showed that the vast majority of the respondents believed that library resources have brought about an increase in research productivity.

Mahajan (2016) explored the perception of researchers on the effect of accessibility and use of indigenous resources on productivity at the Punjab University, Chandigarh, India, across three academic disciplines: science, social science, and the humanities. It was found that most scientists (99%) agreed on the positive effect of indigenous resources on research productivity, whereas about half the social scientists (50%) disagreed, while all responses from researchers in humanities (100%) were negative. The article, therefore, concluded that scientists were accessing and using indigenous resources more than their counterparts in the social sciences

and humanities. A study of the perceived effect of use of indigenous resources on research productivity by Vakkari (2018) showed a positive relationship between library resources and research productivity. Vakkari also found that the relationship varies from discipline to discipline.

Recently, Khan and Dominic (2012) conducted a survey to assess the perceived impact of electronic resources on the research productivity of academic staff in the engineering colleges of Moradabad, India. The results of that survey revealed that 50% of the respondents agreed on the productive impact of electronic resources on their research process. According to Nicholas, Williams, Rowlands, and Jamali (2010), electronic resources have made a tremendous impact on the research productivity of scholars in the United Kingdom, a view common in developed countries. In Africa, a comparative study to investigate the relationship between the use of electronic journals by academic staff at the University of Natal and the University of Zululand in South Africa and their research productivity were conducted.

According to the study, when asked about whether there is correlation between use of electronic journals and research productivity, "some 29% indicated a correlation whereas 13% indicated no correlation" and others were undecided (Mgobozi and Ocholla, 2012). Badu and Markwei (2015) claimed that indigenous resources are versatile tools for scholarly research in African universities. Their survey indicated that 64.2% of academics at the University of Ghana were in agreement that indigenous resources impact positively on research productivity. When respondents were asked in the survey to rank the usefulness of indigenous resources in research, 69.4% of the respondents said they are "useful."

2.7   Factors that Impede the Use of Indigenous Books for Research Productivity

Some of the major challenges that impede the use of indigenous resources for research productivity in Nigerian universities are discussed as follows:

Lack of Adequate Current/Relevant Materials: One of the major impediments to the use of the indigenous resources for research productivity is the inadequacy of current and relevant information sources. This is because university lecturers are concerned with current and relevant information sources to update their knowledge in their fields of specialization. The provision of current and relevant indigenous resources to relevant users is very strategic in the overall increase of research productivity.

Non-Involvement of Lecturers in Book Selection: Non- involvement of lecturers in book selection is also another impediment to Lecturers use of the indigenous resources. Involving lecturers in book selection policy will enable lecturers to list books that are directly relevant to the curriculum they teach. The involvement of lecturers in the book selection policy of the university will certainly ginger more lecturers into library use.

Lack of Adequate Professional Library Staff: Most Academic libraries are faced with this challenge. Staff of academic libraries is inadequate and therefore overstretched. There is every need for the library staff members to be increased for effective and efficient service delivery. This agrees with Ifidon (2013) who states that the right quantity and quality of the library staff must be a minimum of one librarian to 200 readers up to a maximum of 40 librarians for 8,000 readers. Agreeing with the issue of quality and quantity of staff, Aguolu (2012) added, that the staff should be adequate and continuously motivated, stimulated and professionally challenged through in-service training, seminars, workshops and conference attendance.

Lecturers Lack of Awareness of New Arrivals: Another impediment of the library and information resources use by lecturers is that lecturers are always not aware of new arrivals in the library. There is every need for adequate publicity for newly acquired materials which will keep lecturers informed and probably encourage their use of indigenous resources. This view agrees with Nelson (2013) who stressed the importance of publicizing and promoting newly acquired materials in the library. The impediments to library use by lecturers confirms the works of Ochogwu (2017). Aguolu and Aguolu (2012) who catalogued problems of library use to include lack of funds, facilities, inadequate staff and lack of proactive librarians. This assertion is true because information service delivery involves funds, good condition of service for personnel as well as qualified staff.

2.8   Significance of Indigenous Books for Research Productivity

The organization of indigenous resources is central to the mission of libraries worldwide (Akparobore, 2017). The need for organization is driven by the general explosion of knowledge and exponential growth in publication. Effective organization provides for effective use of the resources (Edoka, 2013) for researchers and indigenous users. It enables researchers find bibliographic information in their fields and makes the indigenous a clearing house for bibliographic information. It also promotes efficiency and user confidence in indigenous service. Organizing indigenous materials efficiently makes location of indigenous materials easy and it also saves time and space. Other significance of the organization of indigenous resources are:

Enhances easy and timely retrieval of materials in research: The organization of indigenous resources is basically for the easy retrieval of materials. It makes retrieval of indigenous resources not just easy but timely. The indigenous user or researcher must be assumed to be a busy person and his time must be saved. The arrangement of books according to the degree of

mutual relationship of subjects would lead to save his time (library & Information Science Network, 2018). In addition, if within each subject, books are arranged by language and within language by their year of publication it would aid retrieval and save time.

Allows for the control of information explosion for research: Information explosion is the exponential and rapid increase in the amount of published information and the effect of this abundance. As the amount of published information increase, the problem of managing the information becomes more difficult which can lead to information overload. However, with effective organization of indigenous resource, this information explosion can be controlled and managed better. Mason (2018) notes that the more there is on the web or in circulation, the harder it becomes difficult to find. Hence, organizing information and indigenous resources becomes imperative, to control information explosion.

Provides for effective use of resources by researchers: It is not enough that books and other indigenous materials are cared for properly, are well arranged and are never lost (Rice-Livy & Racene, 2017). They need to be properly organized so as to ensure that every book is used by users or researchers. The third law of library science prescribes "Every book its reader". Books need to be arranged so that every book finds a reader. The probability of getting a reader or readers of each material in the indigenous would be very high if the indigenous resources are effectively organized.

Promotes users/researchers' confidence in the indigenous and library image: When indigenous resources are properly organized, researcher would easily have access to indigenous materials and in turn boost the library's image and promote users' confidence in using the indigenous book. This clearly shows that organization of indigenous materials are needful for the boosting of users' confidence in the indigenous and the indigenous's image.

Brings together different materials on the same subject: Organizing of indigenous resources is most useful for bringing together books on the same subject. This facilitates their use (books) and is useful for effective retrieval of information for research.

Clarke (2013) gave some significance of organization of indigenous resources as follows:

i. *It shows the relationship between subjects*

ii. *It brings users into real contact with a specific document or information of interest as the need arises.*

iii. *It enhances orderly arrangement of books on shelves. Indeed, organization of indigenous resource makes research easier, more interesting and more productive.*

2.9   Indigenous Books and its Challenges in Research Productivity in Nigeria

Indigenous resources may not be effective if certain challenges abound. Some likely challenges associated with the proper organization of Indigenous resources for research productivity are:

Unavailability of technology and equipment: There are dramatic changes in the way everything is done in our society today because of the advent of technologies like ICTS and the indigenous organization is no exception. Considering the changing needs of the 21st century indigenous users, libraries also ought to change their style in organizing indigenous resource for the modern indigenous user. Unfortunately, the technology and equipment required for a digital organization of indigenous resources in either not there or is very minimal in Nigerian libraries. Akporobore's (2017) study on the organization of resources in Delta State University, Abraka confirmed this when he discovered that the equipment and materials required for organizing indigenous resources are inadequate.

Classification schemes are incomplete: Classification schemes are one vital tool for the organization of indigenous materials. There are of different types namely, the library of Congress Classification Scheme (LC), Dewey Decimal Classification Scheme (DDC), Colon Scheme, Bliss Classification Scheme and Universal Decimal Classification scheme. These schemes are used to classify indigenous resources. Unfortunately, these schemes are incomplete. In view of this, Merkley (2011) writes that none of the classification schemes provide complete and systematic coverage of the world of knowledge. This inadvertently poses a challenge for librarians responsible for the organizing of indigenous resources for research productivity.

Poor funding: It is no longer news that libraries are poorly funded in Nigeria. Funds are required for effective organization of indigenous resources. Funds are needed for conversion from a particular classification scheme to another. For example, conversion from DDC to LC classification scheme. Also, to digitalize indigenous resources or automate the indigenous; money is very necessary. Sadly, the finance for proper and effective acquisition of indigenous is not available; talk less of that for organizing the available resources. This lack of finance has become a big problem for librarians in their quest for effective organization of indigenous materials.

Lack of professional expertise: Indigenous resources without professionally qualified staff to organize them will not be properly utilized for research. Alibi (2017) surveyed seven school libraries and found that they are still being staffed by unqualified personnel. This no doubt, has affected the effective organization of indigenous materials.

Mutilation of indigenous materials: Because of the rising incidence of mutilation of indigenous materials, libraries are suffering serious losses of books and other indigenous resources. The mutilation could be in form of removing or attempting to remove indigenous

materials without authorization, tearing of pages of a text, access or altering any computer system without authorization, etc. If indigenous resources are increasingly and constantly mutilated, how can they be properly organized. The answer is one of the challenge libraries face in the effective organization of indigenous materials.

2.10   Appraisal of Literature Reviewed

The literature related to indigenous books on research productivity in Africa reveals many gaps in the use of this indigenous books on research productivity. While much of the existing literature deals with the concept of research productivity, there is little research on perception and utilization of indigenous books on research productivity among LIS lecturers. From the literature reviewed some indigenous books were identified and also showed that there is a positive association between the use of indigenous resources and research productivity among scholars. It also highlighted several factors related to the significance of the organization of indigenous resources, this includes: enhances easy and timely retrieval of materials in research**,** allows for the control of information explosion for research, and promotes users/researchers' confidence in the indigenous and library image. Literature on the impediment of the use of indigenous resources for research productivity was also reviewed.

Empirical evidence shows challenges that impede the use of indigenous resources for research productivity to include: lack of adequate current/relevant materials, non-involvement of lecturers in book selection, lack of adequate professional library staff, and lecturers lack of awareness of new arrivals (Ochogwu, 2017). In conclusion, the summary shed more light on the indigenous books on research productivity, its challenges, types, factors that promote research productivity**,** it benefits in the academic libraries and impede the use of indigenous resources for research productivity.

CHAPTERTHREE

METHODOLOGY

3.1   Introduction

This chapter is devoted to the methodology applied in carrying out the research. The procedures used in gathering data and statistical tools used in analyzing the data are explained. This chapter describes the methodology adopted in conducting the research, it focuses on the research design, description of the population, the sample size and sampling procedure, instruments for data collection, procedure for data collection, validity of the instrument, reliability of the instrument and method of analyzing the data collected.

3.2   Research design

This study adopted the descriptive survey design. Descriptive survey methods find out and interpret events and deals with them the way they are without any external manipulation (Daraola, 2014). Descriptive survey design has the advantage of allowing the collection of the quantitative data (questionnaire) (Johnson & Christensen, 2012). This method, however, was adopted because it will enable the researcher to collect a large amount of information about the perception and utilization of indigenous books on research productivity among LIS lecturers in Kwara State.

3.3   Population of the study

The population for this study consists of all LIS lecturers in the universities/polytechnics offering LIS in Kwara State. The universities/polytechnics offering LIS and total number of LIS lecturers in Kwara State is presented in Table 3.1:

Table 3.1: Study Population of LIS Lecturers in Universities/Polytechnics in Kwara State

S/N	University	Professional Librarian
1.	University of Ilorin, Ilorin	16
2.	Kwara State University, Malete	10
3.	Al-Hikmah University, Ilorin	5
4.	Federal Polytechnic, Offa	14
5.	Kwara State Polytechnic, Ilorin	9
6.	Lens Polytechnic, Offa	3
	Total	**57**

Hence, the target population for this study is 57 lecturers in the department of Library and Information Science of various universities/polytechnics in Kwara State.

3.4   Sample Size and Sampling Technique

A sample can be defined as a sub-group of the target population that a researcher plans to study to make generalizations about the target population (Creswell, 2014). Sampling is the process of drawing a sample from a population that a researcher wants to study (Johnson & Christensen, 2012). The purpose of selecting a sample in quantitative research, as Jonson and Christensen (2012) explain, is to enable the investigator to make accurate generalizations about the population, using sample data. Hence, total enumerative sampling technique was employed. This implies that all the 57 LIS lecturers as population of the study formed the sample size and wase used for this study.

3.5   Data Collection Instrument(s)

The instrument adopted for data collection in this study was questionnaire. The questionnaire was a closed ended questionnaire. In order to secure honest responses from the respondents, they were promised anonymity and were assured that any information they give will be treated in strict confidence. The questionnaire was in two parts. Part one elicits the demographic

information about the respondents including age, gender, level of study. Part two of the questionnaire comprises of sub section based on the research questions of the study.

3.6   Validity and Reliability of the Instrument(s)

For face and content validation, the instrument was given to the researcher's supervisor. The correction and observation made were incorporated before final draft of the instrument. The researcher administered thirty (15) copies of the questionnaire to thirty (15) LIS lecturers from University of Ilorin for test and re-test reliability measurement. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure, the validity of an instrument is the degree to which an instrument measures what it intended to measure (Cresswell, 2015).

3.7   Method of Data Collection

The questionnaires for the study were administered to the LIS lecturers in the six universities/polytechnics in Kwara State by the researcher and with the help of two (2) research assistants during the working days/hours. This was to avail the researcher to have physical contact with the respondents and be able to explain to them the areas where they might find it difficult to understand in the questionnaire. A letter of introduction was obtained from the supervisor to facilitate access to the respondents. A total of 57 copies of the questionnaire were administered to the respondents.

3.8   Method of Data Analysis

Descriptive statistics including percentages and mean were used in analyzing the data. Descriptive statistics was adopted because of ease and simplicity to understand. Primary data solicited using questionnaires was cleaned, coded and entered into the Statistical Package for Social Sciences (SPSS) version 20 software for quantitative analysis. Tables were used for results presentation and interpretation.

3.9   Ethical Considerations

The study employed the anonymity ethical consideration and follow all the ethics guiding scholarly writing by ensuring the work is original. According to Mugenda and Mugenda (2003), anonymity refers to keeping secret by not identifying the ethnic or cultural background of respondents, refrain from referring to them by their names or divulging any other sensitive information about a participant. This is why, during study, the researcher must promise to protect the information given in confidence by the respondent. But, if any information has to be revealed, then consent must be sought from the respondent(s).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1   Introduction

This chapter focused on the analysis of the data, presentation of results and discussion of findings. Data collected through questionnaires are presented in tables and analyzed using frequency counts and percentages. Also in this chapter, the major findings of the study are further discussed.

4.2   Response Rate

Table 4.1: Response Rate

Administered Questionnaire	Retrieved Questionnaire	Valid	Percentage (%)
57	52	50	87.7

The total of 57 copies of the questionnaires were distributed to the LIS lecturers in the universities/polytechnics offering LIS program in Kwara State, out of which 52 copies were retrieved and 50 copies were filled and valid for this study. Resulting in a response rate of 87.7%. As shown in table 4.1.

4.3   Demographic Information

Table 4.2: Demography of the respondents.

Gender	Frequency	Percentage (%)
Male	43	86.0
Female	7	14.0
Total	**50**	**100.0**

Age	Frequency	Percentage (%)
21-30 years	2	4.0
31-40 years	7	14.0
41-00 years	28	56.0
> 51- years	13	26.0
Total	**50**	**100.0**

Qualification	Frequency	Percentage (%)
Bachelor's Degree (BSc/BLIS/BLIT)	4	22.0
Post Graduate Diploma in Education	11	8.0
Master's Degree (MSc/MLIS/MPhil)	13	26.0
Doctor of Philosophy (PhD)	22	44.0
Total	**50**	**100.0**

Years of work experience	Frequency	Percentage (%)
> 3 years	15	30.0
4-6 years	8	16.0
7-8 years	8	16.0
9-12 years	6	12.0
> 13 years	13	26.0
Total	**50**	**100.0**

Table 4.2 shows that larger ratio of the respondents was male 43(86.0%) while the remaining 7(14.0%) were female. The table also shows the distribution of the respondents by their age. A total of 2(4.0%) of the respondent were between the age range of 21-30 years, 7(14.0%) are of the age range of 31-40 years. Furthermore, 28(56.0%) of the respondents are of the age range of 41-50 years while 13(26.0%) of the respondents are of the age range of 51 and above. The table also shows the distribution of the respondents by their qualification. A total of 11(22.0%) of the respondents have Bachelor's Degree (BSc/BLIS/BLIT), 4(8.0%) of the respondents have

Post Graduate Diploma in Education, while 13(26.0%) of the respondent have Master's Degree (MSc/MLIS/MPhil), furthermore 22(44.0%) of the respondent have Doctor of Philosophy (PhD). essentially, the largest percentage of the respondents for this study have Doctor of Philosophy (PhD) followed by Master's Degree (MSc/MLIS/MPhil) and most of them are of the age range of 41-50 years and 51 and above.

4.4 Analysis of Data on Research Questions and Interpretation

Research Question One: What is the perception among LIS lecturers on the use of indigenous books for their research productivity?

Table 4.3: The perception among LIS lecturers on the use of indigenous books for their research productivity.

Items	Agreed	Undecided	Disagreed	$\bar{x}$	StD
Indigenous book is important to improve research productivity.	44(88.0%)	6(12.0%)	0(0.0%)	2.50	1.11
Indigenous book adds no value to research productivity.	12(24.0%)	8(16.0%%)	30(60.0%)	2.44	1.03
Research productivity does not require indigenous book.	17(34.0%)	0(0.0%)	33(66.0%)	2.42	1.05
I do not have to use indigenous book for my research activities.	48(96.0%)	0(0.0%)	2(4.0%)	2.50	1.11
Indigenous book is meant for creating note for students.	41(82.0%)	9(18.0%)	0(0.0%)	2.50	1.11

Table 4.3 show the perception of LIS lecturers on the use of indigenous books on their research productivity, the following results were obtained by using percentage scores indicated on Table: majority of the respondents 44(88.0%) indicated that Indigenous book is important to improve research productivity and they do not have to use indigenous book for my research activities, followed by 41(82.0%) do not have to use indigenous book for my research activities, and on a contrary view majority of respondents 33(66.0%) who disagree with Research

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productivity do not required indigenous book and 30(60.0%) and Indigenous book adds no value to research productivity. This implies that the LIS lecturers have positive perception on the use of indigenous books for research productivity.

Research Question Two: What is the extent of the utilization of indigenous books among LIS lecturers for research activities?

Table 4.4: The extent of the utilization of indigenous books among LIS lecturers for research activities.

Items	High Extent	Moderate Extent	Low Extent	$\bar{x}$	StD
Indigenous books are important to improve research productivity.	47(94.0%)	1(2.0%)	2(4.0%)	2.61	1.08
Indigenous books enhance my research activities.	43(86.0%)	3(6.0%)	3(6.0%)	2.50	1.11
I use indigenous books for my research activities only.	48(96.0%)	0(0.0%)	2(4.0%)	2.50	1.11
I use indigenous books to develop my research productivity.	41(82.0%)	9(18.0%)	0(0.0%)	2.50	1.11

Table 4.4 show the extent of the utilization of indigenous books by LIS lecturers on their research activities, the highest number 47(94.0%) of respondents indicated indigenous books are important to improve research productivity to high extent and 43(86.0%) indicated indigenous books enhance my research activities. Another high ratio of the responses with high extent uses indigenous books for research activities only with 48(96.0%). Also, 41(82.0%) responses of high extent use indigenous books to develop research productivity. This implies that the LIS lecturers make use of the indigenous books for research productivity extensively.

Research Question Three: What is the usefulness of indigenous books among LIS lecturers on their research productivity?

Table 4.5: The usefulness of indigenous books among LIS lecturers on their research productivity.

Items	Agreed	Undecided	Disagreed	$\bar{x}$	StD
Allows for the control of information explosion for research.	47(94.0%)	0(0.0%)	3(6.0%)	2.61	1.08
Provides for effective use of resources by researchers.	46(92.0%)	2(4.0%)	2(4.0%)	2.51	1.11
Promotes users/researchers' confidence in the indigenous and library image.	50(100.0%)	0(0.0%)	0(0.0%)	2.44	1.03
Brings together different materials on the same subject.	50(100.0%)	0(0.0%)	0(0.0%)	2.42	1.05
It enhances orderly arrangement of books on shelves.	38(76.0%)	7(14.0%)	5(10.0%)	2.50	1.11
It shows the relationship between subjects.	43(86.0%)	4(8.0%)	3(6.0%)	2.50	1.11

Table 4.5 show the usefulness of indigenous books to LIS lecturers on their research productivity, the following results were obtained by using percentage scores indicated on the table: majority of respondent 50(100%) indicated promotes users/researchers confidence in the indigenous and library image and brings together different materials on the same subject, followed by allows for the control of information explosion for research 47(94.0%), and provides for effective use of resources by researchers 46(92.0%) and 43(86.0%) who indicated it shows the relationship between subjects. This implies that the LIS lecturers see the usefulness of the indigenous books for research productivity.

Research Question Four: What are the challenges of using indigenous books among LIS lecturers for their research activities?

Table 4.6: The What are the challenges of using indigenous books among LIS lecturers for their research activities.

Items	Agreed	Undecided	Disagreed	$\bar{x}$	StD
Non-involvement of lecturers in book selection.	37(74.0%)	0(0.0%)	13(26.0%)	2.42	1.05
Inadequate library staff.	39(78.0%)	2(4.0%)	9(18.0%)	2.61	1.08
Unavailability of air conditioners.	3(6.0%)	7(14.0%)	40(80.0%)	2.50	1.11
Unavailability automatic generator.	36(72.0%)	4(8.0%)	10(20.0%)	2.44	1.03
Users not informed of new arrivals.	43(86.0%)	7(14.0%)	0(0.0%)	2.42	1.05
Poor library instruction.	47(94.0%)	3(6.0%)	0(0.0%)	2.44	1.03
No up-to-date materials.	48(96.0%)	2(4.0%)	0(0.0%)	2.42	1.05
Not many journals.	15(30.0%)	15(30.0%)	20(40.0%)	2.04	1.02

Table 4.6 shows the challenges of using indigenous books among LIS lecturers for their research activities, majority of the respondents 48(96.0%) revealed no up-to-date materials, followed by 47(94.0%) who indicated poor library instruction, while 43(86.0%) indicated users not informed of new arrivals, more so 43(86.0%) indicated Inadequate library staff and 37(74.0%) indicated non-involvement of lecturers in book selection while majority of 40(80.0%) disagreed with unavailability of air conditioners. This implies that the LIS lecturers face challenges of using the indigenous books for research productivity.

4.5   Discussion of Findings

The findings of this revealed that LIS lecturers have positive perception on the use of indigenous books for research productivity such as indigenous books are important to improve research productivity and they use indigenous books for research activities among others. This finding authenticates the findings of Hadjinicola and Soteriou (2016) studied factors that promote research productivity of production and operations management (POM) groups of researchers in US business schools. The paper also investigated factors that affect research quality, as measured by the number of articles published per POM professor in journals, which have been recognized in the POM literature as an elite set.

The results revealed that three factors increase both the research productivity and the quality of the articles published by professors of a POM group and Mahajan (2016) explored the perception of researchers on the effect of accessibility and use of indigenous resources on productivity at the Punjab University, Chandigarh, India, across three academic disciplines: science, social science, and the humanities. It was found that most scientists (99%) agreed on the positive effect of indigenous resources on research productivity, whereas about half the social scientists (50%) disagreed, while all responses from researchers in humanities (100%) were negative.

The findings of this study further revealed that the extent of utilization of the indigenous books among LIS lecturers for research productivity extensively such as indigenous books are important to improve research productivity; indigenous books enhance research activities; they use indigenous books for research activities; and they also use indigenous books to develop research productivity. This is related to the study by Kiggundu (2017) remarks that, indigenous

book documented in digital form is easier to market for the benefit of communities and to prevent unauthorized and surreptitious exploitation.

The findings of this study also revealed the usefulness of the indigenous books LIS lecturers for research productivity such as it promotes users/researchers' confidence in the indigenous and library image and brings together different materials on the same subject; it allows the control of information explosion for research; and provides for effective use of resources by researchers. This study is in line with findings of Badu and Markwei (2015) claimed that indigenous resources are versatile tools for scholarly research in African universities. Their survey indicated that 64.2% of academics at the University of Ghana were in agreement that indigenous resources impact positively on research productivity. When respondents were asked in the survey to rank the usefulness of indigenous resources in research, 69.4% of the respondents said they are "useful".

Lastly, the findings of this study identified the challenges the LIS lecturers face in using the indigenous books for research productivity such as no up-to-date materials; poor library instruction; users not informed of new arrivals; inadequate library staff; non-involvement of lecturers in book selection; unavailability of air conditioners. The barriers mentioned above are of little or no different from those identified by Aguolu and Aguolu (2012) who catalogued problems of library use to include lack of funds, facilities, inadequate staff and lack of proactive librarians. This assertion is true because indigenous books involve funds, good condition of service for personnel as well as qualified staff.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter provides an overview of the key findings in summary and discussions in line with the objectives of the study. Covered in this chapter are also conclusion and recommendations. Lastly, the chapter provides possible areas for further studies that were outside the scope of this study.

5.2   Summary

The study was undertaken to examine the perception and utilization of indigenous books on research productivity among LIS lecturers in Kwara State with the aim of investigating perception and utilization of indigenous books on research productivity, total number of 57 copies of the questionnaires were distributed to LIS lecturers in Kwara State, out of which 50 were completed, valid and used for data analysis. The summary of the findings was based on the analysis made in chapter four. The finding of the study are summaries as follows:

i.   Majority of the respondents have positive perception of LIS lecturers on the use of indigenous books on their research productivity.

ii. Majority of the respondents identified that the indigenous books are important to improve research productivity to high extent and indigenous books enhance their research activities.

iii. Majority of the respondents identified that indigenous books promote users/researchers' confidence in the indigenous and library image, Brings together different materials on the same subject.

iv. The study identified no up-to-date materials; poor library instruction; users not informed of new arrivals; inadequate library staff; non-involvement of lecturers in book selection as the major challenges LIS lecturers faces in using indigenous books for their research productivity.

5.3   Conclusion

Based on the findings of this study, the following conclusions were drawn from the outcomes of the study. The study focus on the perception and utilization of indigenous books on research productivity among LIS lecturers in Kwara State, the study indicated indigenous books is important to improve research productivity while the study further identified that it promotes users/researchers' confidence in the indigenous and library image and brings together different materials on the same subject, more so the study concluded that no up-to-date materials, poor library instruction, users not informed of new arrivals, inadequate library staff, non-involvement of lecturers in book selection were the major challenges LIS lecturers faces in using indigenous books.

5.4   Recommendations

The following recommendations are suggested based on the findings of the study:

i. University/Polytechnic management should ensure that necessary facilities that enhance high level of utilization of indigenous books are adequately provided.

ii. Well qualified, experienced and adequate professional and para-professional library staff should be employed by the management.

iii. Lecturers should be regularly informed of newly acquired indigenous books. This could be done by sending list of currently received publications to each head of department.

iv.   Lecturers should equally be involved in the indigenous books selection policy of the university/polytechnic.

5.6   Suggestions for Further Study

From the findings of the study, it is suggested that further study could be carried out to encourage generalization of findings obtained from the study:

i.   It is recommended that a study should be carried out on the perceive benefits of the indigenous books' usage among the LIS students in Kwara State.

ii.   It is also recommended that a study should be carried on the awareness and utilization of indigenous books as determinant of academic performance of students in Kwara State.

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APPENDIX

QUESTIONNAIRE ON:

PERCEPTION AND UTILIZATION OF INDIGENOUS BOOKS ON RESEARCH PRODUCTIVITY AMONG LIBRARY AND INFORMATION SCIENCE (LIS) LECTURERS IN KWARA STATE

Dear respondent,

I am a student in the Department of Library and Information Science, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin. I am currently undertaking research project titled: "perception and utilization of indigenous books on research productivity among Library and Information Science (LIS) lecturers in Kwara State". I therefore, request you to kindly provide your opinions to the questions as contained in the attached questionnaire. Information provided in this questionnaire will be held confidential and used for research purpose only.

Your quick response will be highly appreciated.

Thanks for your anticipated cooperation.

AGBABIAKA, Mary Oyindamola

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SECTION A:

Demographic Information

Specify by ticking the right option.

Please indicate your university library:

University of Ilorin, Ilorin	[ ]
Kwara State University, Malete	[ ]
Al-Hikmah University, Ilorin	[ ]
Federal Polytechnic Offa	[ ]
Kwara State Polytechnic, Ilorin	[ ]

Gender: Male [   ]; Female [   ]

Age: 21-30 years [   ]; 31-40 years [   ]; 41-00 years [   ]; > 51- years [   ]

Qualification: Bachelor's Degree (BSc/BLIS/BLIT) [   ]; Post Graduate Diploma in Education

[   ]; Master's Degree (MSc/MLIS/MPhil) [   ]; Doctor of Philosophy (PhD) [   ]

Years of Work Experience: > 3 years [   ]; 4-6 years [   ]; 7-8 years [   ]; 9-12 years [   ];

> 13 years [   ]

SECTION B:

What is the perception among LIS lecturers on the use of indigenous books for their research productivity?

Items	Agreed	Undecided	Disagreed
Indigenous book is important to improve research productivity.			
Indigenous book adds no value to research product ivity.			
Research productivity does not require indigenous book.			
I do not have to use indigenous book for my research activities.			
Indigenous book is meant for creating note for stud ents.			

SECTION C:

What is the extent of the utilization of indigenous books among LIS lecturers for research activities?

Items	High Extent	Moderate Extent	Low Extent
Indigenous books are important to improve research productivity.			
Indigenous books enhance my research activities.			
I use indigenous books for my research activities only.			
I use indigenous books to develop my research productivity.			

SECTION D:

What is the usefulness of indigenous books among LIS lecturers on their research productivity?

Items	Agreed	Undecided	Disagreed
Allows for the control of information explosion for research.			
Provides for effective use of resources by researchers.			
Promotes users/researchers' confidence in the indigenous and library image.			
Brings together different materials on the same subject.			
It enhances orderly arrangement of books on shelves.			
It shows the relationship between subjects.			

SECTION E:

What are the challenges of using indigenous books among LIS lecturers for their research activities?

Items	Agreed	Undecided	Disagreed
Non-involvement of lecturers in book selection.			
Inadequate library staff.			
Unavailability of air conditioners.			
Unavailability automatic generator.			
Users not informed of new arrivals.			
Poor library instruction.			
No up-to-date materials.			
Not many journals.			