# Effect of Resourcefulness on the Research Productivity of LIS Educators in Nasarawa State, Nigeria

By

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## Abstract

*Research productivity isthe crux of measuring and valuating the performance of Educators in any institution of higher learning. Research productivity in particular is crucial to the overall development of both the institutions of higher learning and of the individual faculty. To enhance the ranking and standard of higher*

*institutions of learning in this digital age, the research output of Educators are normally displayed in institutions' repositories. One of the indicators of progress and which is usually used as yardstick for career progression and elevation of faculties in higher institutions of learning is research productivity. Research productivity of faculty including Library and Information Science (LIS) Educators might not receive a boost if they are not resourceful. The study was located to Nasarawa State, Nigeria. Two (2) research questions were asked and answered. The research design used was descriptive survey. The total population for the study was twelve (12)LIS Educators from the six (6) higher institutions of learning in Nasarawa State. Only two (2) of the institutions run LIS programme. Specifically, Federal University Lafia and Nasarawa State Polytechnic Lafia, hence they were purposively selected for the study. Total enumeration (census) technique was used to cover the entire target population. Twelve (12) copies of the questionnaire administered were all returned, having a response rate of 100%. The research questions were analysed using mean and standard deviation. The findings of the study revealed that resourcefulness greatly enhanced the research productivity of LIS Educators in the two higher institutions running LIS programme in Nasarawa State Nigeria, as revealed in their mean scores for all the items/constructs outlined to demonstrate qualities of resourcefulness respectively. The study recommended that LIS Educators in Nasrawa State, Nigeria should be trained and imparted with skills to be more resourceful, since it has positive influence on their research productivity. In addition, they should also be provided with opportunities to attend conferences, workshops and seminars and be provided with research grants in order to develop their resourceful ability for enhanced research productivity.*

***Keywords:*** *Resourcefulness; Research Productivity; LIS Educators, Nasarawa State; Nigeria.*

## Introduction

Education leads to civilization which in turn leads to the growth and development of any society; which can take the form of: social, political, economic and educational in nature. Universities, polytechnics, colleges and other institutions of higher learning are principal players in the education of the society. This implies that the agenda of education in these various institutions contributes immensely to the development of

the society. Hence the role of research in higher institutions especially university cannot be overemphasised. The major roles of the university education amongst others include: teaching, research and community service. Research is the systematic process of making inquiry or discovering the solutions to problems. Bamisaiye (2007) in Ibukunolu (2017) defined research as a formal process of recurrent academic inquiring into a pertinent intellectual social relevance that has potentials to affect humanity significantly. Being a formal process, it follows a systematic pattern which includes methodologies or design of the research. Hence, the formal complex processes involved in research demand a degree of resourcefulness in this digital era. Resourcefulnessis an essential quality in developing a strong, vast and skilled researcher in Library and Information Science (LIS) education. Research and researchers are becoming increasing vital resources in modern society. A powerfuland internationally competitive research base depends fundamentally on strong cohorts ofhighly productive and resourceful researchers, and therefore on the capacity to attract some ofthe best minds in each generation from the global pool of talent(Weijdenet al., 2015).

Put succinctly, resourcefulness connotes the quality of being able to cope with a difficult situation in one's attempt at succeeding. Equally, it refers to the ability to find and use available resources to achieve goals (Price-Mitchell, 2015). Resourcefulness is very important in enhancing the research productivity of LIS Educators because research itself is a very tedious and difficult task which requires a stubborn and ardent resourceful mind to breakeven (Kolawole, 2012).Resourcefulness of LIS Educators implies the continuous and dynamic response to changes in their research demands to better prepare them to over comeemerging educational challenges in the society. A resourceful LIS educator processes information intellectually and applies problem-solving approach to knowledge to new situations and knows when, how and who to collaborate with for any given work at hand. In addition, resourcefulness of LIS Educators is the skilful application of creative and innovative ideas/resources such as ICT tools in advancing and broadening their research concepts as powerful arsenal for combating contemporary challenges. A resourceful LIS educator finds ways to overcomedifficulties in teaching and research and also knows how to devise meansof approaching a problem in different ways, even though heworks in difficult situations (Etiubon, 2015).

Productivity is the quintessential indicator of efficiency and effectiveness of faculty members including LIS Educators. Abramo and

D'Angelo (2014) defined research productivity asthe number of publications per researcher. Similarly, Rawls (2018) submitted that research productivity refers to the amount and quality of scholarly output produced by a faculty. Research productivity denotes the measure of the quality and quantity of the research outputs of a searcher or scholar.Moreover, research is the systematic & objective method employed to solve problems and make inquiries in order to push back the frontiers of human ignorance.Generally speaking, the objective of researchwork is to produce new knowledge in order to push back the frontiers of human ignorance or find solutions to problems. Research activity is a production process in which the inputs consist of tangible resources such as scientific instruments and other materials; and intangible resources such as accumulated knowledge, experience and wisdom of the researcher, social networks and economic wherewithaletcetera.The outputs of these activities comes in a tangible nature as publications, patents, conference presentations, journal articles etcetera; and intangible nature in form of tacit knowledge, experience and consulting activity, etcetera. Research process is systematic and rigorous. Although research productivity of faculty members typically focuses on the scholarly performance of the individual researcher, there are environmental, economic, and institutionalfactors that are largely outside of the researcher's control which can significantly influence the success or failure of the research process, hence the need for resourcefulness.

Research productivity evaluates the research strength and weakness of LIS educators. Research productivity of LIS Educators is an important criterion for institutional outcomes and success especially now that schools publish their institutional repositories online to gain visibility. Madu (2012) cited in Iroaganachi and Izuagbe (2018) asserted that LIS Educators are due for promotion every three and four years at all levels based on their research productivity (output) especially in the form of publications made in referred journals and conferences. According to Brewet al. (2015), numerous studies have been carried out to examine the factors that contribute to researcher productivity of faculty members. Potential factors revealed from the study include:(1) institutional features (type and size of institution, departmental climate, funding, laboratory sizeetcetera); (2) demographic variables including gender, family size and age of children,(3) overseas trained; (4) academic capabilities; (5) confidence; and (6) self-efficacy. The last three academic capabilities, confidence and self-efficacy are parameters of resourcefulness. That is, resourcefulness has great influence on the

research productivity of faculty members. It is against this backdrop that the researchers deem it fit to conduct this survey in order to examine the effect of resourcefulness on research productivity of LIS Educators in Nasarawa State, Nigeria.

## Statement of the Problem

Resource productivity is essential for the promotion of LIS Educators. Research productivity of LIS Educators is an important criterion for institutional outcomes and success especially now that universities publish their institutional repositories online to gain visibility and higher rank. Research productivity is the ultimate goal of LIS Educators and indeed all faculty members especially with the 'publish or perish' syndrome in the academia. Research productivity is not only necessary but mandatory for promotion of LIS Educators and for assessing their performances. Hence, if the cost of hiring and maintaining LIS Educators would not be a waste, then it becomes necessary for LIS Educators to attain optimum in their research productivity. It should be added that, the research productivity of LIS Educators would attain optimum if they are resourceful. It has been observed that the research productivity of certain LIS Educators are below average. This might have been due to lack of resourcefulness. Coupled with this problem is lack of financial motivation and research grants for LIS Educators to undertake researches, attend conferences and workshops home and abroad, which has driven some of our best intellectuals to other countries in search for greener pasture. This study, therefore, examined resourcefulness as a factor that enhances the research productivity of LIS Educators in Nasarawa State, Nigeria.

## Objective of the Study

The general objective of the study was to determine if resourcefulness enhances the research productivity of LIS Educators in Nasarawa State, Nigeria. However, the specific objectives were to:

1. ascertain the extent to which resourcefulness enhances the research productivity of LIS Educators in Nasarawa State, Nigeria.

2. find out the challenges militating against resourcefulness in enhancing the research productivity of LIS Educators in Nasarawa State, Nigeria.

## Research Questions

The following research questions were asked to guide the study:

1. To what extent has resourcefulness enhanced the research productivity of LIS Educators in Nasarawa State, Nigeria?

2. What are the challenges militating against resourcefulness in enhancing the research productivity of LIS Educators in Nasarawa State, Nigeria?

## Significance of the Study

This study will be of great significance to LIS Educators in Nasarawa State and institutions of higher learning. It will enlighten them on the importance of resourcefulness as this would go a long way in helping them to be up and doing by putting more effort on publications, which if done dutifully would accentuate their promotion and career advancement. Institutions of higher learning would equally benefit as their visibility would be enhanced. Their productivity would be in the global limelight if the LIS Educators and other educators in higher institutions of learning are highly productive in terms of research productivity.

## Methodology

The research design adopted for this study was descriptive survey research design. Descriptive survey was considered most suitable for this study because the study describes the effect of resourcefulness on the research productivity of LIS Educators in Nasarawa State, Nigeria. Salaria (2012) submitted that descriptive survey research design is concerned with the collection of data on and describing in systematic manner, the characteristics, features or facts about a given population. Similarly, Nworgu (2006) opined that descriptive survey research denotes studies that are aimed at collecting data on and describing in systematic manner, the characteristics, features or facts about a given population. The area of the study is Nasarawa State, Nigeria. Nasarawa State is located in the north central geopolitical zone of Nigeria. The total population for the study is twelve (12)LIS Educators from six (6) higher institutions across Nasarawa State, Nigeria. Furthermore, total enumeration (census)was used for the study because the population is small and manageable (Nwana, 1992). Table 1 gives an outline of the total population for the study. Moreover, a structured (closed-ended) questionnaire was used to collect data regarding this study. Twelve (12) copies of the questionnaire were administered to the LIS Educators in the

higher institutions in Nasarawa State, Nigeria. The generated data from the questionnaire were analysed based on the research questions and objectives. The research questions were analysed using descriptive statistics, specifically mean and standard deviation.

**Table 1: Population and Response Rate of LIS Educators in Higher Institutions in Nasarawa State, Nigeria**

| S/No | Institutions | Institution Type | LIS Programme | No of LIS Educators | Response Rate (%) |
|---|---|---|---|---|---|
| 1. | Bingham University, AutaBalifi. | University | Nil | – | – |
| 2. | Federal University, Lafia. | University | ✓ | 8 | 8 (100%) |
| 3. | Nasarawa State University, Keffi | University | Nil | – | – |
| 4 | Nasarawa State Polytechnic Lafia | Polytechnic | ✓ | 4 | 4 (100%) |
| 5 | College of Education Akwanga | College | Nil | – | – |
| 6 | Federal College of Education, Nasarawa | College | Nil | – | – |
| | **Total** | | | **12** | **12 (100%)** |

*Source: Authors' Field Survey (2019)*

## Results and Data Analysis

**Research Question 1:** To what extent has resourcefulness enhanced the research productivity of LIS Educators in Nasarawa State, Nigeria?

**Table 2: The Extent to which Resourcefulness has enhanced the Research Productivity of LIS Educators in Nasarawa State**

| S/N | Resourcefulness Items | Federal University Lafia | | | | | | | Nasarawa State Polytechnic Lafia | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | VHE | HE | LE | VLE | Mean | St. Dev. | Decision | VHE | HE | LE | VLE | Mean | St. Dev. | Decisio |
| 1 | I bring ingenious ideas into my research work | 1 | 7 | 0 | 0 | 3.13 | 0.33 | Accepted | 1 | 3 | 0 | 0 | 3.25 | 0.43 | Accepted |
| 2 | I am usually successful in solving difficult research problems with ease | 1 | 7 | 0 | 0 | 3.13 | 0.33 | Accepted | 2 | 1 | 1 | 0 | 3.25 | 0.83 | Accepted |

| S/N | Resourcefulness Items | Federal UniversityLafia | | | | | | | Nasarawa State Polytechnic Lafia | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | Getting examples, ideas, illustrations, pictures, symbols that suit researches have never been problems to me | 0 | 8 | 0 | 0 | 3 | 0 | Accepted | 1 | 1 | 2 | 0 | 2.75 | 0.83 | Accepted |
| 4 | I am always successful in gathering current information materials on any topic for my research works | 4 | 4 | 0 | 0 | 3.5 | 0.5 | Accepted | 2 | 2 | 0 | 0 | 3.5 | 0.5 | Accepted |
| 5 | I do not abandon any research work I have commenced regardless of any financial constraint, volume of the work or time constraint-I always find a way out to complete the work' | 3 | 5 | 0 | 0 | 3.38 | 0.48 | Accepted | 1 | 2 | 1 | 0 | 3 | 0.71 | Accepted |
| | Mean | 1.8 | 6.2 | 0 | 0 | | | | 1.4 | 1.8 | 0.8 | 0 | | | |

**Key:** VHE= Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE= Very Low Extent (1). Decision rule: Mean ≥ 2.5 = Accepted, Mean ˂ 2.5 = Rejected.

Table 2 shows the responses on the extent to which resourcefulness has enhanced the research productivity of LIS Educators in the two library schools in Nasarawa State. The results for Federal University Lafia shows that out of the eight (8) total responses, the highest responses fall within High Extent (HE) with a mean score of 6.3 across the five resourcefulness items outlined for the study. The second is Very High Extent (VHE) with a mean score of 1.8, and lastly Low Extent (LE) and Very Low Extent (VLE) have a mean score of zeros (0s) each. In addition, the individual mean scores for the five resourcefulness items are 3.13, 3.13, 3.0, 3.5 and 3.38, which revealed that resourcefulness has greatly enhanced the research productivity of LIS Educators in Federal University Lafia, based on the decision rule of 2.5 set.

Similarly, the results obtained from responses of LIS Educators in Nasarawa State Polytechnic revealed that out of the four (4) total responses from the LIS Educators therein, the highest responses fall within High Extent (HE) with a mean score of 1.8 for the five resourcefulness items outlined for the study. The second is Very High

Extent (VHE) with a mean score of 1.4, followed by Low Extent (LE) with mean score of 0.8 and lastly Very Low Extent (VLE) has a mean score of zero (0). In addition, the individual mean scores for the five resourcefulness items are 3.23, 3.25, 2.75, 3.5 and 3.0 respectively, which revealed that resourcefulness has greatly enhanced the research productivity of LIS Educators in Nasarawa State Polytechnic, Lafia, based on the decision rule of 2.5 set.

Consequently, the graphical representation of the extent to which resourcefulness enhances research productivity of LIS Educators in Nasarawa State is shown in Figures 1a & 1b for Federal University Lafia and Nasarawa State Polytechnic respectively. The line charts showed that the research productivity of LIS Educators in both institutions have been greatly enhanced by resourcefulness as reflected in high peak (points) for High Extent (HE) and Very High Extent (VHE) accordingly.
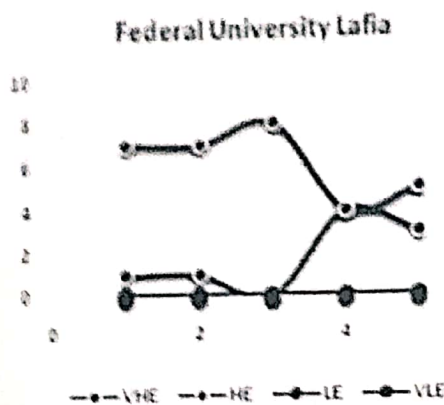


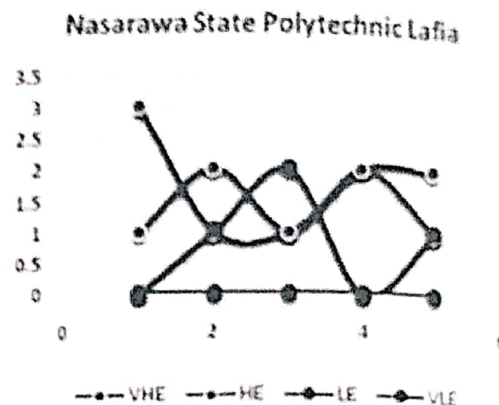Fig. 1a. Extend to which Resourcefulness Enhanced Research Productivity of LIS Educators in FUlafia

Fig. 1b. Extend to which Resourcefulness Enhanced Research Productivity of LIS Educators in Nasarawa State Polytechnic

**Research Question 2:** What are the challenges militating against resourcefulness in enhancing the research productivity of LIS Educators in Nasarawa State, Nigeria?

**Table 3: Challenges militating against resourcefulness in enhancing the research productivity of LIS Educators in Nasarawa State, Nigeria**

| S/N | Challenges | Federal University Lafia | | | | | | | Nasarawa State Polytechnic Lafia | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SA | A | D | SD | Mean | St. Dev. | Decision | SA | A | D | SD | Mean | St. Dev. | Decision |
| 1 | Inadequate ICT proficiency/Skill has limited my problems solving capability | 2 | 3 | 2 | 1 | 2.75 | 0.97 | Accepted | 2 | 1 | 1 | 0 | 3.25 | 0.13 | Accepted |

| S/N | Challenges | Federal University Lafia | | | | | | | Nasarawa State Polytechnic Lafia | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SA | A | D | SD | Mean | St. Dev. | Decision | SA | A | D | SD | Mean | St. Dev. | Decision |
| 2 | Inadequate browsing skills has limited my information sourcing ability | 1 | 2 | 3 | 2 | 2.25 | 0.97 | Accepted | 2 | 1 | 1 | 0 | 3.25 | 0.18 | Accepted |
| 3 | Lack of mentorship has limited my resourceful ability | 1 | 2 | 4 | 1 | 2.36 | 0.86 | Rejected | 0 | 1 | 3 | 0 | 2.25 | 0.09 | Rejected |
| 4 | Lack of finance has limited my resourceful ability | 5 | 2 | 1 | 0 | 3.50 | 0.71 | Accepted | 4 | 0 | 0 | 0 | 4.00 | 0.00 | Accepted |
| 5 | Poor reading culture and research has limited my resourceful ability | 0 | 1 | 5 | 2 | 1.88 | 0.60 | Rejected | 0 | 0 | 4 | 0 | 2.00 | 0.00 | Rejected |
| 6 | Lack of opportunities to attend conferences, workshops and seminars have limited my resourceful ability | 6 | 2 | 0 | 0 | 3.75 | 0.43 | Accepted | 4 | 0 | 0 | 0 | 4.00 | 0.00 | Accepted |
| | Mean | 2.5 | 2.0 | 2.5 | 1.0 | | | | 2.0 | 0.5 | 1.5 | 0.0 | | | |

**Key:** SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1). Decision rule: Mean ≥2.5 = Accepted, Mean ‘2.5 = Rejected.

Table 3 shows the responses on challenges militating against resourcefulness in enhancing the research productivity of LIS Educators in Nasarawa State, Nigeria. The results for Federal University Lafia show that out of the six (6) total responses, the highest responses fall between Strongly Agree (SA) and Disagree (D) with a mean score of 2.5 both. The second is Agree (A) with a mean score of 2.0, and lastly Strongly Disagree (SD) has a mean score of 1.0. In addition, the individual mean scores for the six resourcefulness challenges are 2.75, 2.25, 2.375, 3.50, 1.88 and 3.75 respectively, which revealed that all of the resourcefulness challenges outlined have militated against resourcefulness as factor that enhances the research productivity of LIS Educators in Federal University Lafia, based on the decision rule of 2.5 set, except for 'Lack of mentorship' and 'Poor reading culture and research',which scored mean values of 2.36 and 1.88 respectively below the decision rule, hence, they are rejected and not considered as challenges which militated against resourcefulness among LIS Educators in Federal University Lafia.

Similarly, the results obtained from responses of LIS Educators in Nasarawa State Polytechnic, Lafia revealed that out of the six (6) total

responses on challenges militating against resourcefulness in enhancing the research productivity of LIS Educators in Nasarawa State Polytechnic, Lafia, the highest responses fall within Strongly Agree (SA) with a mean score of 2.0, followed by Disagree (D) with a mean score of 1.5. The second is Agree (A) with a mean score of 0.5, and lastly Strongly Disagree (SD) has a mean score of 0.0. In addition, the individual mean scores for the six resourcefulness challenges in Nasarawa State Polytechnic, Lafia are 3.25, 3.25, 2.25, 4.00, 2.00 and 4.00 respectively, which revealed that all of the resourcefulness challenges outlined have militated against resourcefulness as a factor that enhances the research productivity of LIS Educators in Nasarawa State Polytechnic, Lafia, based on the decision rule of 2.5 set, except for 'Lack of mentorship' and 'Poor reading culture and research', which scored mean values of 2.25 and 2.0 respectively below the decision rule, hence, they are rejected and not considered as challenges which militated against resourcefulness among LIS Educators in Nasarawa State Polytechnic, Lafia.

## Summary of Major Findings

The summary of the major findings emanating from this study are as follows:

1.   Resourcefulness has greatly enhanced the research productivity of LIS Educators in Nasarawa State, Nigeria.

2.   The challenges militating against resourcefulness in enhancing the research productivity of LIS Educators in Nasarawa State Nigeria include: Inadequate ICT and browsing skills, lack of finance and lack of opportunities to attend conferences, workshops and seminars.

## Discussion of Results

The findings of the study with regards to the extent to which resourcefulness enhances the research productivity of LIS Educators in Nasarawa State correspond with the discovery of Etiubon (2015) who found out that students achieved significantly better when resourceful teachers taught with e-education instructional tools. Similarly, Price-Mitchell (2015) submitted that success in research whether as a student or faculty member depends on how resourceful the individual is. Hence, resourcefulness has a great influence on the research productivity of LIS Educators as revealed by the study.

## Conclusion and Recommendations

From the foregoing discussion, it is apt to conclude that resourcefulness enhances the research productivity of LIS Educators in Nasarawa State, Nigeria, as revealed in the mean score for all the items/constructs outlined to demonstrate qualities of resourcefulness respectively. In addition, the responses to the items show that the mean values are high for High Extent (HE) and Very High Extent (VHE), and low for Low Extent (LE) and Very Low Extent (VLE), which implies that resourcefulness highly enhanced the research productivity of LIS Educators in Nasarawa State, Nigeria.

The following recommendations are made in view of the findings of the study.

1. LIS Educators in Nasarawa State, Nigeria should be trained and imparted with ICT skills to be more resourceful as these will greatly enhance their research productivity.

2. LIS Educators in Nasarawa State, Nigeria should be provided with opportunities to attend conferences, workshops and seminars and be provided with research grants in order to develop their resourceful ability for enhanced research productivity.

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