

Scholarly Publishing Practices among LIS Lecturers in Higher Institutions of Learning in Nigeria

Obediah Chukwuka Okechukwu ¹ , Elizabeth E. Ndubuisi-Okoh ² , Chukwu Okoche ³ , Bolaji David Oladokun ^{4,*} 

¹Department of Library and Information Science, Federal Polytechnic Nasarawa, 962101, Nigeria

²Department of Library and Information Science, Akanu Ibiam Federal Polytechnic Unwana, 480101, Nigeria

³Library Department, Akanu Ibiam Federal Polytechnic Unwana, 480101, Nigeria

⁴Department of Library and Information Technology, Federal University of Technology Ikot Abasi, 520001, Nigeria

*Corresponding author: bolaji.oladokun@yahoo.com

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Abstract: This study investigates the scholarly publishing practices among LIS lecturers in Nigerian higher education institutions, focusing on their publishing outlets, perceived barriers, and necessary skills for successful publishing. Utilizing a descriptive survey design, the study gathered data from 362 LIS educators across Nigerian institutions through a questionnaire, analyzed using descriptive statistics. The study reveals that LIS lecturers in Nigerian higher education institutions have positive perceptions of scholarly publishing, recognizing its importance for professional growth and career advancement. Furthermore, the findings indicate that while academic journals are the primary outlet for communicating research findings, LIS lecturers also utilize a range of other channels, including conference proceedings, books, social media, and collaborative research projects, highlighting a diverse approach to scholarly dissemination. The findings emphasize the paramount importance of skills required to navigate the scholarly publishing process effectively. The study recommended that higher institutions of education should implement mentorship and training programs specifically designed to support lecturers in developing the skills needed for scholarly publishing.

Keywords: scholarly publishing, research, lecturers, publishing practices, higher institutions

INTRODUCTION

One of the most important elements in the development of any country in the globe is the knowledge economy. This demonstrated the necessity of significant national investment in research initiatives for efficient development. The importance of research for human development cannot be over-emphasized. Therefore, the lecturing profession requires constant research and publication for the sake of job progression. This implies that the advancement of knowledge is very important for lecturers, considering the nature of their jobs as research-oriented jobs because of the “publish or perish” syndrome. However, this advancement can be achieved by engaging young lecturers in which they will learn the arts and sciences of publishing and research.

Scholarly publications are fundamental tools for knowledge development, and the essence is to find solutions to human problems (Egwunyenga, 2008). Scholarly publication in institutions of higher learning has been consistently appreciated for its contribution to global economic development and to any nation's gross domestic product (Dhillon, et al. 2021). Scholarly publications are conveyors of scientific research findings and as such they are expected to be factual and original. Ocholla (2011) also observed that one of the main aspirations of researchers is to

publish quality papers, especially in credible and prestigious peer-refereed scholarly journals and other publishing houses of good national and international standards. Quality is a concept that makes a scholarly publication prestigious. Okwu & Oladokun (2023) highlighted some criteria for research quality some of which are originality, readership and audience. Roberts (2019) categorised the criteria for assessing the strength of scholarly publishing into three: publicity, trustworthiness and accessibility. Editors and peer-reviewers are said to be integral to academic publishing. Hoang & Ma (2019) described editors as middlemen between authors and peer reviewers. Ocholla (2011) referred to them as 'gatekeepers' between the author and referees and they are said to access manuscripts submitted by the author to determine their suitability. Okwu & Oladokun (2023) observed that standards and processes used by editors in carrying out their duties should include ensuring that the peer review system is fair with a high standard of objectivity, bias, and timeliness.

Nigeria's higher education sector faces a myriad of challenges, including inadequate funding, infrastructure deficits, and bureaucratic hurdles. Despite these challenges, Nigerian universities play a crucial role in producing knowledge and nurturing academic talent. Within this context, LIS departments serve as hubs of information dissemination and research. However, LIS lecturers encounter specific challenges that impact their scholarly publishing practices. Adekoya (2023) argues that Nigerian universities often struggle with insufficient research funding, hindering LIS lecturers' ability to conduct robust research and disseminate their findings through scholarly publications. In furtherance, Obinyan & Tella (2022) reveal Nigerian scholars face challenges in navigating the publishing process, including high publication fees, language barriers, and limited awareness of reputable publishing outlets. In a publish-or-perish academic culture, lecturers prioritize quantity over the quality of their publications, leading to a proliferation of low-impact research outputs (Lund et al., 2023).

The core of research publications is to proffer solutions to problems that have been identified and to form background for further studies which is crucial for academic staff career advancement. Scholarly publications such as journals, published books, and related materials have been considered as the norm for disseminating and validating research output (Ondari-Okemwa, 2007). Ocholla (2011) stated that scholarly publishing is a means by which scientific research outputs are publicized but must possess certain features before they can be recommended for scholarship. Tella & Onyancha (2020) opined that scholarly publication is a process in which academics exchange their research findings and information with one another in order to promote the development of science and technology. This indicated that, scholarly publication is an avenue in which scholars and researchers use to communicate their research findings to one another. Furthermore, research results are usually disseminated to the global research community through scholarly publication. The most common method of scholarly publication is by writing up the findings of research into an article to be published in scholarly journals; however, there are several other methods, such as publishing a book, book chapter, conference paper, and video recordings.

In today's digital age, lecturers have an array of outlets at their disposal to communicate their research findings effectively. Oloniruha et al. (2023) observe that one of the primary outlets used by lecturers to communicate their research findings in traditional academic journals. These peer-reviewed publications have long been considered the gold standard for academic dissemination. Lecturers submit their research papers to journals in their respective fields, and if accepted, the findings are published for the academic community to access. According to Hirst (2020), academic conferences are another essential outlet for lecturers to present and share their research findings. In addition to physical conferences, virtual conferences have gained prominence, allowing lecturers to present their work to a global audience without geographical constraints. Dhillon et al. (2021) state that some lecturers choose to communicate their research findings through books and book chapters. Ondari-Okemwa (2007) adds that the digital landscape has given rise to alternative outlets for lecturers to communicate their research findings. Academic blogs and online platforms, such as personal websites, provide a more accessible and immediate way to share research. Also, Oloniruha et al. (2023) add that, in fields with practical applications,

such as public policy or education, lecturers often communicate their research findings through policy reports and whitepapers.

Research skills are the foundation of successful scholarly publishing. As [Fink \(2019\)](#) notes, the ability to conduct sound research is crucial for producing high-quality research papers that can be published in reputable journals. Also, effective writing and communication skills are essential for crafting clear and persuasive research papers. Poorly written manuscripts can hinder publication acceptance and limit the impact of research ([Day & Gastel, 2011](#)). Lecturers should be proficient in conveying complex ideas in a concise and organized manner, adhering to the conventions of academic writing.

According to [Pölonen et al. \(2021\)](#), critical thinking involves intellectual discipline and the ability to apply higher-order thinking skills, which are indispensable for rigorous research and scholarly publishing. Scholarly publishing demands effective time management and organization skills. Lecturers often juggle multiple responsibilities, including teaching, administrative duties, and research ([Luey, 1996](#)). Efficient time management ensures that research projects progress smoothly and manuscripts are submitted in a timely manner ([Boice, 2020](#)). In the digital age, lecturers must navigate an abundance of academic databases, repositories, and online resources. Being proficient in information literacy helps lecturers find relevant literature, stay current with developments in their field, and cite sources accurately ([Bussell et al., 2017](#)). Effective networking and collaboration skills are instrumental in scholarly publishing. Lecturers can build relationships with colleagues, mentors, and peers, which may lead to collaborative research opportunities and co-authored publications.

However, previous studies have highlighted the pervasive challenge of inadequate research funding in Nigerian higher education institutions (HEIs). This lack of financial support inhibits scholars, including those in Library and Information Science (LIS), from engaging in meaningful research and publishing activities ([Otubelu et al., 2023](#)). [Afolabi et al. \(2023\)](#) also pointed out the infrastructure deficits in Nigerian universities, including limited access to relevant scholarly resources such as databases and journals. This lack of infrastructure impedes scholars' ability to conduct thorough literature reviews and engage effectively in the scholarly publishing process. Studies have identified various barriers to scholarly publishing in Nigeria, including high publication fees, language barriers, and limited awareness of reputable publishing outlets. These barriers often result in scholars facing challenges in disseminating their research findings to a wider audience ([Ikolo & Adomi, 2022](#)). However, [Adetayo et al. \(2023\)](#) note that scholars are under pressure to produce a high volume of publications, which may prioritize quantity over the quality of research outputs. This pressure can lead to the proliferation of low-impact research and undermine the integrity of scholarly publishing. Research has underscored the importance of institutional support in facilitating scholarly publishing practices ([Subaveerapandiyan et al., 2023](#)). However, studies indicate that Nigerian universities often lack adequate support structures, such as mentorship programs and writing workshops, to assist scholars in navigating the publishing process effectively ([Emezie et al., 2024](#)). Given the foregoing empirical studies, it becomes evident that scholarly publishing practices in Nigeria are influenced by a range of challenges, including funding constraints, infrastructure deficits, publishing barriers, and the impact of the publish-or-perish culture. These challenges highlight the need for targeted interventions and institutional reforms to support scholars, including those in LIS, in engaging more effectively in the scholarly publishing process. Despite the recognized importance of scholarly publishing for career progression, there is a lack of empirical research on the publishing practices and challenges faced by LIS lecturers in Nigerian higher education institutions.

Scholarly publications such as journals, published books and related materials have been considered as the norm for disseminating and validating research output. The number of papers a lecturer has published and the reputation of the journals in which they feature determines how the lecturer will be assessed for promotion. To meet this mandate, some of them have been observed to engage in some sharp practices that have eroded the quality of research publishing and the purpose for which it was established ([Egwunyenga, 2008](#); [Okwu & Oladokun, 2023](#)).

Ocholla (2011) observed that some scholars publish their research outputs without allowing them to go through the scrutiny of peer reviewers. However, many LIS lecturers in Nigerian tertiary institutions have struggled with the issue of engaging in scholarly writing and publishing, which has prevented many of them from being promoted. This has affected many lecturers in terms of career progression. These have resulted in a serious implication on the quality of scholarly output produced by LIS lecturers. The imperative to publish or perish is profoundly felt by LIS lecturers in Nigeria, where scholarly output significantly impacts career progression, yet many struggles with the practicalities of achieving this in a challenging publishing environment. Based on the researchers' knowledge, it seems this research is the first of its kind in the context of Nigeria. Therefore, this study sought to investigate scholarly publishing practices among LIS lecturers in Nigerian institutions of higher learning. This study aims to (1) explore the perceptions of LIS lecturers in Nigeria towards scholarly publishing, (2) identify the primary outlets used for disseminating research, and (3) assess the skills and support needed to enhance scholarly publishing practices.

METHOD

This study employed a descriptive research design. The choice of a descriptive research design for this study is appropriate because descriptive research aims to describe the characteristics of a population or phenomenon. In this study, the objective is to understand the scholarly publishing practices among LIS educators in Nigeria, including their perceptions, skills, and challenges.

A total of 362 LIS educators ranging from polytechnics to universities in Nigerian higher institutions participated in the study. The institutions used for this study ranged from Rivers State University, Port Harcourt; University of Ilorin, Kwara State; Federal Polytechnic, Ede, Osun; Igantius Ajuru University of Education, Port Harcourt; University of Ibadan, Oyo State; Federal Polytechnic, Idah, Kogi State; Kogi State University, Anyigba, Kogi State; Ahmadu Bello University, Kaduna State; University of Lagos, Lagos State; Federal University of Technology, Ikot Abasi, Ikot Abasi; Federal University, Lokoja, Kogi State; Federal Polytechnic, Nasarawa; Ambrose Alli University, Ekpoma, Edo State and Bayero University, Kano.

The participants were selected using a random sampling technique, and data were collected using an online survey questionnaire. Using an online survey for data collection among LIS educators in Nigeria is justified for several reasons, particularly considering the unique circumstances surrounding the security situation and geographical challenges in the country. Nigeria has experienced various security challenges, including incidents of violence and unrest in different regions of the country. Traveling from one region to another may pose risks to both researchers and participants. By opting for an online survey, researchers mitigated these security concerns by avoiding the need for physical travel while still engaging with participants effectively. Moreso, conducting face-to-face interviews or paper-based surveys would require significant resources, including time and money, to cover travel expenses, accommodation, and logistical arrangements. In contrast, an online survey incurs minimal costs, making it a cost-effective option, especially for researchers with limited resources.

The questionnaire was used as an instrument for data collection. The choice of a questionnaire as the primary instrument for data collection in this study is justified on the basis that questionnaires can be distributed to a large number of participants simultaneously, making them suitable for studies with large sample sizes or dispersed populations. In the context of this study, where LIS educators from various institutions across Nigeria are targeted, a questionnaire enables the researchers to reach a broad audience efficiently. A researcher's designed questionnaire titled "Scholarly Publishing Practices among LIS Lecturers in Nigerian Institutions of Higher Learning" was used to gather relevant data regarding this study. The questionnaire was divided into four sections. Section A consisted of demographic data of the respondents; section B sought to determine perceptions of LIS lecturers towards publishing in scholarly journals; section C determined outlets that are being used by lecturers to communicate their research findings and

section D determined skills necessary for lecturers for enhanced scholarly publishing. All the items were rated on a Likert scale response mode of SA= Strongly Agree; A= Agree; D= Disagree; SD= Strongly Disagree. The Likert scale is a widely used psychometric tool for measuring respondents' attitudes, opinions, perceptions, and behaviors. Its relevance to this study lies in its ability to capture nuanced responses across multiple dimensions, such as perceptions of publishing importance, skills in navigating the publishing process, and challenges encountered. The Likert scale allows respondents to indicate their level of agreement or disagreement with a series of statements, typically ranging from strongly agree to strongly disagree. By employing a Likert scale in the questionnaire, researchers can quantify participants' attitudes and experiences regarding scholarly publishing practices in a structured and standardized manner.

Data collected were analyzed using descriptive statistics. Descriptive statistical techniques were employed to summarize and describe the sample population's characteristics and their responses to the research questions. These techniques included the calculation of means which provided insights into the data's overall pattern and distribution. In so doing, the mean of 2.50 served as the threshold, derived from the upper and lower limits of the scale (4, 3, 2, 1). Any item with a mean below 2.50 was categorized as disagreed, while any item with a mean of 2.50 or above was considered agreed. The decision to use a mean score of 2.50 as a threshold for agreement is a common practice in Likert scale analysis. This threshold is often referred to as the neutral point, where responses above 2.50 indicate agreement with the statement, while responses below 2.50 indicate disagreement. In the context of this study, using a mean score of 2.50 as a threshold for agreement allows the researchers to distinguish between positive and negative perceptions of scholarly publishing practices among LIS educators. Responses with mean scores above 2.50 indicate positive perceptions, while responses with mean scores below 2.50 indicate negative perceptions.

The collected data underwent analysis employing the Statistical Package for the Social Sciences (SPSS) software, a reputable and widely employed tool for statistical assessments. The subsequent outcomes of this analysis were presented in clear and concise tables, facilitating the comprehension and interpretation of the study's findings. The study was conducted in adherence to strict ethical considerations, ensuring the confidentiality of participants, obtaining informed consent, and following guidelines for responsible research conduct.

RESULT & DISCUSSION

Out of the total number of LIS educators in Nigeria, only 286 actively participated in the study by successfully completing the questionnaires making 79% return rate.

Perceptions of LIS lecturers towards publishing in scholarly journals

Data in [Table 1](#) shows that respondents believed that publishing in scholarly journals contributes to professional growth ($\bar{x}=3.4$), they are aware of the benefits associated with scholarly publishing ($\bar{x}=3.2$), aware of the recognition and rewards for publishing in scholarly journals ($\bar{x}=3.2$), publishing in scholarly journals is an important aspect of my academic career ($\bar{x}=3.1$), publishing in scholarly journals enhances their reputations ($\bar{x}=3.1$). On the other hand, data indicates that respondents submit that institution they work for does not provide sufficient support and resources to facilitate publishing in scholarly journals and it is difficult to allocate time for research and publishing alongside my teaching responsibilities. Explaining further, the high mean scores for perceptions related to the contribution of publishing in scholarly journals to professional growth, academic career advancement, reputation enhancement, and awareness of associated benefits and rewards indicate that LIS lecturers in Nigeria recognize the significance of scholarly publishing. This suggests a positive attitude towards scholarly dissemination of research findings within the LIS community. Despite the recognition of the importance of scholarly publishing, the data also reveals challenges faced by LIS lecturers, particularly in terms of institutional support and time allocation for research and publishing alongside teaching responsibilities. This underscores existing barriers within Nigerian higher education institutions that

hinder scholarly productivity and dissemination efforts. Also, the acceptance of scholarly journals as important venues for publishing reflects a traditional emphasis on peer-reviewed academic publishing within the LIS discipline. However, the perceived lack of institutional support and time constraints may hinder lecturers' ability to effectively engage with this publishing avenue. This highlights the need for systemic reforms and support mechanisms within Nigerian institutions to facilitate scholarly publishing activities. Furthermore, the findings suggest that LIS lecturers possess the skills and competencies necessary for scholarly publishing, as indicated by their positive perceptions of the importance and benefits associated with publishing in scholarly journals.

Table 1. Perceptions of LIS lecturers towards publishing in scholarly journals

S/N	Items	N (Total)	\bar{x} (Mean)	Decision
1.	Publishing in scholarly journals is an important aspect of my academic career.	286	3.1	Accepted
2.	I believe that publishing in scholarly journals enhances the reputation of LIS lecturers.	286	3.1	Accepted
3.	I find it challenging to allocate time for research and publishing alongside my teaching responsibilities.	286	1.6	Rejected
4.	The institution I work for provides sufficient support and resources to facilitate publishing in scholarly journals.	286	1.6	Rejected
5.	I am aware of the benefits (e.g., career advancement, knowledge dissemination) associated with publishing in scholarly journals.	286	3.2	Accepted
6.	I believe that publishing in scholarly journals contributes to the professional growth of LIS lecturers.	286	3.4	Accepted
7.	The recognition and rewards for publishing in scholarly journals at my institution are sufficient and motivating.	286	3.2	Accepted

Key: N= Total; \bar{x} =Mean.

Outlets that are being used by lecturers to communicate their research findings

Data in Table 2 shows that the outlets used by lecturers for communicating research findings ranged from academic journals ($\bar{x}=3.9$), conference proceedings and institutional workshops ($\bar{x}=3.6$), books ($\bar{x}=3.3$), social media ($\bar{x}=3.2$), public lectures and seminars ($\bar{x}=3.1$), book chapters ($\bar{x}=3.0$) and collaborative research projects with other institutions ($\bar{x}=2.9$). Explaining further, the high mean scores for academic journals as the primary outlet for communicating research findings reflect a strong preference for traditional scholarly publishing avenues among LIS lecturers in Nigeria. This aligns with global academic norms and underscores the importance placed on peer-reviewed publications for knowledge dissemination and career advancement. While academic journals are the most preferred outlet, the data also indicate the utilization of other channels for disseminating research findings, including conference proceedings, institutional workshops, books, social media, public lectures, seminars, book chapters, and collaborative research projects. This diversification suggests an openness to exploring alternative modes of scholarly communication and engaging with broader audiences beyond the academic community. The findings also imply that the acceptance of conference proceedings, institutional workshops, and collaborative research projects as viable outlets for disseminating research findings highlights opportunities for collaboration and knowledge exchange within and beyond Nigerian higher education institutions.

Table 2. Outlets that are being used by lecturers to communicate their research findings

S/N	Items	N (Total)	\bar{x} (Mean)	Decision
1.	Academic Journals	286	3.9	Accepted
2.	Conference proceedings	286	3.6	Accepted
3.	Institutional workshops	286	3.6	Accepted
4.	Collaborative Research Projects with Other Institutions	286	2.9	Accepted
5.	Book chapters	286	3.0	Accepted
6.	Seminars	286	3.1	Accepted
7.	Public Lectures	286	3.1	Accepted
8.	Social media	286	3.2	Accepted
9.	Books	286	3.3	Accepted

Key: N= Total; \bar{x} =Mean.

Skills necessary for lecturers for enhanced scholarly publishing

Data in Table 3 indicates the skills necessary for lecturers in order to enhance scholarly publishing. Data shows that writing and communication skills (\bar{x} =3.7), data analysis skills (\bar{x} = 3.5), research methodology skills (\bar{x} = 3.4), time management skills (\bar{x} = 3.1), literature and citation skills (\bar{x} = 2.9), project management skills and adaptability to new publishing trends and technologies as well as knowledge of publishing standards and ethical guidelines were the skills required of lecturers to enhance scholarly publishing. By implication, the high mean score for writing and communication skills underscores the critical role of effective communication in scholarly publishing. Clear and concise writing is essential for articulating research findings, engaging readers, and contributing to academic discourse. The emphasis on communication skills highlights the need for training and support to help lecturers improve their writing abilities and effectively communicate their research findings to diverse audiences.

Table 3. Skills necessary for lecturers to enhance scholarly publishing

S/N	Items	N (Total)	\bar{x} (Mean)	Decision
1.	Data analysis skills	286	3.5	Accepted
2.	Research methodology skills	286	3.4	Accepted
3.	Writing and communication skills	286	3.7	Accepted
4.	Literature and citation skills	286	2.9	Accepted
5.	Time management skills	286	3.1	Accepted
6.	Project management skills	286	2.8	Accepted
7.	Adaptability to New Publishing Trends and Technologies	286	2.8	Accepted
8.	Knowledge of Publishing Standards and Ethical Guidelines	286	2.8	Accepted

Key: N= Total; \bar{x} =Mean.

Furthermore, the significance placed on data analysis and research methodology skills reflects the importance of rigorous research methods and data analysis techniques in scholarly publishing. Proficiency in these areas is essential for conducting high-quality research, interpreting findings accurately, and producing publishable manuscripts. The lower mean scores for time management and literature/citation skills suggest areas where lecturers may face challenges in the scholarly publishing process. Time constraints and the demands of teaching responsibilities may impede lecturers' ability to allocate sufficient time for research and writing. Additionally, deficiencies in literature and citation skills may hinder the ability to effectively engage with existing literature and adhere to citation standards. The results also implied that the recognition of adaptability to new publishing trends and technologies as a necessary skill reflects the evolving nature of scholarly publishing practices. In an era of digital transformation, lecturers must be adaptable and willing to embrace new technologies and publishing platforms to enhance the

visibility and impact of their research. This underscores the importance of staying abreast of emerging trends and leveraging innovative tools and platforms for scholarly communication.

Discussion

This study examined the scholarly publishing practices among LIS lecturers in Nigerian higher education institutions. Findings revealed the perceptions of LIS lecturers towards publishing in scholarly journals. While the findings further suggest a positive attitude towards scholarly publishing among LIS lecturers in Nigeria, they also highlight systemic challenges that need to be addressed to facilitate greater engagement with publishing activities. By recognizing the importance of institutional support, addressing time constraints, and leveraging existing skills and competencies, Nigerian higher education institutions can foster a conducive environment for scholarly publishing within the LIS community, ultimately enhancing knowledge dissemination and academic excellence. From the findings, it was found that the perception that publishing in scholarly journals enhances one's reputation is consistent with findings of [Tella & Onyancha \(2020\)](#) who found that quality research published in reputable journals can lead to increased visibility and credibility in the academic community. The findings align with existing challenges and opportunities in scholarly publishing within Nigerian higher education, including issues related to research funding, infrastructure deficits, and the publish-or-perish culture.

Results of the study indicated that the outlets used by LIS lecturers for communicating research findings ranged from academic journals, conference proceedings and institutional workshops, books, social media, public lectures and seminars, book chapters and collaborative research projects with other institutions. This validates the findings of [Oloniruha et al. \(2023\)](#) who found that lecturers publish their research in academic journals and proceedings. This also corroborates the findings of [Tella & Onyancha \(2020\)](#) who found that journals are mostly used outlets for publishing by lecturers in Nigerian universities. Going further, the findings regarding the outlets used by LIS lecturers in Nigeria for communicating research findings provide valuable insights into their publishing practices and preferences. These findings underscore the importance of addressing challenges related to access to publishing outlets, while also highlighting opportunities for enhancing collaborative research efforts and leveraging digital platforms for scholarly communication.

Findings revealed that writing and communication skills, data analysis skills, research methodology skills, time management skills and literature and citation skills are relevant skills necessary by lecturers to enhance scholarly publications. This is in line with the findings [Benjamin et al. \(2023\)](#) who found that research skills are required to explore in the era of scholarly publishing. Going further, the findings underscore the multifaceted nature of skills required for enhancing scholarly publishing among LIS lecturers in Nigerian higher education institutions. Addressing challenges related to writing and communication, data analysis, time management, literature/citation skills, adaptability to new technologies, and knowledge of publishing standards and ethics is essential for fostering a conducive environment for scholarly publishing and advancing knowledge dissemination within the Nigerian LIS community.

CONCLUSION

The perception, skills, and challenges facing LIS lecturers in exploring scholarly publishing represent a complex and multifaceted landscape within academia. The study reveals that LIS lecturers in Nigerian higher education institutions have positive perceptions of scholarly publishing, recognizing its importance for professional growth and career advancement. However, they also face challenges related to insufficient institutional support and time constraints. Furthermore, the findings indicate that while academic journals are the primary outlet for communicating research findings, LIS lecturers also utilize a range of other channels, including conference proceedings, books, social media, and collaborative research projects, highlighting a diverse approach to scholarly dissemination. The findings emphasize the paramount importance of skills required to navigate the scholarly publishing process effectively. From conducting rigorous research to crafting

well-structured manuscripts, these skills are crucial for lecturers to successfully engage in scholarly publishing activities. Based on the findings of this study, the following recommendations were made.

1. Higher institutions of education should implement mentorship and training programs specifically designed to support lecturers in developing the skills needed for scholarly publishing.
2. Academic institutions should provide tangible support for scholarly publishing by offering resources, such as access to research databases and publishing platforms.
3. Academic institutions should implement workload management strategies that allocate sufficient time for research and writing, enabling lecturers to focus on publishing without compromising their teaching responsibilities.

While exploring the contributions of this paper to knowledge, these findings contribute new insights by providing a comprehensive understanding of the perceptions, practices, and skills of LIS lecturers in Nigerian academia regarding scholarly publishing. They address gaps identified in the literature by highlighting the positive attitudes towards publishing while acknowledging existing challenges and the need for critical skills development.

The findings of the study have implications to academic institutions, policy and the advancement of scholarly publications. Results of the study imply that institutions should prioritize providing adequate support and resources to facilitate scholarly publishing activities among LIS lecturers. This includes offering training programs to enhance critical skills and establishing mentorship initiatives to guide lecturers through the publishing process. Also, policymakers can use these insights to inform policies aimed at promoting scholarly publishing within Nigerian higher education institutions. This may involve allocating funding for capacity-building programs, advocating for open access publishing models, and implementing incentives to reward scholarly productivity. The findings underscore the importance of addressing challenges such as time constraints and lack of institutional support while also promoting the development of critical skills necessary for effective scholarly publishing. By doing so, Nigerian higher education institutions can foster a vibrant scholarly publishing culture, leading to increased visibility and impact of research outputs within the LIS community and beyond.

However, the study has several limitations. The study's sample size may limit the generalizability of findings beyond the specific context studied. Findings may be influenced by the cultural and institutional contexts of the geographical area under study, potentially limiting applicability to other regions. The study's methodology, such as data collection techniques or analytical approaches, may have inherent limitations that could affect the robustness of the findings.

Future research could involve a larger and more diverse sample to enhance the generalizability of findings. Comparative studies across different geographical regions or academic disciplines could provide a more comprehensive understanding of the challenges and perceptions surrounding scholarly publishing. Longitudinal studies could track the evolution of lecturers' perceptions and skills in scholarly publishing over time, providing valuable insights into the effectiveness of interventions and support programs.

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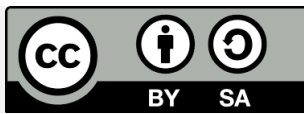
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