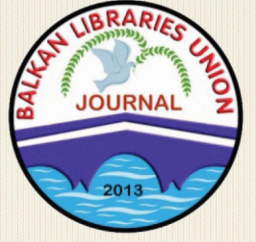


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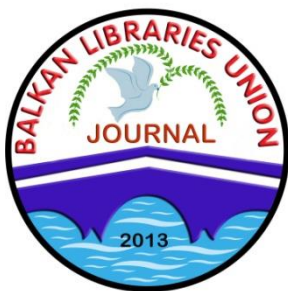


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Work Family-Life Balance in The Perspective of Gender: A Study On Foundation University Library Staff

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ABSTRACT

The aim of this research is to examine the work-family life balance of librarians working in foundation universities libraries with a gender focus. Within the scope of the study, the data were obtained with the help of the questionnaire technique while the quantitative research method was used. Within the frame of this study, in which the entire universe was included, the research was concluded with 128 valid and responded questionnaires. Frequency and percentage values were taken as basis in the presentation of the data and were detailed by means of the tables. 68.8% of the respondents are women and 31.2% are men. It has been observed that the age range of the participants varies mainly between 25 and 49. According to the findings of the work-family life balance scale, it was determined that there was no considerable difference between men and women in establishing a balance between work-family and life whereas it was observed that there were differences in the gender perceptions of women and men regarding the findings in the gender perception scale. When the results of the "Work Family Life Balance Scale" and the "Gender Perception Scale" are evaluated, it is determined that women and men are generally successful in establishing balance between work-family and life, while in the context of gender, men have a more conservative mindset about gender than women, and it was concluded that , in particular, women gained a more dominant quality in terms of their roles and duties in the household.

Keywords: Gender, Work Family Life Balance, Library, Work Life.

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I. Introduction

Gender causes significant differences in individuals' families, professions, marriages, working, and social lives. The effects of gender roles and inequalities in the roles and responsibilities of men and women around the world continue today. Moreover, it has been discussed for many years that gender is socially perceived and how this phenomenon shapes individuals' lives. In this regard, there is extensive literature on the subject (Çokoğullar, 2022, p. 83). Conversely, another topic discussed in current academic literature is work-family balance. The issue of balancing work, family, and life is among the issues that have been emphasized in recent years in terms of a healthy working life. Although there are limited studies that discuss

the problem through the phenomenon of gender, there are studies that primarily focus on female employees based on gender. Even if this situation reminds us of the misconception that female gender when it comes to gender, it is also vital that the work-life balance is discussed mainly through women since it emphasizes the sexist nature of working life. For this reason, there is an urgent need for more comprehensive studies that examine the phenomenon of gender from the perspective of both genders.

Apart from the above, another situation that should be explicitly mentioned in our study is that no study in this field includes library employees and examines the gender phenomenon regarding work-family balance. Covering the subject has been a motivating factor in contributing to this dimension's literature. Therefore, library staff of foundation universities were included in this study, where

work-family balance was discussed with a gender focus. Within the scope of the study, firstly, the concepts of gender and work-family balance were clarified, and a conceptual framework was created. Then, information was given about the development of librarianship, which is the subject of the study, from past to present, and the current situation in foundation universities. Afterward, the literature on the subject was summarized by mentioning the studies in the literature. The data, findings, and conclusion section obtained within the scope of the study are detailed.

II. Conceptual Framework

a. Gender

Apart from biological sex, which deals with the biological differences of men and women, there is a different concept called gender. While biological sex deals with individuals' anatomical and physiological differences, gender focuses on the socio-cultural differences between men and women (Ecevit, 2003, p. 83; Belli and Aynacı, 2020). Biological sex is universal and contains unchangeable characteristics. However, gender is evaluated in the sociocultural context (Gözütok, Toraman, and Acar Erdol, 2017, p. 1037). Based on this, it is possible to say that gender is a concept used to express the roles, behaviors, and expectations created in the social field (Belli and Aynacı, 2020).

Individuals are not born with their gender because they acquire it later (Butler, 2019: 191). Gender is constructed in the social field and is related to masculinity/femininity situations, so it does not have to arise directly from the biological sex of the individual. Gender, which varies according to variables such as time, culture, and society, is a subsequently created, artificial phenomenon that determines individuals' feelings, thoughts, attitudes, and behaviors as their rights and responsibilities in private and public spheres (Giddens, 2008, p. 505; Tire and Dikici, 2022). Gender, which has a multidimensional structure (Türkmen and Alptekin, 2020, p. 609), has a meaning created in the family environment, society, and culture and expresses the roles and responsibilities of individuals as men and women (UNESCO, 2003). The concept, which was first used in Robert Stoller's publication called 'Sex and Gender' in 1968 (Avşar, 2017, p. 225), includes how a woman or a man should behave to be a woman or a man, what her or his roles and duties are, and demands are seen to be in question (Çokoğullar, 2022, p. 89). Moreover, individuals acquire gender through perceptions specific to the culture of the society in which they are born (Demren, 2008: 74). It is clear to say that individuals learn the roles of men and women during the socialization process. Therefore, they adapt to society's expectations without difficulty, often without realizing it (Zeybekoğlu, 2013, p. 11).

Considering the traditional structure, gender roles hold women responsible for the private sphere, like domestic activities, and men for activities outside the home, like the public sphere, in almost all societies. However, traditional roles have changed as women have become more involved in paid labor, especially with the impact of the Industrial

Revolution and wars (Zeybekoğlu, 2010, p. 4). There are also some changes in the roles of men and women today as we transition from the traditional family structure to the modern nuclear family order. In addition, variables such as living environment, education level, employment of men and women, and income status are also included in the family context from a gender perspective. It affects and transforms the roles and responsibilities within it (Ünver and Demirli, 2022, p. 145).

b. Work-Family Balance

Work-family balance is the individual's satisfactory participation or adaptation to their roles in the workplace and family life (Žnidaršič and Bernik, 2021). Therefore, work-family balance expresses the state of adequately participating in both work and family life and responding to the needs of both areas within the framework of gender and family roles (Voydanoff, 2005, p. 827). Considering the work-family balance, being balanced is the ability to adapt between various roles in the work and family domain (Milkie and Peltola, 1999, p. 477). However, the concept of balance discussed here is experienced with gender-based differences between men and women, and women can achieve more work-family balance when they prioritize family and men make changes in their schedule for their families (Žnidaršič and Bernik, 2021).

Work and family create a butterfly effect on each other, and an event in one influences the other. In other words, work and family are overlapping areas. (Johnson, 2001). Furthermore, the work and family relationship is not mechanical. The individuals reflect the adaptation to their different roles and create a hierarchical order of importance between these roles. In this regard, the work-family balance generally contributes to the individual's well-being and improves the individual's quality of life (Greenhaus, Collins and Shaw, 2003, p. 511-515).

Work-family balance, based on individuals being able to transfer their resources to themselves and their families outside of work in a healthy way, was put forward in the 1970s in the United Kingdom based on the work-leisure dilemma (Sullivan and Lewis, 2001). The economic recession in the 1970s, which accelerated the entry of women into the labor market and transformed the family structure into a double-income family, was a vital factor in the increase in the importance of the issue (Klimczuk and Klimczuk-Kochańska, 2016). Women's movements in different countries in the 1980s brought work-family balance to the fore again. In these years, flexible working schedules and maternity leaves were expanded to include women in the workforce. Even if these practices were only for women, then these were expanded to include working men. The idea that people would want to have a balance between their work and private lives and more flexibility in managing their daily schedules, combined with technology, made work-family balance an indispensable concept in the late 20th century (Raja and Stein, 2014). However, the increasing number of nuclear families in line with today's changing conditions, the increase in the number of women in employment, modern family types, women's presence in both business life and the continuation of their traditional role in housework are

essential factors in the increase of interdependence (Cullen, Kordey and Schmidt, 2003, p. 12).

Work-family balance is a prerequisite for employees to have a healthy and peaceful life. The concept of work-family balance has maintained its importance since the 1970s. First, it constantly evolves to ensure employees and indirect organizations can live healthy lives. Although working life and the family structure of the workforce are rapidly changing, attitudes and organizations are transforming relatively. In this regard, it is seen that men dominate most workplace rules and practices and provide the earnings, and role sharing, in which women come to the fore in housework, is adopted as the primary approach (Apaydın, 2011, p. 88).

III. Development of Turkish Librarianship and Current Situation in Foundation Universities

It took time for librarianship to gain a modern identity as a profession in Turkey. The beginning of the developments regarding the profession consists primarily of reports prepared to determine the situation. The first of these reports was prepared by John Dewey in 1924. Considering this report, it was recommended that young people with a certain level of education and who speak English should be sent abroad to receive librarianship training and that librarianship-related courses should be added by updating the curricula of teacher training schools (Çakın, 2005; Ersoy and Yurdadoğ, 1963).

It is seen that foreign experts coming to the country play a vital role in training librarians who have received undergraduate education in Turkey. American library experts examined libraries in Turkey, prepared reports, and gave various seminars, conferences, and courses. Among these, "Emily Dean" made great efforts to provide classes on librarianship at the "Ankara University Faculty of Languages, History, and Geography," believing that the institution to be established on American lines would be appropriate (Karakaş, 1999, p. 376-377).

Librarianship, "Librarianship Course," which was given as a course in 1941, started its first activities as the "Librarianship Institute" in parallel with gaining an independent identity in 1953 and continued its way as a "Rostrum" in 1960-1961 (Karakaş, 1999, p. 378). Studies emphasizing the importance of libraries for universities and drawing attention to the problems have expressed ideas about the need for reform in universities since the 1970s. The restructuring of higher education in the 1980s led to increased studies highlighting suggestions regarding libraries (Polat and Odabaş, 2010, p. 46).

In the following years, the problem of disorganization in university libraries' organization and working criteria was resolved with a decision by Higher Education Board (YÖK) in 1982. In this way, it was aimed to establish a library and documentation department in all state universities and to collect the services provided under a single roof (Toplu, 1992, p. 89). In this regard, a central library was established throughout the universities. However, apart from central libraries, there are also libraries based on departments, institutes, and faculties. Based on the general structure, it is noteworthy that the responsibility of the library and documentation departments is limited to the central library. The

responsibility and management of branch libraries other than central libraries are subject to the authority of the unit managers to which they are affiliated. Library structures of foundation universities may differ from those of state universities. While some foundation university libraries operate as directorates, some have the status of department heads (Polat and Odabaş 2011, 45). Although there are branch libraries in foundation universities, unlike state universities, branch libraries serve under the central library. This type of structuring ensures that library services are carried out around a central structure and that personnel and budget resources are used more rationally. Although a certain amount of budget is allocated to the library annually in foundation universities, new resources can be transferred during the year with the approval of the senior management. Furthermore, personnel selection is mainly done by library staff in foundation university libraries. The authority of the responsible librarians paves the way for a significant increase in the number of working librarians. In addition, the importance given to libraries in foundation universities is increasing, as libraries are viewed as the university's connection with society and its eye-opening to the outside world (Odabaş and Polat, 2011, p. 323-326).

Universities in Turkey consist of foundation and public universities (Odabaş, 2011, p. 44). There are 77 institutions, 47 of which are foundation universities and foundation vocational schools in Istanbul, 13 in Ankara, and 11 in different cities. (Foundation, 2021) Considering the branch libraries of existing universities, there are 612 university libraries, 148 of which belong to foundation universities and vocational schools, and 464 belong to state universities (Library Statistics, 2021). Although there is no official statistical data on the number of employees working in foundation university libraries, there is information compiled from studies conducted on different dates. In the study conducted by (Kaya, 2017; Polat, Tuysuz, and Yener, 2018) in 2017, the total number of personnel working in foundation university libraries was stated to be 244, while the number of librarians was determined to be 139. By 2018, the total number of staff working in these libraries was updated to 300. In the study prepared by Yalçın (2023, pp. 156-159), the number of employees of 71 foundation universities and foundation vocational college libraries was reached. In this context, 570 personnel are working in the libraries covered within the scope of the study as of October 2022. Three hundred sixty-five of the total staff are librarians who graduated from the information and records management departments.

IV. Literature Review

In this section of the study, details of the studies conducted on library employees in Turkey will be given, and information on the literature will be summarized. Firstly, it was aimed to investigate the image of female librarians in Turkey from a feminist perspective; also, it was concluded that there is no negative perception towards female librarians and that they are not unpleasant, old, or grumpy as expressed in popular culture on the contrary, they are well-equipped, professional and have strong communication skills. On the other hand, it has been

claimed that it is a semi-professional profession because it is a female-dominated field that does not correspond to the facts (Çiçek, 2016). In a study aimed at examining the possible problems that female librarians may encounter in the profession due to gender discrimination, solution suggestions for mobbing, wage and career discrimination, and job security problems were also discussed (Yılmaz, 2013). Another study evaluated in this context was conducted on the employment of female librarians in university libraries. It was concluded that women participate in library employment at a rate above the Turkish average. However, in foundation university libraries, women are employed proportionately more than in state universities, and they find more places in managerial positions (Atıl Yörü, 2009).

Apart from these, some studies detail the motivation factor. Research conducted to determine the "effect of their passion for work on their motivation" of librarians working in foundation universities and foundation vocational college libraries in Turkey concluded that their employees' passion for work positively affects their motivation. This result does not differ in gender and age (Kaya, 2017; Polat, Tuysuz, and Yener, 2018). Another study on motivation was by Balcı (2006) has been made. It was conducted to determine the motivation sources of library staff and determined rewards, participation in decisions, job enrichment, performance evaluation, workplace satisfaction, and working conditions as motivation sources. Moreover, it was observed that there were no significant results in terms of variables.

Other topics covered by the studies were implemented in areas such as current situation evaluation and personnel adequacy. In this context, one of the mentioned studies evaluates the current situation of public and foundation university libraries still actively serving in Turkey, based on library managers and international standards. In the context of the results obtained in the study, although foundation and public university libraries show similarities in terms of facilities, the inadequacy of facilities, especially in public university libraries, leads to a decrease in the quality of services (Polat and Odabaş, 2011, p. 46). In another study where libraries are evaluated in terms of personnel, Kaya (2017) details the opinion that the number of personnel working within foundation and public university libraries in Turkey is quite insufficient compared to the number of users, and that there are no librarians in some of the libraries serving within foundation universities and foundation vocational schools emphasized.

Among the studies on different subjects in the literature, there are few studies on the job satisfaction of library employees. In the survey conducted by Yılmaz, Korkut, and Köse (2010), it was concluded that there was no statistically significant difference in the general job satisfaction of librarians in university and public libraries. On the other hand, because of another study examining the professional, ethical perception and professional, ethical principles of employees at state and foundation universities, it was determined that although there are similarities in the moral perceptions of librarians, there are also differences (Bezirci and Sağlık, 2014).

When the literature information is summarized, gender-focused studies in librarianship are mainly carried out on

the employment of female employees, discrimination problems they may encounter in the profession, and image perception. In addition, there are cases where the employees' motivation factors shape other studies in the field, their perception of professional ethics, job satisfaction, and the evaluation of the personnel and the current situation. Therefore, no study in the literature evaluates library employees' work-family and life balance through gender perception. This study is anticipated to provide significant original information to the field, especially for foundation universities.

V. Research Method

The methods and techniques used in the research are explained in detail in this part.

V.I. Purpose and Importance of the Research

The study investigated the effects of library employees' gender perception on work-family balance. Work-family balance and gender are topics that remain important and have a place in many studies. Although work-family balance is discussed in many sectors and professions in the context of the impact of different variables, studies focusing on gender are limited. Considering this, the effort of library staff to reveal the effect of gender on the issue of establishing a work-family balance was decisive in the implementation of the study. When the literature was examined, no study evaluated the issue from the perspective of library staff. Therefore, the study is thought to contribute significantly to the field.

V.II. Population and Sample

The scope of the research includes librarians who work in the libraries of all foundation universities in Turkey. During the implementation phase of the study, the aim was to include the entire universe. Within the framework of the study, the participation of 365 personnel, which is the number of librarians obtained by Yalçın (2023), was targeted, and a total of 128 feedback was received on the surveys sent online. Bryman and Cramer (2001) emphasized that the sample size in factor, validity, and reliability analysis studies should be at least five times the number of scale items. The required number for the analysis study has been reached based on the items in the scales used.

V.III. Data Collection Tools

A quantitative research method was conducted in the study. During the data collection phase, the survey technique was used as a basis, and two different survey forms were used: the "Gender Perception Scale" and the "Work-Family Balance Scale." The collected data were analyzed in the SPSS 23 Programme. Gender Perception Scale, which was developed by Altınova and Duyan (2013), was subjected to reliability and validity studies. The scale, used especially for adults, measures individuals' attitudes about how they perceive gender roles related to different fields. The scale consists of 25 items in total, and each item is scored between 1 and 5 by choosing one of the

following: "strongly agree," "agree," "undecided," "disagree," and "strongly disagree." While the lowest score is 25, the highest is 125. A high score indicates that gender perception is high, and a low score indicates that gender perception is low (Altuntaş, Altunova, 2015; Altunova, Duyan, 2013). Another scale, the "Work-Family Balance Scale," developed by Apaydın (2011), used a five-point Likert-type which consists of 17 items. Ratings were classified as "(5) I completely agree", "(4) I largely agree", "(3) I somewhat agree", "(2) I slightly agree", "(1) I disagree".

V.IV. Reliability and Validity

Reliability and validity tests were conducted to determine the validity of the "Work-Family Balance Scale" and "Gender Perception Scale" used within the scope of the study. Factor analyses were applied to analyze the structure of the scales. Kaiser-Mayer Olkin (KMO) was preferred within the scope of factor analyses. When the KMO coefficient approaches 1, the data is suitable for analysis. If it is 1, it has a perfect fit, and scales above 70 are considered appropriate for analysis (Pett, Lackey, and Sullivan, 2003; cited in Altunova). and Duyan, 2013, p. 16). When the data regarding factor analysis is evaluated, the KMO value for the "Work-Family Balance Scale" is calculated as .791, while this rate is at the level of .933 for the Gender Perception Scale. Since the KMO value of both scales was over .700, it was sure that they had a validity value for analysis.

The Cronbach Alpha coefficient calculated reliability analyses regarding the scales' dimensions. The reliability coefficient Cronbach Alpha value, calculated as a holistic internal consistency measure of the "Work-Family Balance Scale," was found to be .955, while this ratio was at the level of .775 for the "Work-Family Balance Scale." Since the value in both scales was over .700, reliability was achieved.

VI. Findings

The first stage of the analysis includes demographic information about the participants. The study's demographic data are detailed in Table 1.

TABLE I
DEMOGRAPHIC INFORMATION

Variable	Characteristic	Frequency	Percentage(%)
Gender	Female	88	%68,8
	Male	40	31,2
Age distribution	18-24	5	3,9
	25-29	33	25,8
	30-34	26	20,3
	35-39	17	13,3
	40-44	18	14,1
	45-49	16	12,5
	50-54	10	7,8
	55-59	2	1,6
Educational Status	60-64	1	0,8
	65 and over	-	-
	Undergraduate	93	72,7
	Graduate	33	25,8
Marital Status	Doctorate	2	1,6
	Single	65	50,8
Number of children	Married	63	49,2
	Yes	51	39,8
	No	77	60,2

Considering the information given in Table 1, it is seen that 68.8% of the participants in the research are women, and 31.2% are men. Based on literature knowledge, these results generally reflect the current gender distribution of librarians working in foundation university libraries. When we look at the table regarding the distribution of different variables, the densest group is between 25 and 29 years old, with 28.8%. The age range of the staff working here is between 25 and 49. When the educational status of the sample is examined, it is noteworthy that there are predominantly undergraduate graduates. However, the master's degree rate is also significant (25.8%). In marital status, the ratio of married and single people is approximately half divided, while the ratio of those with children is 39.81%.

TABLE II
WORK-FAMILY BALANCE SCALE

	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
I think I meet the expectations of people who are important to me in my work and family life	1	,8	6	4,7	19	14,8	81	63,3	21	16,4
I cannot spend full time with my family because of work worries.	26	20,3	42	32,8	26	20,3	26	20,3	8	6,3
My job takes away from the time I spend with my family.	29	22,7	34	26,6	28	21,9	25	19,5	12	9,4
Because of my job, I must cancel my plans with my family..	38	29,7	39	30,5	28	21,9	17	13,3	6	4,7
Family problems keep my mind busy, so I cannot focus on my work.	59	46,1	37	28,9	23	18	8	6,3	1	,8
Family problems affect my working performance negatively.	66	51,6	31	24,2	18	14,1	10	7,8	3	2,3
I try to spend time with my family during the week	11	8,6	15	11,7	27	21,1	50	39,1	25	19,5
I do not have the strength to do activities for my family because my work makes me tired	39	30,5	39	30,5	19	14,8	19	14,8	12	9,4
I feel tired myself to take care of my family at the end of the working day	34	26,6	34	26,6	24	18,8	28	21,9	8	6,3
The knowledge and skills I learn at work make it easier to fulfill my family obligations	17	13,3	26	20,3	37	28,9	37	28,9	11	8,6
My ability to do my job well depends on my ability to manage my time effectively with my family	13	10,2	17	13,3	36	28,1	48	37,5	14	10,9
The problems at work make me intolerant of my family life	50	39,1	33	25,8	24	18,8	17	13,3	4	3,1
I work in a good mood after spending time with my family	2	1,6	5	3,9	19	14,8	59	46,1	43	33,6
Because of my responsibilities to my family, I am willing to take on more serious responsibilities at work	17	13,3	15	11,7	38	29,7	43	33,6	15	11,7
The activities I do with my family help me to do my job better	6	4,7	9	7,0	25	19,5	51	39,8	37	28,9
My family obligations prevent me from spending enough time at my job	70	54,7	35	27,3	13	10,2	8	6,3	2	1,6
I think being with my family is a waste of time	110	85,9	9	7,0	3	2,3	2	1,6	4	3,1

(1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.

When the "Work-Family Balance Scale" findings are examined in Table 2, there is no significant difference in scale items between genders. There is a specific difference between genders in the items " Family problems affect my working performance negatively" and " I do not have the strength to do activities for my family because my work makes me tired." " My family obligations prevent me from spending enough time at my job". In this respect, when looking at the sub-sections of the relevant items, 75% of the participants generally stated that they disagreed or agreed with the question, " Family problems affect my working performance negatively", and 24.2% said that they thoroughly and largely agreed with that item. This data shows that library employees can establish a balance between work and family life. Considering the item " I feel tired myself to take care of my family at the end of the working day," 53.2% of the participants stated that

they disagreed or "slightly agreed." In comparison, 46.8% said they "agreed somewhat" or they declared that they were consuming their energy. 51.1% of women answered this item as "agreed somewhat," which shows that half of the women in business life cannot take care of their families at the end of the working day, while this rate was determined as 37.5% for men. When the general distribution of the answers to the item "My family obligations prevent me from spending enough time at my job" was examined, 82% of the participants stated their opinions as "did not agree" and "slightly agreed." In comparison, the rate of those who answered "agreed somewhat" was 18%. Moreover, 80.7% of women and 85% of men expressed their opinion as "strongly disagreed" or "agreed somewhat". This provides essential data showing that both genders create a balance between family obligations and business lives.

TABLE III
GENDER PERCEPTION SCALE

	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
Marriage cannot prevent women from working	-	-	1	,8	5	3,9	30	23,4	92	71,9
Women should work only if their families have financial problems	87	68	22	17,2	-	-	2	1,6	17	13,3
Working women can also spare time for their children	1	,8	2	1,6	24	18,8	59	46,1	42	32,8
Women should not work after being a mother	80	62,5	25	19,5	4	3,1	5	3,9	14	10,9
Stateswomen can also be successful	-	-	1	,8	5	3,9	23	18,0	99	77,3
Women should not work after marriage	96	75	12	9,4	1	,8	-	-	19	14,8
Working life cannot delay the housework	1	,8	3	2,3	28	21,9	53	41,4	43	33,6
A working woman enjoys life more	-	-	2	1,6	18	14,1	41	32	67	52,3
Women should always be protected by men	64	50	34	26,6	14	10,9	4	3,1	12	9,4
A woman should not work if her husband does not allow it	91	71,1	12	9,4	7	5,5	-	-	18	14,1
Women can be managers	-	-	-	-	2	1,6	22	17,2	104	81,3
A working woman should give the income she earns to her husband	71	55,5	27	21,1	10	7,8	-	-	20	15,6
A working woman would be a better mother	2	1,6	1	,8	37	28,9	48	37,5	40	31,3
Men also must undertake some housework	-	-	-	-	4	3,1	27	21,1	97	75,8
Men must provide the family's income	82	64,1	23	18	5	3,9	6	4,7	12	9,4
Women should not set up shops independently (such as in cafes, markets, or real estate agents).	88	68,8	16	12,5	5	3,9	2	1,6	17	13,3
Women's first duty is to undertake housework	90	70,3	15	11,7	3	2,3	3	2,3	17	13,3
A wife should not earn more money than her husband	91	71,1	16	12,5	1	,8	5	3,9	15	11,7
The man should always be the head of the house	87	68	19	14,8	3	2,3	5	3,9	14	10,9

The leadership of society should generally be in the hands of men	86	67,2	22	17,2	-	-	6	4,7	14	10,9
Girls should not be given as much freedom as boys	-	-	-	-	3	2,3	14	10,9	111	86,7
A woman must be able to oppose her husband if necessary to have her rights	-	-	-	-	9	7,0	28	21,9	91	71,1
The woman must be younger than her husband	74	57,8	21	16,4	17	13,3	5	3,9	11	8,6
Men should make important decisions in the family	87	68	18	14,1	3	2,3	3	2,3	17	13,3

Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.

Within the scope of the study, the data regarding the "Gender Perception Scale" to measure the gender perceptions of librarians working in foundation university libraries are detailed in Table 3. In this context, 78.9% of the participants generally agreed with the item "Working women can also spare time for their children," and the rate of those who were undecided was 18.8%. While 78.9% of men agreed with this item, this rate was 78.4% for women. It is said that the rate of undecided women is around 20.5%. The data give us an idea that working women have reservations about fulfilling their duty of care due to their gender roles.

While 89.8% of women answered the item "A working woman enjoys life more," which was asked to measure how much women in working life enjoy life, 72.5% of men answered the same item. This situation can be interpreted as men cannot accept women's place in working life. While 75% of women stated that they disagreed with the item "Women should always be protected by men", which was asked by librarians working at foundation universities to measure the protection of women in society and their perceptions, this rate increased to 80% for men. On the other hand, 75% of women stated that they disagreed with the item "A woman should not work if her husband does not allow it", which was asked to make clear the effectiveness of their husbands in the participation of working women in working life after marriage, this rate was at the level of 66.6% for men. This situation shows that women are still subject to men's permission to enter working life.

Since the number of female managers in Turkey is deficient, 95% of men responded positively to the item "Women can be managers," which was prepared to determine the perspective of women on being managers. In comparison, this rate is 100% for women, which is a highly positive development. In this regard, women are more willing to have their gender in managerial positions. On the other hand, the increase in women has weakened the perception that men provide the household income to a certain extent. Based on this, 76.1% of women disagreed with the item "A working woman should give the income she earns to her husband"; this rate was 76.6% for men. Furthermore, the rate of those who were undecided was 7.8%. While 73.8% of women expressed a favorable opinion to the item "A working woman would be a better mother", which was asked to make clear the perception of whether working women can spend more productive time with their children, this rate was 57.5% for men. In

particular, the fact that 23.9% of women and 40% of men who responded to the survey were undecided is crucial as it shows that there are gray areas on this issue. This data shows that men have a stricter attitude towards women's social roles. In patriarchal societies, women carry out housework and care obligations. While 80.7% of women answered that they disagreed with the question "Women's first duty is to undertake housework", which was asked to participants to determine the place of housework in women's lives, this rate is around 85% for men. 19.3% of women state that their first duty is to undertake housework, which is essential, as it shows that such perceptions still exist among the educated segment.

Three questions were asked to the participants regarding the leadership of society and family. When the findings were detailed, 82.8 of the subjects who participated in the research stated that they disagreed with the item, "The man should always be the head of the house." Moreover, 82.1% of the study participants disagreed with the item "Men should make important decisions in the family." In general, 84.4% of the participants disagreed with the item "The leadership of society should generally be in the hands of men", which was asked to measure the perception of social leadership outside the family. In all three questions, while women's attitudes towards men's leadership were in the direction of equality, it was observed that this rate was lower in men than in women. In the findings regarding the measurement of women's ability to oppose their husbands to defend their rights, 94.3% of women and 69.3% of men stated that women should oppose their husbands to protect their rights. Raising girls in a free environment is vital for development and investment in the future. In this context, women responded to the question "Girls should not be given as much freedom as boys" posed to the participants. 100% of the participants and 92.5% of the men agreed. Although the age difference factor in marriages decreases yearly, it has not entirely disappeared. When the librarians' opinions on the subject are examined, 75% of women and men state that it is not essential for a woman to be older than her husband.

VII. Result

The study first evaluated the work-family balance scale using the findings obtained from librarians working in foundation university libraries. As a result, it was determined that both genders were generally successful in establishing work-family and life balance.

Considering the data, it was seen that there were some differences between genders in the items " Family problems affect my working performance negatively," " I feel tired myself to take care of my family at the end of the working day", "My family obligations prevent me from spending enough time at my job". However, they were not at a level that would affect their general appearance. Based on these differences, women have more difficulty establishing a work-family balance than men. There are different studies on the subject in the literature in other sectors. As a result of a study supporting this study, it is stated that there is no difference between genders in establishing work-life balance (Kıcıır, 2017), and other studies with findings that do not support our study state that women face more difficulties in establishing work-life balance in working life (Doble and Supriya, 2010; Topaloğlu, Sönmez and Yazgan, 2019; Ibegbulam and Ejikeme, 2021).

On the other hand, when the data obtained from the items about gender perception are evaluated, it is concluded that men have a more conservative mindset regarding gender than women, and this has gained a more dominant character, especially regarding women's domestic roles and duties. The study that results from the data obtained from the educated segment of the population indicates how strong the perception of gender is, especially among men. When the results are detailed, men seem more optimistic than women about spending time with children. The rate among women is higher than that of men, which supports this result. The fact that men are more optimistic than women about how women's work disrupts housework is considered vital data regarding women thinking differently than men about balancing work and home life. However, the fact that approximately half of the men responded negatively to the item of whether a working woman would be a better mother and the fact that one-quarter of the men expressed this opinion or were undecided about the issue of women's primary duty to undertake housework indicates that the sexist approach to household roles is more dominant among men.

Another essential finding among the data is that approximately 25% of men respond positively to measuring the perception of whether women need protection or not. Similarly, 20% of the participants agreed with the item questioning the issue of women's work being subject to men's permission, revealing that a male-dominated social structure is maintained. Many studies obtain similar results to our study's findings on gender perception. These include (Alptekin, 2014; Esen, Soylu, Siyez and Demirgürz, 2017; Ünal, Tarhan, Çürükvelioğlu Köksal, 2017). Another finding that needs to be considered is that while all women are optimistic about women working in managerial positions, this rate is 95% for men, which shows that librarians have an extremely positive approach towards women managers. In a study conducted by Ak and Okur Çakıcı (2018), it was concluded that the majority wanted to work with a female manager, unlike the general opinion in society that women would not want to work

with a female manager.

This study discusses work-family balance with a gender focus. The work quality is considered adequate, not revealing significant differences in establishing gender balance among library employees. Studies demonstrating the change between genders in different professions will enrich the field. However, the fact that men among library staff in the study have a more intense gender perspective than women shows that the educated segment needs to be studied in detail. Although there is extensive research on work-family balance, very few studies mention the phenomenon of gender. Since there are limited studies in the literature discussing the issue from a gender perspective, it is recommended that future studies examine the issue of work-family balance between genders in different sectors and professions based on gender perception.

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Facilitators' Professional Qualities as Correlates of Learning Outcomes among Learners of Non-Formal Education (LNE) in Sokoto, Nigeria: Implications for Educational Counselling

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ABSTRACT

The importance of facilitators in attainment of learning outcomes in adult and non-formal education centres cannot be over-emphasized. This can only be possible if the facilitators possess the requisites professional qualities. It is on this note that the study examined facilitators' professional qualities as correlates of learning outcomes among LNE in Sokoto, Nigeria and implications for educational counselling. Quantitative research of correlational design was used for this study. The population of this study was 3464 learners (LNE) and 68 Basic Literacy Facilitators in 3 Basic Literacy Centres of the Agency for Mass Education, Sokoto. A sample size of 380 basic literacy learners was proportionately selected while the whole of 68 Basic Literacy facilitators were used. Proforma, Facilitators' Demographic Scale (FDS) and Facilitators Andragogical Competence Scale (FACS) were the instruments used for data collection. The reliability coefficient indexes (α) of 0.86 and 0.82 were obtained for the FACS and FDS respectively. Demographic data were presented using frequency and percentages. The null hypotheses were tested with the use of PPMC at 0.05 level of significance. The findings revealed that educational qualification, andragogical competencies and years of experience are very vital to the realization of the learning outcomes of adult and non-formal education learners. The study recommends that opportunities should be given to facilitators to acquire further qualifications and the experienced facilitators should be retained and motivated while on-the job training opportunities in from of seminar, conferences mentorship should be given to facilitators to enhance their andragogical competence.

Keywords: Adult & Non-formal Education Learners, Facilitators, Learning Outcome, Professional.

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I. Introduction

In Nigeria, adult and non-formal education (ANFE) programmes are considered as important integral parts of education system since colonial era. This was done to give adult population and underserved individuals and groups opportunities to improve their knowledge, skills and preparation for ever dynamic society. ANFE programmes provide educational services designed to empower adults with the knowledge and skills necessary for personal and

societal advancement. By equipping adults with the requisite education and skills, these programmes contribute to their ability to succeed in a competitive economy and enhance their overall well-being. (Obiozor, Madu & Ibe, 2014). Adult literacy as an important programme of ANFE in developing countries Nigeria inclusive. This is because the issue of high adult illiteracy in Africa and by extension Nigeria must be addressed (Zakari & Yusuf, 2014). And for the purpose of this study basic literacy programme is considered as one of the important programmes of adult and non-formal education. Basic literacy is defined as

programme that is meant to provide skills of reading, writing and numeracy for adults and youths who have no any form of formal education. This programme is usually run for nine or six months.

Literacy education as an important aspect of life, was described by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (<http://uis.unesco.org/node/3079547>) (2023) acquisition of the skills of recognizing, comprehending, analyzing, producing, sharing, and calculating information using written and printed materials across various contexts. It's a lifelong learning process that empowers individuals to reach their full potential, expand their knowledge, and actively engage in their communities and society as a whole. In view of the above explanations, literacy now extends beyond the traditional skills of reading, writing, and critical thinking. The relevance of literacy for the nation is as important as air to life. The need to enlighten citizens is more inevitable than ever as today's world is driven by knowledge and globalization is at the forefront. The main focus of literacy is development, people lead to development, and development is reflected in people. Taiwo and Alakoso (2009) observed that development is more related to the enrichment of human resources and human potential compared to simple structures such as roads, elegant buildings and superstructures. True development comes from the aspect of improving life which is attained through qualitative education in which basic literacy serves as its foundation. In the same vein, the National Policy on Education (2013) in Nigeria emphasizing on the importance of adult literacy makes it to be one of the important objectives of ANFE as the provision of functional literacy and continuing education for the adults and youths.

The attainment of the aforementioned objective lies with the competence of the adult literacy facilitators. Facilitator is a person who helps adults to learn. While referring to Ngwu (2013) Ogu, Osaru and Yahaya (2019) described a facilitator as one who intelligently handles complex learning situations, and simplifies learning for the adult learners. Facilitator is a key factor in running a successful adult education programmes. This is because the quality of facilitators to a large extent determines the success or otherwise of adult literacy programmes. In recognition of this fact, the Nigerian Federal Government's 2013 Education Policy states, the quality of a nation's teachers directly impacts the quality of its education system. This holds true for adult literacy facilitators as well. To effectively support adult learners, facilitators must be experienced, skilled, and competent professionals.

Scholars such as Ufonabasi and Friday (2014), Aina, Olanipekun and Garuba (2015), Alkali (2016), Adeshina (2017), and Agbo-Egwu, Adadu, Nwokolo-ojo and Enaboifo (2017) have recognized teaching qualification as an important factor in determining the quality of facilitators. The minimum qualification required for a teacher in the formal education system is a Nigeria Certificate of Education (NCE). This is also applicable for facilitators in ANFE sector. Adeshina (2017) pointed out that many adult education facilitators lack the necessary

specialized training and expertise to effectively teach adult learners. A facilitator's qualification refers to the foundational training they receive to equip them for teaching. Aina et al. (2015) define qualification as a specific skill, experience, or knowledge that makes someone suitable for a particular role. It involves acquiring the relevant knowledge, skills, and creative abilities required for effective teaching. Hence, a teacher's qualification is a specific skill or experience that makes them suitable for teaching (Aina et al., 2015). It can also refer to a teacher's certification. Alkali (2016) emphasizes that facilitators play a crucial role in shaping learner outcomes. Therefore, matters of facilitators in teaching and learning must be taken seriously.

While there is existing research on the link between teacher qualifications and student outcomes, the findings are often inconsistent and difficult to interpret. Oviawe (2020) discovered that teacher quality positively impacts student performance in technical drawing. Similarly, Alufohai (2013) found that teacher certification and relevant degrees are associated with better student attitudes and academic achievement.

Aina et al. (2015) highlight that a facilitator's years of experience significantly influence learner performance. More experienced facilitators tend to produce better outcomes (Aina et al., 2015). Experience fosters a proactive approach to seeking new ideas and challenges, which is crucial for effective teaching (Rice, 2010). Rice (2010) further explains that the impact of experience varies based on the facilitator's education level and subject area. Experience enhances knowledge, skills, and productivity over time. Akinyele (2001) and Commey-Ras (2003), as cited in Etiubon and Benson (2014), suggest that experience improves teaching skills and strengthens the bond between facilitators and learners. Senechal (2010), also referenced in Etiubon and Benson (2014), found a strong positive correlation between facilitator experience and learner achievement, with significant gains occurring early in a facilitator's career and continuing at a slower pace over subsequent years. Experienced facilitators exhibit confidence in their ability to reach even the most challenging learners, while less experienced facilitators may feel overwhelmed by unmotivated learners (Etiubon & Benson, 2014).

The quality of a facilitator is also believed to be determined by his andragogical competence (Ogu, et al., 2019). Competency means the ability of facilitators to perform using various andragogical skills in adult education programmes. Competency is the ability to do something well. So, if a facilitator can show knowledge, skills or attitudes required to ease adult learning in adult education programmes, this shows his/her competence. If a facilitator could not show knowledge, skills or attitudes that are required to help adults learn in adult education programmes, then the individual has a skill gap which shows a lack of competencies (Ogu, et al., 2019). A number of researchers (Bakare, 2011; 2015; Onwuadi, 2014; Yusuf & Zakari, 2015) however provide evidence that adult facilitators' andragogical competence has an effect on both the content and the processes of instruction, thus

influencing both what and how they facilitate. Studies indicated that research efforts have been made to better the competence of adult facilitators' facilitation in Nigeria (Onwuadi, 2014; Yusuf & Zakari, 2015; Ogu, et al., 2019), however, despite these efforts for improvement, the quality of adult facilitators in facilitation of Adult learning in many literacy centers have been called for questioning (Alkali, 2016; Zakari, 2015).

As important as adult literacy education for adults the problems around the quality of facilitators in Non-formal Education centres in Sokoto metropolis has been a thing of concern to adult educators among other stakeholders. Some of the notable challenges facing non-formal learning centres are; non-availability of teaching and learning materials; non review of adult literacy curricula; financial constraint and most importantly scarcity of professional adult facilitators that possess required and relevant educational qualifications; andragogical competence; and requisite years of teaching experiences (Alkali, 2016; Zakari, 2015). These problems have called for concern as the attainment of developmental agenda is partly determined by the level of literacy rate of the state's citizens. In light of the above, it is relevant to look in to the facilitator's professional qualities and how they relate to learners' outcomes in Adult and Non-formal learning centres in Sokoto metropolis.

Facilitating adult learning requires facilitators who possess relevant and required educational qualifications, years of experience, and andragogical competence. It is believed that where facilitators do not possess these qualities the consequences will not be palatable for learning outcome of learners. Experience and observations of the researchers have shown that Adult Literacy programme in Sokoto Metropolis have suffered from learners' low enrolment, high incidence of drop outs and generally, poor teaching and learning outcomes. It is not certain what might have been responsible for these situations. This is the reason the current study examined how facilitators' professional qualities relate to learning outcomes of adult and non-formal education learners in Sokoto Metropolis.

Research questions developed to guide the conduct of the study were that: How facilitators' educational qualification relate to learning outcomes of adult basic literacy learners in Sokoto? How facilitator's andragogical competence relate to learning outcomes of adult basic literacy learners in Sokoto? How facilitators' years of experience to learning outcomes of adult basic literacy learners in Sokoto Metropolis?

This study is first hinged upon facilitation theory by Carl Rogers (1969). The theory is also referred to as facilitative teaching, which is linked to a humanist approach to learning. Rogers (1969) argues that effective learning is not solely dependent on a facilitator's teaching skills, knowledge, curriculum design, or use of technology. Instead, it hinges on the quality of the relationship between the facilitator and the learner. Rogers (1961) further emphasizes that facilitators cannot directly impart knowledge but can only create conditions that support learning.

Rogers (1969) distinguishes between two types of learning: rote learning, which involves mindless memorization, and experiential learning, which is meaningful and personally relevant. Experiential learning stems from curiosity and is often acquired through active participation.

Rogers' theory positions the teacher as a facilitator of learning rather than a knowledge transmitter. This facilitation is achieved through the teacher's attitude and the quality of their relationship with students. Rogers identifies three core conditions essential for effective facilitation: genuineness, unconditional positive regard, and empathic understanding.

Secondly, the study was based on Abraham Maslow's (1943) Motivation Theory, which highlights the positive potential of human beings (Schacter, Gilbert & Wegner, as cited in Aliero, Aliero & Tsagem, 2022). This theory emphasizes how actions are driven by the desire to fulfill specific needs. To effectively motivate adult learners, facilitators should incorporate motivational techniques into their teaching strategies. This can positively reinforce learners, inspiring them to strive for and achieve their learning goals. The theory is crucial in educational counseling as it empowers facilitators to guide learners toward meaningful behavior change, enabling them to reach their learning objectives.

Implication of all of these is that for a facilitator to do the real work of facilitation he/she must possess/show qualities such as relevant qualification, experience, and andragogical competence. How each of these qualities relates to learning outcomes is the question that the study is out to answer. Thus, the researchers hypothesized that:

HO1: Facilitators' educational qualification is not significantly related to learning outcomes of adult basic literacy learners in Sokoto.

HO2: Facilitator's andragogical competence is not significantly related to learning outcomes of adult basic literacy learners in Sokoto.

HO3: Facilitators' years of experience is not significantly related to learning outcomes of adult basic literacy learners in Sokoto.

II. Methodology

This study employed a correlational research design to examine the relationship between facilitators' professional qualities and the learning outcomes of LNE. A correlational study is suitable for investigating the association between two variables without actively controlling extraneous factors (Dalhousie University Psychology and Neuroscience Team, n.d.). The population of this study was 3464 LNE and 68 Basic Literacy Facilitators in 3 Basic Literacy Centres owned by the Agency for Mass Education, Sokoto (Sokoto State Agency for Mass Education, Sokoto, 2022) totaling 3,532. A sample size of 380 basic literacy learners was proportionately sampled while the whole of 68 Basic Literacy facilitators were used. The selection of the basic literacy learners was on the stand of Research Advisors (2006) which signifies that a sample of 380 is sufficient for

a population between 3001 and 4000.

The researchers used three instruments for data collection. The tools were Proforma, Facilitators' Demographic Scale (FDS) and Facilitators Andragogical Competence Scale (FACS). Proforma was used to collect academic performance of Basic Literacy Learners in Literacy, Numeracy and Life Skills in 2021/2022 academic session. The scores were used as the learning outcomes of the learners. FDS was used to collect self-reporting data on the demography of facilitators in educational qualifications and years of experience with two items. The FACS has 15 items that were adapted from the Facilitation Assessment Scale by Weyers and Rankin (2007). The FACS has three (3) sections. Section A focuses on knowledge of subject matter, Section B is on facilitators' presentation skills while Section C is on learning process exhibited by facilitators. Each section of the questionnaire contained five items. For instance, Section A included questions like "The facilitator is knowledgeable about the lesson content" and "The facilitator was able to tailor the lesson to the learners' understanding." Section B included items such as "I could easily understand the facilitator's instructions" and "The facilitator encouraged active learner participation." Lastly, Section C included questions like "The facilitator provided a clear overview of the lesson at the beginning" and "The facilitator ensured that learners understood each topic before moving on.". All the items were measured in 4 Likerts scale of Strongly Disagree (1), Disagree (2) Agree (3) Strongly Agree (4). The face and content validity of FDS and FACS were determined by experts in Adult and Non-formal Education from Usmanu Danfodiyo University, Sokoto. The reliability of the FACS and FDS was determined using Cronbach Alpha and coefficient indexes (α) of 0.86 and 0.82 were obtained respectively. This proved that the instruments were reliable for the study.

The researchers with the help of trained research assistants administered 68 copies of Facilitators Demographic Scale (FDS) to 68 facilitators in the three centres in Sokoto metropolis. They also took the basic literacy learners through the filling of Andragogical Competence Scale (FACS). It was ensured that all the 380 sampled learners responded to the FACS. The researchers with the support of the facilitators got the academic performance of the 380 basic literacy learners in the prepared Proforma. Demographic data were presented using frequency and percentages. The null hypotheses were tested with the use of PPMC at 0.05 level of significance.

III. Presentation and Analysis of Results

The following section presented information and data collected in the course of the study. Table 1 provided demographic information about educational qualification and years of working experience of the adult and non-formal education facilitators.

TABLE I
DEMOGRAPHIC DATA

Item	Frequency	Percentage
B.Ed/ BSc.Ed/ B.A.Ed	9	13.24
B.A./BSc	7	10.29
NCE	24	35.29
ND	5	7.35
O' Level	23	33.82
Total	68	100.00
Years of Experience		
1 - 4 Years	4	5.88
5 - 9 Years	21	30.88
10 - 14 Years	19	27.94
15 - 19 Years	13	19.12
20 years and above	11	16.18
Total	68	100.00

Table 1 presents information on the demographic data of the adult literacy facilitators. According to the first part of Table 1, a total of sixty-eight (68) adult education facilitators participated in the study. From the data, it could be observed that 9 (13.24%) of the facilitators possess B.Ed/ BSc.Ed/ B.A.Ed degrees while 7 (10.29) of them possess B.A./B.Sc degrees. The table further revealed that 24 (35.29%) of the facilitators possess Nigeria Certificate in Education (NCE) and 5 (7.35%) possess National Diploma (ND). Finally, Table 1 reveals that 23 (33.82%) of the facilitators possess O' level qualifications.

The second part of Table 1 has information on the years of working experience of the facilitators. The table reveals that 4 (5.88%) of the facilitators have spent 1 – 4 years in the work and 21 (30.88%) have spent 5 – 9 years as facilitators for adult education. Likewise, Table 1 also reveals that 19 (27.94%) of the facilitators spent 10 – 14 years in the job and another 13 (19.12%) have spent 15 – 19 years as facilitators of adult education learners. Finally, the part reveals that 11 (16.18%) of the facilitators have spent 20 years and more in the job.

HO1: Facilitators' educational qualification is not significantly related to learning outcomes of adult basic literacy learners in Sokoto.

TABLE II
FACILITATORS' EDUCATIONAL QUALIFICATION
AND LEARNING OUTCOMES

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Educational Qualification	68	38.90	8.392	.401	.001	H ₀ Rejected
Learning Outcome	380	43.95	5.474			

The results in Table 2 indicate a significant positive relationship between facilitators' educational qualifications and learner outcomes ($r(446) = .401, p < .001$). This means that higher levels of facilitator qualification are associated with better learner outcomes. Therefore, the null hypothesis (H01), which stated that there is no significant relationship between facilitator qualifications and learner outcomes, was rejected.

HO2: Facilitator' andragogical competence is not significantly related to learning outcomes of adult basic

literacy learners in Sokoto.

TABLE III
RELATIONSHIP BETWEEN FACILITATORS' ANDRAGOGICAL
COMPETENCE AND LEARNING OUTCOMES

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Andragogical Competence	380	36.90	9.399	.236	.000	H ₀ Rejected
Learning Outcome	380	43.95	5.474			

The findings in Table 3 reveal a significant positive correlation between facilitators' andragogical competence and learner outcomes ($r(758) = .236, p < .000$). This implies that higher levels of andragogical competence among facilitators are associated with improved learner outcomes. Consequently, the null hypothesis (H02), which posited no significant relationship between facilitator competence and learner outcomes, was rejected.

H03: Facilitators' years of experience is not significantly related to learning outcomes of adult basic literacy learners in Sokoto.

TABLE IV
RELATIONSHIP BETWEEN FACILITATORS' YEARS OF EXPERIENCE
AND LEARNING OUTCOMES

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Years of Experience	68	40.91	7.041	.431	.000	H ₀ Rejected
Learning Outcome	380	43.95	5.474			

The data presented in Table 4 demonstrates a significant positive correlation between facilitators' years of experience and learner outcomes ($r(446) = .431, p < .000$). This implies that more experienced facilitators tend to have learners with better outcomes. Therefore, the null hypothesis (H03), which stated no significant relationship between facilitator experience and learner outcomes, was rejected.

IV. Discussion

Based on the results presented and analyzed, it shows that facilitators educational qualification is positively related to learning outcomes of the adult basic literacy learners in the centres, in other words, the educational qualifications of the facilitators play a key role in learners' literacy attainment. Incidentally, this has already been noted as a factor for success where it has been observed that facilitating adult learning requires facilitators who possess relevant and required educational qualifications. Furthermore, Alkali (2016) and Zakari (2015) noted that scarcity of professional adult facilitators that possess required and relevant educational qualifications was one of the most important factors for success in adult basic literacy centres. Likewise, studies such as that of Oviawe (2020), Ufonabasi and Friday (2014), Aina, Olanipekun and Garuba (2015), Alkali (2016), Adeshina (2017), Agbo-Egwu, Adadu, Nwokolo-ojo and Enaboifo (2017) and Alufohai (2013) have recognized teaching qualification as an important factor in determining the quality of facilitators. Thus, it is imperative that facilitators with the required qualifications should be given the job in such adult basic literacy centres and be encouraged to provide

their best. This is in order to avoid the observation by Adeshina (2017) that many of the adult facilitators are not specialists, professionally trained, or competent enough in facilitating an adult learning class.

The result also revealed that there is significant relationship between facilitators' andragogical competence and learning outcomes of adult basic literacy learners in the centres. In essence, this indicates that the facilitators' competency in his/her knowledge, skills and attitudes to ease adult learning is vital for the attainment of literacy success for the learners. This could well be the reason why Ogu, et al. (2019) maintained that the quality of a facilitator is also believed to be determined by his andragogical competence. To buttress this, studies like that of Bakare (2011, 2015), Onwuadi (2014), and Yusuf and Zakari (2015) provided that adult facilitators' andragogical competence has an effect on both the content and the processes of instruction, thus influencing both what and how they facilitate. Because of the apparent importance of this competence, it would benefit all to improve upon that though studies indicated that research efforts have been made to improve the quality of adult facilitators' teaching in Nigeria (Onwuadi, 2014; Yusuf & Zakari, 2015; Ogu, et al., 2019).

The results definitively establish a significant relationship between facilitators' years of experience and learner outcomes. This highlights the importance of fostering a continuous learning mindset among facilitators, encouraging them to seek out new ideas, challenges, and commitments to enhance learner achievement over time. Senechal (2010), as cited in Etiubon and Benson (2014), underscores the significant positive impact of facilitator experience on learner outcomes, with substantial gains occurring in the early years and continuing at a slower pace thereafter. Experienced facilitators exhibit confidence in their ability to reach even the most challenging learners, while less experienced facilitators may feel overwhelmed by unmotivated learners (Etiubon & Benson, 2014).

To maximize learner outcomes, authorities should prioritize retaining experienced facilitators, as they are a key determinant of learner performance (Aina et al., 2015). Additionally, experience enhances knowledge, skills, and productivity (Rice, 2010). Akinyele (2001) and Commey-Ras (2003), as cited in Etiubon and Benson (2014), further emphasize that experience improves teaching skills and strengthens the learner-facilitator relationship.

V. Conclusion

The study was able to contribute that educational qualification, andragogical competencies and years of experience are very vital to the realization of the objectives of adult basic literacy programme in the area of study. It also proves that for the adequate achievement of the aims of the programme, there is the need to put into consideration those aspects as they pertain to the requirements with which the facilitators could adequately provide the much desired services. Conclusively, the authorities concerned should ensure provision of the much-needed learning environments and particularly enticing conditions of service for the facilitators.

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Improving Research Productivity of Bottom-Level Academics Through Knowledge Acquisition and Sharing Behaviours

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ABSTRACT

University rankings are heavily influenced by the research productivity of their academic staff, making it a strategic resource for enhancing their reputation and social impact. For bottom-level academics, publishing research in reputable journals is crucial for their academic and professional growth. The quality of their research output largely depends on acquiring knowledge from quality sources and sharing knowledge with colleagues both within and outside their universities. Unfortunately, research that primarily focuses on the research productivity of bottom-level academics and the factors that contribute to it has been hitherto ignored. This study investigates the relationship between knowledge acquisition, knowledge sharing, and research productivity among bottom-level academics in selected universities in Ogun State, Nigeria. A correlational survey research design was employed. The population comprised 645 bottom-level academics from three universities in Ogun state. A sample size of 215 was obtained, and 178 properly filled questionnaires were returned. Descriptive statistics, correlation, and multiple regression analysis were used for data analysis. The findings revealed high levels of knowledge acquisition and knowledge sharing among the respondents. However, the overall mean level of research productivity was low, despite a high level of publications in learned journals. Correlation analysis results indicated a significant and positive relationship between knowledge acquisition and research productivity, and between knowledge sharing and research productivity. Multiple regression analysis showed that knowledge acquisition and knowledge sharing had a combined effect on the research productivity of the respondents. The study concludes that knowledge acquisition and sharing significantly influence the research productivity of bottom-level academics in Ogun-State, Nigeria. Recommendations are presented based on these findings.

Keywords: Knowledge Acquisition, Knowledge Sharing, Research Productivity, Bottom-Level Academics, Universities, Ogun State, Nigeria.

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I. Introduction

Universities, regardless of their geographical setting, are widely recognised as epicentre for the creation and dissemination of knowledge, with most research outputs originating from them (Tweheyo, Abaho, & Verma, 2022). Publishing high-quality research is a fundamental goal in academia, it advances knowledge, guiding policy, and enhances the reputation and visibility of academics and their universities. This is true because the performance and productivity of faculty members are the key determinants

of the ranking of universities (Syed et al., 2021). The emergence of global university rankings has transformed research from an academic vocation into a strategic resource (Ryazanova & Jaskiene, 2022) that attracts social impact and reinforces their achievements and reputations. Given the significance of research productivity of academics, it becomes crucial for universities to prioritize scholarly research and ensure that factors promoting publication output are thoroughly considered and addressed.

Research productivity refers to the outcomes resulting from research activities. For the purpose of this study, the

indicators used to measure research productivity are published articles in refereed journals, conference papers, ongoing research and book chapters. Research productivity and its regular assessment has become fundamental feature of contemporary universities, and the significance of publication in the growth and development of the academics (Okonedo, Popoola, Emmanuel, & Bamigboye, 2015), especially bottom-level academics cannot be overestimated.

Bottom-level academics are teaching staff that are in the early stages of their academic careers, specifically, those at the grade levels of assistant lecturer, lecturer II, and lecturer I. They are at the forefront of teaching and learning and their research output significantly contributes to the universities' intellectual capital. As early-career or emerging academics, it is important for them to show appreciable levels of research productivity because their promotion and career recognition are tied to it (Okonedo, 2015). Thus, for the purpose of academic and professional advancement, it is essential for bottom-level academics to conduct research and publish their findings in reputable academic journals. Research productivity holds significant importance for these academics and their universities. However, their potential to produce impactful research is often influenced by some knowledge management practices- knowledge acquisition and sharing behaviour.

Knowledge acquisition is regarded as knowledge activities geared towards seeking and obtaining knowledge from both internal and external sources/ environment. It is a critical component of research productivity, as it equips academics with the necessary skills and insights to conduct rigorous and impactful research. Although some other terminologies have been used to depict the process of acquiring knowledge, terms such as seek, acquire, capture, generate, etc. all refer to the process of knowledge accumulation (Gold, Malhotra, & Segars, 2001).

Knowledge sharing is another factor that could influence the research productivity of academics in universities. Knowledge sharing allows for the cross-fertilisation of ideas, promotes interdisciplinary research, and enhances the overall quality of research output. Knowledge sharing empowers the learning process in research activities and outputs (Okonedo, 2015). It plays key roles in information dissemination, research, teaching, and learning and exposes academics to a wide range of endless streams of opportunities, as well as providing them with channels for communicating research findings.

Despite the importance of research productivity to the development and career progression of bottom-level academic staff working in universities, researchers have observed low research productivity among academic staff in Nigerian HEIs (Lawal & Olawale, 2020; Abiodun-Oyebanji, 2023; Haruna, Momoh, & Ismail, 2023). It is widely recognised that knowledge acquisition and sharing behaviour are generally presumed to be critical behaviours which guide and inspire academics to achieve the high research productivity necessary for rapid career progression, particularly for young and mid-career academics. However, studies that have focused on bottom-level academics as a separate group of academics in Nigeria are rare. Hence, the study investigates the nature

and interrelationships of knowledge acquisition, knowledge sharing, and research productivity among bottom-level academics. The specific objectives of the study include to:

1. Ascertain the level of knowledge acquisition for research activities by bottom-level academics in selected universities in Ogun State
2. To ascertain the extent of knowledge sharing among the bottom-level academics.
3. Find out the research productivity level of the bottom-level academics.
4. Determine the significant relationship between knowledge acquisition and research productivity of bottom-level academics.
5. Establish the significant relationship between knowledge sharing and research productivity of bottom-level academics.
6. Find out the significant combined contribution of knowledge acquisition and knowledge sharing to research productivity of bottom-level academics.

This study posed and addressed the following research questions.

1. To what level do bottom-level academics in selected universities in Ogun State acquire knowledge for research activities?
2. To what extent do bottom-level academics in selected universities in Ogun State share knowledge?
3. What is the research productivity level of bottom-level academics in selected universities in Ogun State?

Hypotheses formulated and tested in this study include:

H01: Knowledge acquisition has no significant relationship with research productivity of bottom-level academics in selected universities in Ogun State.

H02: knowledge sharing has no significant relationship with research productivity of bottom-level academics in selected universities in Ogun State.

H03: Knowledge acquisition and knowledge sharing have no significant combined contribution to research productivity of bottom-level academics in selected universities in Ogun State.

II. Literature Review

a. Research productivity of academics

Research productivity is a key measure of academic achievement and often determines an academic's status among peers (Oyeyemi et al., 2019). The scholarly achievements of academic staff, which contribute to the prestige of programs and institutions, are emphasized (Simisaye, 2019; Owate, Iroze, & Echem, 2020). In Nigerian universities, commitment to scholarly activities, leading to knowledge and idea production, is a defining feature. Academics regard research activities as a crucial part of their roles, leading to new knowledge and scientific discoveries (Kpolovie & Dorgu, 2019). Research and publication are argued to be the most conspicuous determinants of academic status in universities and other

higher learning institutes in many countries, including Nigeria (Albert, Davia, & Legazpe, 2016).

Numerous empirical studies have been conducted to understand the research productivity of academics in higher education institutions. While some reported low research productivity, others reported high or moderate level. For example, a study was carried out by Basiru (2018) on the research productivity of academics in private universities in South-West Nigeria found that the research output of the academic staff in these institutions is moderately low. Also, a study by Haruna, Momoh, and Ismail (2023) on the research and publication productivity of the academic staff at Auchu Polytechnic in Nigeria found that the publication productivity among the staff was low. Abiodun-Oyebanji (2023) surveyed lecturer research output in Colleges of Education (CoE) in Southwestern Nigeria and found that lecturers' research productivity was low. Other research reported high publication outs among academics. For example, Bamigboye, Adenekan, and Olude (2018) surveyed the research output of 536 academic staff at the Federal University of Agriculture in Abeokuta, Nigeria and found that the level of research output among the staff was high.

b. Knowledge acquisition by academics

Liao, Wu, Hu, and Tsui (2010) regarded knowledge acquisition as the first step in the process of developing knowledge and also the gatekeeper of any knowledge management system. Knowledge acquisition acts as the primary channel through which new knowledge is added to the knowledge repository. Pacharapha and Ractham (2012) mentioned that the acquisition of knowledge requires the recipient's willingness, attitude, and ability to use it. Both the source and the recipient should be willing to share and acquire knowledge. Knowledge acquisition, a process involving the gathering and learning of suitable knowledge, utilises a variety of internal and external resources (Gholami, Asli, Salman, & Noruzy, 2013). According to the authors, these resources include expert mentoring, relevant documents, experience, dialogue, education, and training, which are among the most common techniques for acquiring knowledge.

The literature review reveals a dearth of empirical studies on knowledge acquisition, but many studies focus on the sources and methods academics use to acquire knowledge. These findings are often reported under the topics of information needs and seeking behaviour. Various terms like 'acquire', 'seek', 'generate', and 'capture' are used to describe the process of accumulating knowledge (Gold et al., 2001). The study by Shuva and Taisir (2016) at the University of Dhaka, Bangladesh, reported that most academics employed journals in their research and teaching practices. In a study conducted by Kaba and Ramaiah (2018) on knowledge acquisition among faculty members, it was discovered that journals, newspapers, books, magazines, and conference proceedings are the primary sources through which faculty members in the UAE acquire knowledge. On the home front, Ogunmodede and Oniovosa (2019) found that the Internet, e-resources (e-books/e-journals/online databases), print resources (textbooks/journals/reference books), mass media (TV/radio/newspapers),

conferences/seminars/workshops, and interaction among colleagues were the sources of knowledge acquisition by the academic staff of three universities in Bayelsa State, Nigeria. In the same vein, Omah and Urhiewhu (2019) reported the results of the information-seeking behaviour of academic staff at Taraba State University, Jalingo, Nigeria. Findings indicated that academics at Taraba University acquire knowledge mostly through the internet, workshops, conferences, seminars, and informal academic interaction, and these sources were used for their teaching and research activities.

c. Knowledge sharing by academics

Knowledge sharing has been defined severally by scholars in their various works. According to Nguyen (2020), knowledge sharing is a process of exchanging information, skills, and experiences. Madugu and Manaf (2018) explain that the sharing of knowledge entails the activities of exchanging, disseminating, or transmitting knowledge that has already been acquired. The authors further conceived knowledge sharing as "disseminating ideas, thoughts, experiences, understandings, or events on given subject(s) with anticipation to achieve more understandings or insights" (p. 23). Kalu, Usiedo, and Chidi-Kalu (2019) described knowledge sharing as a mutual exchange of ideas and information that could shape the learning process within teams in organisations.

Over the years, several frantic research efforts have been made to find out knowledge sharing behaviours of academics. For instance, Ogunmodede and Popoola (2019) conducted a survey on the level of knowledge sharing among academic librarians in the federal universities in Nigeria and found that the level of knowledge sharing among academic librarians in the federal universities in Nigeria was high. Eiriemiokhale and Idiedo (2020) investigated knowledge sharing practices among lecturers at Kwara State University, Malete and found that academics were most likely to share knowledge with their colleagues in universities. Abbas (2017) investigated the phenomenon of knowledge sharing among academic staff in Bayero University, Kano; the University of Maiduguri; the University of Ibadan; and the University of Port Harcourt. The study discovered that academics in the four universities were sharing knowledge through participation in workshops, seminars, and conferences, membership of professional associations and societies, and a willingness to share knowledge and other resources with their colleagues.

d. Knowledge acquisition, sharing and research productivity of academics

The literature review has shown a dearth of studies on the relationship between knowledge acquisition and research productivity, compared to other knowledge management activities like sharing and utilisation. No known studies directly address this relationship, making the current study relevant. However, some studies have explored the relationship between knowledge acquisition and other performance outcomes like organisational

performance and innovation. It's assumed that knowledge acquisition can enhance academic research productivity. Lyles and Salk (2007) found a positive relationship between knowledge acquisition and organisational performance. This underscores the importance for institutions to identify best practices for achieving excellent performance (Zwain, Teong, & Othman, 2012), a good indicator of research productivity. Knowledge acquisition is a crucial part of the learning cycle, helping academics continuously develop and expand their knowledge repository.

Several studies have reported the relationship between the two constructs of knowledge sharing and research productivity in different geographical contexts. For instance, Fauzi, Nya-Ling, Thursamy, and Ojo (2019) investigated the role of knowledge sharing on research productivity of academics from public and private universities in Malaysia and found that academic knowledge-sharing behaviour has a substantial impact on research productivity. In a recent study in Indonesia, Aulawi (2021) investigated the impact of knowledge sharing on research productivity among academic staff at a private university in Indonesia and found that knowledge sharing significantly influenced the university's research productivity. On the home front, Owate, Iroeze, and Echem (2020) investigated the knowledge sharing and research productivity of academic librarians in the Donald Ekong Library of the University of Port Harcourt, Rivers State, Nigeria. The findings revealed that both academic librarians who have publications and those without publications agreed that knowledge sharing among academic librarians is relevant to their productivity. The study conducted by Bamigboye, Adenekan, and Olude (2018) also revealed a significant relationship between knowledge sharing and research output among the academic staff of the Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. On the contrary, finding from the study by Okonedo and Popoola (2012) showed that knowledge sharing was not relatively significant for research productivity.

III. Methodology

This study employed the survey research design of correlational type. The population of this study consists of 645 bottom-level academics spread across faculties/colleges in the selected universities in Ogun State, Nigeria. A multi-stage sampling procedure was used to select homogenous faculties/colleges in three universities (Federal university of Agriculture, Abeokuta, Olabisi Onabanjo University, and Covenant University), focusing on common faculties like engineering, science, and social science/management. Out of 372 bottom-level academics in these faculties, 215 were selected from common departments. Subsequently, the census method was applied to the 215 selected homogenous departments. A structure questionnaire was used to gather data. Out of 215 copies of administered questionnaire, 178 were properly completed and used for the study. The Croabach alpha coefficient values obtained for the instrument were Research productivity scale = 0.775, Knowledge acquisition scale = 0.788 and Knowledge sharing scale = 0.788.

IV. Findings

Research Question 1: To what extent do bottom-level academics in selected universities in Ogun State acquire knowledge for research activities?

TABLE I
TEST OF NORM SHOWING THE LEVEL OF KNOWLEDGE ACQUISITION AMONG BOTTOM-LEVEL ACADEMICS IN SELECTED UNIVERSITIES IN OGUN STATE

Interval	Mean index	Extent of knowledge acquisition	Frequency	Percentage
1-7		Very low extent	-	-
8-14		Low extent	5	2.8
15-21		Neutral	19	10.6
22-28	27.5196	High extent	78	43.6
29-35		Very high extent	77	43.0

Table 1 shows the percentage extent of knowledge acquisition

among bottom-level academics in selected universities in Ogun State. 5 (2.8%) respondents had low extent of knowledge acquisition, 19(10.6%) respondents were neutral, 78(43.6%) respondents had high extent of knowledge acquisition, and 77(43.0%) respondents had a very high extent of knowledge acquisition. Hence, there was a high extent of knowledge acquisition among bottom-level academics in the study. This is in line with Kaba and Ramaiah (2018) who posited that regardless of the nature of an academic institution, academic staff members are continuously involved in activities related to knowledge acquisition. To carry out quality research work, they must engage in the process of knowledge acquisition.

Research Question 2: To what extent do bottom-level academics share knowledge?

TABLE II
TEST OF NORM SHOWING THE LEVEL OF KNOWLEDGE SHARING AMONG BOTTOM-LEVEL ACADEMICS IN SELECTED UNIVERSITIES IN OGUN STATE

Interval	Mean index	Extent of knowledge sharing	Frequency	Percentage
1-7		Very low extent	1	0.6
8-14		Low extent	4	2.2
15-21		Neutral	34	19.0
22-28	24.3352	High extent	91	50.8
29-35		Very high extent	49	27.4

Table 2 displays the extent of knowledge sharing among bottom-level academics in selected universities in Ogun State, expressed in percentages. Specifically, 1 respondent (0.6%) exhibited a very low extent of knowledge sharing, 4 respondents (2.2%) showed a low extent, 34 respondents (19.0%) were neutral, 91 respondents (50.8%) demonstrated a high extent of knowledge sharing, and 49 respondents (27.4%) indicated a very high extent. Thus, it can be inferred that there is a high extent of knowledge sharing among the bottom-level academics in the study. This is in agreement with the study by Ogunmodede and Popoola (2019) who found that the level of knowledge sharing among academic librarians in the federal universities in Nigeria is high. This finding is supported also by Obinyan, Adetona, and Adeniyi (2021) who

reported a high level of knowledge sharing among LIS professionals in Nigeria.

Research Question 3: What is the research publication output level of bottom-level academics?

Table III: Research publication output level of bottom-level academics in selected university in Ogun State within the period of 5 years.

In answering research questions 3, the researcher applied the decision rule: 1.5- 2.0=very low, 2.1-2.49=low, 2.5-3.49 =high, 3.5-4.0 =very high.

TABLE III

S/n	Research productivity	Non e	1-3	4-6	7-9	10 above	\bar{X}	S. D.
1	Articles in learned journals	5 2.8%	22 12.3%	31 17.3%	36 20.1%	85 47.5%	3.9 7	1. 18
2	Conferences proceedings	39 21.8%	88 49.2%	39 21.8%	4 2.2%	9 5.0%	2.2 0	2. 97
3	Completed research	25 14.0%	89 49.7%	49 27.4%	6 3.4%	10 5.6%	2.3 7	0. 95
4	Chapters in books	133 74.3%	41 22.9%	4 2.2%	-	1 0.6%	1.3 0	0. 56
		Mean =2.46						

Source: Field survey, 2023

In Table III, 85 (47.5%) academics published over 10 articles in learned journals, 36 (20.1%) published between 7-9 articles in learned journals, 31 (17.3%) published between 4-6 articles, and 22 (12.3%) published between 1-3 articles in learned journals. The majority of academics (48.2%) published between 1 and 3 conference proceedings, and 89 (49.1%) had between 1 and 3 ongoing research, respectively. Articles in learned journals have the highest mean score (=3.97), followed by completed research (=2.37), conference proceedings (=2.20), chapters in books, which had the lowest mean score (=1.30). It can be inferred therefore that the level of research publication output of bottom-level academics between 2018 and 2023 was low. However, the table also shows that within 2018-2023, 121 (67.6%) of the respondents had published above 7 articles, with the level of their journal articles publication are high.

In universities across Nigeria, academic staff are promoted every three years, with the expectation that they will present proof of their published works. If an academic staff member can publish seven or more articles in scholarly journals over a five-year period, their publication output rate can be considered fair. This finding aligns with research conducted among academics in universities, polytechnics, and colleges of education. Studies by Basiru (2018), Haruna, Momoh, and Ismail (2023), and Abiodun-Oyebanji (2023) similarly found the research productivity of academic staff to be low. Consistent with the results of this current study, they also found a high number of publications in scholarly journals. This study supports the findings of Bamigboye, Adenekan, and Olude (2018), who found articles published in scholarly journals to be high among academic librarians.

H01: Knowledge acquisition has no significant relationship with research productivity of bottom-level academics in selected universities in Ogun State.

TABLE IV
PEARSON PRODUCT MOMENT CORRELATION (PPMC) SHOWING THE RELATIONSHIP BETWEEN KNOWLEDGE ACQUISITION AND RESEARCH PRODUCTIVITY OF BOTTOM-LEVEL ACADEMICS

Variables	Mean	Std. Dev.	N	R	p-value	Remarks
Research productivity	9.8324	2.45747	179	.351*	<.001	Sig.
Knowledge acquisition	26.8324	5.77041				

* Correlation is significant at the 0.05 level (2-tailed).

Table IV indicates that knowledge acquisition do have a significant and positive relationship with research productivity of bottom-level academics ($r = .351$, $n = 179$, $p < .05$). This implies that knowledge acquisition influenced/enhanced research productivity of bottom-level academics at the selected universities in the study. Hence, the hypothesis is rejected and restated: Knowledge acquisition has significant relationship with research productivity of bottom-level academics in selected universities in Ogun State.

Hypothesis 2: Knowledge sharing has no significant relationship with research productivity of bottom-level academics in selected universities in Ogun State.

TABLE V
PEARSON PRODUCT MOMENT CORRELATION (PPMC) SHOWING THE RELATIONSHIP BETWEEN KNOWLEDGE SHARING AND RESEARCH PRODUCTIVITY OF BOTTOM-LEVEL ACADEMICS

Variables	Mean	Std. Dev.	N	R	p-value	Remarks
Research productivity	9.8324	2.45747	179	.334*	<.001	Sig.
Knowledge sharing	23.9665	5.45142				

* Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows knowledge sharing do have a significant and positive relationship with research productivity of bottom-level academics ($r = .334$, $n = 179$, $p < .05$). The result in Table 5 depicts that knowledge sharing influenced/enhanced research productivity of bottom-level academics at selected universities in the study. Hence, the null hypothesis is rejected and restated: Knowledge sharing has no significant relationship with research productivity of bottom-level academics in selected universities in Ogun State. This is in line with the findings of Aulawi (2021) and Fauzi, Nya-Ling, Thursamy, and Ojo (2019) who found a significant relationship between knowledge sharing and research productivity academic staff.

Hypothesis 3: Knowledge acquisition and knowledge sharing have no combined contribution to research productivity of bottom-level academics in selected universities in Ogun State.

TABLE VI:
MULTIPLE LINEAR REGRESSION ANALYSIS RESULTS SHOWING THE
COMBINED CONTRIBUTION OF KNOWLEDGE ACQUISITION AND
KNOWLEDGE SHARING TO RESEARCH PRODUCTIVITY
OF BOTTOM-LEVEL ACADEMICS

(a) Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.407 ^a	.166	.156	2.44876

a. Predictor: (Constant), Knowledge acquisition, knowledge sharing

(b) ANOVA^a						
Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	209.465	2	104.73	17.46	.000
	Residual	1055.37	17	2	6	b
	Total	1264.83	17	5.996		
		8	8			

a. Dependent Variable: Research productivity

b. Predictor: (Constant), Knowledge Acquisition, knowledge sharing

(c) Coefficients^a				
Model	Unstandardized Coefficient	Standardized Coefficient	T	Sig. p
	B	Std. Error	Beta	Contribution
(Constant)	2.775	1.003		2.766 .006
Knowledge acquisition	.118	.035	.256	3.379 .001
Knowledge sharing	.111	.037	.226	2.981 .003

a. Dependent Variable: Research productivity

The multiple regression analysis result presented in Table 6 (a & b) indicates that knowledge acquisition and knowledge sharing have combined contribution to research productivity of the bottom-level academics [R =.407, F(2, 176) =17.466, p < 0.05]. With the Adjusted R2 = 0.156, the model implies that 15.6% of the variance in research productivity is explained by the variation in the two predictor variables, knowledge acquisition and knowledge sharing when taken together. This implies that the remaining 84.4% of the variance, which is not explained by the two predictor variables in the model, can be attributed to other extraneous variables. Accordingly, the null hypothesis (H02) is rejected. Thus knowledge acquisition and knowledge sharing had a significant combined effect on the research productivity of bottom-level academics in selected universities in Ogun State.

Further, Table 6 (c) presents the results of individual multiple regression analyses. The relative contribution of the independent variables to the dependent variable is expressed as beta weights, viz., knowledge acquisition ($\beta =.256$, $p < .05$) and knowledge sharing ($\beta =.226$, $p < .05$), respectively. Hence, knowledge acquisition and knowledge sharing were significant, i.e., they could independently and significantly predict the research productivity of bottom-level academics in the study.

V. Conclusion

This study has provided valuable insights into the relationship between knowledge acquisition, knowledge sharing, and research productivity among bottom-level academics in selected universities in Ogun State, Nigeria.

Based on the findings of this research, these academics acquire knowledge extensively from both tacit and explicit sources, and they exhibit a positive attitude towards knowledge sharing, primarily through face-to-face interaction. Despite the overall research productivity appearing low, the publication of articles in scholarly journals was notably high, possibly due to the fact that their promotion is largely based on these publications. However, their contributions to conference proceedings and book chapters remain low. These findings underscore the critical role of knowledge acquisition and sharing in enhancing research productivity, particularly in the publication of articles in learned journals. Future research could further explore the factors hindering the research productivity of bottom-level academics. Additionally, these findings could serve as a foundation for future studies investigating these relationships in different contexts and among other academic groups. This would contribute to a more holistic understanding of the dynamics of research productivity in academia.

VI. Recommendations

Based on the findings, the study recommends the following:

1. The study highlights a high level of knowledge acquisition and sharing among respondents. However, it recommends that university management should further encourage this, especially among bottom-level academics. The suggested strategies include: Establishing programs where experienced academics guide less experienced colleagues, implementing a system to incentivize knowledge sharing, such as acknowledging contributions in various platforms, providing platforms like online forums and shared digital libraries to facilitate collaboration and knowledge sharing, and promoting a culture that values knowledge sharing and collaboration, reflected in the university's mission statement, policies, and practices.
2. University management should take steps to encourage and support bottom-level academics in their efforts to publish more publications. This could include providing financial assistance to attend conferences, offering workshops or training on writing for publication. By doing so, universities can help to foster a more diverse and robust culture of research and publication among their academic staff.

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Information Seeking Behaviour of Lecturers in Private Universities in Oyo State

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ABSTRACT

When planning and providing information services for their clients, librarians and information service providers must take into account users' information-seeking behaviours. This role is also felt in the productivity level of librarians. In other words, when librarians are productive, it goes a long way in bringing about much positivity to the sustenance of that organization. When this is not the case, there is every tendency that, that organization might collapse. It is in this regard that this study therefore deems it fit to investigate the Information Seeking Behaviour (ISB) of Lecturers in Private Universities in Oyo State. Descriptive research design was adopted. Population consists of 520 lecturers in private universities in Oyo state, Nigeria. 217 lecturers served as the sample size after Krejcie and Morgan was applied to determine the sample size. Multi stage sampling technique was used as well as a validated questionnaire was also used to collect data. The reliability coefficient for the variable was 0.72. Data collected was analyzed using descriptive and inferential statistics. Findings revealed that (ISB) had significant influence on teaching, citation, students' project supervision, grant proposal writing and research activities of lecturers. The study concluded that ISB influenced lecturers. The study recommended that academic libraries to organise various seminars for lecturers to boost the use of available sources of information resources and equip them with necessary information retrieval skills to effectively use the databases from where they can obtain quality resources.

Keywords: Academic Libraries, Information Seeking Behaviour, Lecturers, Private Universities.

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I. Introduction

Over the years, librarians have been studying the information seeking behaviour of academicians in the various field of life in order to serve them better. Wilson, T.D (2016) affirmed that Information seeking behaviour includes those activities an individual engages in when identifying his or her own need for information, searching for such information in any way and using or transferring of information. Information seeking behaviour is also regarded as an umbrella concept which encompasses information seeking and information use. Reijo Savolainen, (2007) also refers information seeking to a conscious effort to get information in an attempt to fill a

perceived need knowledge gap. Sejjane, (2017) explained that scholars have shown that information users can come across information while not actively searching for information or particular Information. This happen through serendipity, chance encounters, or when people share information that they believe may be useful to others. From this perspective, it is clear that an investigation of information seeking behaviour attempts to understand the reasons why individuals seek for information, the kind of information to be sought, and the means and sources by which information needed is being sought. In the context of this study, the focus is on how lecturers behave when they have to use electronic information resources and how this influences their seeking behaviour. This includes their preferred sources of information, information search

strategies, ability to evaluate information and make proper references to information sources.

Wilson, (2000) defined Information behaviour as sum total of human behaviour regarding the sources and channels of information, including both active and passive information seeking and information use. This definition has encompassed both the offline and online information sources as it includes face to face and online communication with others as well as the passive reception of information. Information seeking behaviour refers to how information users come to realise their needs for information and how they pursue and eventually make use of information. It is based on this premise that the study seeks to examine information seeking behaviour of lecturers in private universities in Oyo State.

II. Statement of the Problem

Lecturers play vital role by assisting their institutions to meet the set goals of academic activities through available information resources put in place to achieve their goals to include teaching, learning and research.

Evidence from literature and observation have indicated that there could be deficiencies in lecturers' searching habits, searching requirements, patterns and methods in information seeking while conducting research. Also, it was revealed that lecturers rarely have opportunity to attend formal training programmes that could enhance their use of information resources. The consequence of which is that lecturers possess low information seeking skills which might limit access to relevant information desired as component of research information that may need to be disseminated to their audience in their productivity. In addition, previous studies acknowledged that, despite the provisions of current information resources, lecturers failed to search and retrieve the appropriate resources, even if they had access to information resources, refused to utilise them, thereby led to low turnout of productivity among them. Several studies have been conducted on this research topic but very few have been done in the area of private universities. In order to empirically validate these postulations, this study will therefore examine information seeking behaviour of lecturers in Lead City University, Ibadan and Ajayi Crowther University, Oyo state, Nigeria.

III. Aim and Objectives of the Study

The aim of this study is to determine the influence of information seeking of lecturers in Private Universities in Oyo state. The specific objectives are to:

1. Find out the purpose of information needs of lecturers in Private Universities in Oyo State;
2. Examine the level of information seeking behaviour of lecturers in Private Universities, Oyo State;
3. Determine the information sources of lecturers in Private Universities, Oyo State;
4. Study the information search strategies of lecturers in Private Universities, Oyo State;
5. Evaluate the information seeking behaviour of

lecturers in Private Universities, Oyo state;

IV. Research Questions

This study seeks to answer the following research questions:

1. What is the purpose of information needs of lecturers in Private Universities, Oyo State?
2. What is the level of information seeking behaviour of lecturers in Private Universities, Oyo state?
3. What are the information sources of lecturers in Private Universities, Oyo State?
4. What are the information search strategies of lecturers in Private Universities, Oyo State?

V. Research Hypotheses

The hypothesis will be formulated and tested at 0.05 significance level.

1. Ho1 There will be no significant influence of information-seeking behaviour on research productivity of lecturers in Private Universities, Oyo state.

VI. Research Methodology

This study adopts descriptive survey research design of the cross-sectional through a structured questionnaire as a research technique to collect primary data from population sample. The sample population was selected from seventeen (17) faculties of Lead City University, Ibadan, and Ajayi Crowther University, Oyo, Oyo State, Nigeria consists of 333 lecturers and 187 lecturers respectively. The sample size for this study is two hundred and seventeen (217) lecturers. A multistage sampling technique was used to select the sample. In the first stage, two universities; Lead City University, Ibadan, and Ajayi Crowther University, Oyo were purposefully selected among the private universities in Oyo State, they are the most developed universities among the rest with many faculties and full-time lecturers. In the second stage, seven similar faculties were selected from the two institutions in the third stage, the sample for the study was selected using the Krejcie R.V and Morgan, D.W. (1970) table for sample size.

VII. Result and Findings

TABLE I
LEVEL OF INFORMATION SEEKING BEHAVIOUR OF LECTURERS IN PRIVATE UNIVERSITIES, OYO

	Very True of Me	True of Me	Somewhat True of me	Not True of Me	Mean
Information needs of lecturers					
Information needs on how to carry out good research work.	82 (55.0%)	55 (36.9%)	9 (6.0%)	3 (2.0%)	3.50
Information needs on how to do citations properly.	75 (50.3%)	63 (42.3%)	9 (6.0%)	2 (1.4%)	3.43
Information needs on how to write good proposals for accessing grants.	69 (46.3%)	59 (39.6%)	16 (10.7%)	5 (3.4%)	3.30
Information need on how to teach effectively.	67 (45.0%)	65 (43.6%)	17 (11.4%)	--	3.34
Information need on how to carry out good and effective research supervision.	79 (53.0%)	54 (36%).	16 (10.8%)	--	3.43
Average Mean					3.40
Decision Rule: <2.50					
Information sources of lecturers for research					
Internet.	117 (78.5%)	26 (17.4%)	3 (2.0%)	3 (2.0%)	3.76
Online Databases.	115 (77.2%)	28 (18.8%)	6 (4.1%)	--	3.74
Books, Journals, periodicals, encyclopedia.	107 (71.8%)	34 (22.8%)	8 (5.4%)	--	3.68
Libraries.	75 (50.3%)	41 (27.5%)	29 (19.5%)	4 (2.7%)	3.27
Social media platforms.	59 (39.6%)	34 (22.8%)	43 (28.9%)	13 (8.7%)	2.97
Average Mean					3.48
Decision Rule: <2.50					
Information search strategies					
I use Boolean operators to search for information online.	25 (16.8%)	38 (25.5%)	32 (21.5%)	54 (36.2%)	2.21
I use phrase searching technique when looking for information online.	47 (31.5%)	65 (43.6%)	14 (9.4%)	23 (15.4%)	2.94
I use truncation/wildcards when searching for information online.	22 (13.7%)	32 (21.5%)	42 (28.2%)	53 (35.6%)	2.08
I use an interpolation search strategy when seeking information online.	24 (16.1%)	37 (24.8%)	32 (21.5%)	56 (37.6%)	2.24
I use Google scholar all the time when searching for information online.	69 (46.3%)	50 (33.6%)	15 (10.1%)	15 (10.1%)	3.11
Average Mean					2.44
Decision Rule: <2.50					
Evaluating information					
I always verify any information I come across when carrying out a research work.	88 (59.1%)	55 (36.9%)	4 (2.7%)	2 (1.4%)	3.55
I trust the information sources I use when gathering information for my research work.	72 (48.3%)	67 (45.0%)	6 (4.0%)	4 (3.7%)	3.41

I can categorically say that whatever information comes my way when carrying out a research work is highly reliable.	60 (40.3%)	68 (45.6%)	13 (8.7%)	8 (5.4%)	3.22
Information gathered for my research work is always accurate.	70 (47.0%)	72 (48.3%)	7 (4.7%)	--	3.42
I ensure that information used for my research work is always recent.	64 (43.0%)	73 (49.0%)	11 (7.4%)	1 (0.7 %)	3.34
Average Mean					3.38
Grand Mean					3.18

Source: Fieldwork, 2022

Table 1. presents data on the information seeking behaviour of the respondents. The information seeking behavior was measured by information needs, information sources preferred, information search strategies and information evaluation. The data presented show that the most prominent information needed by the respondents is information on how to conduct quality research. This is followed by information on how to properly record citations and how to effectively supervise research students (3.43, respectively). Other information need include; information on effective teaching methods (3.34) and grant proposal writing (3.30). Overall, the respondents demonstrate the ability to identify their information need as the average mean is 3.40. The table also shows the preferred sources of information among the respondents.

The most preferred source of information according to the mean scores of the responses include; internet (mean = 3.76); online databases (mean = 3.74); printed information resources such as Books, Journals, periodicals, encyclopedia (mean = 3.68); libraries (mean = 3.27) and social media platform (mean = 2.97). The average mean of 3.48 shows that the respondents are well aware of various information sources. This awareness does not however translate to dynamic information search strategies.

The data presented shows that the respondents mostly type in research titles/topics onto google scholar and hope for the best (mean = 3.11) followed by use of phrases to search for information online (2.94). They rarely used advanced search techniques such as interpolation (mean = 2.24); Boolean operators (Mean = 2.21); and truncation/wildcards (mean = 2.08). As a result, the average mean of search strategy is 2.44 which is below the accepted level. This shows that majority of the respondents do not adopt advanced search techniques. This however does not affect their ability to evaluate the information retrieved.

The data shows that majority of the respondents usually verify the information they use for research activities (mean = 3.55). They also ensure that they use only accurate information in their research (mean = 3.42) and access only trusted information sources (mean = 3.41). In addition to these, majority of the respondents indicate that they always try to use recent information sources in their research (3.34). The average mean for

information evaluation is 3.38 which shows that majority of the respondents are effective in evaluating the information resources used in research. The low level of information retrieval skills reported in this study was also found in previous studies. Overall, the information seeking behaviour of the lecturers has a grand mean of 3.18. This is acceptable going by the decision rule. The mean score of 3.18 out of possible 4.00 is high and it indicates that the lecturers are sophisticated in their information seeking behaviour.

VIII. Discussion of Findings

This section discusses the study findings in line with the research question. The discussion is based on the results of data analysed in the study.

Research question two in this study seeks to identify the level of the information-seeking behaviour of lecturers in Private Universities, in Oyo state. The result of analysis showed that the lecturers are capable of identifying their information needs. They are also aware of various relevant sources of information and they are capable of evaluating information obtained from various sources. However, the majority of the lecturers lack information retrieval skills. The study found that the respondents lack even the basic information search strategies such as the use of Boolean Operators and truncation. Related studies have also reported that, while Nigerian lecturers are aware and have a positive perception of electronic information resources, their lack of information retrieval skills often prevents them from making the best use of available resources.

When researchers exhibit poor information search strategies, the awareness of their information needs and sources where these needs can be met may be of little significance. This is because they may not be able to retrieve the needed information resources from available information systems. The implication of poor search strategies is that lecturers may not find adequate relevant information resources for their research which can result in low research productivity or the production of low-quality research output. When lecturers are able to identify the actual information they need and where they can get them, it will save them a lot of time and energy that would have been spent in trial and error. Most importantly, when they are able to deploy effective information search and retrieval strategy, it ensures that

they are able to obtain the needed information resources. This goes a long in easing the way for researchers to conduct research.

IX. Conclusion

The information seeking behaviour of the lecturer has shown that they tend toward the use of information resources. Their ability to identify information needs and information sources as well as evaluate information resources is however tempered by their lack of adoption of advanced search techniques. Effective use of information resources in the information age requires information retrieval skills that surpass the elementary skills. This lack of advanced skills mean that the lecturers are unable to retrieve top quality and relevant information resources necessary for the purpose of teaching, citation, students' project supervision, grant proposal writing, and research activities.

X. Recommendations

Based on the findings and conclusion reached in this study, the following recommendations are made;

1. It is important for academic libraries to organise various seminars for lecturers to boost the use of available sources of information resources and equip them with necessary information retrieval skills to effectively use the databases from where they can obtain quality resources.
2. Academic libraries in private universities in Oyo state should introduce robust research support services staffed by qualified librarians who will help librarians in their efforts to use information resources for research purposes.
3. The study also found that information seeking behaviour is a significant determinant of research productivity. It is recommended that libraries periodically conduct survey to understand the information needs and seeking behaviour of lecturers. This will help them anticipate lecturers' information needs and then design the appropriate systems and services to effectively meet those needs'
4. The study has shown the significance of lecturers' information seeking behaviour. To guide the information seeking behaviour of lecturers and information resources, it is important to develop an information literacy skill program targeted at lecturers.

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Optimizing Ict Tools for Dissemination of Covid19- Information by Librarians in Nigerian Academic Libraries

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ABSTRACT

Information Communication Technology tools have been considered indispensable tools for successful delivery of library services especially in the COVID 19 global pandemic. This study answers three research questions about ICT tools as it is applicable to librarians for dissemination of information during Covid-19 era. First, how often do information professionals use ICT tools for dissemination of covid-19? Second, what are the ICT tools used for dissemination of covid-19 information, third, what benefits do information professionals' derive from usage of ICT tools as well as challenges they encounter in getting information about covid-19 across to their patrons using ICT tools? Data were obtained in both quantitative and qualitative formats using one hundred and forty-four librarians as respondents. Total enumeration sampling technique was adopted because the population was minimal. Findings of the study revealed that; ICT tools are being used regularly by librarians for dissemination of covid-19 information, Videoconferencing, WhatsApp, Teleconferencing, Web-based Learning Applications, LinkedIn, Instagram, Software programmes and Facebook were identified as the ICT tools being used by librarians in Nigerian academic libraries for dissemination of covid-19 information. ICT tools are useful and beneficial to librarians as; it facilitates easy participation and engagement of library users in discussions pertaining to covid-19 which in turn curbs the spread of the virus, it facilitates easy education of students about the virus itself and to teach basic hygiene, with ICT tools, Covid 19 information is easily shared between librarians and their users, it also brings about reduction in the barrier of social distancing. The study also found epileptic power supply, poor infrastructure, inadequate funding, low band - with and lack of search skills as the major impediments to successful usage of ICT tools for dissemination of covid-19 information. Thus, it was recommended that libraries across Nigeria should prioritize training of their staff on the required digital skills they need to be able to cope in this advanced technology era

Keywords: COVID -19, Librarians, Information Dissemination, ICT Tools, Nigeria .

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I. Introduction

In the recent years, Covid-19 found its way into the airspace and it has become a global health threat. The pandemic first appeared in a city called Wuhan in China, and presently, it has spread rapidly to nearly all countries across the globe. As reported by European Centre for Disease Prevention and Control (ECDC, 2020), over 81 million people have corona virus with over 1, 782, 111

confirmed death cases in the world. With particular reference to Nigeria, As at March 31st, 2022, 255, 415 cases were confirmed, 249,606 were discharged while 3,142 deaths cases were recorded across the 36 states and the Federal Capital Territory. In order to prevent the scourge of this deadly disease, physical academic activities were prevented by Nigeria Centre for Disease Control (NCDC) and Nigeria University Commission & COVID-19. With this development, all faculties began to see the need to transition from physical teaching and research to

virtual activities. As Pandey (2017) rightly observed, the aim and purpose of running an academic institution which are, teaching, learning and research may be defeated if not well supported by the library through the provision of relevant and timely information resources. Bearing this in mind, librarians were left with no other choice than to result into the use of ICT tools for library service delivery.

An array of ICT tools are readily available for dissemination of information. These include but not limited to E-mail, an electronic medium for faster exchange of information. Videoconferencing tool is another ICT tools used by librarians for dissemination of information, with this tool, librarians can transmit audio and video data to their users. Internet also makes the list of these tools. It is basically a network of networks that performs the connectivity among the computers. Internet provides the medium for communication using different online tools. Social Media platforms are not excluded from the list. Examples of these are Facebook, Twitter, Blogs, and so on. Libraries are using these platforms to promote their services and resources. Basically, Facebook is the most used platforms by libraries because the platform can be used for every kind of information dissemination. Other ICT tools used for dissemination of information are RFID Technology, Closed-Circuit Television (CCTV), fax and Digital library.

Although, some authors such as Putri, Purwanto, Pramono, Asbari, Wijayanti and Hyun (2020) raised some concerns about ICT tools usage for dissemination of information. These authors argued that personal or individual factors such as unwillingness to adapt to change, not being familiar with the applications, low skills, and limited technical support have always being the inhibitors to successful adoption and utilization of ICT tools. Despite these challenges, it is not a gain saying to say that ICT tools have come to take over the conventional ways of information dissemination and librarians should see them as their tool kits.

As observed by Yang et.al. (2020), Corona virus era is an of era insufficient information for decision making, unreliable information for health public debate, inaccessible information to meet people's daily information needs and spread of misinformation disinformation and fake news. The observations that served as a wake-up call for information professionals in Nigerian academic libraries to live up to expectation as most trusted information sources by disseminating adequate, reliable, relevant and easily accessible information on covid - 19 which will go a long in curbing the spread of the virus in academic environments. Librarians in the developed countries have explored the use ICT tools for dissemination of Covid-19 information and it is evident in their reports and submissions that the tools have been very amazing and useful for this purpose. For instance, (Mercieca, 2021) reported that most academic libraries support the government in the campaign against the spread of Corona Virus by providing timely and up-to-date information to their users which in-turn saved a lot of lives.

II. Statement of the problem

As the entire world is being affected by the scourge of corona virus pandemic, the president of IFLA in his report of March 23rd, (2020) charged all information professionals around the world to provide valuable and reliable information on coronavirus so as to curtail the spread of the viral disease. To fulfil this obligation, information professionals in Nigeria were left with no other options than to deploy the use of ICT tools for dissemination of information since Centre for Disease Control (CDC) had placed a restriction on all physical activities in institutions across the country. However, it has been observed that, despite the potentials of these tools, some information professionals in Nigeria still do not see the need to embrace the technology while some are underutilizing due some reasons best known to them.

Additionally, a number of studies had investigated the use of information and communication technologies (ICT) in the context of information dissemination by librarians (Amuda and Ajani 2021; Lo Iacono, Symonds & Brown 2016; Horrell, Stephens & Breheny, 2015). However, only a few focused on the use of ICT tools in the context of provision and dissemination of covid-19 information in Nigerian library settings.

Against this backdrop, this study sought to examine ICT tools usage for dissemination of covid-19 information among information professionals' Nigerian academic libraries.

III. Objectives of the Study

The main objective of the study is to examine ICT tools usage for dissemination of covid-19 information among Information professionals in Nigerian academic libraries. The specific objectives are to:

1. Examine the types of ICT tools used for dissemination of covid-19 information;
2. Determine the frequency of ICT tools use for dissemination of covid-19 among information professionals in the selected libraries;
3. Find out the benefits information professionals' derive from usage of ICT tools for dissemination of covid-19 information;
4. Identify challenges encountered by information professionals in getting information about covid-19 across to their patrons using ICT tools.

IV. Literature Review

a. Concept of Coronavirus

Covid-19 is an acute respiratory illness that was identified in 2019, in Wuhan city, China. Emergence of Corona virus pandemic was announced by the World Health Organization (WHO). In February 2020, Covid-19 stands for coronavirus epidemic. As reported by Guan et, al., (2020) symptoms of Covid-19 are usually; pneumonia with acute respiratory problem, multi-organ failure which may eventually result to death. In 2020, WHO declared COVID-19 outbreak a public health of international concern and as such urged countries across the world to be

active in taking some preventive measures that could curb the spread of the viral disease.

COVID-19 is spread from individual to individual, mainly by inhaling into ones' lung the respiratory droplets of an infected person through cough or sneeze. Other ways through which this disease could be transmitted is by having contact with contaminated fomites and inhalation of aerosols, produced during aerosol generating procedures (Wei, et al., 2020).

Luckily, most people who are tested positive with COVID-19 could fully recover by staying in isolation at home and have enough rest, well hydrated, and adequate usage of medications to relieve fever and aches and pains. One of the most potent ways of curing this deadly disease is by taking a balanced diet with the prescribed drugs. Supporting this, in October 2020, Food and Drug Administration (FDA) recommended adequate intake of meal in their right proportions and some antiviral drugs for some hospitalized COVID-19 patients. To improve on this, scientists are also trying their best to develop other effective treatment as they have some therapies under investigation.

Regardless of the therapies under investigation, the best way so far to curb the menace of this viral disease is prevention of its spread. Buttressing this, WHO in its report of March 2020, admonished people to prevent spread of COVID-19 at all cost; as it is better when prevented than to face with the health distresses caused by the disease and subsequent seeking for medical attention. It was further recommended that there is need for development of coordination mechanism and such mechanism should not be limited to health but should be extended in the entirety of society such as travel, commerce, transportation, security, finance and so on. Going by the above submission, it is not a gain saying to opine that preventive measures are the best ways to curb the spread of Covid -19 cases. Preventive strategies include but not limited to; washing of hands properly with hand sanitizers, use of nose mask, social distancing; to stay hygienic and by taking anti Corona vaccine.

There are countless numbers of posters pamphlets, advertisements prepared by different organizations all over the world on all issues relating to prevention of the scourge of COVID-19 diseases. WHO is not left out on the list organizations that have published tools such as video and posters to demonstrate the right application of hand hygiene and proper usage of nose mask as well as publication of variety of useful tips on the best preventive measures to the spread of the disease.

Librarians and other information professionals, being information providers, have the responsibilities of distributing these publications throughout different parts of society so as to create awareness and draw attention of their users to this vital information irrespective of their locations which is possible through the use of ICT tools.

V. Related Work

The paper should be written in A4 (210mm by 297mm) size. Your manuscript should be on two side of a sheet, with margins of 2 cm on left and 2 cm on right side and 2.5 cm on top and 2 cm bottom side, respectively, of each page. The suggested length of a regular paper would be 4~10 pages not numbered and in this style. The subsequent headings are called subsection. All fonts are Times New Roman.

b. ICT Tools Used by Librarians for Dissemination of Covid-19 Information

ICT tools are the most powerful tools for disseminating information and individual of all ages can easily access information through internet services. As opined by Igwe (2010), ICT tools allow libraries to deploy variety of techniques for improved service delivery as they use different kind of technologies for provision of information to their users. A wide array of ICT tools exists but the most commonly ones and their uses by librarians will be discussed in the following section;

Electronic mail (E-mail) is one of the most effective method of communication; with E-mail, information such as messages, files, pictures, letter article and so on are exchanged using the internet. Using E-mail, it is possible to send or receive information from any part of the world.

The above mentioned features of this ICT tool make it a viable tool for dissemination of information during covid -19 era. Information about covid 19 can be disseminated to library users by using this tool since it doesn't require physical presence of the users into libraries before they could access the information.

Videoconferencing tools are products of advanced technology that allow for interaction between two or more participants at different sites through the usage of computer networks for transmission of audio and video data (Bhoi, 2017). During covid -19 era, more librarians are familiar with various Video conferencing tools that could be used to disseminate health related information specifically covid-19 information to their users. Examples of videoconferencing tools are Skype, Zoom, Go To Meeting, Webex and bigbluebutton. Increasing number of librarians have seen the need to improve their competence in the use of these advanced technological tools which could consequently make them serve their users better during covid-19 era. Before any librarian could use any of the videoconferencing tools effectively, some certain skills are required. Firstly, it is required that the prospective librarian must be conversant with internet connectivity procedure using digital devices such as computer, tablets, smartphones and so on. Secondly, a secluded place is required to prevent unnecessary distractions and interruptions from the neighborhood. Taking into consideration of these requirements will bring about easy and stress-free dissemination of covid-19 information to library patrons.

Digital Library also an ICT tool that enables librarians to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the

persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities (Waters (1998). The author stated further that the identity of a digital library is the way the library discloses, provides access to, and supports the use of its increasingly virtual collection. Managing, administering, monitoring and ensuring fair use of its collection are a part of the mix, as well as keeping up with new technologies to support education and cultural engagement so that the library can evolve and sustain itself. The following terms; electronic library, virtual library, library without walls are used interchangeably for digital library. Provision of digital library system is the best option for libraries to survive in covid-19 era. With digital library, library users can have remote access to the disseminated information on covid-19.

Telephone is another ICT tools that is used for dissemination of information of covid-19 information, users' queries regarding the availability of resources on covid-19 could be answered on phone. Internet also makes the list ICT tools used by librarians, it is the most essential as most of these tools cannot be used without the internet. Internet is defined as a network of networks that performs the connectivity among the computers. Social Media such as LinkedIn, blog, twitter and facebook is another viable ICT tools used by librarians. These are websites and applications that enable users to create and share content or to participate in social network. These platforms are used by libraries of all types to disseminate covid-19 information. Many libraries are using social media to promote market and create awareness on the available e-resources on covid-19. Supporting this, Ladan, Haruna and Madu (2020) stated that using social media such as Facebook, Twitter, Instagram and LinkedIn, librarians can provide and share information quickly, efficiently and as strategies in response to COVID-19 pandemic. To further reveal the potentials of social media in the provision of covid-19 information, Brindha, Jayaseelan and Kadeswara (2020)

urged librarians to leverage on the use of social media to disseminate Covid 19 information as these platforms are global platforms for dissemination of useful information relating to covid 19.

As further stated by Brindha et.al (2020), Facebook is now redesigned in such a way that users are directed to the websites of WHO as well as local health authorities where up-to-date Covid-19 information that are published by these agencies are easily accessible. Google Scholar has also highlighted the leading health related journals. These innovative services by social media founders can enable librarians to serve their users better as they can share the link to these sources with their clients.

c. Challenges of Using ICT Tools for Dissemination of Information

A lot of factors had been identified in the extant literature as barriers to successful usage of ICT tools by information professional. These include but not limited to;

Power outages; this impediment has been identified as a major factor militating against the use of ICT tools in most developing countries. For instance, Asimah, Dzogbede and Akaba, (2021) reported epileptic power supply as a major factor to successful usage of digital library in an academic library in a developing country. Another challenge as identified by Purwanto, Pramono, Asbari, Wijayanti, Hyun and Putri (2020) is individual factors such as unwillingness to adapt to change which could slow than adoption and implementation of ICT tools in libraries. Other barriers as outlined in the study carried out by Putri et. al (2020) include, low skills, lack of needed facilities and interest, limited accessibility and network connection, limited technical support and lack of researcher's competency. Amuda and Ajani (2021) also identified technical difficulties, network issue, cost of data subscription, low ICT knowledge and lack of training as the major impediments to usage of ICT tools.

d. Empirical Review on ICT Tools used in Libraries during Covid-19 Lockdown

Asimah et.al (2021) in their study that aimed at analysing the effectiveness of digital library usage during Covid-19 lockdown using survey method for collection of data from 500 students that were picked from selected universities in Ghana using an on-line semi-structured questionnaire found that students effectively used the library systems and satisfied with the contents and quality of the resources available at the site as well as the flexibility of the system itself. The study concluded that the selected libraries were able to satisfy the information needs of their users during lockdown because the library staff have adequate knowledge in the operation and maintenance of the system. Similarly, Amuda et.al (2021) explored researchers' experience on the use of zoom application for virtual research presentation. The study was limited to lecturers in Nigerian library schools using a mixed approach to extract information from 98 respondents that were drawn from the six geo-political zones of Nigeria. Findings of this study revealed that the use of zoom application for online presentation is now prominent among researchers in Nigerian Library schools. The result also revealed that using zoom for virtual research presentation is very interesting and highly satisfactory. The study concluded that zoom is a suitable ICT tool for virtual research presentation when compare to physical presentation.

Ishtiaq, Sehar and Shahid (2020) worked on a research paper sought to investigate the role of university libraries in covid-19 era by using online survey research design. The study covered 29 libraries from private universities in Pakistan. Data collected were analyzed using Statistical Package for Social Sciences (SPSS) software version 23.0 while results of the study revealed that majority of the university library provided online services using variety of ICT tools such digital libraries, social media, E-mail and so on during the lockdown. The study concluded that there is need for library staff to prepare adequately in terms of having the required digital competence in order to cope in his new information era.

VI. Methodology

Design

The study adopts descriptive research survey design because it gives room for the researcher to cover a substantial percentage of respondents (librarians) in the libraries that were covered in the study and to enable the generalization of the outcomes from the study.

Population and Sample

The population for the study comprised of all librarians from the Federal Universities in the six geo-political zones of Nigeria. One Federal university each was selected to represent each of the six geo-political zones of Nigeria. The selection is as shown in Table 1.

TABLE I
POPULATION OF THE STUDY

S/N	Federal University	States	Zones	Population
1.	University of Calabar	Cross-River	South-South	18
2.	University of Nigeria	Enugu State	South-East	24
3.	University of Ibadan	Oyo	South-West	25
4.	Ahmadu Bello University	Kaduna	North-West	28
5.	University of Ilorin	Kwara	North-Central	23
6.	University of Maiduguri	Bornu	North-East	26
7.	Total	6	6	144

All librarians of the selected universities totaling one hundred and forty-four (144) were covered in the study. Sample was drawn by applying total enumeration where all the respondents in the study population constituted the sample size.

Instruments

Questionnaire and interview that featured items on the objectives of the study were developed by the researchers. The questionnaire comprised of two major sections which is presented as; section A that required the demographic information of the respondents and section B that was designed to capture data on the objectives of the study.

TABLE II
POPULATION AND RESPONSE RATE

S/N	Federal University	States	Zones	Population	Response Rate
	University of Calabar	Cross-River	South-South	18	15
	University of Nigeria	Enugu State	South-East	24	19
	University of Ibadan	Oyo	South-West	25	19
	Ahmadu Bello University	Kaduna	North-West	28	13
	University of Ilorin	Kwara	North-Central	23	17
	University of Maiduguri	Bornu	North-East	26	22
	Total	6	6	144	105 (73%)

Procedure of Administration

An online survey was developed and reviewed by experts in the field of LIS. The thoroughly reviewed instrument was piloted prior to implementation with a sample of the target audience. Pre-survey e-mail notes,

invites and survey confirmation were sent to all respondents. The survey was available for four weeks on the internet for the respondents to have ample time to respond and return their respective responses. By the end of the four weeks, a total of 105 copies of the questionnaire were properly filled and returned giving 73% response rate.

Data Analysis

Both quantitative and qualitative data were collected. The qualitative data collected was analysed thematically while the quantitative data collected was analysed using percentage and frequency count, and the results were presented in Tables and charts.

VII. Results

TABLE III
DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

Demographics	Frequency	Percentage (%)
AGE		
18-25	12	11.4
26-35	21	20
36-40	37	35.2
41 and above	35	33.3
Total	105	100
Gender		
Male	42	40
Female	63	60
Total	105	100
Education Qualification		
SSCE	0	0
OND	0	0
HND	25	23.8
B.Sc/Blis	29	27.6
Masters	24	22.9
PhD	27	25.7
Total	105	100

Source: Authors' fieldwork report (2021)

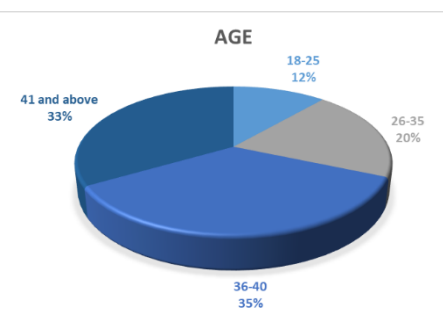
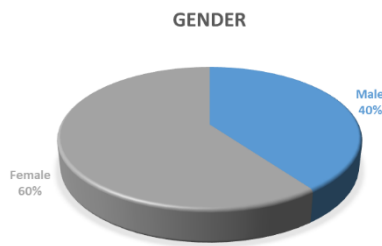
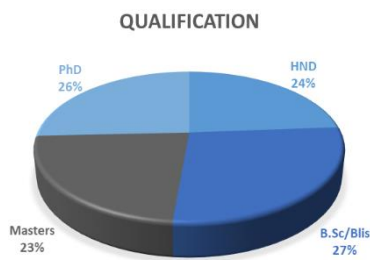


Table 4.1 revealed that 12 respondents were between the ages of 18-25 representing 11.4% of the respondents, 21 respondents were between 26-35 years representing 20%, 37 respondents were between 36-40 years representing 35.2% while 35 respondents are between the age of 41 (33.3%) and above. This shows that many of the respondents that participated in the study were between 36-40 years of age.



Subsequently, the table also revealed that Male was the highest participant in the study with a population of 42 respondents representing 40% while the female gender followed with the frequency of 63 respondents representing 60% of the study.



Finally, the table also indicates the educational qualification of the respondents. The result revealed that respondents that possess both SSCE and OND do not take part in the study, 25 respondents indicated that they possess HND representing 23.8% of the total respondent, 29 with 27.6% of the respondents who possess BSc/Blis also participated in the study, 24 respondents with the percentage of 29.9 who have Master take part in the study while 27 with the frequency of 25.7 respondents possess PhD.

Research Objective 1: Examine the types of ICT tools used for the dissemination of covid-19 information

TABLE IV
TYPES OF ICT TOOLS USE FOR DISSEMINATING OF COVID-19 INFORMATION

S/N	ICT TOOLS	SA	A	D	SD	Means
1.	Video conferencing	65 (61.9%)	40 (38.1%)	0 (0%)	0 (0%)	
2.	Tele conferencing	43 (41%)	44 (42%)	18 (17%)	0 (0%)	
3.	LinkedIn	0(0%)	17 (16.1%)	66 (62.9%)	22 (21%)	
4.	software programs	0 (0%)	12 (11.4%)	44 (42%)	49 (46.6%)	
5.	Prerecorded Videos	20 (19%)	41 (39%)	22 (21%)	22 (21%)	
6.	Facebook Group	29 (27.6%)	42 (40%)	12 (11.4%)	22 (21%)	
7.	WhatsApp	65 (61.9%)	40 (38.1%)	0 (0%)	0 (0%)	
8.	Twitter	41 (39%)	43 (41%)	0 (0%)	21 (20%)	
9.	Instagram live stream	20 (19%)	41 (39%)	22 (21%)	22 (21%)	
10.	Web-based Learning Applications	44 (42%)	43 (41%)	18 (17%)	0 (0%)	

Source: Authors' fieldwork 2021

The results show that 105 of the respondents strongly agreed that Videoconferencing and WhatsApp are among the types of ICT they use for dissemination of Covid-19

information, with a percentage of 100. The results also showed that Teleconferencing and Web-based Learning Applications are among the types of ICT used for the dissemination of Covid-19 information, with 87 respondents representing 83 percent of the population. The results also show that 17 respondents 16.2 percent strongly agreed that LinkedIn is another type of ICT tool used for the dissemination of Covid-19 information, while 88 respondents 83.9 percent strongly disagreed. The results also show that the majority of respondents, with a frequency of 61 representing 58 percent, strongly agreed that prerecorded videos and Instagram live stream are types of ICT tools used for the dissemination of Covid-19 information, while 44 respondents, representing 42 percent, strongly disagreed. The results also show that 12 respondents 11.4 percent strongly agreed that Software programmes are types of ICT used for disseminating Covid-19 information, whereas 93 respondents 88.6 percent strongly disagreed. It is also clear from the results that 84 respondents 80 percent strongly agreed that Twitter is also used to disseminate Covid-19 information, while 21 respondents 20 percent disagreed. It was also found that 71 respondents 67.6 percent strongly agreed that Facebook Group is a type of ICT tool that was used for the dissemination of Covid-19 information, while 34 respondents 32.4 percent strongly disagreed.

Research Objective 2: Determine the frequency of ICT tools used for dissemination of covid-19 among information professionals in the selected libraries

TABLE V
FREQUENCY OF ICT TOOLS USED FOR DISSEMINATION OF COVID-19 INFORMATION

S/N	VARIABLE	Daily	Weekly	Fort nightly	Monthly	Means
1.	How often do you use ICT tools for the dissemination of covid-19 information?	37 (35.2%)	28 (26.7%)	22 (21%)	18 (17.1%)	

Source: Authors' fieldwork 2021

HOW OFTEN DO YOU USE ICT TOOLS FOR THE DISSEMINATION OF COVID-19 INFORMATION?



Table 4.2 shows that 37(35.2%)of the respondents use ICT tools for dissemination of covid-19 information daily, 28(26.7%)use ICT tools for dissemination of covid-19 information weekly, 22(21%) use ICT tools for dissemination of covid-19 information fortnightly while 18(17.1%) use ICT tools for dissemination of covid-19 information monthly

Research Objective 3: Find out the benefits information professionals derive from the usage of ICT tools for the dissemination of covid-19 information.

The respondents were asked to indicate the benefits information professionals derive from the usage of ICT tools for the dissemination of covid-19 information. The

majority of respondents indicated that there are a lot of benefits that information professionals will derive from using ICT tools for the dissemination of Covid-19 information. According to the findings. Some respondents identified that using ICT tools for the dissemination of Covid-19 information will encourage humanitarian collaborations, curb the risk of social distancing, educate other information professionals across the globe. While justifying the benefits information professionals will derive, many explanations were offered.

For instance, a respondent indicated: "While Covid-19 emphasised national boundaries in terms of health, economy, and politics, art and ICTs enabled individuals to emerge and find common ground to support the well-being of others, regardless of nationality, health, socioeconomic status, or political views. Individuals and small groups shared their innovative ideas for controlling the spread of the virus by utilising common ICT platforms and tools to spread the information."

Few respondents also note that: Using ICT tools to disseminate Covid-19 information has also helped to reduce the barrier of social distancing, according to a few respondents. "Online collaboration tools and social media have made it easier for people to participate in discussions. Such events are hosted on Facebook groups, Instagram live streams, and Twitter. Teleconferencing and audience response methods are being promoted to increase student participation during the Covid-19 pandemic."

Major respondents also noted that: "Social media, especially Facebook and Twitter can also be used to educate students about the virus itself and to teach basic hygiene. In advanced countries of the world, for example, a cartoon music video about handwashing and other precautionary measures to protect from the virus has gone viral."

Research Objective 4: Identify challenges encountered by information professionals in getting information about covid-19 across to their patrons using ICT tools.

Respondents were asked to list any challenges encountered in getting information about Covid-19 across to their patron. According to the findings, respondents have identified a few challenges encountered in getting information about Covid-19 across to the patron. Among these are erratic power supply, poor internet access, poor knowledge about the use of ICT tools and lack of institutional support.

According to the findings, few respondents note that: "Most of these ICT tools are unfamiliar to us, and they present a challenge as we use them to disseminate Covid-19 information." Why? Because the majority of these tools were not actively used by information professionals until the Covid-19 pandemic."

"A respondent stated, "Someone like me, I had never heard of video-conferencing tools such as Zoom and Skype before the Covid-19 pandemic brought it to the forefront." So using it now is causing a problem, and I am getting used to it."

Another respondent noted that: "Power outages have always been a major issue for everyone in Nigeria. The lack of power while using these ICT tools to disseminate Covid-19 information is extremely frustrating;

many times when we are communicating with the tools, power goes out before we know it."

Few respondents also mentioned that: "Institutions are not helping matters; their inability to subscribe for internet connectivity has become a viral problem in which they will complain about a lack of funding in the university. Most of us rely on personal funds to subscribe to use these ICT tools to disseminate Covid-19 information to the University's students and staff."

VIII. Discussion of Finding

The finding of the study was able to establish the fact ICT tools are being used regularly by librarians for dissemination of covid-19 information which is an indication that the tools are now prominently used among librarians in Nigerian academic libraries. This finding is in line with the study of Asimah et.al and Amuda et.al (2021) who found out in their studies that most libraries in developing countries use variety of ICT tools for provision of library services. Also supporting the findings of this study, Artemisa et al. (2020) found in their study that during the corona virus pandemic lockdown that most information centres in Ghana transited to the use of ICT tools for dissemination of information.

Additionally, this study identified Videoconferencing, WhatsApp, Teleconferencing, Web-based Learning Applications, LinkedIn, Instagram, Software programmes and Facebook as the ICT tools being used by librarians in Nigerian academic libraries for dissemination covid-19 information. Out these tools, videoconferencing tools such as Zoom and Skype are the most commonly used tool. This finding is in agreement with Anjusha (2020) study who found that Zoom as the most commonly used ICT tools for dissemination of information during Lock down.

Moreover, it was found in this study that ICT tools are of great benefits to librarians because when deploy, information in response to covid 19 pandemic is easily shared between the librarians and their users, it reduces the barrier of social distancing, it enhances easy participation and engagement of library users in discussions pertaining to covid-19 which in turn curbs the spread of the virus, it facilitates easy education of students about the virus itself and to teach basic hygiene. The above points agree with Ladan, Haruna and Madu (2020)'s study who found that with ICT tools specifically social media such as Twitter, Facebook, Blog and Instagram, librarians were able to efficiently and quickly share information among the library users in response to covid 19 pandemic.

Lastly, the study found epileptic power supply, poor infrastructure, inadequate funding, low band - with and lack of search skills as the major impediments to successful usage of ICT tools for dissemination of covid-19 information. The above finding is line with the experience of the researcher during covid-19 lockdown that spanned between March and September, 2020. During this period, students were taught 'The Use of Library' course using Zoom. During the course of teaching the course at home, irregular power supply posed a lot of problem and because of this, most time, lecture periods were rescheduled. Also in support of this finding, power outage was also identified by Asimah et.al (2021) as a major challenge to successful usage of digital library.

IX. Conclusion

As the COVID-19 pandemic lockdown affected almost all aspects of society and everyday life, information professional had to learn to organise communication and interaction in a new way. Information professionals have no alternative than to adopt full implementation of ICT tools in their operations. During covid-19 pandemic, staying at home is one of the steps to slow the spread of COVID-19. In such situation, Technology becomes an essential part of our daily life. The earlier the better if it is realized that ICT has come to stay and its tools will continue to be a significant part of our future as information providers.

X. Recommendations

Based on the above findings, the following recommendations were made.

1. Libraries across Nigeria should prioritize training of their staff on the required digital skills they need to be able to cope in this advanced technology era.
2. Libraries in Nigeria should device alternative means of sourcing for power supply other than from the national grid. They can consider the use of solar energy.
3. Libraries in Nigeria should consider alternative source of funding other than relying solely on their parent institutions as there are several library services that can fetch libraries money.
4. LIS curriculum in Nigerian Library schools should be reviewed to accommodate more of ICT related courses as this will result in producing more digital librarians.

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