

Perception and Attitude of Postgraduate Students of Library and Information Science Towards Scholarly Publications in Nigeria

Kehinde Owolabi, Nurudeen Aderibigbe
Federal University of Agriculture, Abeokuta
Nigeria
yomiowolabi2000@yahoo.com
aderibigbena@funaab.edu.ng



Aderonke Adeshina
University of Zululand
South Africa
adesinaronke186@gmail.com

Nduka Nworu, Margaret Owunezi
Akanu Ibiam Federal Polytechnic Unwana: Nigeria
allmancarlos@gmail.com
margarentkemdi@gmail.com

ABSTRACT: *The paper investigated the perception and attitude of postgraduate (PG) students of Library and Information Science (LIS) towards scholarly publications in Nigeria. The study is survey research anchored on the post-positivism research paradigm. The research employed the use of questionnaires and interviews to allow for effective triangulation of the research findings. Purposive sampling was used to select five universities accredited to run both Master's and PhD degrees in Library and Information Science by the National University Commissions, the regulatory body in charge of university education in the country. The study's population is fifty, comprising ten postgraduate students from each of the five purposively selected universities. The study's findings revealed that LIS doctoral students are aware of scholarly publications, and their attitude toward publishing their research works is regarded as an excellent policy. In addition, the journal is the most used channel in which they make their research findings known to the academic communities. Inadequate mentoring opportunity is a challenge facing LIS graduate students in developing an interest in scholarly publications. Based on the results of the study, there is a need for university management through postgraduate schools to create enabling environments that will promote research and innovation in Nigerian universities. Qualified lecturers should be employed to handle research aspects of the LIS PG curriculum.*

The study contributes to the body of knowledge in methodology because it provides new data for postgraduate schools in Nigeria on the perception and attitude of doctoral students toward scholarly publications. Also, the research will be a reference point for researchers working on postgraduate and scholarly publications in developing countries.

Keywords: Perception, Attitude Postgraduate Students, Library and Information Science, Scholarly Publications, Nigeria

Received: 6 December 2022, Revised 15 February 2023, Accepted 24 February 2023

1. Introduction

The knowledge economy is one of the most essential elements in the development of any country globally. It demonstrated the necessity of significant national investment in research initiatives for efficient development. Academic settings, such as universities, are at the forefront of conducting and encouraging research, especially to resolve issues affecting people and society. Research is essential to every profession. It is frequently referred to as the cornerstone of job development (Brink, van der Wailt, and van Renburg, 2013). Every professional needs knowledge on which to anchor his or her practice. Scientific knowledge provides an excellent foundation; hence it is an integral part of healthcare practice, education, business and management. Various scholars have defined research. Yunus and Tambi (2014) described it as a systematic process of collecting and analyzing information to increase the understanding of a phenomenon under study. From this, research can be defined as a process that involves obtaining scientific knowledge using various objective methods and procedures. Thus, research is a systematic enquiry to validate and refine existing knowledge and generate new knowledge.

The importance of research for human development cannot be over-emphasized, as many professions need postgraduate qualifications for career progression. For example, a first-degree holder in Library and Information Science (LIS) in Nigerian universities needs a Master's and doctoral degree because librarians in Nigeria are regarded as academic staff, and they are in the same status as their literary counterparts in the faculty. This implies that advancement in knowledge is significant for academic librarians, considering the nature of their jobs as research-oriented because of the "publish or perish" syndrome. However, this advancement can be achieved by engaging in postgraduate studies in which they will learn the arts and sciences of publishing and research.

Extant literature revealed various postgraduate programs for LIS graduates in the Nigerian educational system. This includes postgraduate diplomas, master's and doctoral programmes. Tella and Onyancha (2020) stated that the postgraduate diploma in LIS is a non-degree program usually awarded upon completion, which is generally a year-long program. It is usually done after the bachelor's degree, particularly for students with a shallow class of degrees and those that want to change their course of study. In addition, a master's degree in LIS is commonly done after the first degree, particularly for those with excellent grades such as first class, second class upper and second class lower in the country. It usually is a two-year program. The Doctor of Philosophy programme is a research degree that takes three years of study beyond the Masters or M. Phil. programme. The completion of the programme requires a thesis and oral defence. In some universities, it involves coursework.

However, incorporating research into the curriculum of the LIS postgraduates programme will allow them to strengthen their academic writing and facilitate improvement in their educational experience. This implies that good knowledge of research will assist LIS postgraduate students to be very active and, at the same time, vibrant in the entire research lifecycle to contribute to academic development in general.

Scholarly publication is a process in which academics exchange their research findings and information with one another to promote the development of science and technology (Dulle, Minish-Majanja and Cloete, 2010). The origin of scholarly publication can be traced to 1665 when the first journal, known as "Philosophical Transactions of the Royal of London" (Dulle et al. 2010). This indicated that scholarly publication is the avenue through which scholars and researchers communicate their research findings with one another. However, the importance of scholarly publications among postgraduate students in LIS cannot be over-emphasised. Scholarly publications create new knowledge, which can be in various forms, such as literature development, policy development, and improvement of practices, methodology, and theoretical formulations for other researchers. In addition, scholarly publications increase a university's visibility, facilitate innovations, and provide opportunities for a university's economic development.

In addition, Igbokwe (2009) reinstated the importance of scholarly publications for LIS postgraduate students, which include the development of scholarly writing and contributions to the body of knowledge, adding that such scientific publications and datasets can be used for experiment and data production. There are various characteristics of scholarly publications, which range from specific ways of disseminating research results, peer review submission and availability of the research results to the community. The most common method of scholarly publication is by writing up the research findings into an article to be

published in scholarly journals. However, there are many other methods, such as publishing a book, book chapter, conference papers and proceedings. Furthermore, the research results are usually disseminated to the global research communities through scholarly publications.

Fleming-May and Lisa(2009) reinstated the importance of university libraries in promoting scholarly publications among post-graduate students in LIS by assisting them to collect, process, analyze and sharing their articles for the whole world to uphold. Also, the library provides relevant materials that will help LIS postgraduates in their research. It is not a gain saying that scholarly publication is essential and of great benefit to librarianship as a profession. This may be attributed to the fact that LIS postgraduates are being trained to become academic staff (academic librarians) that will be at the centre stage in providing accurate and timely information for researchers that visit the library. Hence they need to be well-equipped in the rudiments of research activities. I think the paper is expected to find out the perception and attitudes of post-graduates students of LIS towards scholarly publications in Nigeria.

2. Statement of the Problem

A postgraduate degree holder is anticipated to be a knowledge creator and an important person with the capacity to expand the boundaries of knowledge, making postgraduate studies crucial to the economy of any country. Tella et al. (2020) claimed that postgraduate students have a variety of goals when enrolling in postgraduate programmes. The goals include schooling, work advancement, future career success, and a desire to continue professional development, among many others. However, Yusuf (2012) and Marshall (2017) reported that many of them failed to achieve this goal because they could not publish their thesis, preventing them from graduating in time. Scholarly publication is a crucial topic for postgraduate students' advancement in their educational pursuits at different Nigerian universities. Based on this, it has negatively contributed to scholarly publication among scholars in the country.

In recent times, many postgraduate students in Nigerian universities have needed help with the issue of publishing their research before receiving their degrees, which has prevented many of them from receiving their degrees on schedule. This has affected many prospective students to start their post-graduate studies in library and information science. During the period's postgraduate studies, students pursuing advanced degrees are increasingly expected to contribute to academic writing in their various fields. However, they frequently need to learn how to start the publishing process and occasionally feel uncomfortable approaching their faculty mentors or fellow students for assistance. It is in line with this that the study sought to investigate perceptions and attitudes of Library and Information Science postgraduate students towards scholarly publications in Nigeria. Simisaye (2020) reported that in research, outputs are noticeably low, especially among graduates of LIS students in Nigerian universities. This was linked to a lack of proper exposure to research writing among graduates of LIS programmes in the country. To address the challenges in science, technology, and society, as well as to deepen our understanding of the past and present, several hundred billion dollars are to be invested globally in research and development. The majority of these findings or studies are published in scholarly journals. However, the contribution of postgraduate students from Nigerian universities, including the Department of Library and Information Science, could be better compared with what is happening in developed countries (Anaeto et al., 2020). According to Oluwasanu et al. (2019), this is due to a lack of adequate supervision from supervisors who also lack the requisite research competencies to help postgraduate students produce high-calibre scholarly papers that are at par with international standards.

Despite the importance of research in an academic environment, a search on the Ebscohost database revealed from 2010 to 2020 that there needs to be more literature on the topic under investigation. The result showed that no comprehensive research had been done on the perception and attitude of postgraduate students in Nigeria towards scholarly communication, particularly among LIS students. Based on the researchers' knowledge, it seems this research is the first of its kind in Nigeria.

3. Research Questions

1. What are the LIS postgraduate students' perceptions of scholarly communication?
2. What are the attitudes of LIS postgraduate students towards the issue of publishing in scholarly journals before graduating?
3. Which outlets are being used to communicate their research findings?

4. What skills are necessary for LIS postgraduates towards influential scholarly publication?
5. What challenges do the LIS postgraduates face in scholarly communication activities?

4. Literature Review

Many LIS undergraduate students in Nigeria are experiencing problems finding employment, so many are pursuing postgraduate degrees to prevent unemployment. According to Tella et al. (2020), many undergraduate students participated in PG programmes to create opportunities for lucrative jobs, particularly in academic environments, to boost work opportunities for LIS graduates in the country.

According to Haq and Shahzad (2021), several institutions have included research methodologies within their LIS curricula, mainly when doing standard or improved academic research. However, Haq and Shahzad (2021) noted that many LIS postgraduate students are deficient in writing, which hinders their ability to do adequate research. This was ascribed to subpar instruction in postgraduate research methodology courses.

Olaitan, Ukonze and Ifeanyieze (2009) argued that students should be encouraged to become more interested in research activities, especially LIS students, given the nature of their field as information-centred programmes they need to cultivate a good attitude that would enable them to conduct improved research. However, many LIS postgraduate students have a negative perception of study and hold several false beliefs about it. This demonstrated the reality that many PG students could not cultivate a passion for research.

Since graduate students in LIS are being trained to become professional librarians who will be in charge of delivering pertinent information to researchers, Luey (2013) reaffirmed the necessity for them to be proficient in scholarly communication. This has the connotation that professional librarians must not only provide current awareness services and selective information dissemination to users but also provide accurate and timely information to library users, particularly researchers.

According to Luey (2013), LIS graduates must be exposed to real-world learning relevant to publishing in their fields of study. They will be able to comprehend frequent difficulties associated with academic research while becoming more familiar with the numerous procedures and opportunities involved in publishing. Lei and Chuang (2009) also looked into the advantages of postgraduate students publishing alongside their advisers. The results showed that many students needed help comprehending the benefits, which included mentorship and developing their research interests. However, graduate students in LIS must follow a research path that will bring out innovative ideas as part of their training to become good academics and professionals in research activities. Bussell, Hagman and Guder (2017) stated that many LIS graduate students only acquire the necessary skills to conduct independent research through their education once they are in graduate school. However, many professors think graduate students already know how to conduct research. Therefore they place less emphasis on it when teaching them.

Tella and Onyancha (2020) made the case that postgraduate LIS students need to understand that publishing in various sources, including books, journals, and conference proceedings, is more valued by many Nigerian universities. According to Owolabi et al. (2020), universities must create an atmosphere that encourages graduate students in LIS to become more interested in scholarly communications by making relevant materials such as e-journals, e-books and a robust mentoring programme available. This would enable them to conduct high-quality research that will benefit the growth of the economy and people, not just in Nigeria but also around the world. Supporting this, Owolabi et al. (2020) affirmed that access to timely and accurate information is imperative for conducting research for LIS postgraduates.

According to Haq and Shahzad (2020), many LIS postgraduate students spent more time than anticipated on their programs due to fear and anxiety they experienced when undertaking research work. Promising research from PG students, especially those in LIS, will expand their research horizons and increase their capacity to use research daily. LIS students who participate in research are encouraged to advance their knowledge of research methodologies to identify new areas of research interest. Creswell (2012) reaffirmed the value of research training for postgraduate students, particularly in advancing research technique skills. However, having a sufficient understanding of research procedures will allow them to undertake efficient research.

Although LIS postgraduate students must publish their theses before graduating, less than 9% of them have posted from their

research efforts, according to Garbati and Samuels' (2013) analysis of the research output of PG students included in top LIS journals. In a related development, Cahill et al. (2008) found that many PG students lack the writing abilities necessary to produce research papers that can be publishable. Garban and Samuel (2013) revealed that the lack of academic writing resources in LIS significantly impacts graduates' ability to deliver quality scholarly papers.

Researchers, including LIS researchers and students, face several difficulties, such as poor distribution of research findings because many institutions cannot afford membership prices, limited access to the author's right to use, the time required to publish a research article, which can take over nine months after submission (Tella et al., 2020).

5. Research Methodology

The study is a survey that adhered to the post-positivist paradigm of research. According to Seale (1999), post-positivism is a research paradigm that might be useful for academics interested in some positivist tenets, such as quantification and incorporating interpretive concerns about subjectivity. This suggests that post-positivism is a practical synthesis of qualitative and quantitative techniques. The study was able to statistically analyze the empirical data and give sufficient subject-matter justifications for effective triangulation of results since the two research methodologies were combined. Purposive sampling was used to select ten postgraduate students from five LIS schools in the Southwestern part of Nigeria. The justification for using purposive sampling was based on the fact that the studies chose the PG students that have published their theses to know their attitudes and perceptions toward publishing their ideas. This would enable them to contribute effectively to the phenomena under investigation. As a result, the researchers checked their publications or evidence of submission of the manuscript for publication.

For the qualitative aspect of the research, convenience sampling was used to select two LIS PG students from each school for the interview. For this study, the data collection instruments were questionnaires and interviews. The study used a structured interview with PG students from the five LIS schools. The questions were formally structured so that the questions were not altered from one participant to the others. The study employed interviews based on the submission of Brink et al. (2013), who

Respondents Demographic Variables	Frequency	Percentage
Gender		
Male	32	64
Female	18	36
Age		
25 -30	14	28
31 -- 35 years	10	20
36-40 years	17	34
41 above	09	18
Postgraduate programs		
Master degree	33	66
PhD	17	34

Table 1. Demographic variables

supported that the interview method is most appropriate when a researcher needs detailed, factual information about a phenomenon. The interviews were conducted in English as all the respondents were fluent and knowledgeable in English. Questionnaires were given to ten (10) LIS postgraduate students purposively selected. Informed consent was solicited from the respondents before questionnaire administration and interviews.

6. Results and Discussion

This session presents the results and discussions of the findings. This was based on the research questions reflected in the questionnaire and interview schedule.

What is the perception of the LIS post-graduate students toward scholarly publishing?

In providing answers to the research questionnaire, an interview schedule was used to answer the question; the essence of this is to allow the interviewee to express themselves since perception is more of the respondents' opinion about a subject matter. The question was not included in the questionnaire. The interviewees were asked about their perception of the scholarly publication to achieve this. It can be summed up that the PG students described scholarly publication as the process in which a researcher conducts research and the work passes through the necessary peer review mechanism. The findings are made available to the intellectual community. To buttress this, interviewee A has this to say 'Scholarly publishing is when a researcher conducts research which can be in any field such as LIS, then sends the paper to a particular journal that is related to the topic under investigation... the editors of the journal will send it for evaluation to access the manuscript if it is worthy of being published' Another interviewee B has this to say "... Is it possible for someone to be doing a PG, particularly in our field, that will not know the meaning of scholarly communication? ...it is a process in which a study is being done, and the manuscript will be sent for publication to contribute to the body of the knowledge; the manuscript may be rejected or accepted as it depends on the reviewer(s) view'. Interviewee C maintained that "I know about scholarly publishing; I am currently on my PhD, and I had published a paper with my former supervisor; scholarly publishing is the process of conducting an academic paper in which the journal will send it for peer review which is usually blind review to experts in the field for assessment, in which the findings will be made available to various scholars" From their responses, it can be affirmed that LIS postgraduate students have a similar perception about scholarly publishing which can be deduced from their views as the process of conducting academic research subjected to peer review by a journal outfit to contribute to the body of knowledge.

The study's findings corroborated the findings of Tella and Onyacha(2020), which revealed that postgraduate students in Nigerian universities have similar perceptions about scholarly publishing. They see scholarly publishing as "an act of inventing and assessing scholarly content, distributing it to the intellectual community, conserving it for subsequent use, and writing and publishing academic novel ideas in scholarly communication outlets." In addition, the study's finding is in tandem with the results of Reed (2019) and White and King (2020) in a similar study in Ghana.

What are the attitudes of LIS postgraduate students towards the issue of publishing in scholarly journals before graduation?

The question sought to find out the perception of LIS postgraduate students towards the issue of publishing in scholarly journals before graduation. The interviewer admitted that the policy is a good policy that will make LIS students do excellent research that will be of a good standard. In respect of this, an interviewee, K, stated that "... There is nothing bad in the policy, rather it will increase the standard of our research... you can imagine that someone doing a master's and PhD before without publishing a single paper from the dissertation and thesis... this is not possible again in my university; honestly, the idea is a very good one. Interviewee B argued that "... How do you want us to be at par with other LIS postgraduate students from other countries... in South Africa, you can't graduate without publishing your thesis. In another development, interviewee M has this to say "I am a librarian working in a state university; I think I am in the best position to answer your question; the policy is an excellent policy because librarians are academic staff ... and they are expected to publish for their career progression, however, publishing from their thesis before graduation from their PG programmes will be of great benefits to them because they will be exposed to the rudiments of research publication." The study's findings supported the findings of Tella et al. (2020) and Davis-Kahl (2012).

This finding implies that publishing one's thesis or dissertation before graduation is becoming a global practice, and LIS postgraduates are requested to do so. However, this will make postgraduate students that want to be in academia to start learning the arts of publishing. In addition, it will also increase the research visibility of the universities and that of the researcher(s).

Which outlet did they use to communicate their research findings?

The question sought to identify various communications channels that LIS PG students employed to publish their research findings. Both interviews and questionnaires were used to solicit data for the research question. The result revealed that journals are the most used source of publishing their research findings with 27 (54%), followed by conference presentations with 10 (20%). In comparison, 05 (10%) admitted they published their scholarly works in conference proceedings and seminars, respectively. On the other hand, 04 (8%) agreed that they make their research findings known through conference proceedings, symposia and workshops, respectively. In addition, 04 (8%) claimed that they make their research findings available in books.

However, during the interview, it was revealed that the respondents' scholarly works and research were published in journals. One interviewee said, "... When I finished my thesis, my supervisor told me that we should publish the work in a journal ... he said that journals earned more marks during promotion activities in the university..." Another interviewee claimed that "Having worked in the university library for over five years, I am very aware that journals are the best channel in which the research finding can be published because they increase the visibility of the researchers and earn more ranking in most Nigerian universities. However, the results from the interview and questionnaire pointed to the fact that journals are the most preferred channel through which LIS PG students communicate their research findings. This contradicts the conclusion of Tella and Onyisa (2020) that revealed that PG students of LIS mainly published their research findings in chapters in books and conference proceedings.

In addition, the finding contradicts the findings of Davis--Kahl (2012) and Wright (2013) in a similar study that LIS students preferred to make their research findings known through live presentations and symposia. However, the result of the study is in tandem with the findings of Maxwell, Abah, Abalaka and Maxwell (2018), Pölönen, Guns, Kulczycki, Sivertsen and Engels (2020) that journals are the most preferred outlet for publishing scholarly publications among LIS PG students.

What are the skills necessary for LIS PG students towards effective scholarly publication?

The question sought to identify the skills PG students need in LIS for influential scholarly publication. The result from the questionnaire revealed that 20 (40%) admitted the skills required in data analysis, and 10 (20%) affirmed that they needed the skills required to build a research model. 07 (14%) claimed that they needed more skills in developing research problems, while 08 (16%) agreed that they needed more skills in the literature search. In addition, 05 (10%) indicated they needed ICT literacy competencies.

However, the responses from the interview revealed that the students need the necessary skills related to data analysis techniques in academic research. To support this, interviewee D has this to say "... Honestly, my major issue in paper writing is data analysis ... most of the time, I pay for it... when I want to defend my master thesis, I employed an analyst to do for me..." Another respondent says, "I don't like mathematics from my elementary school, statistics is my major issue in research, and we must analyse our data in academic research.... The statistics aspect of research always put me off". Another PG student has this to say "I need more skills related to the analysis of data, yes we did it at the undergraduate level and even at the PG level; the issue is that many of us do not have interest in it...because we know we can contract it for money..." Another interviewee said: "I have two issues with a scholarly publication which is how to formulate research model, for almost two months I have been on it ... this area is giving me a lot of problems. Secondly, I am not too good at data analysis, and my supervisor told me that I need to go and learn before we start the methodology chapter."

It can be inferred from both interview responses and the questionnaire results that data analysis is the central area where the students need the necessary skills. These findings corroborated the findings of Busseil, Hagman, and Guder (2017), which revealed that analysis of data and designing of conceptual models are some necessary skills that are very necessary for scholarly publication.

What are the challenges facing the LIS PG students in scholarly communication activities?

In answering the research question, the study used interviews and questionnaires to seek data on the challenges facing LIS PG students in scholarly publications. Poor mentoring programmes were rated very high with 18 (36%); secondly was fear in the mind of students about the rejection of their papers with 11 (22%), followed by inadequate skills and knowledge about research with 09 (18%). Also, 06(12%) claimed that funding is a problem for them related to scholarly publication. 06 (12%) claimed that they failed to have access to relevant databases, books and journals.

The responses from the interview indicated lack of access to various research materials hinders them. One of the interviewees says, "... A visit to the library will not encourage me to carry out the research, hardly will you find out current books and journals... even the e-resources are not up to date..." Another person has this to say "... Our library needs to be adequately equipped with relevant materials as we have in the developed world" Contributing to this, another LIS student has this to say "... EW doesn't have enough mentoring program; my supervisor is not ready to mentor me... this is not the only problem. We also have issues with our library collections - no current journals and books."

From there, it can be affirmed that the lack of adequate mentoring programmes and the poor state of the libraries are two significant challenges facing LIS postgraduate students in their bid to engage in effective scholarly publishing. This contradicts the findings of Hoang and Ma (2019), which revealed that post-graduates students of LIS have issues with the issue of writing in their second languages. In addition, the findings also contradict that of Nagano and Bukovski (2016), which claimed that PG students have a phobia of rejection of their papers. However, the study's results corroborated the finding of Tella and Onychasia (2020), which revealed that poor mentoring initiatives and inadequate library resources are challenges facing LIS graduates in developing an interest in scholarly publications.

7. Conclusion and Recommendations

The study investigated the perception and attitude of postgraduate students in Library and Information Science towards scholarly publications in Nigeria. The findings revealed that graduate students have various perceptions about scholarly publications. However, they can be summed up that they see scholarly publication as a process in which a researcher conducts a study and passes through the necessary peer review mechanism to be published in reputable journals for various intellectual communities. In addition, concerning the issue of "No scholarly publication, no graduation" for the postgraduate students, PG students agreed that it is a welcome policy because the policy will make them publish standard papers and it will make them be respected because they are going to make their contributions to the body of knowledge.

Furthermore, it was revealed that journals are the most used channels of communication for publishing their research findings. This may be due to the availability of free journals for which they are not expected to pay any money. In addition, journal publications earned more marks during academic staff promotion exercises than other outlets.

Lack of adequate mentoring is a noticeable challenge facing graduate students in developing an interest in research publications. In addition, it was indicated that postgraduate students need more skills in data analysis techniques. This may be due to the statistics-intensive nature of the subject matter.

Based on the findings of the study, there is a need for university management through post-graduate schools to create enabling environments that promote research and innovation in Nigerian universities. Qualified lecturers should be employed to handle the research aspect of the LIS PG curriculum. The essence of this is to expose postgraduate students to the rudiment of scholarly publications so that it will be easy for them to publish their thesis before graduation. In addition, the university management should put necessary incentives to encourage postgraduate students to develop more interest in scholarly publications.

The postgraduate schools need to organize training, lectures and seminars for graduate students on how to publish in reputable journals. This can be done by bringing on board seasoned researchers to give training/workshops on how they can publish in reputed journals.

In addition, post-graduate schools need to employ statisticians to guide the students in statistical analysis. The statistician needs to organize training and practical classes for them on ways they can analyze their data. The university management should provide a conducive environment that will encourage mentoring opportunities for postgraduate students to learn from seasoned researchers by motivating them to mentor the students. Adequate incentives should be put in place for academic staff ready to mentor postgraduate students; this can be informed of research grants, exposure to training, and letters of commendation from the university management. This study has limitations as it mainly focused on ten purposively selected postgraduate students from 5 universities. The implication is that the study's findings cannot be generalized. In addition, the study is limited in scope as only five universities were used. As a result, there is a need for further research that will cover many universities in the country and also many postgraduate students. In addition, the study is limited to LIS postgraduate students. As a result, there is a need for further research among postgraduate students in disciplines such as law, engineering, education and many others. The study contributes to knowledge in practice, methodology, literature, and policy. The study contributes to under

standing by employing qualitative and quantitative approaches to examine the perception and attitude of postgraduate students of LIS towards scholarly publications in Nigeria. However, based on the researchers' knowledge, it seems this is the first research that will examine the perception and attitude of postgraduate students of LIS towards scholarly publications in Nigeria. The study also provides new data for postgraduate schools in Nigeria on the perception and attitude of postgraduate students towards scholarly publications, particularly in this era when they need to publish their theses or dissertations before graduation. Also, the research will be a reference point for researchers working on postgraduate and scholarly publications in developing countries.

References

- [1] Anaeto, F.C., Asiabaka, C.C., Ani, A.O., Nnadi, F.N., Ugwoke, F.O., Asiabaka, I.P., Anaeto, C.A. & Ihekeronye, N. (2020) *The roles of science and technology in national development Direct Research*. Journal, 3.
- [2] Brink, H. Walt, C.H.B. & van, Rensburg, G. (2013). *Fundamental of Research Methodology for Healthcare Professionals*, 4th edn. Juta: Cape Town, South Africa.
- [3] Busseil, H. (2017) Hagman, & Guder, C. College and Research Libraries Research needs and learning format preferences of graduate students at a large public university: *An exploratory study*, 78.
- [4] Cahill, L., Miller-Cochran, S., Pantoja, V. & Rodrigo, R.L. (2008) Graduate student writing groups as peer mentoring communities. In: *Stories of Mentoring: Theory and Praxis* (edited by M. F. Eble & L. L. Gaillet). Parlor Press: Anderson, SC, USA, pp. 153–158.
- [5] Creswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edn. Pearson Education: Boston, USA.
- [6] Davis-Kahl, S. (2012) Engaging undergraduates in scholarly communication: Outreach, education, and advocacy. *College and Research Libraries News*, 73, 212–222.
- [7] Dulle, F.W., Minish-Majanja, M.K. & Cloete, L.M. (2010) Factors influencing the adoption of open access scholarly communication in Tanzania Public University. Paper presented at the World Library and Information Congress: 76th IFLA General Conference and Assembly, Gothenburg, Sweden.
- [8] Fleming-May, R. & Yuro, L. (2009) From student to scholar: The academic library and social sciences PhD students' transformation. *Portal: Libraries and the Academy*, 9, 199–221.
- [9] Garbati, J. & Samuels, B. (2013) Publishing in educational research journals: Are graduate students participating? *Journal of Scholarly Publishing*, 44, 355–372.
- [10] Haq, S. & Shahzad, K. (2021). Challenges Faced by LIS Postgraduate Students in Their Dissertations Writing. *Library Philosophy and Practice* (E-journal). <https://digitalcommons.unl.edu/libphilprac/5882>, Vol. 5882.
- [11] Hoang, T.V.Y. & Ma, L.P.F. (2019) Experiences of publishing in English: Vietnamese doctoral students' challenges and strategies. [Special Issue on Writing across the curriculum in Australia and New Zealand]. *Across the Disciplines*, 16, 50–65.
- [12] Igbokwe, P. (2009) Introduction to research and research methodology. *Research Methodology and Grant writing* pg1-10 published by Rex Charles & Patric. k Ltd. Anambra State, Nigeria.
- [13] Lee, E. & Norton, B.. B (2003) Demystifying publishing: A collaborative exchange between graduate student and supervisor. *In: Writing for Publication; Behind the Scenes in Language Education*, Vol. 170 (edited by C. P. Casanave & S. Vandrick). L. Erlbaum Associates: London, pp. 19–47.
- [14] Lei, S.A. & Chuang, N.-K. (2009) Undergraduate research assistantship: *A comparison of benefits and costs from faculty*

and students'. *Perspectives in Education*, 130, 232–240.

[15] Luey, B. (2013). The Librarians' Role in Teaching Academic Authors About Publishing Procedures and Ethics. *Serial Review* 22 (2).

[16] Marshall, S., Klocko, B. & Davidson, J. (2017) No longer higher education's invisible problem. *Journal of Educational Research and Practice*, 7, 74–90 Sarah.

[17] Maxwell, C., Abah, A., Abalaka, B. & Maxwell, M. (2018) Scholarly communication channels available for social science academics in tertiary institutions in North Central zone, Nigeria. *Information Technology*, 15.

[18] Nagano, R.E. & Bukovszki (2016) Doctoral students' perspectives on academic publishing. *Edu Lingua E,S*, 2, 1–14.

[19] Nagano, R.L. & Spiczéné Bukovszki, E. (2016) doctoral students' perspectives on academic publishing. *EduLingua. Euroscience*, 2, 1–14 .

[20] Olaitan, S.O., Ukonze, J.U. & Ifeanyieze, F.O. (2009) Troublesome areas in research to beginners: A case of generating a research topic. *Journal of Nigerian Vocational Association*, 14, 161–169.

[21] Oluwasanu, M. & Ntekim, A. (2019) Causes and remedies for low research productivity among postgraduate scholars and early career researchers on non-communicable diseases in Nigeria Balogun, and O,Ojengbde, O. *BMC Research Notes*, 12.

[22] Oluwasanu, M. & Ntekim, A. (2019). Experiences of publishing in English: Vietnamese doctoral students' challenges and strategies. [Special Issue on Writing across the in Australia and New Zealand].” *Across the Disciplines*, 16 (3) Balogun, Hoang, T.V.Y., &I. Ma,P.F., 50–65.

[23] Owolabi, K.A., Aderibigbe, N.A., Diyaoly, B. & Yisuff, A.M. (2020) Factor influencing the adoption of EIR among postgraduate students in Nigeria Universities Mousaion South African. *Information Studies*, 38, 1–12.

[24] Pölönen, J., Guns, R., Kulczycki, E., Sivertsen, G. & Engels, T.C.E. (2021) National lists of scholarly publication channels: An overview and recommendations for their construction and maintenance. *Journal of Data and Information Science*, 6, 50–86.

[25] Reed, M. (2018) Creating learning opportunities in open education: *An exploration of the intersections of information literacy and scholarly communication*. At <https://rc.library.uta.edu/uta-ir/handle/10106/27655>. Accessed 10 August, 2022.

[26] Reed, M. (2018) Creating learning opportunities in open education: *An exploration of the intersections of information literacy and scholarly communication*. Available at <https://rc.library.uta.edu/uta-ir/handle/10106/27655>. Accessed 20 July 2022.

[27] Seale, C. (1999) Quality in qualitative research. *Qualitative Inquiry*, 5, 465–478.

[28] Simisaye, A.O. (2020) A study of research productivity of the academic staff in research institutions in South west Nigeria. *Samaru Journal of Information Studies*, 19 (2).

[29] Tella, A. & Onyanacha, B. (2020). *Scholarly Publishing Experience of Postgraduate Students in Nigerian Universities Accountability in Research*.

[30] White, E. & King, L. (2020) Shaping scholarly communication guidance channels to meet the research needs and skills of doctoral students at Kwame Nkurah University of Science and Technology. *Journal of Academic Librarianship*, 46.

[31] Yunus, O.O. |& Tambi, A., M. (2013). *Essential of Research Method*. UiTM Kuala-Lumpur.