

RESEARCH SKILLS AS PREDICTOR OF RESEARCH PRODUCTIVITY OF LIBRARIANS IN UNIVERSITY LIBRARIES IN NIGERIA.

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Abstract

This study investigated research skills as predictors of research productivity among librarians in university libraries in Nigeria. Research productivity has become a critical factor in determining the academic relevance and career advancement of librarians who hold faculty status. The primary objective of the study was to ascertain the extent to which research skills serve as predictor of librarian research productivity. A correlational research design was adopted for this study. The study population comprised 832 librarians in university libraries across Nigeria, from which a sample of 249 librarians were selected

using stratified random sampling technique to ensure fair representation across various institutional types. Data collection was conducted using a structured questionnaire, while data analysis involved the use of statistical means, standard deviations and inferential statistics (Pearson Product Moment Correlation (PPMC analysis). The findings of the study revealed that librarians exhibited low levels of research skills, (2.08 & 2.61) both of which are fundamental to scholarly output. The study further revealed a low level of research productivity among the librarians. (2.72) However, further analysis showed very strong positive correlations between the independent variable----research skills, (0.995)—and the dependent variable, research productivity. Furthermore, a strong combined effect of these variables on research productivity was also established. Based on these findings, the study concludes that enhancing librarians' research skills will significantly improve their research output. It is recommended that university libraries and parent institutions organize frequent training workshops and seminars aimed at strengthening librarians' research capacities.

Keywords: Research Skills, Predictor, Librarians, Research Productivity, University Libraries.

Introduction

Across the nations of the world, there is general acknowledgement of universities as the hub of knowledge production and knowledge transfer by the way of scholarship and research. Universities all over the globe perform three essential tasks, specifically teaching, research and community service, with the general intention of producing qualified personnel for vital parts of social advancement. Universities produce trained and skilled manpower in diverse areas of knowledge who will contribute in no small measure to the national and global developments. There are tendencies to give more recognition to teaching than research and community service delivery. However, it is becoming gradually

evident in the current era that research is very vital in an effort for universities to act as industrial hub of knowledge production for global development. At the heart of universities is advancement, creation and dissemination of knowledge via research and provision Universities generate knowledge by means of research.

Research refers to the process of inquiry that hinges on proficiency, understanding of the cutting edge of scholarship in particular areas of knowledge (Ogbomo & Adekoya, 2019). The actual art of research is acknowledging the way to stay on the pathway and keep an eye on the development of knowledge by monitoring its twists. Considering research findings as a development, for the librarians that found it, it is no matter what but a step forward in contributing to the frontier of knowledge. Research quality hinges on unceasing heightening of knowledge and on close understanding of contemporary issues that facilitate scholarship, at both theoretical and methodological level (Adeyemi, 2021).

The dissemination of research productivity of academics is majorly through publications. Through research publications academics get acknowledgment in educational circles nationally and globally. In universities, research productivity is the main way of accomplishing advancement in educational circles due to its relationship with career elevation, tenure and remuneration (Crampsie et al., 2020). There is a general acceptance of research as a critical factor in advancing national prosperity and the well-being of the

citizens in the contemporary knowledge-based time (Ilevbare et al., 2022). Adeyemi (2021) averred that research does not merely help solve real world difficulties and lead to material enhancements, but equally offers insight into novel notions that increase human knowledge regarding different societal, economic and cultural occurrences. Research has all the time been the key method to providing solutions to difficulties by all types of experts starting from the prime values (Adetomiwa, 2018).

Librarians as professionals in university libraries perform both academic and professional functions. The academic functions include teaching, examination supervision, grading of students' examination scripts, marking of assignment, and carrying out research. The professional functions include indexing, abstracting, monitoring, shelving activities in the libraries, cataloguing and classification, etc. (Ogbomo & Adekoya, 2019). More so, librarians play vital role in ensuring that university libraries adequately support the university community by rendering services to meet the teaching, research and learning requirements of students, staff, researchers and various community users (Yusuf & Fehintola, 2021). Meanwhile, university libraries play a vital role in the educational system by offering a series of services to a number of users in the academic environment.

A number of studies have explored the link between research productivity and variables which include demographic factors, information utilisation skills, workload

(Ogbomo & Adekoya, 2019), leadership styles, etc. Some contemporary researches have integrated psychosomatic and other dormant variables in examining research productivity. With requisite information literacy competencies that librarians have, it is expected that conducting research will be easy for the librarians (Adeyemi, 2021). Effective use of information resources requires information users to learn how to overcome information nervousness with a view to exploring, interpreting and utilizing information for personal and national development. Ability to Analyse, interpret, present and use information in any environment is a vital skill library users should have in the current era of information and communication technology (Onanuga, 2019).

Research prolific librarians adjust themselves to the contemporary realities in the world of ICT. They develop the skills to use the internet for series of research works. Earlier Internet searching knowledge foretells the complexity of searching strategies librarians use (Ekong & Ebong, 2018). More so, some librarians do not show interest in investing the time and energy required in learning how to search in complex databases (Dien & Basse, 2019). Some librarians choose ease of use in the process of determining the databases or search engines to use in searching for information (Adeyemi, 2021). Librarians in academic environment have an extensive history of supporting research in numerous settings, and adjusting to the progress of data collection procedures and

research methodologies (Thomas & Urban, 2018). More so, given an increasing stress on research in higher education across all areas of knowledge, almost all librarians are mandated to assist in supporting research in different dimensions (ACRL Research Planning and Review Committee, 2018). More explicitly, as libraries enlarge to comprise more support for primary data collection and analysis, it is imperious that librarians have acquaintance with and confidence in their capability to assist with and conduct primary data collection (Anderson et al., 2022).

In a bid to address the aforementioned area of concern on librarians' research productivity, the researcher explored the relationship between research skills as predictor of research productivity among librarians in university libraries in Nigeria.

Statement of the Problem

Research productivity, which includes the production of publications such as textbooks, journal articles, conference proceedings, and monographs, is a key indicator of academic success. High research productivity not only garners national and international recognition but also advances knowledge in the field. Ideally, librarians should have high levels of research skills to achieve significant research output.

However, the researcher observed from preliminary investigations and personal experience that librarians in Nigerian universities are lagging behind their international counterparts, particularly those in Europe and America. This disparity in research productivity may be attributed to factor like research skills. Evidence suggests that librarians in Nigerian universities may lack essential research skills necessary for effective research or their current research skills may be insufficient for conducting advanced research, which hinders productivity.

This research aims to investigate how research skills influence research productivity among librarians in university libraries in Nigeria. By analyzing this factor, the study seeks to provide recommendations for enhancing research productivity and addressing the current challenges faced by librarians. It is against this backdrop that this study seeks to examine the role of research skills as predictor of productivity among librarians in university libraries in Nigeria.

Research Questions

The following research questions guided this study.

- i. What is the extent of research skills among librarians in the libraries?
- ii. What is the extent of research productivity among librarians in the libraries?

- iii. What is the relationship between research skills and research productivity among librarians?

Hypothesis

- i. There is no significant relationship between research skills and research productivity among librarians in university libraries in Nigeria.

Review Of Related Literature

Librarians Research Skills in University Libraries

One of the core expectations of librarians in the contemporary era is to conduct research. Gone are the days when librarians were traditionally expected to merely provide support to researchers in the application of the services and resources that they subscribed to in their areas of research, ranging from information searches to standardisation of authors' names in the diverse databases. Today, research has advanced and librarians have assumed academic status which requires them to carry out research and work with other research support areas at universities (Riera-Quintero et al., 2023). To be effective in

conducting research and due to the advancement of research and its technologies, librarians need to possess research skills in sufficient quantity (Ojini et al. (2023).

No librarians in academic environment can meet the requirements for promotion and tenure appointment without having research skills that will aid them in having the appropriate level of research publications required by their various institutions. Research skills enable librarians to recognize a problem, define what sorts of informational resources are required to answer to the problem, locate those resources proficiently, assess the gathered information for quality and pertinence, and use the information efficiently to solve the problem (Akuegwu & Nwi-ue, 2018). Through research skills, librarians are able to recognize a problem, get information concerning the problem through different information sources, evaluate and scrutinize the information gathered, and finally interpret and publish the results found (Awodoyin et al., 2020; Asim et al., 2017).

There is an expectation that librarians in academic environment would possibly be skillful in carrying out research. This is to help them conduct research that can facilitate their research productivity. Adekoya (2018) stated that a high extent of research skills is required by contemporary librarians in academic environment. These skills, as well as instruction in research methodology, knowledge of information organization, and skill to steer pertinent information are important tools to librarians. Identification of topics and

research questions are the most essential aspect of research writing (Balakumar, 2012). Research skills are required to generate novel topics in librarianship which can result to great research productivity (Adekoya; 2018). Research skills are helpful in particular assignments and duties that could help librarians get bigger skills specifically in carrying out research (Austria & Cabonero, 2020). This can be seen as the scholastic practice and accomplishment objectives of librarians to enhance research productivity. The rapid changes in the society and in the field of information technology have led to the higher demand in highly skilled, competent, and research-oriented individuals (Gray 2014).

Lack of skills by librarians by librarians can be disastrous, making the profession less envied by prospective scholars. Bhardwaj (2017) averred that lack of data analysis and data collection skills among the librarians make the quality of research in library and information science less rigorous and earth-breaking. This is because skills and experiences in conducting research are the qualities that librarians got via short training intended to increase skills in carrying out research. Anderson et al. (2022) averred that even though there is obvious prevalence of methods courses and quantitative methods training, the research confidence of librarians is evidently poorer for activities which include analyzing quantitative data and running statistical tests compared to activities like enunciating research questions and reviewing literature for research.

Research Productivity among Librarians in Libraries

The influence of information literacy skills on research productivity of academic staff of federal universities in North-eastern Nigeria was investigated by Babalola and Umar (2021). A survey design was used for the study. The study covered the entire 4258 academic staff of six (6) federal universities in North-eastern, Nigeria. A sample size of 366 was used for the study. The study adopted a multi-stage sampling technique to select the sample for the study. With the use of a simple random sampling, three (3) out of the six (6) federal universities were selected to have a controllable sample simple size. A stratified sampling method was used to select four (4) faculties common to all the universities. A questionnaire was used for data collection. The data collected were analyzed using percentage, mean and standard deviation. It was found that there is no significant relationship between information literacy skills and research productivity of academic staff in federal universities in the North-eastern. This means that the extent of information literacy skill of the academic staff cannot predict their research productivity. It was recommended that academic staff universities in the North-eastern, Nigeria should be stimulated to apply their information literacy skills to boost their research productivity.

Librarians are academics. In the process of investigating the extent of information literacy skill of academics, data have to be equally collected from librarians. A survey of the

influence of information literacy skills on research productivity of academic staff of federal universities in North-eastern Nigeria by Babalola and Umar (2021) found a high extent of information literacy skill among the academic staff. The implication us that the academic staff are able to identify a requirement for information, find and access information, appraise information, apply information and arrange, apply and communicate information decently.

A descriptive study by Adekoya and Guobiazor (2023) explored the influence of leadership styles and organisational rewards on employees' commitment in academic libraries in Nigeria using the entire 218 staff of academic libraries in Ondo State. The study wanted to know the positions of heads of library and the subordinate staff about the rewards system employed by the libraries. The study adapted the Organisational Commitment Questionnaire developed by Allen and Meyer was used for data collection. The study found divergent responses from the two set of respondents. While the subordinate staff claimed that the level of the organisational rewards the employees were offered was moderate, the heads of libraries claimed that a great level of organisational rewards was given to the employees. While the subordinate staff affirmed that the level of extrinsic and social rewards the employees were given was moderate, the heads of library claimed that a great level of extrinsic and social rewards was given to the employees.

Likewise, even though the subordinate staff affirmed that the level of intrinsic rewards they were given was low, the response of the heads of libraries indicated that the level of intrinsic rewards the employees were given was moderate.

Edem (2004) carried out a study entitled “The gender factor in publication output of librarians in Nigerian universities”. Survey research design was used for the study. The population sample was 202 librarians made up of 121 males and 81 females drawn from 22 out of 35 university libraries. A structured questionnaire was the instrument for data collection. Two hypotheses were stated and tested using t-test statistics. The findings of the study showed that there is no significant difference between male and female librarians with respect to their publication output. In other words, gender is not an influencing factor in the publication output of librarians in Nigerian universities. The implication of these findings is that if publication output is considered an important factor in the professional development of librarians, their discrimination in terms of gender when recruiting librarians should be completely avoided.

Relationship Between Research Skills and Research Productivity Among Librarians

Research productivity remains a critical benchmark for evaluating the scholarly contributions of academic librarians. The ability to engage in research activities and

publish scholarly outputs is often tied to the possession of adequate research skills. Several empirical studies have explored the relationship between research skills and the research productivity of librarians, revealing nuanced insights into how competencies in research methodology, data analysis, and academic writing influence publication outputs. Akwang and Udoh (2024), in their study titled *"Assessment of Research Skills and Research Output of Librarians in Nigerian Universities"*, employed a survey design targeting 120 librarians from six first-generation universities in Nigeria. The researchers used a structured questionnaire and analyzed the data using Pearson correlation. Their findings indicated a strong positive relationship between librarians' self-assessed research skills and the number of publications produced. Specific skill areas such as hypothesis formulation, research design, and the use of statistical software were found to significantly influence productivity. The authors concluded that professional training in research methodology should be embedded in continuous professional development programs for librarians.

Imam et al. (2021) conducted a study titled *"Capacity Building and Research Output among Librarians in Northern Nigerian Tertiary Institutions"*. Using a mixed-method approach that combined questionnaires and key informant interviews, the study investigated 80 librarians across federal and state-owned institutions. The findings highlighted that librarians who had participated in formal research training or workshops

within the last three years showed significantly higher levels of productivity than their counterparts. The authors stressed that while basic research skills were necessary, regular capacity-building efforts, mentorship, and peer collaboration had a compounded effect on research engagement and output.

Iwu-James et al. (2023) examined *"Influence of Research Knowledge on Scholarly Publishing among Academic Librarians in South-Western Nigeria"*. A descriptive survey research design was adopted, involving 100 librarians from public universities. The study focused on librarians' proficiency in research topic development, referencing, academic writing, and use of databases. The results showed that although many librarians demonstrated moderate competence in basic research tasks, a lack of advanced research skills—particularly in data interpretation and critical literature review—limited their productivity. The study further found that librarians with prior exposure to postgraduate research produced more scholarly work than those without such background.

Oni and Achugbue (2023) explored the theme in their study titled *"An Empirical Study of Research Competence and Publication Output of Librarians in Nigerian Polytechnics"*. Using a correlational research design and SPSS for data analysis, the authors studied 95 librarians from federal polytechnics. The results demonstrated a statistically significant correlation between competence in research report writing, use of analytical

tools, and publication output. Interestingly, the study revealed that librarians who collaborated with teaching faculty on research projects recorded higher publication rates. The researchers concluded that collaborative environments help bridge individual skill gaps and increase motivation to publish.

Ilevbare (2022) in their article *"Research Skill Proficiency and Scholarly Engagement Among University Librarians in Nigeria"*, adopted a cross-sectional survey design to gather data from 110 university librarians. The findings revealed that librarians rated themselves highest in information retrieval and literature search but lowest in statistical analysis and technical report writing. There was a significant correlation between high-level research skills and indicators of productivity such as journal publications, conference papers, and edited volumes. The study recommended periodic institutional audits of librarians' research capacity and provision of research software tools to enhance productivity.

The reviewed empirical studies consistently demonstrate a positive correlation between research skills and research productivity among librarians. However, there are some differences in emphasis. In summary, although research skills are a strong predictor of productivity, the literature agrees that these skills must be continuously developed, institutionally supported, and practically applied to result in meaningful scholarly engagement among librarians.

Methodology

This research adopted a descriptive survey design with a correlational approach. This design was considered suitable because the study aims to examine the association between the independent variables and the dependent variable. According to Moran (2018), the descriptive survey design of the correlational type is a non-experimental study that either describes a situation or phenomenon simply as it stands, or describes a relationship between two or more variables, all without any interference from the researcher. The population of the study is 834 librarians in all the Federal universities in Nigeria. The sample size for the study is 249. For the purpose of this study, Stratified sampling technique of the proportional type will be used for the study. Stratified sampling according to Frost (2024) is a method of obtaining a representative sample from a population that have been divided into relatively similar sub population (strata). 40% of the population was drawn from each stratum.

Data collected were analyzed using Statistical Package for Social Science (SPSS) to generate descriptive and inferential statistics. Mean was used to answer research questions one and two. The criterion mean for research question 1 and 2 was placed at 2.50. The Pearson's product moment correlation coefficient was used to analyze research question 3.

Results And Discussion

Research question 1: What is the extent of research skills among librarians in the libraries?

Table 1: The Extent of Research Skills Among Librarians

S/N	Research Skills	VHE	HE	ME	LE	VLE	\bar{x}	Std. Dev.
Methodological Skill:								
i.	This involves identifying and designing appropriate research procedures:	0	12	26	91	42	2.05	0.83
ii.	Ability to design experimental studies	5	24	68	60	14	2.68	0.92
iii.	Ability to select appropriate instruments to use	0	20	80	41	30	2.53	0.92
iv.	Ability to search a research problem	12	8	51	60	40	2.37	1.11
v.	Ability to develop instruments	14	16	46	52	43	2.45	1.20
vi.	Ability to develop research questions	24	19	31	57	40	2.59	1.34
vii.	Ability to writ an abstract	41	22	18	42	48	2.80	1.56
viii.	Ability to collect survey data	21	19	41	83	7	2.79	1.10
ix.	Ability to plan research	10	18	61	27	55	2.42	1.21
x.	Ability to prepare manuscript for publication	25	28	61	27	30	2.95	1.27
Problems solving skills:								
xi.	Ability to identify, define and analyse problems to create solutions and evaluate them	0	20	65	71	15	2.53	0.81
xii.	Ability to think of novel means of solving a research problem	15	20	65	71	0	2.88	0.93
xiii.	Ability to identify a research problem	25	41	25	60	20	2.95	1.29

xiv.	Ability to assess the correctness of information content by reading other sources stated by the writer	31	20	68	32	20	3.06	1.23	
xv.	Ability to explain a research problem	28	22	71	32	18	3.06	1.18	
xvi.	Ability to find novel methods to address a research problem	0	15	41	91	24	2.27	0.81	
xvii.	Development of skill to analyse a problem	5	25	41	40	60	2.27	1.17	
Communication Skills:									
xviii.	Ability to write and present the research and its finding	18	12	34	69	38	2.43	1.21	
xix.	Ability to do a presentation with confidence	41	29	61	40	0	3.42	1.09	
xx.	Ability to explain the purpose of the research	11	21	41	67	31	2.50	1.12	
xxi.	Ability to write the research findings	21	25	51	62	12	2.89	1.13	
xxii.	Ability to summarise the information in the research	14	25	61	69	2	2.88	0.96	
xxiii.	Ability to explain the conclusion of the research	19	21	37	79	15	2.71	1.14	
xxiv.	Ability to communicate the research findings in the most suitable language	27	9	54	81	0	2.89	1.07	
xxv.	Ability to present the research findings to a wider audience	15	30	71	51	4	3.01	0.96	
Statistical/Quantitative Analysis Skills:									
xxvi.	Ability to collect and analyse information, solve problem and make decision	7	16	24	81	43	2.20	1.05	
xxvii.	Ability to use appropriate statistical tools	3	26	28	23	91	1.99	1.21	
xxviii.	Ability to use quantitative methods	7	16	24	81	43	2.20	1.05	
xxix.	Ability to confidently carry out data collection procedures	11	29	47	84	0	2.81	0.94	

xxx.	Ability to recognize suitable method for analysing data	13	9	31	44	74	2.08	1.23	
xxxi.	Ability to develop research instrument suitable for research	16	29	31	74	21	2.68	1.17	
xxxii.	Ability to know the right statistical tool to use for research	11	23	46	79	12	2.66	1.01	
xxxiii.	Ability to interpret the statistical report of findings	12	11	23	46	79	2.01	1.22	
Information Seeking Skills:									
xxxiv.	Awareness of various information sources available	20	11	38	81	21	2.58	1.15	
xxxv.	Ability to identify the various means of getting information (e.g. electronic media, audio, video)	31	36	39	51	14	3.11	1.25	
xxxvi.	Skills to identify the sources of information	14	29	33	44	51	2.48	1.30	
xxxvii.	Ability to use truncation (or shortcuts) in search of information	13	14	42	98	4	2.61	0.95	
xxxviii.	Ability to use different search words to get online information	8	22	41	70	30	2.46	1.07	
xxxix.	Ability to get the exact information needed in books, articles, journals, and others	6	18	39	91	17	2.44	0.93	
xl.	Ability to recognize and look for synonyms, themes or keywords that can be used to locate information based on the topic	6	27	49	89	0	2.71	0.86	
Aggregate Mean/Std. Dev.							2.61	1.10	
Criterion Mean							3.00		

The results of Table 1 revealed the extent of research skills among librarians across five major skill areas: methodological skills, problem-solving skills, communication skills, statistical/quantitative analysis skills, and information-seeking skills. An aggregate mean score of 2.61 with a standard deviation of 1.10 was recorded, which is below the benchmark of 3.00, indicating a generally low level of research skills among the respondents.

The findings indicated that librarians in the study exhibit low levels of research skills across most domains. The results suggest the need for focused professional development programmes, such as training on research methodology, statistical analysis, and academic writing, to build and enhance librarians' research capabilities and effectiveness in academic and professional contexts.

Research Question 4: What is the extent of research productivity among librarians in the libraries?

Table 2: The Extent of Research Productivity Among Librarians

S/N	Publications	VHE	HE	ME	LE	VLE	\bar{x}	Std. Dev.
i	Book review	9	16	24	94	28	2.32	1.03
ii	Chapters in book	10	40	77	40	4	3.07	0.89
iii	Textbook	18	21	29	90	13	2.65	1.12
iv	Edited book	16	14	35	84	22	2.52	1.11
v	Conference proceeding	28	32	41	51	19	2.99	1.26

vi	Conference/seminar presentation	19	41	32	28	51	2.70	1.40
vii	Workshop	21	41	41	63	5	3.06	1.11
viii	Editorial note	5	9	14	120	23	2.14	0.82
ix	Monographs	0	13	40	58	60	2.04	0.95
x	Occasional paper	10	20	40	101	0	2.64	0.91
xi	Article in learned journal (Local)	41	30	50	30	20	3.25	1.31
xii	Article in learned journal (International)	40	50	31	20	30	3.29	1.41
xiii	Extraction of bibliographies, abstracts, and indexes	28	28	29	30	56	2.66	1.48
Aggregate Mean/Std. Dev.							2.72	1.14
Criterion Mean							3.00	

The results of 2 revealed the extent of research productivity among librarians across various categories of scholarly publications. An aggregate mean score of 2.72 with a standard deviation of 1.14 was recorded, which falls below the criterion mean of 3.00. This indicates a generally low level of research productivity among the respondents.

The findings suggest that although overall research output among librarians is limited, there is notable productivity in book chapter contributions, workshop participation, and journal article publications, particularly in academic journals. These strengths may serve as focal points for further encouraging scholarly activity among librarians.

Testing of the Hypotheses

It should be noted that research questions 3 was answered with hypothesis 1.

Research question 3: What is the relationship between research skills and research productivity?

Table 3: Relationship Between Research Skills and Research Productivity

Among Librarians			
		Librarians Research Skills	Research Productivity Among Librarians
Librarians Research Skills	Pearson Correlation	1	.995**
	Sig. (2-tailed)		.000
	N	171	171
Research Productivity Among Librarians	Pearson Correlation	.995**	1
	Sig. (2-tailed)	.000	
	N	171	171

The result shows an extremely strong positive correlation between research skills and research productivity, with a Pearson correlation coefficient (r) of 0.995. This correlation is statistically significant at the 0.01 level ($p = 0.000$). Since the p -value is less than the alpha level of 0.05, the null hypothesis is rejected. This indicates that librarians who possess stronger research skills tend to be significantly more productive in research.

The very high degree of correlation suggests that enhancing librarians' research skills could greatly improve their research output.

Recommendations

Based on the findings of the study, the following recommendations are made.

1. Institutions should establish research support units to provide training in research methodology, academic writing, and use of data analytical tools to improve research skills. Librarians should be encouraged to participate in conferences, publish in peer-reviewed journals, and engage in collaborative research with other academic staff.
2. Libraries should provide reliable internet access, access to current research databases, and a reduced workload or designated research time for librarians. These measures will help create an enabling environment for research productivity.
3. University libraries should develop policies that simultaneously address the development of competencies, skill acquisition, and motivation. A coordinated professional development plan should be implemented with periodic evaluations to monitor progress and adjust strategies accordingly.
4. University libraries should collaborate with professional associations like the Nigerian Library Association (NLA) and library schools to organize continuous training on

information literacy. These should include hands-on workshops, webinars, and certification programme on digital literacy, advanced search strategies, and ethical use of information.

Conclusion

This study examined research skills as predictor of research productivity of librarians in university libraries in Nigeria. Librarians in this study exhibit low levels of research skills, there is a low level of research productivity among librarians. The study concludes that research skills strongly predict the research productivity of librarians in Nigerian university libraries. Despite the currently low levels in these areas, there is a strong positive relationship between librarians research skills and research output. Improving these variables can significantly boost librarians' research performance.

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