EISSN 3141-6152
GLOBAL ACADEMIC INTERNATIONAL JOURNAL OF LIBRARY AND INFORMATION SCIENCE (GAIJLIS) VOL: 2.1 (2026) PP 58-67



Received: 29.05.2026| Accepted: 26.06.2026 |Published: 09.07.2026
Citations: SELUMUN-IPAV, N. UGANNEYA, S.A & ANNUNE, A. E (2026) E-Reference Resources Utilization and Research Productivity of Food Scientists in Universities in Benue State, Nigeria Gaijlis vol.2.1. Pp.58-67 https://globreshub.org/index.php/gaijlis/
DOI: https://doi.org/10.5281/zenodo.21860080

E-REFERENCE RESOURCES UTILIZATION AND RESEARCH PRODUCTIVITY OF FOOD SCIENTISTS IN UNIVERSITIES IN BENUE STATE, NIGERIA

[1]SELUMUN-IPAV Ngukeen, [2]UGANNEYA, Achia Solomon [3]ANNUNE, Ashiver Elizabeth
[1]University Library, University of Mkar, Mkar, Benue State, Nigeria [2]-[3]Department of Library and Information Science, Joseph Sarwuan Tarka University, Makurdi, Benue State, Nigeria
Corresponding Author: Email – ngselumunipav@gmail.com

Abstract
This study examined the utilization of electronic reference (e-reference) resources and its influence on research productivity among Food Scientists in universities in Benue State, Nigeria. The research adopted a survey design involving all 63 Food Scientists from three universities: Joseph Sarwuan Tarka University, Makurdi; Reverend Father Moses Orshio Adasu University, Makurdi; and University of Mkar, Mkar. Data were collected using a structured questionnaire and analyzed using frequency counts, percentages, mean scores, standard deviation, and Chi-square goodness-of-fit test. Findings revealed that while foundational e-reference resources such as encyclopedias, dictionaries, handbooks, and atlases were widely available and utilized, specialized resources like thesauri, bibliographies, biographical sources, and directories were underutilized. The overall level of research productivity among Food Scientists was found to be low, with only a small fraction recording high research outputs. Major constraints to e-reference resource utilization included lack of search techniques, poor internet connectivity, inadequate ICT skills, and erratic power supply. Constraints to research productivity included inadequate funding, lack of modern laboratory equipment, and heavy teaching workloads. A significant relationship was established between e-reference resources utilization and research productivity ($\chi^2 = 23.01$, $p = 0.003 < 0.05$). The study recommends institutional investment in digital infrastructure, regular training programs, and provision of research grants to enhance research productivity.
Keywords: *E-reference resources, research productivity, Food Scientists, university libraries, Benue State*

*Corresponding author(s) SELUMUN-IPAV, N., UGANNEYA, S. A & ANNUNE, A. E (2026) agree that this article remain permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

INTRODUCTION

Universities are universally recognized as pillars of societal transformation and advancement, serving as breeding grounds for innovation, intellectual growth, and national development (Boulton & Lucas, 2021). The University library occupies a central position in the academic enterprise, often described as the heart or intellectual engine room of the University. It supports the institution's core functions of teaching, learning, and research by providing timely access to relevant information resources and services (Abubakar, 2020).

In today's digital age, electronic resources (e-resources) have emerged as vital components in academic libraries, profoundly influencing research productivity and scholarly communication. Kalaiappan and Rajasekar (2017) emphasized the transformative impact of these resources, noting their ability to facilitate efficient and timely access to scholarly materials beyond the confines of academic institutions. Digital collections now encompass electronic books, electronic journals, full-text databases, streaming media, and multimedia

learning tools (Olufemi & Adeyeye, 2022).

Food science represents a vital interdisciplinary field that applies principles from biology, chemistry, nutrition, engineering, and microbiology to understand food systems and solve problems related to food production, quality, safety, and sustainability (Ristic et al., 2024). Professionals trained in this field work in various capacities across academia, industry, government agencies, and research institutions. In Universities, Food Scientists are not only educators but also researchers who generate new knowledge through continuous scientific inquiry.

Despite the global shift towards digital research resources, the utilization of e-reference resources by Food Scientists in Universities in Benue State may remain limited. Without easy access to the latest digital tools and materials, researchers may rely on outdated or limited print resources that hinder their ability to engage with cutting-edge research. This study therefore investigated the extent of e-reference resources utilization and research productivity of Food Scientists in Universities in Benue State, Nigeria.

STATEMENT OF PROBLEM

University libraries play a critical role in supporting teaching, learning, and research by providing access to relevant information resources. The increasing availability of electronic reference (e-reference) resources has transformed scholarly communication and has the potential to enhance research productivity. However, despite this digital transformation, the utilization of e-reference resources by Food Scientists in universities in Benue State appears to remain suboptimal.

Although basic e-reference resources such as encyclopedias, dictionaries, and handbooks are generally available, specialized resources, including thesauri, bibliographies, directories, and biographical sources, are either underutilized or unavailable. Consequently, research productivity among Food Scientists has remained relatively low. Factors such as inadequate search skills, poor internet connectivity, limited ICT competence, erratic power supply, insufficient research funding, inadequate laboratory facilities, and heavy teaching workloads further constrain both e-reference resource utilization and research output.

These challenges may limit researchers' access to current scientific information and reduce their capacity to produce high-quality research. This study therefore investigated the extent of e-reference resource utilization and its influence on the research productivity of Food Scientists in universities in Benue State, Nigeria, with the aim of providing empirical evidence to guide institutional policies and strategies for improving research performance.

OBJECTIVES

This study set out to investigate e-reference resources utilization and research productivity of Food Scientists in Universities in Benue State, Nigeria. Specifically, the study sought to:

1. Identify the types of e-reference resources available to Food Scientists in Universities in Benue State, Nigeria.
2. Determine the extent of utilization of e-reference resources by Food Scientists in Universities in Benue State, Nigeria.
3. Assess the level of research productivity of Food Scientists in Universities in Benue State, Nigeria.
4. Examine the relationship between e-reference resources utilization and research productivity of Food Scientists in Universities in Benue State, Nigeria.

5. Identify the constraints to effective utilization of e-reference resources by Food Scientists in Universities in Benue State, Nigeria.
6. Identify the constraints to research productivity of Food Scientists in Universities in Benue State, Nigeria.

LITERATURE REVIEW

E-Reference Resources are digital tools and materials, such as online databases, e-journals, e-books, digital encyclopedias, dictionaries, thesauri, bibliographies, handbooks, manuals, almanacs, biographical sources, atlases, gazetteers, and directories, used by researchers to access scholarly information for academic work (Musa et al., 2015; Udofot & Nwachukwu, 2019).

E-Reference Resources Utilization refers to the extent to which Food Scientists engage with and make use of digital reference resources in their research activities. The five laws of library science formulated by Ranganathan emphasize that "books are for use," implying that reference resources in a library system are for utilization.

Research Productivity is the volume and quality of research output produced by Food Scientists, measured by publications, presentations, and other scholarly contributions. According to Adeyi et al. (2024), research productivity is a measure of the output and influence of an individual researcher, research group, or institution within the academic or scientific community.

Food Scientists are academic professionals specializing in food science, focused on studying food production, safety, processing, and nutrition. According to Adedayo and Nwachukwu (2020), a Food Scientist works in the food processing industry, educated in nutrition, biology, and chemistry, and uses this knowledge to improve methods of food processing, canning, freezing, storing, packaging, and distributing food.

Theoretical Framework

This study was guided by two theories: Wilson's General Model of Information Seeking (1981) and Rogers' Diffusion of Innovation Theory (1962). Wilson's model explains how individuals identify information needs, seek relevant information, evaluate and apply it, while emphasizing the influence of personal, environmental, and system-related factors on information-seeking behavior. Rogers' Diffusion of Innovation Theory explains how new technologies and ideas are adopted within a social system, highlighting adopter categories and the key characteristics of innovations relative advantage, compatibility, complexity, trialability, and observability that influence the rate of adoption. Together, the theories provide a framework for understanding the utilization of e-reference resources and their contribution to research productivity among Food Scientists.

METHODOLOGY

The study adopted a survey research design and was conducted in Benue State, Nigeria. The population comprised 63 Food Scientists from three universities: Joseph Sarwuan Tarka University, Makurdi (24), Reverend Father Moses Orshio Adasu University, Makurdi (20), and the University of Mkar, Mkar (19). Given the manageable population size, a total enumeration approach was adopted. Data were collected using a structured questionnaire titled E-Reference Resources Utilization and Research Productivity of Food Scientists Questionnaire (ERURPFSQ). Data analysis employed frequency counts, percentages, mean, standard deviation, and the Chi-square goodness-of-fit test at the 0.05 level of significance. A mean score of 2.50 or above was regarded as high extent/agreement, while scores

below 2.50 indicated low extent/disagreement.

RESULTS

Types of E-Reference Resources Available

Table 1: Availability of E-Reference Resources

S/N	Types of E-Reference Resources	N	Available	AV (%)	Not Available	NAV (%)
1	Encyclopedias	3	3	100%	0	0%
2	Dictionaries	3	3	100%	0	0%
3	Thesauri	3	2	66.7%	1	33.3%
4	Bibliographies	3	2	66.7%	1	33.3%
5	Handbooks	3	3	100%	0	0%
6	Manuals	3	2	66.7%	1	33.3%
7	Almanacs	3	2	66.7%	1	33.3%
8	Biographical sources	3	1	33.3%	2	66.7%
9	Atlases	3	3	100%	0	0%
10	Gazetteers	3	2	66.7%	1	33.3%
11	Directories	3	2	66.7%	1	33.3%

Table 1 Reveals that encyclopedias, dictionaries, handbooks, and atlases were available at all three Universities (100%). Thesauri, bibliographies, manuals, almanacs, gazetteers, and directories were available at two Universities (66.7%). Biographical sources were the least available, recorded at only one University (33.3%).

Extent of Utilization of E-Reference Resources

Table 2: Extent of Utilization of E-Reference Resources

S/N	E-reference Resource	VHE	HE	LE	VLE	x̄	SD	Dec.
1	Encyclopedias	19	28	11	5	2.92	0.85	HE
2	Dictionaries	21	30	9	3	3.10	0.76	HE
3	Thesauri	7	15	28	13	2.13	0.90	LE
4	Bibliographies	10	20	22	11	2.35	0.94	LE
5	Handbooks	25	26	8	4	3.14	0.80	HE
6	Manuals	18	22	17	6	2.81	0.91	HE
7	Almanacs	14	20	18	11	2.54	0.99	HE
8	Biographical sources	5	12	25	21	2.00	0.93	LE
9	Atlases	17	24	15	7	2.84	0.88	HE
10	Gazetteers	16	25	14	8	2.78	0.89	HE

11	Directories	12	19	21	11	2.49	0.97	LE
	Cluster Mean					**2.68**		**HE**

Key: VHE = Very High Extent, HE = High Extent, LE = Low Extent, VLE = Very Low Extent, **x̄** = Mean, **SD** = Standard Deviation, **Dec.** = Decision

Table 2 shows that the overall cluster mean of 2.68 indicates a generally high extent of utilization. Handbooks (x̄ = 3.14) and dictionaries (x̄ = 3.10) were the most frequently utilized resources, while biographical sources (x̄ = 2.00), thesauri (x̄ = 2.13), and bibliographies (x̄ = 2.35) were underutilized.

Level of Research Productivity

Table 3: Level of Research Productivity

S/N	Level of Research Productivity	VHL	HL	LL	VLL	x̄	SD	Dec.
1	Regular publication in peer-reviewed journals	20	25	12	6	2.94	0.94	HL
2	Significant number of research papers within last five years	18	27	11	7	2.89	0.94	HL
3	Frequent presentation at conferences	15	26	14	8	2.76	0.95	HL
4	Active collaboration with other researchers	22	24	10	7	2.97	0.98	LL
5	Secured research grants	10	20	18	15	2.40	1.02	LL
6	Contribute to new knowledge and innovations	21	25	10	7	2.95	0.97	HL
7	Supervise research projects regularly	23	26	9	5	3.06	0.91	HL
8	Authored books, book chapters, or technical reports	12	18	20	13	2.46	1.02	LL
9	Research cited by other researchers.	16	22	15	10	2.70	1.02	HL
10	Interdisciplinary research engagement	19	23	13	8	2.84	1.00	HL
	Cluster Mean					**2.80**		**HL**

Key: VHL – Very High Level, HL – High Level, LL – Low Level, VLL – Very Low Level **x̄** = Mean, **SD** = Standard Deviation, **Dec.** = Decision

Table 3 shows a cluster mean of 2.80, indicating a generally high level of research productivity. However, specific areas such as securing research grants (x̄ = 2.40) and authoring books or technical reports (x̄ = 2.46) were rated low.

Relationship between E-Reference Resources Utilization and Research Productivity

Table 4: Mean Rating of Food Scientists' Utilization and Research Productivity

S/N	Item	x̄	SD	Decision
1	Adequate access to e-reference resources	3.24	0.71	Agreed
2	Frequent use of e-reference resources	3.30	0.90	Agreed
3	University provides reliable internet access	3.08	0.86	Agreed
4	Skilled in searching online databases	2.89	0.99	Agreed
5	Rely on e-resources more than print materials	2.90	1.14	Agreed
6	Availability improved efficiency	3.14	0.85	Agreed
7	Often encounter challenges with e-resources	3.02	0.92	Agreed
8	Training and workshops available	2.94	1.01	Agreed
9	Collaborate with colleagues using e-resources	3.03	0.91	Agreed
10	Satisfied with university's subscription	2.95	0.88	Agreed
11	Increased number of publications	3.13	1.08	Agreed
12	Help identify relevant journals	3.05	0.86	Agreed
13	Improved quality of research output	3.06	1.04	Agreed
14	Keep up with current trends	3.02	1.06	Agreed
15	Increased conference participation	3.22	0.70	Agreed
16	Collaborate using online platforms	3.00	0.82	Agreed
17	Improved citation count	3.49	0.73	Agreed
18	Published in high-impact journals	3.05	0.98	Agreed
19	Hindered by inadequate access	3.30	0.81	Agreed
20	Positively impacted research output	3.17	0.85	Agreed
	Cluster Mean	**3.10**		**Agreed**

Table 4 shows that all items were rated above 2.50, with a cluster mean of 3.10 indicating that respondents agreed

that e-reference resources utilization positively influences research productivity.

Constraints to E-Reference Resource Utilization

Table 5: Constraints to Utilization of E-Reference Resources

S/N	Constraint	x̄	SD	Decision
1	Lack of awareness of existence	2.78	0.97	Agreed
2	Absence of training programs	2.70	1.00	Agreed
3	Unorganized nature of resources	2.62	0.93	Agreed
4	Lack of publicity on contents	2.52	1.17	Agreed
5	Paucity of workstations	2.78	1.00	Agreed
6	Irrelevance of contents	2.59	1.00	Agreed
7	Absence of Internet connectivity	2.62	1.03	Agreed
8	Low speed and capacity of computers	2.57	0.97	Agreed
9	Lack of current/updated resources	2.76	0.94	Agreed
10	Problems locating appropriate information	2.79	0.91	Agreed
11	Non-availability of desired resources	2.71	0.98	Agreed
12	Lack of knowledge of search techniques	2.94	0.99	Agreed
13	Absence of requisite ICT skills	2.52	1.05	Agreed
14	Problems navigating the internet	2.59	1.03	Agreed
15	Absence of trained information scientists	2.68	0.87	Agreed
16	Lackadaisical attitude of Food Scientists	2.70	1.03	Agreed
17	Lack of time due to tight schedules	2.57	1.11	Agreed
18	ICT phobia	2.83	1.02	Agreed
19	Lack of constant power supply	2.87	0.90	Agreed
20	General readership problem	2.51	1.01	Agreed
	Cluster Mean	**2.69**		**Agreed**

Table 5 shows a cluster mean of 2.69, indicating that respondents generally agreed with all listed items as significant barriers to effective use of e-reference resources.

Constraints to Research Productivity

Table 6: Constraints to Research Productivity

S/N	Constraint	x̄	SD	Decision
1	Inadequate research funding	3.25	0.83	Agreed
2	Lack of modern laboratory equipment	3.27	0.85	Agreed
3	Limited access to updated research journals	3.22	0.81	Agreed
4	Poor internet connectivity	3.21	0.82	Agreed
5	High teaching workload	3.19	0.80	Agreed
6	Insufficient collaboration opportunities	3.17	0.79	Agreed
7	Lack of training in advanced research methods	3.17	0.81	Agreed
8	Delays in research grant approvals	3.18	0.81	Agreed
9	Limited mentorship	3.16	0.80	Agreed
10	Bureaucratic bottlenecks	3.17	0.81	Agreed
11	Lack of incentives for publishing	3.22	0.82	Agreed
12	Inadequate technical staff	3.16	0.80	Agreed
13	Poor maintenance of research facilities	3.21	0.81	Agreed
14	Limited attendance at academic conferences	3.14	0.79	Agreed
15	Low motivation due to poor remuneration	3.17	0.80	Agreed
16	Lack of access to specialized software	3.18	0.81	Agreed
17	Insufficient interdisciplinary engagement	3.16	0.80	Agreed
18	Poor institutional support for patenting	3.18	0.81	Agreed
19	Limited exposure to global research networks	3.17	0.80	Agreed
20	Difficulty balancing administrative duties	3.18	0.81	Agreed

S/N	Constraint	x̄	SD	Decision
	Cluster Mean	**3.18**		**Agreed**

Table 6 shows a cluster mean of 3.18, indicating strong agreement that these factors significantly constrain research productivity.

The Chi-square calculated value of 23.01 with 3 degrees of freedom yielded a p-value of 0.003, which is less than 0.05. Therefore, the null hypothesis was rejected, indicating a significant difference in the mean rating of Food Scientists' utilization of e-reference resources and their research productivity.

DISCUSSION

The study revealed that encyclopedias, dictionaries, handbooks, and atlases were available at all three Universities. This finding is consistent with Edem and Egbe (2016), who found that postgraduate students in the University of Calabar had access to a wide range of e-resources. However, biographical sources were only available at one university (33.3%), indicating gaps in specialized resource provision.

The extent of utilization was generally high (cluster mean = 2.68), with handbooks and dictionaries being most frequently used. This aligns with Okiy (2010), who reported that students in Delta State University made more use of handbooks than other reference resources. However, underutilization of thesauri, bibliographies, and biographical sources suggests limited awareness or skills in using specialized reference tools, consistent with Ojo and Akande (2015), who found low usage of electronic resources due to poor retrieval skills.

Research productivity was rated as high overall (cluster mean = 2.80), but specific indicators such as securing research grants and authoring books were low. This suggests that while researchers engage in basic scholarly activities, productivity in terms of funding acquisition and comprehensive publications remains limited. This finding aligns with Adetomiwa et al. (2023), who observed that research productivity in Nigerian Universities is often hindered by lack of access to current resources, inadequate funding, and weak institutional support.

The significant relationship between e-reference resources utilization and research productivity (χ^2 = 23.01, p = 0.003) confirms that effective use of digital resources enhances research output. This supports the findings of Kalaiappan and Rajasekar (2017), who emphasized that effective utilization of e-resources positively correlates with increased research productivity.

Major constraints to utilization included lack of knowledge of search techniques (x̄ = 2.94), lack of constant power supply (x̄ = 2.87), and ICT phobia (x̄ = 2.83). These findings echo those of Edem and Egbe (2016), who reported that poor ICT skills, inconsistent internet access, and lack of training hindered e-resource utilization in Nigerian Universities.

Constraints to research productivity centered on funding (x̄ = 3.25), lack of modern equipment (x̄ = 3.27), and limited access to updated journals (x̄ = 3.22). This is consistent with Anyaogu and Iyabo (2014), who emphasized that inadequate access to academic resources and poor institutional support significantly hinder research productivity.

CONCLUSION

This study investigated the extent of e-reference resources utilization and research productivity of Food Scientists in Universities in Benue State. The findings revealed that while foundational e-reference resources are available and utilized to varying degrees, specialized resources remain underutilized. The overall research productivity of Food Scientists is low, with major constraints being inadequate funding, poor infrastructure, and heavy teaching workloads. A significant relationship was established between e-reference resources utilization and research productivity, confirming that effective resource utilization enhances scholarly output.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

1. **User Awareness Campaigns:** Universities should organize periodic sensitization programs to promote the visibility and use of all categories of e-reference resources, particularly underutilized resources like thesauri, bibliographies, and biographical sources.
2. **Training and Capacity Building:** Regular training workshops should be conducted to improve Food Scientists' skills in information retrieval, search techniques, and effective utilization of specialized e-reference tools.
3. **Infrastructure Development:** University management should ensure steady power supply,

functional ICT infrastructure, and reliable internet access to promote consistent usage of digital resources.

4. **Research Support:** Government and University authorities should provide dedicated research grants, reduce teaching workloads, and create incentives for publishing in high-impact journals.
5. **Library Services Enhancement:** Librarians should actively promote lesser-used reference materials through curriculum-embedded orientation programs and departmental collaborations with Food Science faculties.
6. **Policy Formulation:** Institutional policies should be developed to integrate e-reference resources into research culture and provide administrative support for research activities.

REFERENCES

Adeniran, P. (2017). Poor ICT infrastructure and lack of training limit the effective use of electronic resources. *Journal of Information Technology*, 12(3), 45-58.

Adeyi, O., Ogunleye, O., & Adebayo, O. (2024). Research productivity: A measure of output and influence in academic communities. *Nigerian Journal of Research*, 15(2), 112-128.

Aina, O. (2016). Availability of information resources determines their accessibility and eventual use in research. *African Journal of Library Science*, 8(1), 67-82.

Anyaogu, U., & Iyabo, A. (2014). Utilization of information resources and services for research productivity among academic staff in Nigerian universities. *Nigerian Libraries*, 47(1), 45-56.

Boulton, G., & Lucas, C. (2021). Universities as engines of innovation and development. *Higher Education Policy Review*, 34(3), 210-225.

Edem, N. B., & Egbe, N. (2016). Availability and utilization of electronic information resources by postgraduate students in a Nigerian university library. *Information and Knowledge Management*, 6(2), 60-69.

Emaikwu, S. O. (2019). *Fundamentals of Research Methodology and Statistics*. Makurdi: Selfers Academic Press.

Inyokwe, F. E., & Agunobi, J. (2015). Abstract and bibliography as retrieval devices and students' utilisation of information resources. *Global Journal of Educational Research*, 14(1), 33-40.

Joel, E. S., Nwafor-Orizu, H., & Vandi, A. J. (2020). Use of electronic information resources by postgraduate students in federal university libraries in North East Nigeria. *Library Philosophy and Practice*, 1-17.

Kalaiappan, R., & Rajasekar, A. (2017). Utilization of e-resources by faculty members in higher education institutions. *International Journal of Library and Information Science*, 9(5), 45-52.

Krubu, D., & Osawaru, K. E. (2021). The impact of information and communication technology in Nigerian university libraries. *Library Philosophy and Practice*.

Liaquat, R. A., Muhammad, N. A., & Arabella, B. (2019). The use of information retrieval tools by postgraduate students of higher educational institutes of Pakistan. *Asian Journal of Contemporary Education*, 3(1), 59-64.

Lohr, S. (2021). *Sampling: Design and Analysis* (3rd ed.). Boca Raton: CRC Press.

Musa, A., Idris, M., & Bello, S. (2015). Reference resources in academic libraries: Characteristics and utilization. *Nigerian Library Journal*, 10(2), 78-95.

Nwogu, O. (2020). Research productivity in Nigerian universities: Challenges and prospects. *Journal of Educational Development*, 11(1), 88-105.

Nwosu, C., & Udo-Anyanwu, A. (2019). Inadequate information retrieval skills significantly affect the utilization of electronic resources. *Information Development*, 35(4), 567-582.

Olatokun, W. (2021). Funding and institutional support as critical determinants of research productivity. *Journal of Information Science*, 47(3), 345-360.

Okonoko, J., & Ogbonna, C. (2018). Utilization of electronic resources depends largely on users' awareness and competence. *Library Management*, 39(6), 432-448.

Okori, A., & Adewales, F. (2019). Food Scientists: Roles and responsibilities in research and development. *Nigerian Food Journal*, 37(2),

89-104.

Quadri, G. O., Adetimirin, A., & Oluwafe, A. I. (2014). A study of availability and utilization of library electronic resources by undergraduate students in private universities in Ogun State, Nigeria. *International Journal of Library and Information Science*, 6(3), 28-34.

Ristic, I., Bender, A., Jaeger, S. R., & Knorr, D. (2024). Interdisciplinary integration in food science research. *Food Research International*, 169, 112841.

Sambe, M. (2016). Electronic directories: Organization and accessibility in the digital age. *Journal of Information Management*, 8(1), 45-62.

Simisaye, A. O., & Popoola, S. O. (2022). Research productivity of academic staff in selected Nigerian universities. *African Journal of Library, Archives and Information Science*, 32(1), 59-72.

Udofot, C., & Nwachukwu, V. (2019). Utilization of access tools for effective information retrieval in Nigerian universities libraries. *Journal of Library Services and Technologies*, 1(1), 48-56.

Uloko, E., & Lameed, A. (2019). *Monitoring Vertebrate Populations: Theory and Practice*. Lagos: University Press.

Wahid, F., Smith, M., & Lee, C. (2022). Research output and academic visibility among food science scholars. *Scientia Agricola*, 79(4), 312-320