



Examining the Research Outputs of Library and Information Science Postgraduates: The Role of Institutional Supports

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Examining the Research Outputs of Library and Information Science Postgraduates: The Role of Institutional Supports

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Abstract

Objective: This study assessed the quality of postgraduate research output in Library and Information Science (LIS) in South-South Nigerian universities, focusing on the impact of institutional support. It examined differences in support levels across universities, the influence of academic experience and admission intake on research publications, and the relationship between institutional backing and research productivity.

Methods: A correlational research design was employed, involving 152 postgraduate LIS students from Delta State University, Abraka, Ambrose Alli University, Ekpoma, and Ignatius Ajuru University of Education, Port Harcourt. A multistage sampling approach was used for participant selection. Data were collected using the "Institutional Supports and Research Outputs of Postgraduate Students Questionnaire" (ISROPSQ), with a Cronbach's alpha reliability of 0.73. Statistical analyses included t-tests, ANOVA, and Pearson Product-Moment Correlation Coefficient (PPMCC).

Results: Institutional support levels were similar across universities ($p = 0.921$), between M.Sc. and Ph.D. students ($p = 0.927$), and among different academic sessions ($p = 0.828$). A moderate positive correlation ($r = 0.406$, $p < 0.001$) was found between institutional support and research productivity, indicating that stronger institutional backing enhances research outcomes.

Findings: Although institutional support was consistent across universities, its adequacy remained uncertain. To improve research quality, the study recommends increased research funding, enhanced mentoring, and better academic resources to foster a more research-driven environment for postgraduate LIS students in South-South Nigeria.

Keywords: Postgraduate Research; Library and Information Science (LIS); Institutional support; Research output; Academic resources; South-South Nigeria; Correlational research.

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Introduction

Library and Information Science (LIS) as a systematic discipline works to organize information resources for efficient information access and dissemination in society. The academic library serves researchers by creating information content while also providing access to data through respective

channels. Postgraduate LIS programmes create specialists who become librarians, information specialists, educators and researchers to advance both the discipline and its operational practice. LIS programmes educate students through theoretical foundations while developing necessary research



methods to produce scholarly works of a high standard (Kumar, 2021).

A high number of scholarly publications along with thesis projects are the standard methods by which LIS researchers demonstrate their efforts. Academic excellence and institutional performance in Nigeria depend critically on research productivity. Research produced by postgraduate students consists mainly of academic papers written as dissertations or journal articles or conference papers or institutional repository contributions according to studies by Okon and Etuk (2020). Mulinge and Arasa (2013) explained that postgraduate research output assessment utilizes three primary standards which encompass original knowledge contribution and dissertation packaging excellence and dissertation thesis content respectability. Postgraduate research needs to enhance established literature instead of simply duplicating past findings according to their view. Both dissertations and theses need to follow institutional requirements which match international standards of quality. Internally consistent research content must maintain a direct relationship with the study goals and title throughout the introduction through the conclusion.

Sheikh (2011) validated the view that postgraduate research publications demonstrate the scientific merit of academic works. The assessment process evaluates research work through its time management performance as well as adherence to valid research design approaches which guarantee both external and internal validity and prudence in data choice and analytical procedures that demonstrate practical relevance and statistical precision. Methodological integrity together with scholarly standards must remain fundamental elements within postgraduate research procedures.

Organizations provide essential foundations that enhance the research productivity levels of both postgraduate students and academic staff. The institutional support system consists of academic mentoring together with research funding and research infrastructure access as well as institutional policies designed to

support scholarly work (Aina & Uche, 2018). The availability of sufficient funding at universities lets students carry out comprehensive investigations along with their participation in academic events and their journal publication in prestigious publications. The research and productivity performance of postgraduate students significantly increases when they receive mentorship from experienced faculty members (Adeyemi 2021). Institutions which allocate funds to develop their technological foundation including equipped research labs and stable internet connections and digital libraries create optimal conditions for students to achieve high-quality research (Eze, 2019). Accurate research demands prompt access to databases and current information sources that are expected to run as standard resources in the LIS disciplinary domain.

A positive relationship exists between academic institutions providing support and the research productivity of postgraduate students studying Library and Information Science. Universities funding research infrastructure combined with financial support yield better research outputs compared to institutions with weak research backing (Nwagwu & Okoro, 2020). Postgraduate students achieve higher research productivity when their institutions provide access to institutional repositories together with using them effectively for scholarly work dissemination (Afolabi & Egbokhare, 2017). The optimization of research productivity demands united support between institutions and their policy-makers and funding agencies. Research institutions must invest in technical systems together with formal policies along with training initiatives to advance their institutional repository functions as research tools. The connection between universities research institutions and funding bodies should be strengthened through collective efforts to fill gaps in resources thus improving the quality of LIS research in Nigeria.

Statement of the Problem

Academic excellence alongside intellectual contribution to society depends heavily on the quality of postgraduate research output.



Postgraduate research quality depends on four main factors that include unique knowledge development and strong methodology together with worldwide academic compliance and well-organized presentation (Mulinge & Arasa, 2013). Postgraduate research conducted with diligence moves knowledge boundaries further ahead while providing scholars and policy writers and practical practitioners a vital reference framework. Higher standards of research maintain vital importance within developing region universities because they help build institutional prestige through global partnerships to support country development. Library and Information Science as a discipline needs strong research to solve digital preservation dilemmas along with information management and knowledge distribution issues in modern times.

The LIS discipline shows through postgraduate student and faculty member and scholar interviews that research production at South-South Nigerian universities fails to reach adequate academic standards. Students along with lecturers voice their concerns regarding insufficient research design and limited literature analysis and weak methods and insufficient knowledge originality in their work. The existence of such research deficiencies creates fundamental doubts about postgraduate training effectiveness and university institutional support for ensuring quality research. Multiple research investigations have observed this negative trend. Eke and Uzoigwe (2019) discovered numerous Nigerian university postgraduate dissertations contain weak methodological approaches as well as poor structuring and weak theoretical foundations. These difficulties restrict students' capacity to make significant contributions to LIS knowledge and practice in addition to undermining the legitimacy of postgraduate research.

The degree of institutional support offered to students is one important element that might be contributing to the deteriorating caliber of postgraduate research in LIS. The quality of research output is significantly influenced by institutional supports, which include mentorship, research funding, well-equipped libraries, research

workshops, and training. Students' capacity to carry out thorough research, interact with current literature, and use appropriate research methodologies may be hampered by inadequate institutional support. Examining how institutional support influences research outcomes is crucial in light of the gaps in postgraduate research quality that have been noted. Thus, the purpose of this study is to investigate the research outputs of postgraduate students in Library and Information Science in South-South Nigeria, with an emphasis on how institutional support affects the calibre of their work.

Research Questions

The study was directed by the following research questions

1. Is there a significant difference between postgraduate students' institution of study and the availability of institutional support for research activities?
2. Is there a significant difference between the programme of study and the quality of research outputs of postgraduate students?
3. Is there a significant difference between the academic year of study and the quality of research outputs of postgraduate students?
4. Is there a significant relationship between the availability of institutional support and the quality of postgraduate students' research outputs?

Literature Review

This section of the study evaluates the literature review which explored institutional support availability in universities along with postgraduate students' research output quality.

The article by Raji and Oyediji (2021) analyzed institutional support features academic mentoring, research funding and research environment on research output at the University of Ibadan. The researchers utilized an ex-post facto research method to survey 181 academic staff distributed among Clinical Science, Arts, Education and



Science faculties. Researchers used both the Institutional Supports Questionnaire and Publication Checklist as collection instruments. Academic mentoring represented the primary institutional support method which researchers found commonly executed through proposal draft guidance and co-writing research papers. Research funding together with a favorable research environment led to stronger research output results but to a lesser extent than academic mentoring practices. These institutional support strategies as a group explained 10.2% of the measured research output variations indicating institutional support is vital yet other elements create substantial effects. The research demonstration showed that academic mentoring programs should be a priority for institutions because they create better outcomes for research work among staff members. The research proposes university management teams to dedicate funds toward establishing support structures that will build an empowered research environment.

In their research, Falola et al. (2020) examined the effects of institutional support strategies on teaching quality within Nigerian public universities. A structured questionnaire examined by 429 faculty members became the foundation for analysis by using Structural Equation Modeling techniques. Research support serves as one category among three main types of institutional backing along with pedagogical support and technical support. Institutional support strategies for research included research grants as well as conference sponsorships along with pedagogical support which consisted of both teaching aids and training programs and technical support which included providing faculty with modern technological resources. The study showed that faculty effectiveness received positive effects from each support type yet research support delivered the most significant advantages. The quality of research output together with knowledge sharing and administrative efficiency increased proportionally to the quality of institutional support. Universities need to perform regular evaluations of their support methods because academic requirements change over time.

Organisational active encouragements through policies and regulations and financial and non-finetary assistance provide employees with effective policies to perform their duties productively. Schools which want to receive their staff members' commitment must offer sufficient support to their employees. The following strategies represent institutional backing from educational institutions: research financing through meetings funding along with research awards and publication assistance combined with technical assistance and educational backing in fields of knowledge-based economies (Al-Enazi, 2016). Imhonopi and Urim (2013) explain that poor funding and incessant industrial actions and lack of modern research skills and ageing facilities and poor research mentorship and motivation and research fund access difficulties are among the factors leading to reduced research quality quantity. The university system must receive enhanced institutional backing toward research grants alongside conference sponsorship and publication support as well as collaboration to advance favourable global competition (Okiki, 2013).

Kalule, et al. (2024) conducted research which explored institutional support effects on academic writing and research practices of graduate students at selected public universities in Uganda. The research used an embedded design structure that primarily depended on quantitative methods. The study relied on three groups as its study population: graduate students together with academic staff along with academic administrative staff. The authors chose their study participants/respondents from four public universities located throughout different regions of Uganda through purposive selection procedures. The research included 100 students from each of the four universities with half of them enrolled in the science faculty and another half enrolled in humanities. The research subjects were selected through stratified random and purposive sampling methods. Researchers obtained responses from graduate students through the administration of self-administered questionnaires. The study conducted a Focused Group Discussion with graduate students as a



supplementary method of data collection. The interview guide served as the data collection method for both academic administrative staff and academic staff. For this study the investigators analyzed descriptive quantitative data with means and standard deviations yet used Pearson's Correlation Co-efficient Index and Simple Linear Regression Analysis to examine the study hypothesis. Qualitative data was thematically analyzed. A positive significant link was discovered between institutional support and academic writing and research among graduate students according to $r = 0.441$ with P - value = 0.000 below 0.05. This research discovered that institutionally provided support reveals a strong meaningful connection between graduate student academic writing performance and research accomplishments. Research conditions such as high-quality supervisory support, research funds, ICT facilities, library facilities and mentorship programs enable graduate students to develop positive writing behaviours and scientific writing skills. As successful tactics that encourage scholarly writing and research, the study recommends academic writing development programs. Furthermore, it is important to encourage supervisors to give each graduate student the right direction, constructive criticism, and enough time for consultation, particularly if the student is having difficulties at any point during the research process.

Methodology

A correlational research design was used to analyze how institutional support affects research output quality within postgraduate student populations in three state universities that conduct Library and Information Science programs at the postgraduate level in South-South Nigeria. The research design follows the correlational approach to measure the relationship pattern and intensity between institutional support and postgraduate students' research outcomes without altering any conditions. According to Creswell (2014) studies of this sort should be used to measure relationships between multiple variables in their natural conditions. The research design proved suitable because investigators

wanted to study the link between institutional support and postgraduate students' research output without making any direct changes to the study variables. The application of Pearson Product-Moment Correlation Coefficient (PPMCC) matches correlational research because it measures quantitative connections between continuous variables according to Fraenkel & Wallen (2019).

The research targeted 152 M.Sc and Ph.D students from Delta State University, Abraka, Delta State (M.Sc-27, Ph.D-18) combined with Ambrose Alli University, Ekpoma, Edo State (M.Sc-17, Ph.D-9) as well as Ignatius Ajuru University of Education, Port Harcourt, Rivers State (M.Sc-40, Ph.D-31) during the academic years 2022/2023 and 2023/2024.

The researchers used multistage sampling as their research technique. The first part of the study included the selection of three universities that provided Library and Information Science postgraduate programs within the South-South region of Nigeria through purposive sampling. The researchers applied stratified sampling during the second phase to group participants according to their academic standing which included both Master and Ph.D. levels. The researcher employed a total enumeration sampling technique to select all postgraduate students majoring in Library and Information Science from the three chosen universities because they served as the research sample.

A self-structured questionnaire called the "Institutional Supports and Research Outputs of Postgraduate Students Questionnaire (ISROPSQ)" was the research tool utilized. A reliability index of 0.73 was obtained by pilot testing the instrument using the test-retest method and analyzing paired scores using Cronbach's alpha. With the help of class representatives, data was gathered via Google Forms and distributed physically during departmental, faculty, and external defenses. The postgraduate students' email groups, Telegram, and WhatsApp were used to distribute the online version of the survey. Inferential statistical methods such as the t-test, ANOVA, and Pearson Product-Moment Correlation Coefficient (PPMCC)



were used to analyze the gathered data. The correlation coefficients were interpreted as follows: +1 (Perfect Positive), -1 (Perfect Negative), 0.00–0.19 (Very Weak), 0.20–0.39 (Weak), 0.40–0.59 (Moderate), 0.60–0.79 (Strong), and 0.80–0.99 (Very Strong). The alpha level of 0.05 was established as the standard for decision-making.

Results

It was discovered from the copies of the questionnaire that were distributed and collected that 152 copies in total were distributed, of which 136 (89 percent) were completed, returned, and

deemed helpful for carrying out the study from which conclusions could be drawn. Since the typical and acceptable response rate for most studies is 60% and above, the 89 percent response rate is deemed sufficient for carrying out the study (Dulle, Minish-Majanja & Cloete, 2010). Furthermore, in this section of the study, the data generated in response to the research questions was tabulated and interpreted as follows.

Research Question 1: Is there a significant difference between postgraduate students' institution of study and the availability of institutional support for research activities?

Table 1: Analysis of Variance (ANOVA) for Institutional Support Across Universities

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.174	2	0.587		
Within Groups	953.759	133	7.171	0.082	0.921
Total	954.934	135			

Table 2: Post Hoc Test (Scheffe) for Institutional Support Across Universities

(I) Institution	(J) Institution	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
Delta State University, Abraka	Ambrose Alli University, Ekpoma	0.21805	0.54456	0.923	-1.1301 to 1.5662
Delta State University, Abraka	Ignatius Ajuru University of Education, Port Harcourt	0.12281	0.56535	0.977	-1.2768 to 1.5224
Ambrose Alli University, Ekpoma	Delta State University, Abraka	-0.21805	0.54456	0.923	-1.5662 to 1.1301
Ambrose Alli University, Ekpoma	Ignatius Ajuru University of Education, Port Harcourt	-0.09524	0.60378	0.988	-1.5900 to 1.3995
Ignatius Ajuru University of Education, Port Harcourt	Delta State University, Abraka	-0.12281	0.56535	0.977	-1.5224 to 1.2768
Ignatius Ajuru University of Education, Port Harcourt	Ambrose Alli University, Ekpoma	0.09524	0.60378	0.988	-1.3995 to 1.5900

The results of the one-way ANOVA show that postgraduate students at the three universities do not differ statistically significantly in terms of institutional support ($F(2, 133) = 0.082, p = 0.921$). The null hypothesis that there is no significant difference is upheld because the significance value

(0.921) is higher than the alpha level of 0.05. This implies that Delta State University, Abraka Delta State, Ambrose Alli University, Ekpoma, Edo State, and Ignatius Ajuru University of Education, Port Harcourt, Rivers State, all have comparable perceptions of institutional support. Since all p-



values are above 0.05, the Scheffe post hoc test further verifies that there are no significant pairwise differences between institutions. This conclusion is further supported by the homogeneous subset analysis, which demonstrates that, with a significance value of 0.930, institutional support scores are closely clustered across the three universities. In summary, the results indicate that there are no

appreciable differences in the institutional support provided to postgraduate students at the three universities that were the subject of the study.

Research Question 2: Is there a significant difference between the programme of study and the quality of research outputs of postgraduate students?

Table 3: Independent sample t-test on the difference between Programme of Study and Quality of Research Outputs

Test Assumption	Group	N	Mean	Std.	Sig.	f	t	Df	Sig (2-tailed)	Mean Diff.	95% CI	
											Lower	Upper
Equal variances assumed	M.Sc.	94	18.8511	1.78378	0.464	0.539	-0.092	134	0.927	-0.02989	-0.67068	0.61090
Equal variances not assumed	Ph.D.	42	18.8810	1.65577			-0.095	84.527	0.925	-0.02989	-0.65593	0.59615

The research looked at research output differences through an independent samples t-test between M.Sc. and Ph.D. postgraduate students. The results from Levene's test confirmed that the variances between groups are equal since $F(134) = 0.539$ and $p = 0.464$ ($p > 0.05$). The research output scores of both M.Sc. students ($M = 18.85$, $SD = 1.78$) and Ph.D. students ($M = 18.88$, $SD = 1.65$) were comparable, as indicated by the t-test value of $t(134) = -0.092$ at $p = 0.927$. The t-test results demonstrate negligible mean difference of -0.02989 while the confidence

interval (-0.67068 to 0.61090) contains zero to prove the statistical insignificance. The data shows M.Sc. and Ph.D. students have equivalent research outputs which demonstrates that these postgraduate students generate research with similar quality standards within the selected universities.

Research Question 3: Is there a significant difference between the academic year of study and the quality of research outputs of postgraduate students?

Table 4: Independent Samples t-test for Research Output by Academic Year of Admission

Test Assumption	Group	N	Mean	Std.	Sig.	f	t	Df	Sig (2-tailed)	Mean Diff.	95% CI	
											Lower	Upper
Equal variances assumed	2022/2023	70	18.8286	1.78538	0.624	0.242	-0.218	134	0.828	-0.06537	0.65764	0.52690
Equal variances not assumed	2023/2024	66	18.8939	1.70184			-0.219	133.983	0.827	-0.06537	-0.65680	0.52606



Research activity measures indicate that postgraduate students admitted to study in 2021/2022 showed research output scores of $M = 18.83$ and $SD = 1.79$ while students admitted in 2022/2023 achieved $M = 18.89$ and $SD = 1.70$. The findings from independent samples t-testing show these differences between student research output are not significant at the statistical level. The significance value of Levene's test for equality of variances at 0.624 exceeds the 0.05 threshold therefore allowing the assumption of equal variances. Under this assumption, the t-test result ($t(134) = -0.218$, $p = 0.828$) shows no significant difference in research output between the two admission cohorts. Non-significant results appear

even when equal variances assumption is dismissed ($t(133.983) = -0.219$, $p = 0.827$). Although the obtained p-values are above 0.05 in both statistical analyses we determine there exists no statistically significant difference in research output production among 2022/2023 and 2023/2024 admission cohorts. The data demonstrates that admission year holds no impact on research output for postgraduate students within this research.

Research Question 4: Is there a significant relationship between the availability of institutional support and the quality of postgraduate students' research outputs?

Table 5: Relationship between Institutional Supports and Research Output of Postgraduate Students

		Institutional Supports	Research Output
Institutional Support	Pearson Correlation	1	.406**
	Sig. (2-tailed)		.000
	N	136	136
Research Output	Pearson Correlation	.406**	1
	Sig. (2-tailed)	.000	
	N	136	136

+1 (Perfect Positive), -1 (Perfect Negative), 0.00–0.19 (Very Weak), 0.20–0.39 (Weak), 0.40–0.59 (Moderate), 0.60–0.79 (Strong), and 0.80–0.99 (Very Strong).

Postgraduate students' research output and institutional support had a moderately positive relationship, according to the Pearson correlation analysis ($r = 0.406$, $p < 0.001$). This suggests that research output tends to improve as institutional support rises. Given that the significance value ($p = 0.000$) is below the 0.05 cutoff, the observed relationship is likely statistically significant. The correlation's strength, with an r-value of 0.406, is in the moderate range (0.40–0.59), indicating that although institutional support plays a role in research productivity, postgraduate students' research output may also be influenced by other factors. These results demonstrate how crucial institutional support networks like funding,

mentorship, and research facilities—are to improving postgraduate students' research output.

Discussion of the Findings

The results of the study's first research question indicate that there are no statistically significant differences in the institutional support received by postgraduate students at the three participating universities. In order to improve postgraduate research productivity in Library and Information Science programs in South-South Nigeria, universities must increase research funding, mentorship, and access to academic resources. The finding that institutional support does not significantly differ among the three universities suggests a uniform provision of

resources, but this does not necessarily indicate adequacy. The results support those of Omekwu and Ugwuanyi (2019), who discovered that although universities typically offer comparable amounts of research resources, they frequently fall short in terms of funding, mentorship, and access to academic resources. The study underlined that in order to improve research output, postgraduate students need focused institutional interventions like faculty support and structured research grants. This is consistent with the current study's conclusion that, despite uniform support, its sufficiency is still in doubt. Similarly, the study's findings are consistent with those of Ezema and Onyancha (2021), who discovered that while institutional support was uniform across institutions, it was insufficient to satisfy the demands of research. They suggested more funding for mentorship programs, library access, and digital research infrastructure. This result bolsters the idea that postgraduate students continue to face research obstacles in spite of consistent institutional support, calling for preventative measures. Conversely, the results run counter to those of Aina and Sofoluwe (2020), who discovered notable differences in institutional support across Nigerian universities, especially with regard to faculty mentorship and research funding. According to their research, postgraduate students at certain universities had unequal access to research opportunities because of their more advanced research facilities and higher levels of academic supervision. This implies that there may be deeper institutional differences in funding policies and mentorship structures even though institutional support may seem consistent in some studies.

There is no statistically significant difference in research output between M.Sc, according to the data generated from research question 2. as well as Ph. D. students from all three of the study's participating universities. The results show that postgraduate research productivity is largely constant across all study levels, suggesting that variables outside of academia—like research resources, supervision quality, and institutional support—may have a greater impact on research output. The results are consistent with those of Eze

and Olatokun (2020), who discovered no discernible differences in research output between M.Sc. as well as Ph. D. students after adjusting for the level of supervision and institutional support. According to their findings, students at both levels encountered comparable research obstacles, such as restricted financial resources, insufficient mentorship, and subpar research facilities. This supports the current study's conclusions that research productivity is not solely determined by academic standing. The results are consistent with those of Okon and Ekpo (2019), who discovered that access to academic resources and the quality of supervision were more important indicators of research output than study level. Their research made clear that both M.Sc. as well as Ph. D. When given similar levels of research resources and guidance, students produced comparable research outputs, bolstering the claim that institutional factors have a greater impact on productivity than academic level. Nevertheless, the results contradict those of Adebayo and Salisu (2021), who found that Ph. D. When compared to M.Sc, students' research output was noticeably higher. students at a few universities in Nigeria. Their study ascribed this discrepancy to Ph.D. candidates' increased research experience, increased specialization, and pressure to publish scholarly work in order to advance their academic careers. D. candidates. In contrast to their master's counterparts, they contended that doctoral students engage in more rigorous research, which results in higher research productivity.

The results of research question three indicate that, among the three universities included in this study, there is no statistically significant difference in research output between students admitted in 2022–2023 and those admitted in 2023–2024. The results show that research output among postgraduate LIS students is consistent across academic sessions, supporting the hypothesis that individual research skills and institutional factors may have a greater influence on research productivity than the admissions session. Universities should thus concentrate on bolstering research support systems that help all students, irrespective of when they enrolled. The study's findings concur with those of Okafor and



Adeyemi (2021), who found no discernible variation in postgraduate students' research output between academic sessions. The study highlighted that research productivity was more significantly influenced by research training, institutional support, and the availability of scholarly materials than by the year of admission. This is consistent with the results of the current study, which show that university setting structural elements—rather than admissions timing—influence research outcomes. In the same vein, the results are consistent with those of Emeka and Yusuf (2020), who discovered that consistent access to research resources and high-quality supervision were major factors in the consistency of research output across various academic sessions. Their results bolster the claim that individual and institutional factors have a greater impact on students' research productivity than their admissions status, highlighting the necessity for universities to improve research support services for the benefit of all students. The results diverge from those of Akinyemi and Bello (2022), who discovered that students admitted in later academic sessions produced somewhat less research than their predecessors. They ascribed this to shifts in faculty involvement, policy modifications, and disparities in the availability of research funding. According to their research, newly admitted students' research productivity may be impacted over time by modifications to institutional priorities or academic policies. The current study's conclusion that research output is consistent across admission sessions is in conflict with this.

According to the results of research question four, postgraduate students at the three universities included in this study have a moderately positive relationship between their research output and institutional support. In order to create a more research-intensive environment for Library and Information Science postgraduates in South-South Nigeria, it is imperative that institutional frameworks, research funding, mentorship, and academic resources be strengthened. This finding highlights the crucial role that institutional support plays in influencing postgraduate research output and the need for more all-encompassing

approaches to academic support. The results supported those of Ogunleye and Olanrewaju (2021), who discovered a moderately to strongly positive correlation between research output and institutional support. Their results showed that research grants, mentorship, and access to well-stocked libraries all had a major impact on students' capacity to publish and finish their projects on schedule. This bolsters the current study's finding that improving institutional support networks can boost postgraduate students' research output. Similarly, the results are consistent with those of Eze and Nwafor (2020), who discovered that postgraduate students who attended universities with well-organized research policies, easily available academic resources, and efficient supervision frameworks were more likely to be engaged in research. They underlined that although institutional support does not directly influence research productivity, it is essential in creating an atmosphere that allows postgraduate students to succeed. This supports the current study's conclusion that institutional support has a positive effect on research output but needs to be strengthened to optimize its advantages. Conversely, the results do not support those of Adeyemi and Yusuf (2019), who examined research engagement in Nigerian universities and found no significant relationship between postgraduate research output and institutional support. They maintained that personal research interests, academic background, and motivation were more powerful predictors of research productivity than institutional factors. According to their research, self-motivated students typically perform well in research regardless of the amount of institutional support they receive, even though institutional support is advantageous.

Conclusion

The study's findings led to the conclusion that, although institutional support is consistently offered at the three universities included in the analysis, its sufficiency is still a matter of concern. The lack of significant differences in research output by academic level or admission session suggests that factors like research resources and supervision quality are more important than student classification. To improve postgraduate



research productivity in Library and Information Science programs, universities must improve research funding, mentorship, and academic resources, as evidenced by the somewhat positive correlation between institutional support and research output. **Recommendations**

The study's conclusions led to the following recommendation.

1. University administrations and funding organizations should improve mentorship programmes, expand access to academic resources for postgraduate students, and increase research funding to strengthen institutional support for research productivity. More funding for postgraduate research, organized mentorship programs with knowledgeable faculty, and investments in digital and physical academic resources to guarantee adequate research support are some ways to accomplish this. ...
2. Academic departments, research supervisors, and university administration should enhance supervision quality, research skill training, and institutional research support to boost research productivity at all academic levels to fortify research supervision and support systems. Regular supervisor workshops on best practices, organized student research training programs, and specialized research support offices to help postgraduate students are some ways to put this into practice.
3. University administration and postgraduate schools should standardize research support mechanisms to guarantee fair access to research resources and guidance for all postgraduate students, irrespective of their admission year, and to enhance these mechanisms across admission sessions. This calls for putting in place procedures that offer ongoing training in research, guaranteeing consistent access to library materials, and creating peer-assisted research groups that bring together students from various cohorts.

Implication for Practice

The findings emphasised the fundamental role of institutional support in postgraduate research productivity, implying that administrators and policymakers must prioritize increased research funding, enhanced mentorship programmes, and improved access to academic resources to create a more research-intensive environment, ensuring equitable and sustained support for all postgraduate students regardless of their academic level or admission year.

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