

Research Output and Pattern of Publication among Faculty in Nigerian Private Universities: Babcock University Experience

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Abstract

The paper investigates the patterns of research output publications of faculty of Babcock University, Nigeria. Survey design was adopted; the population for the study consists of 154 faculty of Babcock University. Data for the study was collected using questionnaire titled Patterns of Research Output and Publications among Faculty in Private Universities (ROPAPU). Data collected was analyzed using descriptive statistics, frequency counts and simple percentage while the hypotheses were tested using Product Moment Correlation and chi-square. The result of the hypotheses showed that there is significant relationship between the status of faculty and pattern of research output publication, there is also significant relationship between the qualification and pattern of research output publication of the faculty and there is also significance difference in pattern of publications based on gender. Recommendations made for the improvement of research output publication of the faculty include mentoring, collaboration with foreign colleagues in research and publication; male lecturers should endeavor to publish more journal publications and female faculty be encouraged to increase their seminar presentation as well as text books publishing.

Key Words: Research output, Babcock University Faculty research output, Research and national development, Babcock University Faculty Publication pattern.

Introduction

Nigerian higher education originated with the establishment of the Yaba Higher College by the colonial government in 1934, and the University College Ibadan which was established in 1948 which later metamorphosed into the University of Ibadan in 1962. Since independence in 1960, there has been an unrelenting upsurge in the establishment of educational institutions at all levels, especially university education. At the moment, there are a total number of one hundred and twenty-seven (127) Universities in the country. Of this number, 38 are State owned and 49 are Private Universities, while 40 are run by the Federal Government. Thirty-two of the Federal Universities are conventional universities while 8 are specialized. The specialties of these Universities are technology and Agriculture (<http://www.nuc.edu.ng>, 2013).

The primary role of university is the transmission of knowledge, the training of minds and basic research that could lead to the advancement of knowledge. Universities all over the world place emphasis on qualitative and quantitative research products. It is generally accepted that research as the source of knowledge generation occupies a critical position in promoting the prosperity of a nation and its citizens' well-being in this knowledge-based era. Universities undertake research for several reasons, for instance, the Association of African Universities (2000) states that without research, Universities will lose their capacity to offer first class graduate studies, and to motivate and retain the best brains and consequently lose the capacity to train the new generation of research fellows and scientists. University research is a powerful stimulus for economic growth and community development. Research is the opportunity to generate ideas and prosperity of nations, the quality of life of the citizens, research is the arrival at a dependable solution to a problem through collection, analysis and interpretation of data. Osuola (1993) reiterates that "it is the most important tool for advancing knowledge". Findings of a scientific research are powerful instruments in national and curriculum planning (Kpeke, 1997). By implication the advancement of national development is based on two strength: types and outcomes of research carried out and how these findings are put to use (Obaseki; Ibrahim & Momoh, 2010).

Chiemeke (2009) emphasized that measurement of research productivity have nearly been the exclusive preserve of developed countries. They also observed that the criteria for determining world class universities are not so much sizes of students' population or the quality of community services, but the scientific research outputs. It is

in this context that there is need to carry out this study to ascertain the research output of faculty members in Babcock University, Nigeria.

Babcock University was an Adventist College of West Africa (ACWA), established in 1949, and later changed to Adventist Seminary of West Africa (ASWA) in 1975. It metamorphoses into Babcock University by virtue of Decree 9, of 1993 which allowed the Federal government of Nigeria in 1999 to issued out the certificate of registration as one of the very first private Universities in Nigeria. Babcock University runs school and collegiate system with the following schools and college:

<i>CODE</i>	<i>SCHOOL/COLLEGE</i>
ASIT	Agricultural Sciences and Industrial Technology
BAAS	Basic and Applied Sciences
BBS	Babcock Business School
CHMS	College of Health and Medical Sciences
COEN	Computing and Engineering
EAH	Education And Humanities
LSS	Law And Security Studies
MBBS	Benjamin S. Carson (SENIOR) School of Medicine
MSS	Management And Social Sciences
NRSG	Nursing Sciences
PAHE	Public and Allied Health
SAT	Science And Technology

Literature Review

According to Reitz (2005) and Powell et al (2002) research is a systematic painstaking investigation of a topic or in a field of study often employing technique of hypotheses and experimentation, undertaken by a person intent on revealing new facts, theories or principles or determining skill and identification of research problems. The importance of Universities' pursuit of knowledge is recognized in the developed countries. Through research and its results, Universities are expected to contribute to the improvement of the quality of life and to social technological change. University researchers are expected to keep abreast of new development in their disciplines and train students in research methodology. Research output is a means by which academics contribute new knowledge to the existing body of knowledge. This can be in form of journal articles, technical reports, books or chapters of book. The quality of research could be measured, according to Popoola (2002), by counting the numbers of books published, or journal articles produced over a period. Popoola (2002) used a questionnaire to find out the research output of social scientists in Nigerian universities to determine the research output of the number of their publications that appeared in the refereed publication outlets in preceding three years by types of publication. The Publication types were:

- books
- chapters in books
- journal articles
- conference proceedings
- technical reports

Journal articles top the list of research output of respondents in the three years (1999-2001) with mean of 12.0. On the whole, the social scientists in the Nigerian University system produced an average of 7.0 publications from (1999-2001) with an average of approximately two publications per year. In another study, Oduwale and Ikhizama (2007) used survey method to ascertain research output of librarians in Nigerian agricultural research institutes. They found out that the librarians' research output, although generally low, was related to their work experience. In their contribution, Ashoor and Chaudhry, (1993) found out that the 1,082 papers covered in their study of Saudi scientists were published in 29 different countries. The study also posited that although the scientists published in 442 different journals, only 37 of the journals carried the bulk of the papers, constituting the core scientific journals for Saudi libraries. The result further indicated that Saudi researchers preferred to publish their papers in the USA, which had 546 of the papers (52%) while UK had 252 (23.3%). Cheimeke et al (2009) also investigated the research output of Nigerian tertiary institutions using nine journals randomly selected from African Journals Online (AJOL). They found out among other things that research papers from Nigeria in the journal accounted for 39.1% of the total number of publications in the journals during 1999-2005).

In most sub-Saharan Africa countries, including Nigeria, research and development is at low ebb Ochai and Nedosa (1998) stated that in Universities in the world over, recognition and advancement of academic staff rest largely on the quantity and quality of their research outputs. Ochai and Nedosa(1998) went further to report that the fruits of research are new knowledge and facts, which are communicated to the academic community through scholarly publications and seminars. They argued further that in Universities all over the world, recognitions and advancement of individual academic staff members depend greatly on the quantity and quality of their research output, which are communicated in form of journal articles, books, technical reports and others. One of the reasons given for low research output and effectiveness in Africa including Nigeria is an inadequate of information resource. The comparatively lower research output of researchers in Nigeria and other developing countries reported in some studies may be due to lack of access to adequate information resources, due to economic crises, libraries and information centers in Nigeria could no longer subscribe to current journals. Consequently, Universities could no longer keep pace with developments in their faculties, and many academics stopped publishing in reputable journals. Alemna (1996) also emphasized that it is not always easy for scholars in developing countries to get articles published in foreign journals because many of their papers address local issues and problems, which are unlikely to interest overseas audiences. This accounts partly for the high rejection rate of manuscripts sent abroad for publication (Alemna, 1996.)

Objectives

The main objective of this research is to investigate the patterns of publication and research output among faculty members in Babcock University (BU) within the period between 2001 and 2012.

The specific objectives were to:

- Determine the research output of faculty members of the studied schools in BU
- Identify the degree of progression in the patterns of publishing by faculty members
- Ascertain if research output and publications of faculty members are influenced by gender.

Methodology

The study adopted a descriptive survey design to investigate the research output and pattern of publication among faculty in Nigerian private universities: Babcock university experience. The populations for this study consist of faculty members of schools and colleges in Babcock University numbering one hundred and fifty-four (154). One hundred and twenty (120) copies of structured questionnaire based on the set research questions were administered to the faculty members by the researchers personally and one hundred and thirteen (113) copies were returned filled by the respondents from the schools and colleges' members and analyzed.

Hypotheses

Ho₁: There is no significant difference in pattern of publication based on gender.

Ho₂: There is significant relationship between faculty status and pattern of publication.

Findings and Discussion

Demographic data

Table1: Respondents Distribution by Designation

Designation	Frequency	Percent
Assistant Lecturer	19	16.8
lecturer 11	10	8.8
Lecturer 1	54	47.8
Senior Lecturer	23	20.4
Professor	7	6.2
Total	113	100.0

Table 2: Distribution of the Respondents by Age (years):

Age Range	Frequency	Percent
25-34	39	34.5
35-44	22	19.5
45-54	49	43.4
55-64	3	2.7
Total	113	100.0

Table 3: Distribution of the Respondents by Gender

Gender	Frequency	Percent
Male	62	54.9
Female	51	45.1
Total	113	100.0

Table 1: reveals that 19(16.8%) of the respondents are Asst. Lecturer, 10(8.8%) are Lecturer II, 54(47.8%) are Lecturer I, 23(20.4%) are Senior Lecturer while 7(6.2%) are professor. Hence most of the respondents are Lecturer I.

Table 2: shows that 39(34.5%) of the respondents are within the age range of 25-34 years, 22(19.5%) are within 35-44 years, 49(43.3%) are within 45-54 years while 3(2.7%) are between 55-64 years. Hence most of the respondents are within the age bracket of 45-54 years.

Table 3: indicates 62(54.9%) of the respondents are male while 51(45.1%) are female. This reveals that most of the respondents are male.

Data on Publications

Table 4: Number of publications published by faculty staff between 2001 and 2012

No of Publications	Frequency	Percent
1-3	11	9.7
4-6	14	12.4
7- 9	25	22.1
10 AND ABOVE	34	30.1
None	29	25.7
Total	113	100.0

Table 4 above shows that 11(9.7%) of the respondents have 1-3 publications, 14(12.4%) have within 4-6 publications 25(22.1%) have within 7-9 publications while 34(30.1%) have above 10 publication. Hence most of the respondents have above 10 publications within the period of 2001 and 2012

Table 5: Pattern of authorship by faculty between 2001 and 2012.

/N	AUTHORSHIP	Responds	NUMBER OF PUBLICATION				
			1	2	3	4	5 and above
1	Single authorship	85(75.6%)	10(8.8%)	20(17.7%)	0	0	45(39.8%)
2	Joint authorship	82(72.6%)	10(8.8%)	49(43.4%)	10(8.8%)	0	13(11.5%)
3	Multiple authorship	49(43.4%)	10(8.8%)	10(8.8%)	0	0	9(8%)

Table 5 shows the respondents pattern of authorship of their publications. It shows 85(75.6%) of the respondents have single author publications out of which most them have over 5 publications to their credit. 82(72.6%) have joint author publications out of which most of them have 2 publications to their credit, while 49(43.4%) have multiple author publications.

Hypotheses Testing

Hypothesis one:

H_{01} : There is no significant difference in pattern of publication based on gender.

Using: Kruskal-Wallis Test.

Publications Based on Gender Ranking: Table 6

	Gender	Number of publication	Percentage
Text books	Male	62	54.87
	female	51	45.13
	Total	113	100
Journals articles	Male	45	39.82
	female	68	60.18
	Total	113	100
Edited works	Male	65	57.52
	female	48	42.48
	Total	113	100
Workshop papers	Male	70	61.95
	female	43	38.05
	Total	113	100
Seminar/conference papers	Male	67	59.29
	female	46	40.71
	Total	113	100

Test Statistics^a and b: Table 7

	Text books	Journals articles	Edited works	Workshop papers	Seminar/conference papers
Chi-Square	5.169	25.798	41.118	5.942	10.206
Df	1	1	1	1	1
Asymp. Sig.	.023	.000	.000	.015	.001

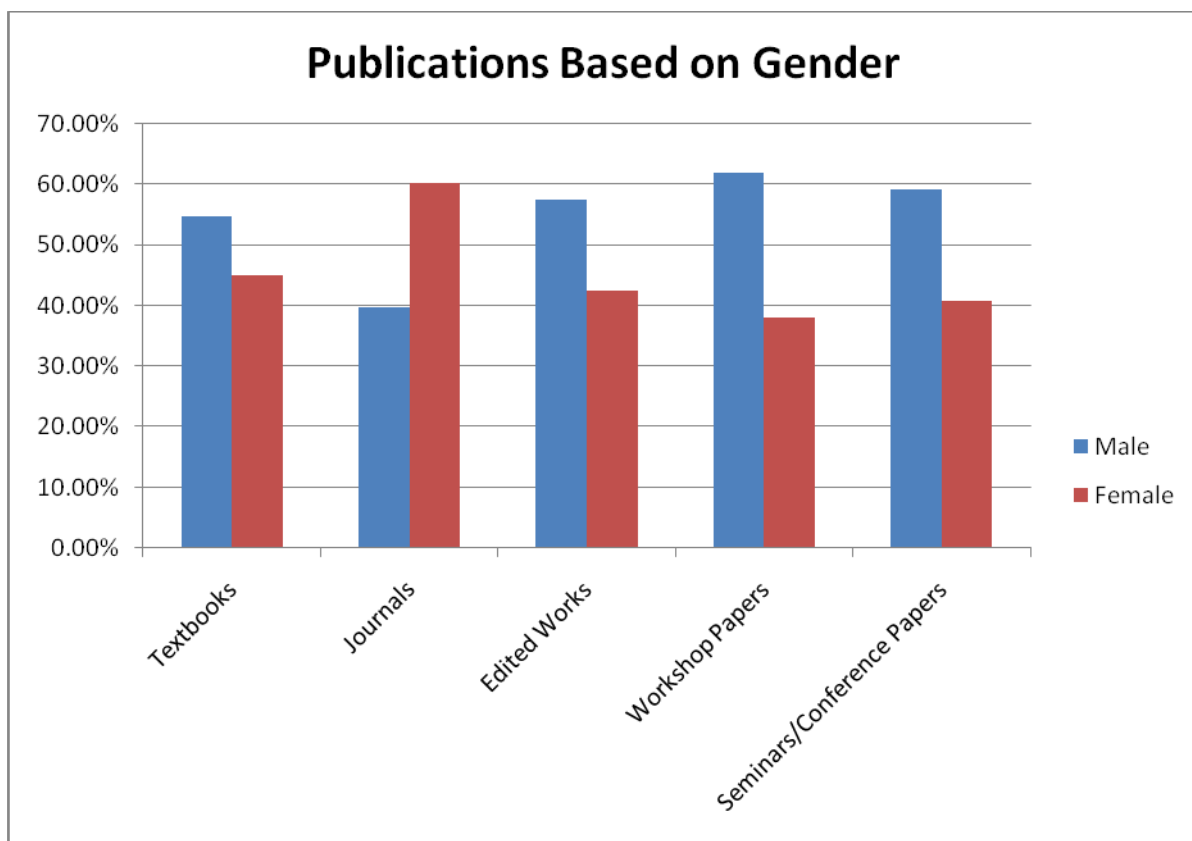


Figure 1

a. Kruskal Wallis Test

b. Grouping Variable: Gender

This section of the hypothesis seeks to check the difference in pattern of publication based on gender, and this was done with the use of Kruskal-Wallis.

In the output presented above, a critical inspection of the mean ranks for the group (gender) suggests that there is difference in the pattern of publication based on gender. The inspection also suggests that on the textbook publication males ranked higher than the females. On Journals females ranked higher, on edited works males ranked higher, on workshop papers males ranked higher while seminar papers males ranked higher as well.

Based on the test statistics, it is revealed that the chi-square calculated of the respective items in the table are greater than the chi-square tabulated which is 3.84 at 5% level of significant with the degree of freedom of 1 and they are significant at $p < 0.05$.

Hence, based on this result it can then be concluded that there is a statistically difference in the pattern of publication across the gender.

Hypothesis two

Ho₂: There is significant relationship between faculty status and pattern of publication.

Table 8

Variables	Correlation(r)	Mean	Std	P
Qualification	0.395	2.2566	0.43872	0.000
Pattern of publication		3.4956	1.26860	
Total number	113			

Field Survey, 2013

The result of hypothesis two reveals a positive relationship between the respondents and their pattern of publication. This was tested using correlation which value is **0.395** which is significant at $p < 0.000$ with Mean

value of 2.2566 and Standard Deviation of 0.43872 for the first variable while the second variable has Mean value of 3.4956 and Standard Deviation of 1.26860. From this result the H_{02} is also rejected. Hence it shows that there is significant relationship between faculty status and pattern of publication.

Conclusion

From the summary of findings, this paper is concluded with the following notes:

- Within the ten years period under study (2001-2012), most faculty members have been able to publish or attain at least 10 publications.
- As for research output within the studied period, journal articles top the list while conference and workshop papers followed respectively.
- Considering the pattern of publication, most of the articles are of single authorship.
- The findings also revealed that there is a significant relationship between the status of faculty and their pattern of research output. It implies that the higher the designation the more their research output in Babcock university.
- In Babcock University, there exists a statistical difference in the pattern of publication across gender. Males publish more textbooks, edited works, presented seminars' and workshop papers than their female counterpart, while females ranked higher in journal articles.
- There is also a positive relationship between the status of faculty members and their pattern of publication.

Recommendations

Based on the findings of this study, the following recommendations are made:

- Mentoring: There is need for the senior faculty members to mentor the junior lecturers so that research skills could be sharpened and be able to improve in research output publication like senior colleagues.
- There is need for the female faculty members to improve on conference papers, seminar presentations, textbook publishing like their male counterparts.
- In addition, the male faculty should endeavor to improve on journal articles publication like the female counterparts.
- Babcock University should also encourage faculty members in area of research and publication endeavors. This could be done in various ways; such as provision of research grants by the institution, full sponsorship for conferences, seminars and workshops both local and International.
- Finally, there is need for Babcock University to have database of research output and publication of faculty members; this will ensure proper documentation, preservation, utilization and information sharing among faculty members in the University and outside the University community.

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