INFLUENCE OF INFORMATION LITERACY AND DIGITAL RESOURCE ON RESEARCH PRODUCTIVITY OF LIBRARY AND INFORMATION SCIENCE LECTURERS AT DELTA STATE UNIVERSITY, ABRAKA.

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ABSTRACT

Research productivity is a key indicator of academic success, reflecting scholars' contributions to knowledge advancement through publications, innovative ideas, and impactful outputs. This study examines the influence of information literacy and digital access to resource access on the research productivity of Library and Information Science lecturers at Delta State University, Abraka. The study is guided by three research objectives while employing descriptive design with a population of 24 lecturers from the department, and census sampling technique was adopted in the administration of the research instrument. Descriptive statistics, including frequency, percentages, mean, and standard deviation, were applied to analyse the data, with a criterion mean of 3.00. The findings revealed that lecturers exhibited a high level of information literacy and had significant access to digital resources, which supported their engagement in research, teaching, and professional development. Despite their high research productivity, challenges such as limited access to specialized resources, poor internet connectivity and inadequate funding impacted their ability to fully leverage these resources, particularly in securing grants and publishing. The study recommends that the university improve access to digital resources, enhance infrastructure, support grant applications and book publishing, and increase funding for subscriptions and internet connectivity

Keywords: Digital Resources, Information Literacy, Library and Information Science, Research Productivity, University Lecturers

Introduction

Research productivity is a critical metric of academic performance, signifying the degree to which scientists expand knowledge via publications, novel concepts, and significant research outcomes. As a researcher, it has been recognised that in the university system, particularly among lecturers in Library and Information Science (LIS), research productivity serves not only as a pathway for individual career advancement but also as a crucial factor in enhancing institutional visibility and addressing societal challenges through evidence-based solutions (Bozeman & Youtie, 2017). Metrics such as the number of peer-reviewed publications, conference presentations, books authored, and citations are widely acknowledged benchmarks for measuring research productivity. The research productivity of LIS lecturers plays a pivotal role in shaping the institution's academic reputation and fostering the growth of library and information science as a discipline. From the researcher's observations, achieving optimal research productivity is not without its challenges. Information resources are the materials, tools, and platforms through which knowledge is created, stored, accessed, and communicated. They include **print resources** (such as books, journals, reports, theses, and government publications), **electronic and digital resources** (e-books, e-journals, online databases, institutional repositories, and websites), as well as **multimedia and data resources** (audio-visual materials, datasets, and research software tools). In academic and research environments, information resources especially digital resources serve as the foundation for **literature review, theory development, methodology design, data analysis, and scholarly communication**. The quality, relevance, and currency of these resources directly influence the rigor and credibility of research outputs. However, **limited access to up-to-date information resources** significantly constrains impactful research. When researchers rely on outdated books, obsolete journal articles, or restricted databases, their studies risk being based on superseded theories, methods, or findings. This limitation weakens the originality of research, leads to unnecessary duplication of existing studies, and reduces the likelihood of producing findings that address current societal, scientific, or technological problems. Closely linked to access is the issue of **information literacy skills** which is the ability to identify information needs, locate relevant resources, evaluate their credibility, and use information ethically and effectively. Even where information resources are available, inadequate literacy skills limit researchers' capacity to exploit them fully. Hence, limited access to up-to-date resources, inadequate research skills, and insufficient funding often hinder lecturers in their pursuit of impactful research. This concern resonates with findings in developing contexts, where infrastructural deficits frequently constrain scholarly work (Ocholla, Ocholla & Onyancha, 2012). These realities provide a compelling justification for this study, which seeks to uncover how specific factors, such as information literacy and digital resource access, influence research productivity.

Globally, it has been noted that the demand for improved research productivity in higher education institutions is on the rise due to increasing competition and a growing reliance on evidence-based practices in decision-making (Altbach & de Wit, 2020). In this evolving academic landscape, the ability of LIS lecturers to produce quality research depends

significantly on their access to resources and their competency in navigating and utilizing them effectively. The focus of this study is, therefore, on understanding how these two factors interplay to shape research outcomes. To enhance research productivity, it is not enough for lecturers to have access to digital resources; they must also possess the necessary skills to locate, evaluate, and utilise these resources effectively. This dual requirement underscores the critical roles of information literacy and digital resource access in shaping academic outputs. As the researcher examined this dynamic, it becomes evident that digital resources provide the foundation for research content, while information literacy ensures these resources are employed in a manner that generates meaningful outputs (Shenton, 2019). This synergy between access and skills forms the crux of my investigation.

Information literacy, which encompasses the ability to identify, locate, evaluate, and use information effectively, is a critical competency for lecturers in LIS (American Library Association, 2000). Information literacy extends beyond mere technical skills, it represents an intellectual toolkit that enables researchers to navigate the vast and ever-expanding body of academic literature. This includes assessing the credibility of sources, addressing ethical considerations in information use, and synthesizing diverse pieces of information into coherent research outputs. In today's digital age, it has been observed that information literacy is increasingly critical due to the overwhelming volume of information available online (Odede & Zawedde, 2018). Academic databases, institutional repositories, and open-access resources offer a wealth of information, but without the skills to filter and analyse this information effectively, researchers can become overwhelmed and hindered in their work (Julien et al., 2020). Hence, information literacy is not only essential for producing quality research but also for mentoring students and contributing to the dissemination of knowledge within the discipline.

Information literacy just like most other conceptual terms has its own challenges which often arise from a lack of exposure to advanced research tools, insufficient training opportunities, or an over-reliance on traditional methods of information access. These challenges emphasize the need for targeted interventions, including continuous professional development programs, to strengthen lecturers' information literacy skills. This, in turn, would empower lecturers to navigate complex research environments more effectively and produce impactful studies that contribute to academic and societal advancement using digital resources. The advent of digital libraries and online databases has revolutionized research, breaking down geographical barriers and facilitating access to a wealth of information. In Nigeria, unreliable internet connectivity, limited institutional subscriptions, and low awareness of available resources are significant barriers that can stifle the research efforts of lecturers (Ibenne & Uhegbu, 2024) in accessing digital resources. The efforts to address these challenges must prioritise infrastructure development, promote open-access initiatives, and invest in training programmes to equip lecturers with the skills necessary to maximise the benefits of digital resources. By doing so, lecturers will not only improve their research productivity but also position themselves as leaders in academic innovation within their fields. It is on this premise that this study seek to examine the influence of information

literacy and digital resource access on research productivity of library and information science lecturers at Delta State University, Abraka.

Statement of the Problem

Research productivity is a key determinant of academic success, reflecting institution's scholarly output and contributions to knowledge. Ideally, LIS lecturers should maintain consistent publications in high-impact journals, participate in conferences, author books, and generate innovative, evidence-based research. However, at Delta State University, Abraka, LIS lecturers have experienced a decline in research productivity. Institutional records and observations indicate reduced scholarly output, attributed to inadequate information literacy skills and limited digital resource access. Difficulty in locating, evaluating, and utilizing digital resources, alongside inconsistent access to academic databases which further exacerbates the issue. Lecturers' information literacy skills in utilizing digital information resources may vary due to institutional policies, resource availability, personal attitudes, and access to technological infrastructure. Therefore, this study examines the influence of information literacy and digital resource access on LIS lecturers' research productivity at Delta State University, Abraka. By identifying existing gaps, it aims to provide actionable recommendations to enhance research output and academic engagement.

Objective of the Study

The main objective of the study is to examine the influence of information literacy and the use of digital resource on research productivity of library and information science lecturers at Delta State University, Abraka. Specifically, the study set out to

1. determine the extent of information literacy of the lecturers in the Department of Library and Information Science, Delta State, University, Abraka;
2. ascertain the extent to which the lecturers access digital information resources;
3. determine the extent to which access to information resources and information literacy influenced lecturers productive in terms of research

Literature Review

Information literacy (IL) and access to digital resources have become critical to the research productivity and academic success of lecturers, particularly in universities. According to Odede and Zawedde (2018) information literacy is essentially an indispensable skill as technology is rapidly evolving and so is advancement in digital resources. As the use of digital resources continue to rise especially within higher institutions of learning, users are expected to develop the required information literacy skills. In the fast-growing knowledge society, information literacy skills have become one of the most important skills. This is because information users are likely to use digital resources if they have the skills required. With the exponential growth of digital content such as academic journals, e-books, and databases, lecturers in higher education institutions are expected to be information literate to be able to leverage on digital resources for teaching, research, and professional development. For university lecturers, especially in disciplines such as Library and Information Science (LIS), information literacy encompasses the ability to identify, locate,

evaluate, and effectively use information to generate quality research outputs. While the importance of IL for academic success is widely acknowledged, the extent to which lecturers possess information literacy skills remains a matter of ongoing concern in many institutions, particularly in developing countries. Information literacy is defined as the set of skills necessary to recognise when information is needed and to locate, evaluate, and use the needed information effectively (American Library Association, 2000). For academic staff, these skills extend beyond basic information retrieval; they include critical evaluation of sources, ethical use of information, and the ability to integrate multiple information sources into coherent academic discourse (Julien et al., 2020). Information literacy in higher education is essential not only for lecturers in their own research endeavours but also for their ability to teach and mentor students in academic research. On the other hand, digital information resources encompass a wide array of materials available in electronic formats, including e-journals, e-books, databases, institutional repositories, digital archives, and multimedia content. These resources provide a significant advantage over traditional print materials, offering greater access, ease of retrieval, and the ability to integrate multimedia elements into academic work. For lecturers, digital resources have become an indispensable part of academic research and teaching, enabling them to keep up-to-date with current developments in their fields, access research data, and engage with global academic discourse (Tenopir et al., 2019).

Lecturers, particularly in research-intensive fields like Library and Information Science, are expected to contribute significantly to their discipline through publications, research projects, and intellectual innovation. Information literacy skills enable lecturers to efficiently navigate the growing volume of digital resources available, including academic databases, journals, and e-books (Okechukwu, Oladokun & Ndubuisi-Okoh, 2024). Without these skills, lecturers may struggle to access relevant digital materials, critically analyse the information they find, and incorporate it into their research. Thus, information literacy directly impacts their ability to produce high-quality research (Shenton, 2019). The relationship between IL, digital resources and research productivity is supported by a growing body of literature that highlights the role of IL and digital resources in improving academic research outcomes. According to Hotsonyame (2023), the acquisition of information literacy skills and access to digital resources enable lecturers to enhance the quality and quantity of their research publications. In a similar vein, scholarly contributions by librarians and academic staff from various disciplines indicate that lecturers who are proficient in information literacy are better equipped to access digital resources that will enable them to publish regularly in high-impact journals, collaborate with peers, and disseminate their research findings effectively (Julien et al., 2020) thereby, leading to increase in research productivity. Studies have shown that lecturers with higher information literacy skills are more likely to identify credible sources, avoid plagiarism, apply appropriate citation styles as well as integrate interdisciplinary resources into their research which will enhance quality, originality, and productivity in research (Shenton, 2019; Aslam & Mushtaq, 2021; Uwizeye et al, 2022; Hotsonyame, 2023). Information literacy skills determine how effectively lecturers can search, evaluate, and use digital resources. Without

information literacy, access to digital resources may not translate into improved research productivity because lecturers might struggle with search strategies, keyword use, or source evaluation (Aslam & Mushtaq, 2021). Conversely, the availability of rich digital resources motivates lecturers to develop and apply information literacy skills. For example, lecturer proficient in Boolean operators, database searching, and referencing software will make better use of Scopus, Web of Science, or institutional repositories compared to one with limited skills.

Research productivity among lecturers is a key indicator of academic excellence and institutional reputation in higher education. Lecturers' ability to produce scholarly works ranging from journal articles and conference papers to books and research projects directly impacts not only their academic careers but also the advancement of knowledge in their respective fields (Eckhaus & Davidovitch, 2021). According to De Frutos et al. (2025), the extent to which lecturers are productive in research is influenced by various factors, including institutional support, access to resources, personal motivation, and external challenges. Research productivity is the quantity, quality, and impact of research outputs produced by academic staff. Research productivity refers broadly to how much research work academics (or institutions) produce **and** the impact or quality of that work. It is a key indicator of academic performance in higher institutions. Research productivity refers to the measurable output of research activities by academics, researchers, or institutions, as well as the quality, impact, and relevance of those outputs within the academic community and society at large According to (Uwizeye et al., 2022). It goes beyond simply counting publications and extends to assessing how research contributes to knowledge, innovation, and societal development. Alordiah et al. (2023) noted that research productivity generally involves two main components namely quantity which has to do with the number of research outputs (e.g., journal articles, conference papers, books, technical reports, patents) and quality and impact which focus on the significance of the research, usually assessed through peer review, citation counts, journal impact factors, or real-world application of findings. For academics, research productivity reflects the contribution in advancing knowledge in a field of study. For institutions, it reflects their research strength, reputation, and competitiveness in global rankings. The importance of research productivity cannot be over emphasised in an academic environment as it is a direct indicator of academic performance, promotion, institutional ranking and knowledge contribution in most academic institutions across the world.

Research productivity is often measured through indicators such as the number of publications in peer-reviewed journals, citations, books published, conference presentations, and successful grant applications. The ability to conduct and publish research is vital for lecturers as it enhances their professional reputation, supports institutional prestige, and contributes to the development of new knowledge (Shen et al., 2018). In higher education, research productivity is linked to several benefits, including enhanced teaching quality, greater recognition in the academic community, and improved career advancement opportunities (Siverbo, 2014). Furthermore, research contributes to societal progress by

addressing contemporary issues, advancing scientific and technological innovations, and informing public policies (Deem et al., 2019).

Research Methodology

The study adopted a **descriptive survey research design**. This design was considered appropriate because it allows the researcher to collect data from respondents on their level of information literacy, access to digital resources, and research productivity, thereby providing a clear picture of the existing situation. The population for the study consists of 24 lecturers in the Department of Library and Information Science since the study focused on lecturers' research productivity as influenced by information literacy and use of digital resources. Given the relatively small size of the population, the study adopted a **census sampling technique**, whereby all the lecturers in the department were included in the study. Data were collected using a **structured questionnaire** developed by the researcher. The instrument was designed using a **four-point Likert scale** to capture respondents' perceptions. The researcher personally administered the questionnaire to the respondents to ensure high response rate and retrieval. Data collected were analyzed using using the Statistical Package for the Social Sciences (SPSS) version 25. Demographic data and responses to the research questions were analysed using descriptive statistics like frequency, percentage, mean, and standard deviation. The decision rule for the mean was set at **2.50 and above as high extent**, while mean scores below 2.50 were interpreted as low extent.

Results and Discussion

This section is concerned with the results and discussion of findings as well as the discussion.

Table 1: Response Rate of the Questionnaire

Copies of Questionnaire Administered	Copies of Questionnaire Retrieved	Percentage of Questionnaire Retrieved
20	16	80%

Table 1 shows the responds rate of 80% indicating that out of the 20 copies of questionnaire administered, 16 copies were retrieved and considered useful for the study. Response rate of 80% is considered appropriate for research in social sciences.

1.6.1 Analysis of the Biodata of the Respondents

This section focuses on the analysis of the biodata of the respondents.

Figure 1: Gender of the Respondents

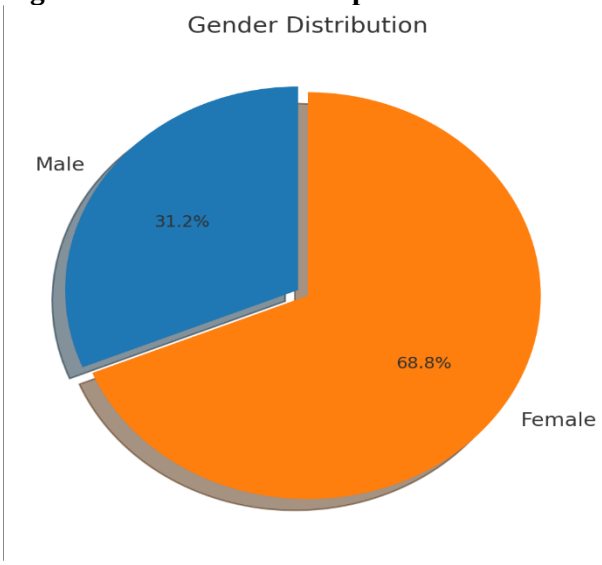

Figure 1 presents the gender distribution of the respondents involved in the study. Out of the total 16 participants, 5 participants are male, accounting for 31.2% of the population, while the remaining 11 are female, making up 68.8%. This indicates a higher representation of female respondents than male counterparts.

Table 2: Age of the Respondents

Age	Frequency	Percentage (%)
20-25 years	1	6.2
26-30 years	1	6.2
31-15 years	2	12.5
36-40 years	0	0
Above 40 years	12	75.0
Total	16	100.0

Table 2 provides a summary of the age distribution of the respondents. Out of the total 16 participants, 1 respondent each, representing 6.2%, falls within the age groups of 20–25 years and 26–30 years. Two (2) respondents representing 12.5% fall within the age group of 31–35 years. There were no respondents in the 36–40 years age bracket. Most of the respondents, accounting for 75%, are above 40 years of age. This highlights that most participants in the study are older, with minimal representation from younger age groups. This implies that despite having older lecturers with wealth of professional and academic experience, which enriches teaching and mentoring for students, the department risks over-reliance on senior staff, which may slow the adoption of innovative teaching methods and emerging technologies. According to *Culp-Roche* (2020), younger lecturers tend to adapt more quickly to new technologies and digital pedagogies. This is particularly important in library and information science, where technological change is rapid.

Table 3: Rank of the Respondents

Rank	Frequency	Percentage (%)
Professor	2	12.5
Associate Professor	2	12.5
Senior Lecturer	3	18.8
Lecturer I	3	18.8
Lecturer II	1	6.2
Assistant Lecturer	3	18.8
Graduate Assistant	2	12.5
Total	16	100.0

Table 3 presents the distribution of respondents according to their academic ranks. Out of the 16 participants, 2 of the Lecturers (12.5%) are Professors, and 2 (12.5%) are Associate Professors. Senior Lecturers, Lecturer I, and Assistant Lecturers are the most represented ranks, each with 3 respondents (18.8%), accounting for the majority of the population. Additionally, 1 respondent (6.2%) holds the rank of Lecturer II, while 2 respondents (12.5%) are Graduate Assistants. This indicates a diverse distribution of respondents across academic ranks, with a relatively higher representation in the middle and lower ranks.

Table 4: Years of Experiences of the Respondents

Years Experience	Frequency	Percentage (%)
1-5 years	5	31.3
6-10 years	1	6.3
11-15 years	3	18.7
16-20 years	2	12.5
21-15 years	3	18.7
25-35 years	0	0
Above 35 years	2	12.5
Total	16	100.0

Table 4 summarizes the respondents' years of experience. Among the 16 participants, 5 respondents (31.3%) had 1–5 years of experience, making this the most represented category. One respondent falls into the 6–10 years of experience category, accounting for 6.3% of the total. Additionally, 3 respondents had 11–15 years and 21–25 years of experience, comprising 18.7% respectively. Two respondents each had 16–20 years and over 35 years of experience, representing 12.5% respectively. No respondents are in the 25–35 years category, contributing 0%. Overall, the Table reveals a wide range of experience levels among the respondents, with the majority having less than six years of experience, while a notable proportion has over 21 years.

Research Question 1: What is the extent of information literacy of the lecturers in the Department of Library and Information Science, Delta State, University, Abraka?

Table 5: The Extent of Information Literacy of Lecturers

S/N	Information Literacy Skills	VHE	HE	ME	LE	VLE	$\bar{x}$	Std. Dev.
1	I can effectively identify when I need information for research or academic purposes.	16	0	0	0	0	5.00	0.00
2	I know how to locate relevant academic information using digital tools and resources.	13	3	0	0	0	4.81	0.38
3	I can evaluate the credibility and relevance of the information I retrieve.	16	0	0	0	0	5.00	0.00
4	I effectively use academic databases and search engines to access research materials.	11	3	2	0	0	4.44	0.97
5	I integrate information from various sources to support my research and teaching activities.	12	2	2	0	0	4.63	0.68
6	I understand how to use information ethically and appropriately in my academic work.	12	2	2	0	0	4.63	0.68
Aggregate Mean/Std. Dev.							4.75	0.45
Criterion Mean							3.00	

The extent of information literacy among the lecturers in the Department of Library and Information Science at Delta State University, Abraka, was assessed based on six key skills. Analysis in Table 6 revealed that lecturers demonstrated a very high level of information literacy overall, as reflected in the aggregate mean score of 4.75, significantly above the criterion mean of 3.00. Specifically, lecturers unanimously rated themselves as being very highly proficient in identifying when they need information for research or academic purposes and in evaluating the credibility and relevance of retrieved information, both with a mean score of 5.00 and a standard deviation of 0.00, showing complete agreement. Similarly, the ability to locate relevant academic information using digital tools and resources was rated very highly, with a mean of 4.81 and a low standard deviation of 0.38, indicating consistent responses.

Other skills, such as effectively using academic databases and search engines, integrating information from various sources, and understanding ethical use, were also rated highly, each with a mean of 4.63. However, these skills showed slightly higher standard deviations of 0.68, suggesting some variability among respondents in these areas. Overall, the findings suggest that the lecturers possess a very high level of information literacy, particularly in

recognising their information needs and critically evaluating information. This aligns with the assertion of Julien et al. (2020) that academic staff, particularly in research-intensive disciplines, tend to exhibit strong information literacy skills due to their frequent engagement with research activities. However, some variations were observed in specific aspects of information literacy. This finding supports the work of Ocholla and Ocholla (2020), who argued that while university lecturers generally possess strong information literacy skills, disparities exist in certain areas, often due to differences in access to resources and institutional support. In conclusion, the study confirms that lecturers in the department possess a high level of information literacy, particularly in recognizing information needs and critically evaluating sources.

Research Question 2: To what extent do the lecturers access digital information resources?

Table 6: The Extent to which Lecturers Access Digital Information Resources

S/N	Digital Information Resources	VHE	HE	ME	LE	VLE	$\bar{x}$	Std. Dev.
1	I have regular access to digital academic databases provided by my institution.	5	4	2	4	1	3.50	1.32
2	I can easily access e-journals and e-books for research purposes.	9	6	0	0	1	4.38	0.99
3	The digital information resources available in my institution are adequate for my academic needs.	0	9	0	3	4	3.06	1.25
4	My institution subscribes to relevant digital resources for my discipline.	4	4	2	4	2	3.25	1.39
5	I have access to a stable and reliable internet connection for retrieving digital resources.	5	3	3	3	2	3.38	1.41
6	I frequently use digital resources such as e-books and academic journals in my teaching activities.	6	4	3	2	1	3.75	1.25
7	I rely on digital resources to keep up-to-date with current developments in my field.	8	6	0	1	1	4.19	1.13
8	Digital resources significantly enhance my research productivity.	10	5	0	1	0	4.50	0.79

9	I integrate digital resources into my academic and professional development activities.	11	4	1	0	0	4.50	1.00
Aggregate Mean/Std. Dev.							3.83	1.17
Criterion Mean							3.00	

Table 6 presents the extent to which lecturers' access digital information resources. The aggregate mean score of 3.83 is higher than the criterion mean of 3.00, indicating that, on average, the lecturers have a high level of access to digital information resources. The results show that lecturers highest access to digital resources is in the areas of enhancing research productivity ($\overline{x}$ = 4.50, Std. Dev. = 0.79) and integrating digital resources into their academic and professional development activities ($\overline{x}$ = 4.50, Std. Dev. = 1.00). Additionally, they report ease of access to e-journals and e-books for research purposes ($\overline{x}$ = 4.38, Std. Dev. = 0.99) and reliance on digital resources to stay current in their field ($\overline{x}$ = 4.19, Std. Dev. = 1.13). This aligns with the argument by Tenopir et al. (2019) that digital resources, including e-journals, e-books, and databases, have become essential tools for academic staff in higher education. Despite the overall high level of access, some disparities were noted in specific areas such as ease of access to academic databases and e-books and institutional repositories and digital archives. This finding supports the work of Borrego (2017), which noted that while university lecturers frequently use digital resources, gaps in access to institutional repositories and specialised digital collections remain a challenge in many academic institutions.

Research Question 3: To which access to information resources and information literacy Level influenced Research productivity of LIS Lecturers

Table 7: Extent to which access to information resources and information literacy Level influenced Research productivity of LIS Lecturers

S/N	Lecturers' Research Productivity	VHE	HE	ME	LE	VLE	$\bar{x}$	Std. Dev.
1	The number of research publications I produce meets institutional expectations.	9	4	3	0	0	4.38	0.78
2	My involvement in collaborative or interdisciplinary research projects is significant.	8	5	3	0	0	4.31	0.77
3	I consistently publish research articles in peer-reviewed journals.	7	7	2	0	0	4.31	0.68

4	My publications are frequently cited by other researchers.	7	7	2	0	0	4.31	0.68
5	I regularly publish book chapters or academic books.	3	8	3	2	0	3.75	0.90
6	I actively present my research findings at academic conferences.	9	5	2	0	0	4.44	0.70
7	My research output contributes significantly to the advancement of knowledge in my field.	5	4	2	3	2	3.44	1.41
8	I frequently apply for and secure external research funding and grants.	6	6	3	1	0	4.00	1.06
9	I participate in collaborative research projects that produce measurable outputs.	8	4	3	1	0	4.19	0.95
10	I am recognised within my institution or field for my research contributions.	2	8	4	1	1	3.56	1.00
11	I engage in interdisciplinary research projects with measurable outputs.	2	8	4	1	1	3.56	1.00

Table 7 presents the extent to which lecturers are productive research-wise. The aggregate mean score of 4.00 is higher than the criterion mean of 3.00, indicating that, on average, the lecturers demonstrate high research productivity. The results show that lecturers are most productive in actively presenting their research findings at academic conferences ($\overline{x}$ = 4.44, Std. Dev. = 0.70), meeting institutional expectations for research publications ($\overline{x}$ = 4.38, Std. Dev. = 0.78), and engaging in collaborative or interdisciplinary research projects ($\overline{x}$ = 4.31, Std. Dev. = 0.77). Additionally, they consistently publish in peer-reviewed journals ($\overline{x}$ = 4.31, Std. Dev. = 0.68) and have their publications frequently cited by other researchers ($\overline{x}$ = 4.31, Std. Dev. = 0.68). However, lecturers report lower productivity levels in terms of their research significantly advancing knowledge in their field ($\overline{x}$ = 3.44, Std. Dev. = 1.41) and being recognised for their research contributions ($\overline{x}$ = 3.56, Std. Dev. = 1.00). The finding indicated that lecturers demonstrate high research productivity, contributing significantly to scholarly discourse and knowledge advancement. This aligns with the assertion of Shen et al. (2018) that research productivity is a crucial measure of academic excellence, encompassing publications in peer-reviewed journals, conference presentations, and successful grant applications. The high level of research productivity observed in this study suggests that lecturers at Delta State University, Abraka, actively engage in academic writing and dissemination of research findings. Despite the overall high research productivity, variations exist in specific areas. While lecturers excel in publishing journal articles and conference papers, lower levels of engagement were noted in grant applications

and book publications. This finding aligns with Siverbo's (2014) study, which noted that while lecturers are often prolific in journal publishing, challenges such as limited funding and time constraints affect their ability to secure research grants and publish books.

Conclusion

This study has examined the influence of information literacy and access to digital resources on the research productivity of Library and Information Science lecturers in Delta State University, Abraka. Findings underscore that information literacy skills such as the ability to identify, evaluate, and effectively use relevant information play a pivotal role in enhancing lecturers' research outputs. Similarly, access to quality and up-to-date digital resources significantly contributes to scholarly productivity by broadening the scope of available information, fostering innovation, and enabling timely publication of research findings. The results reaffirm that the synergy between strong information literacy competencies and adequate digital resource access is indispensable for improving academic performance and sustaining research culture in higher institutions. For lecturers in Library and Information Science, this relationship is particularly crucial, given their dual responsibility as both information professionals and knowledge producers. Hence, lecturers in the Department of Library and Information Science at Delta State University, Abraka, demonstrated high level of information literacy and access to digital resources, which significantly supports their research productivity. Despite challenges such as disparities in access to specialized digital resources, unreliable internet connectivity, and limited institutional funding for subscriptions, they intend to have full engagement with digital resources. While lecturers are productive in publishing journal articles and conference papers, challenges like time constraints and funding limitations affect their ability to secure grants and publish books. It is therefore recommended that Delta State University prioritize continuous training in information literacy, invest in reliable digital infrastructures to overcome the challenges faced by lecturers while accessing digital resources.

Recommendations

The following recommendations are hereby made based on the findings of the study.

1. The university should improve institutional support by providing greater access to high-quality digital resources, ensuring that all lecturers can effectively utilise diverse academic materials to strengthen their information literacy skills.
2. Improve access to institutional repositories and specialised digital collections by enhancing infrastructure and providing training for lecturers.
3. Encourage lecturers to apply for research grants and publish books by providing support in securing funding and managing time constraints.
4. Improve institutional funding for digital subscriptions and enhance internet connectivity to provide lecturers with seamless access to high-quality research resources.

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