

## INFLUENCE OF SELF-CONCEPT ON RESEARCH PRODUCTIVITY OF LAW LECTURERS IN SOUTH-WESTERN NIGERIAN UNIVERSITIES

<sup>1</sup>O.S.Akinwumi, <sup>2</sup>S.O. Uwaifo, Ph.D and <sup>3</sup>E.F. Ogbomo, Ph.D  
<sup>1</sup>Nigerian Law School, Abuja, <sup>2&3</sup>Delta State University, Abraka

Email:olayinkasilas2000@gmail.com,esoobas@gmail.com

### ABSTRACT

*This study aimed at investigating the influence of self-concept on research productivity of law lecturers in South-western Nigerian Universities. The specific objective of the study is to ascertain the level of law lecturers' self-concept about research productivity in South-western Nigerian Universities. The study was guided by two research questions, and one research hypothesis in order to arrive at reasonable conclusion of the research work. However, the research design used for the study was Correlational research design because it measures the degree of relationship among variables used in the study without the researcher manipulating any of them. The population of the study was 456 law lecturers as respondents cutting across 21 universities made up of public and private duly accredited to offer law degree programmes in South-western Nigeria. The study adopted Total Enumeration Technique. The research instrument for the study was questionnaire in which some were adapted and some were self-developed. The data obtained from the 21 universities under study were analysed using both descriptive and inferential statistics which included Frequencies, Means, ANOVA, Standard Deviation while Pearson's Product Moment Correlation and Multiple Regression were used to test the hypotheses. The results obtained from this study showed that the level of law lecturers' self-concept about research productivity in South-western Nigerian universities was high. The study also revealed that the level of research productivity of law lecturers in the area under study was low. In conclusion, the study recommended, among others, that for law lecturers to improve their research productivity, efforts must be in place by university management to sensitise law lectures to establish regular seminar sessions within the Faculty of Law where every faculty member should be made to present papers for internal review in order to sharpen their research and writing skills. Besides, efforts should be made to improve the facilities in the library in order to make it more responsive to the needs of faculty members towards improving research productivity.*

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**Key words: self-concept, research productivity, law lecturers, south-western universities.**

### INTRODUCTION

Universities are recognised across the globe as centres of knowledge accumulation and knowledge dissemination through research and scholarship. Universities are the hub of higher educational system. Okonkwo and Popoola (2012) explained that universities were institutions of higher learning participating in the evolution of knowledge and providing facilities for teaching and research. The law faculty grows concurrently along other faculties as an integral part of the academic community. Saraswati, Ratimaningsh and Utami (2020) noted that many schools formerly thought of as teaching oriented, now required publications in learned journals for staff tenure elongation and promotion. Thus, since scholarly activities and research productivity are used to measure the success of institutions, it becomes increasingly significant for faculty to be more productive in research. This is because an individual faculty

member's compensation, promotion and tenure, prestige and marketability are very much related to his or her research productivity. It is clear, therefore, that research is very critical and important in the lives of universities which are established to serve as centres of national development. Based on the foregoing, one should not be oblivious of the fact that the law faculty is a support system set up to enhance teaching, learning and promoting the publication of research work and community services. The mission of higher education, particularly universities, is to advance, create and disseminate knowledge through research and provide service to the community. It is in this context that research productivity becomes the yardstick of academic performance and excellence of any academic staff within the university environment in terms of quality and quantity of the research. Okonedo, Popoola, Emmanuel and Bamigboye (2015) stressed that the pre-occupation of any (law) lecturer was to conduct research and present scholarly publications in order to increase his or her research output and knowledge advancement. Little wonder, Mcloed (2008) expressed that research productivity had to do with the entirety of researches conducted by law lecturers (and other faculty members) in their career over a specified time frame which largely was a product of the quality and quantity of research work published as books or in chapters, articles in learned journals, conferences and workshop proceedings, among others. However, research productivity in most African universities was significantly lower than the world average of 17.50 and 971 using h-index and citation index of faculty's research productivity (Kpolovie & Dorgu, 2019). The h-index explains the number of publications, the total number of citations and the age average of an article whilst citation index is the number of times a published research work has been cited by other scholars. In other words, the purpose of h-index and citation index is to measure the level of research output of an academic staff. For instance, in comparing the research publication index of few of the African universities like, universities of Cape Town, Pretoria and Cairo, the citation index of their research productivity was significantly greater than those of Nigerian and other African universities. Thus, when we compare research productivity globally and then narrowing it down to the research output locally, it has shown that the research productivity locally is low. This is more noticeable if it is compared with the h-index and citation index of research productivity in the global world. Nonetheless, in some of the universities in other African countries like South Africa, the research productivity is significantly greater than some of the world average (Kpolovie, 2019).

In ranking the research productivity of universities globally, it was observed that the ranking of universities globally by different ranking bodies was primarily based on research productivity of the faculty in each institution; and results showed that African universities performed very poorly in the ranking (Kpolovie & Obilor, 2013). This was probably because little or no attention was paid to research productivity in the African universities surveyed. This could also be as a result of non-chalant attitude of the governments in the African countries to invest much in research and development (Kpolovie, 2019). Little wonder, therefore, that only one university (University of Cape Town) made the top 193 world universities in the 2020 Times Higher Education (THE) Ranking and this is the best ever outing of African universities if they are compared, for instance, with those in Harvard, Massachusetts Institute of Technology, Oxford, Cambridge, Stamford, among others.

According to Way, Allison, Lanremere and Clauzet (2019), Kpolovie and Dorgu (2019) the ranking of universities globally is directly or indirectly dependent on the faculty's h-index and citation index which include: teaching, learning, research (volume, income and reputation), citations (research influence), international outlook, industry, academic reputation, employer reputation, excellence, among others. The maximum research productivity h-index of some universities in Africa is put at 76.00 with a mean score of 9.35 contrary to South African universities with a maximum h-index of 126.00 and with the mean score of 32.80 (Way *et al.*,

2019). This simply shows that research productivity of most lecturers in Nigerian universities is relatively low and because of its importance to the academic growth of faculty staff, it is not an aspect of the academic community that should be overlooked. Therefore, the importance of research productivity in the university environment is inevitable. It is a major or most significant indicator of academic and productivity. It provides current information for growth, progress, development and an improved society. This is why academic staff promotions are based almost entirely on it (Usang, Basil, Lucy & Udey, 2007).

Be that as it may, one of the variables that determines the research productivity of lecturers or any academic staff in a university environment is Self-concept. Self-concept is the conscious reflection of one's own being or identity as object separate from other or from the environment (Okonedo & Popoola, 2012). The authors explained that self-concept was an internal model which comprised self-assessment. The features assessed included: personality, skills and abilities, occupation or hobby and physical characteristics. Therefore, drawing from this explanation, self-concept explains the cognitive or thinking aspect of self (related to one's image); and generally refers to the ability of a complex, organised and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Self - concept also relate to how an individual thinks about, perceives and evaluates oneself. People with high self-concept see themselves set challenging goals and maintain strong commitment to them. Many of the successes and failures that an individual experiences in many areas of life are closely related to the way such an individual learns to view himself or herself (Okiki, 2011).

Moreover, self-concept entails all that a person is tempted to call himself or herself especially in a situation he or she has set for a desired goal in the institution or establishment the individual works. Thus, self-concept is the way or manner in which the individual either as manager, director or a very senior academic staff in the university reacts to himself or herself about how the individual perceives, thinks, values, attributes and how he or she attempts through various actions to enhance himself or herself for instance in terms of improving his or her research productivity. In this context, self-concept is the act of knowledge and attitudes a lecturer has about himself or attributes the lecturer uses to describe himself. Flowing from the above analogy, self- concept could be said to be the evaluation of any individual regarding specific domains or abilities (Osisanwo, Jude & Adeyeye, 2012). However, from the discussion so far, this study would make an attempt to investigate how self-concept may influence the research productivity of law lecturers with reference to the universities within the South-western Nigeria.

Globally, research plays a very significant role in the productivity of the academic staff in all universities either public or private. However, the researcher has observed negative attributes overtime on the part of law lecturers in South-western Nigerian Universities towards improving their research output which has had adverse effect on their academic status and progression in other academic pursuits. Besides, literature have shown that many law lecturers in universities in South-western Nigeria appeared to have been pre-occupied with the measurement of students' academic achievement (particularly the grade-point average a student may graduate with at the end of the law programme) to the total detriment of assessing the lecturer's individual academic productivity (Migosi, Muola & Maithya 2013; Kpolovie, 2016; Kpolovie & Omoshagbebe, 2017).

Regardless of the belief in the popular academic parlance, "publish or perish", obseravations have shown that most, often, law lecturers are pre-occupied with cases (which most times) are pursued from the court of first instance to the apex court without recourse to the adverse effect this has had on their research productivity in form of citation index and h-index for robust academic excellence as required by the respective university management.

The low level of research productivity (aside factors such as government apathy to higher education, lack of verile policy on education, incessant strike actions) may largely be as a result of low self-concept which have resulted in frustration, trauma, academic stagnation, low status, lack of commitment to work and low salary being experienced by the law lecturers.

Therefore, this study hopes to solve this problem by carrying out an empirical research on the research productivity of law lecturers in order to ascertain or establish reasons for low level of research productivity among law lecturers in South-western Nigerian universities.

### **Purpose of the Study**

The general purpose of this study is to investigate the influence of self-concept on research productivity of law lecturers in South-western Nigerian Universities.

Specifically, the purpose is to:

1. ascertain the level of law lecturers' self-concept about research productivity in South-western Nigerian universities.
2. determine the extent of research productivity of law lecturers in the universities.

### **Research Questions**

The study is guided by the following research questions:

1. What is the level of law lecturers' self-concept about research productivity in South-western Nigerian universities?
2. To what extent are law lecturers productive in terms of research in South-western Nigerian universities?

### **Research Hypotheses**

In line with the purpose of this study, the following hypotheses are formulated, tested at 0.05 level of significance:

1. Self-concept has no significant relationship with research productivity of law lecturers in South-western Nigerian universities.

### **Significance of the Study**

The study would be generally beneficial to law lecturers and university administrators to see the dire need for research growth of their institutions for academic excellence,

Besides, the study would increase the law lecturers' beliefs, self-confidence and undaunting quest for knowledge advancement in order to enhance their research publications for promotion, visibility in the research world, job offer, improved academic status within and outside the university community, salary increase, satisfying individual need for creativity, attaining the height of "Chaired Professor", satisfying the need to stay current in the legal field and improving the citation index and h-index of their publications respectively.

Moreover, the study would help university administrators to see further the need to make their universities compete favourably with their counterparts in Africa and the developed world in order to improve the ranking of their respective universities' h-index globally. The study would also enable the faculties of law in Nigerian universities particularly South-western Nigeria to improve their facilities so that they can meet best minimum international standard in continuing legal education training and scholarship.

Lastly, the study would be of immense addition to the body of literature particularly on the influence of self-concept on research productivity of law lecturers in universities thereby spurring researchers' interests in research productivity of law lecturers in South-western Nigeria, Africa and the world at large.

## **REVIEW OF RELATED LITERATURE**

### **Self-Concept of Lecturers about Research Productivity**

The concept a person holds regarding his own personal existence is a concept of who the individual is and how the individual actually fits into the environment he finds himself. Okonedo-Adegboye, Bamigboye and Emmanuel (2015) explained that lecturers in academic institutions had individual self-concept of who they were and how they actually fit into the academic environment. The concept a lecturer has about himself or herself about performing a particular task may affect his/her productivity and research output. Therefore, a lecturer or faculty member with a positive self-concept to writing is likely to use negative feedback about a paper article to improve his/her writing. This is why individuals with high self-concept evaluates himself or herself positively; and likely to draw favourable interest about himself or herself.

Babalola (2014) opined that a lecturer or faculty member with a negative self-concept to writing was likely to take negative feedback as an indication that he/she was a poor writer with no penchant for writing; and likely to feel more discouraged in future exercise. Besides, the author maintained that self-concept aids in self-regulation and determining appropriate attitude towards reaching a goal. This is to say that based on a person's understanding and ability to make predictions about his/her environment the person may choose behaviour from his or her *repertoire* that are appropriate for the situation. Self-concept helps to motivate a person by providing goals and encouraging self-improvement. Okonedo-Adegboye *et al.* (2015) buttressed and admitted that a positive self-concept would help maintain a favourable impression of the self and serve as a protecting factor that encourages growth towards happiness, but when a negative self-concept is present, the purpose is defeated because the individual has lost his or her conscious reflection.

Okonedo-Adegboye *et al.* (2015) asserted that to enhance self-concept was a vital goal of itself as an important mediating variable that could impact a variety of desirable outcome on the research productivity of lecturers. They concluded that any academic staff with a high level of positive self-concept might well display high level of research productivity. This simply meant that self-concept whether positive or negative holds an implication for either high or low research productivity of any lecturer within the university system (either public or private). In a related study conducted by Okonedo and Popoola (2012) research productivity in a university community is a major parameter of lecturers if it is viewed in terms of prestige and promotion which can be enhanced particularly by the positive self-concept of an individual. According to the authors, self-concept is the self-conscious reflection of one's own being which features include: inability to be limited to personality, skills and abilities. It is a cognitive aspect of self which generally borders on the totality of a complex and dynamic self of beliefs and attitudes that an individual holds to be true about his or her personal existence and advancement.

McLeod (2008 as cited by Zarel and Usefli 2019) who in their study, compared the effects of three types of assessment (self, peer and teacher) on EFL learners' general and academic self-efficacy with a participant of about 94 Iranian EFL learners studying English Test along with 8-item academic self-efficacy of faculty members, who expressed in his findings that there was a great deal of research which showed that the self-concept was, perhaps, the basis for all motivated behaviour. It was further argued that the self-concept gave rise to possible selves that created the motivation for behaviour. Therefore, the concept a lecturer has about himself or herself with regard to his/her capability affects his or her research productivity. This could be by developing a positive self-concept through behaving objectively in knowing oneself, appreciating oneself, being friendly to oneself and having a positive and rational thinking which could contribute to one's research productivity. The author

further described self-concept as how individuals think about, feel and evaluate themselves explaining further that lecturers with high self-concept see themselves having challenging goals and maintaining strong commitment to them. The author argued further that many of the successes and failures that many lecturers experience in improving their research output are functions of the ways they have learned to view themselves in the academic environment.

Onifade (2011) corroborated this fact and explained that enhancing self-concept was a vital goal in and of itself and that self-concept could enhance personal accomplishment in terms of research activities which largely dependent on the positive mind an individual had towards achieving a desired goal. As a matter of fact, the researcher agrees with the author that this boosts individual esteem, confidence and the ability to express oneself, interact in seminars, conferences, workshop proceedings locally and internationally. Yaghi (2021) stated that the ability for inter-personal communication implied that knowledge sharing affect the self-concept of individuals. By implication therefore, the authors seemed to have indicated that the feeling of lack of ability to deliver or communicate result in low self -concept might adversely affect research productivity and job performance of a law lecturer in a university system either nationally or internationally.

Moreover, Osisanwo, Jude and Adeyeoye (2021) stressed that self-concept had to do with a general view about oneself across various senses of specific domains and evaluation of values formed through experiences in relation to one's environment and considered to compromise various dimensions, areas or facets which are related to contain personality traits but are linked to academic achievement in different areas and subjects. Therefore, it could be inferred here that self-concept relates to the set characteristics, attributes, qualities, deficiencies, capacities, limits, values and relationships of the individual's descriptive of himself concerning his identity thereby stressing the imporataance of self-concept as notable contribution to personality formation. Besides, viewing further from the academic perspective, self-concept is an emotional strength that plays an important role in enabling academic success and ability to utilise all resources to increase individual research productivity. Thus, when the strength of an academic staff is emphasised, it boosts his self-confidence with a positive mood with motivation to put more effort into his research work and advance to achieve the desired goal of his academic prowess.

Khosravi and Azami (2011) also avowed that the individual self-concept in relation to research productivity was the person's cognitive plan of own self. Besides, self-concept increases academic achievement motivation and make the personal ability and self-concept profounder more extensive. John and Shaljan (2008, as cited by Khosravi and Azami, 2011), stressed that in order to know the effect of self-concept on the research productivity of any faculty member, there were three models which should be borne in mind namely:

- a. that academic achievement was the main determination of self-concept. The model suggested that academic achievement is by assessment of valid persons such as parents or friend's influences on the lecturer's academic self-concept.
- b. that self-concept was the cause of the academic achievement of an individual in any environment. The model also suggested that an individual or faculty member with low self-academic notion refused from the situation that could alter his or her notion of self and would not attempt to be good in terms of research skills and writing.
- c. that self-concept and academic achievement were interplay of each other. It suggested the dynamic equilibration term indicating that academic achievement, notion of self and attribution of self-work were at reciprocal relationship network. This explained that changes in one would lead to alteration in others until a re-established equilibrium.

Ezemenari (2010) in his study of relationship between self-concept and academic achievement motivation, found significant relationship between achievement motivation and

academic motivation arguing that any faculty member(s) with high achievement were often self-cognitive researchers (in comparison to colleagues with low achievements), adjust their goal of doing more research. Brew, Boud, Nangtang, Lucas and Crawford (2015) in a study carried out on relationship of research productivity to individual concept of research revealed that academics who were identified as researchers tended to have a stronger and more consistent conception of research than those without. The study also indicated that self-concept of individual faculty member with regard to research productivity had some disciplinary differences on how academics tended to view research for advancement and increased status within the academic community.

Lampert (2007 as cited by Opara 2011) in the study of the relationship between self-concept and self-efficacy to academic performance, explained that self-concept was multi-dimensional in nature. This was because self-concept has both cognitive and affective components. According to the author, it was "a composite of cognitive and description of ones attributes and effective evaluation of those attributes in comparison with others"(p. 9). From the foregoing, self-concept is a hierarchical construct that includes several components, one of which is academic self-concept and involves a mixture of self-beliefs and self-feelings regarding general academic function of what one knows and understand about himself or herself in terms of his thoughts and feelings. However, Choo (2006, Leerputarak 2008) as profusely cited by Emesulu(2012) observed that self-concept, self-efficacy and perception covered similar domains of functioning and recognising the differences between the two constructs. He explained that one difference between them had to do with self-comparison which referred to an individual's ability to compare himself to others which heavily influenced self-concept. The author stressed further that the relationships between self-concept, self-efficacy and perception about research productivity largely depended on the curiosity, commitment to hard-work, skills, positive attitudes, beliefs in one's capabilities and willingness, sense of identity, confidence, open-minded, flexible thinking and characteristics of researchers which impacted significantly on accomplishment. These were as a result of the lecturer's ability to develop positive self-concept for knowledge generation and sacrifices to perform research tasks. Based on this, it would enable the lecturer or faculty member to have the vision to clearly see his own development strategies whereas an improper personality with negative self-concept has a marked effect on low research outcome which suggests that that the researcher's personality is grossly lacking in observance search for information and complete non-challant to research productivity.

Nonetheless, Ogbomo (2010) in a related study on publication output of Librarians in Delta State University, Abraka, the conclusion to be drawn from the study is that if any faculty member with low self-concept fails to publish would face a 'perish dilemma'(p.3). This assertion also explain that self-concept of an academic member in the university setting is a possible factor for research productivity. In addition, looking at self-concept with regard to research productivity, Okonedo and Popoola (2012) stressed that the self-concept of an individual was an internal model of self-consciousness. However, since self-concept relates to how we think or feel about ourselves, it requires that people with high self-concept see themselves as a people with set challenging goals and maintaining strong commitment to them. For instance, a law lecturer with positive self-concept who has developed a positive attitude for knowledge, advancement, scholarship and training will be motivated to use resources available to enhance his or her research productivity; and with a good understanding of his or her subject will also develop a positive mind to depict or decipher what type of legal resources will suit his scholarly enquiry to achieve set goals. This will also largely depend on how the individual has assessed, set his personality and rate his or her skills and abilities. Self-concept is the totality of inference that a person has about himself.

Positive self-concept is favourability of these self-inferences. Consequently, an individual with positive self-concept evaluates himself positively; and likely to make favourable references about himself and acceptance of his identity. Besides, a strong self-concept is a prototype of self-will of a law lecturer who knows what he hopes to achieve as a member of academic community and the needed resources for human development, human accomplishment and personal well-being setting challenging goals even in the seemingly face of failures (Osisanwo, Jude & Adeyeoye, 2021).

Osisanwo, Jude and Adeyeoye (2021) also maintained that self-concept as an organised behaviour was usually of utmost importance and experience of one's own being. This includes: what individuals come to know about themselves through experience, reflection and feedback from others; and this could be viewed from the number of citations made on published papers. The authors further explained that self-concept as an organised cognitive structure also comprised a set of beliefs, variety of habits, values, abilities, one's looks, ideas and feelings of a person, and consistency of behaviour and continuity of identity. Therefore, its effect on research productivity of faculty members increase the research skills, the positive mind and the strong determination to achieve a desired goal.

Opara (2011), as cited by Okonedo and Popoola (2012) also expressed that self-concept helped to study the human behaviour and personality which was identified by different components. These components are: physical, academic, social and transpersonal. The type that is paramount to this study is the academic aspect of the components. The academic aspect of self-concept relates to how an individual progresses in research advancement and improving his or her academic status within the university environment. However, based on the analysis of the authors, there are two levels of academic self-concept in this regard. First, the overall evaluation of how generally good a person irrespective of his or her field of knowledge; and second, the self-concept that describes how good are individuals in a specific field of knowledge. It is this specific field of knowledge that distinguishes a faculty member from another within the university environment. It improves academic status, enhancement of salary, advancement and research output.

Similarly, Osisanwo *et al.* (2021) again observed that there was a great deal of research which showed that the self-concept is, perhaps, the basis for all motivated behaviour. Hence, in their study, findings revealed that many of the lecturers within the scope of their research possessed self-concept parameters towards the use of their information resources. This is as a result of high level of use of available legal resources for teaching, research, surfing the internet, knowledge update and reading. The inference that could be drawn from the authors' view is that it is the self-concept that gives rise to possible selves, and it is the selves which create the motivation for behaviour to achieve a task an example of which is research productivity.

Be that as it may, the most influential and eloquent voice on self-concept was by Carl Rogers (1947, as cited by Osisanwo *et al.*, 2021). The theory introduced an entire system of help built around the importance of the self. The authors concluded that in Roger's view, self-concept occupied the central ingredient in human personality and personal adjustment. Rogers described the self as a social product, developing out of interpersonal relationships and striving for consistency. He stressed that there was a basic human need for positive attribute both from self and others believing that in every person, there was a tendency towards self-actualisation and development provided it is permitted and encouraged by an inviting attainment. Therefore, individuals develop and maintain their self-concept through the process of taking action and then reflecting on what they have done and what other colleagues tell them about what they have done. This is simply reflecting on what an individual has done and can do in comparison to his expectation, the un-expectation of

others, their characteristics and accomplishments. It is also pertinent to note that once the self-concept is low, there will be negative belief of the self and low certainty and consistency in the idea or thought a lecturer holds to achieve a desired goal. It is this uncertainty regarding the self which leads to self-concept confusion and social phobia. It could, therefore, be drawn from the studies that low self-concept is a precondition for the development of social phobia, and it correlates with some psychological attributes which indicate poor functioning, frustration, inability to effectively use relevant information resources, psychological trauma and grave effect on cave for more knowledge advancement for research productivity.

As noted by Emesulu (2012) and Uluocha (2015) self -concept was very significant in the research productivity of (law) lecturers. It is an idea of the self constructed from the beliefs one holds about oneself and the responses of others. In other words, self- concept is generally thought of as individual lecturer's idea of his or her behaviour, abilities and unique characteristics in setting a goal and how the goal could be achieved for overall academic and research growth in an academic community. Self-concept is important because it influences how an individual thinks, feels and acts in every academic or organisational life. It is this driven force that enables a law lecturer to assess relevant legal information resources for his or her research development within and without the university community. From the various thoughts of scholars on the possible effect of self-concept of (law) lecturers on research productivity, it could be reasonably concluded that the components of this self-concept on research productivity include: positive mind set, attitude, self-beliefs, feelings, personality factors(self-image, self-esteem), skills and abilities, sense of identity, desire for personal accomplishment, opinions or judgements and personal well-being. Okonedo-Adegboye and Popoola (2012) in their study on effect of Self-concept, Knowledge, Sharing and Utilization of Research Productivity among Libraries in Public Universities in South-West Nigeria revealed that the test rule for the self-concept scale was 30 and a scale of 1-29 indicating low Self-Concept whilst 30-59 indicating moderate self-concept and 60-88 indicating high-self-concept. One could, therefore, infer from this empirical study that the respondents have high self-concept since the overall mean score of the respondents is  $\bar{x}=75.00$ ,  $SD=8.06$ . This also meant that majority of the respondents claimed that they took a positive attitude towards themselves for research productivity.

Ezemenari, (2010) in his empirical study on Academic Performance in African-American Undergraduates showed that of the 55 respondents whose questionnaire were returned, 38% self- reported their grade level between A<sup>-</sup> of A<sup>+</sup>, 52% self-reported their grades between B<sup>-</sup>& B<sup>+</sup>& 9% self-reported their grades being between C<sup>-</sup> and C<sup>+</sup>. This showed that high level self-concept was responsible for high academic goal of respondents with high grade in their quest for academic prowess.

### **Extent of Research Productivity in Universities**

The objective of research productivity in any higher educational system is very significant. Uluocha and Mabawonku (2014), Kpolovie and Dorgu (2019) in separate studies explained that research productivity had always been a product of research publications in learned journals, conferences or workshop proceedings, authored book(s), chapter(s) in books, gathering and analysing original evidence, working with post-graduate students in dissertations or theses, or class projects, obtaining research grants, carrying out editorial duties, obtaining pretexts and licenses, writing monographs, developing experimental designs, producing works of an artistic or creative nature and engaging in public debates and commentaries. Kasure,Primiana,Mawereand Dhliwayo (2006) described research productivity as the extent at which individuals in teachers' colleges, universities or any higher educational

system engaged in research and published research articles in order to increase level of academic output. Giovanni and Ciriaco (2014) noted that research activity was a production process in which the inputs consisted of human, tangible (scientific instruments or materials), intangible (accumulated knowledge, social networks), character of both tangible nature (publications, patents, conference presentations, databases) and intangible nature (tacit knowledge, consulting activity, and so on) in which the new knowledge production function has a multi-input and multi-output dimensions which were ascribed as part of research activities.

Haliso, Iwu, Soyemi and Madulima (2020) observed that any university that desired to have active productive workforce should be interested in identifying factors that could enhance research endeavours; and show commitment to its researchers by providing adequate support factors which included: equipping and granting support to research productivity by increasing and sustaining research that would increase level of job satisfaction and anticipation to engage in research in order to reinforce loyalty to the university core value. Basiru (2020) as cited by Haliso, *et al.* (2020) explained that the extent of research productivity in the universities was a representation of the totality of research carried out by academic members within a given period of time. Therefore, the quality of teaching, research and community service of staff coupled with their publications in the university system depends on the quality of research materials and facilities. Uwizeye, Karimi, Khisa and Wao (2021) in peer-review studies carried out expressed that the level of research productivity in higher educational institutions in Africa was low. They explained that if the situation continued, it was likely going to compromise the development agenda of the continent if not addressed. However, 838 papers related to research productivity were identified in higher education institutions in Africa from databases and results showed that the low level was as a result of both institutional and individual factors. Institutional factors included: non-availability of research funding, low level of institutional networking and low degree of research collaborations; while individual factors majorly bothered on personal motivation, academic qualifications and research efficacy. The authors suggested that there was need for research funding to enable researchers and faculty members contribute to the development agenda of the continent. Besides, it was opined that there should be provision of research enabling environments, policies and incentives and strengthening research capabilities through relevant training courses mentorship.

Ogbomo (2010), Okonedo and Popoola (2012) also observed that research was a major index of any measure of the academic communities and/or the determinant of advancement in terms of prestige, recognition for creative thinking, promotion, salary increase and acceptability in the academic setting. It was also inferred from their studies that research output would provide a good instillation for academic staff to become successful in their career. This view, in my opinion, was not wrong. This is because research activity develops academic knowledge and enforces the skills for effective knowledge transfer. Thus, the quality of research output among lecturers and other academics in general depend on the quality and quantity of their research work. It was concluded from the studies that research productivity is measured in terms of quantity and quality of books or chapters in books, written journal articles, published conference/workshop proceedings, monographs, case/book reviews, number of journals managed by other higher education institutions, citation index (that is, number of citations of published research articles) and work-related publications which include: abstracts, bibliographies and published indexes which served as most significant parts of index for research productivity of individual academic promotion and universities' academic rankings.

In determinants of the research productivity of the university faculty members, Kpolovie and Dorgu (2019) also explained that research productivity was of greater interest to the faculty members in order to improve and preserve their academic status and as signal to the university management to provide a smooth and progressive climate for research output. In the academic environment, the productivity of academic personnel is measured based on the research productiveness of such personnel. Kpolovie and Dorgu (2019) further observed that in measuring the level of research productivity of faculty members, the yardstick usually used should be "h-index" (p.63) which was introduced by Jorge Hirsh in 2005. The h-index is the best numerical representation of the impact and productivity of a researcher's scientist or those involved in empirical research, which is strictly based on the researcher's publications and patents, rather than the impact factor of the journal in which the papers were published. The h-index is to provide an option to other bibliometric indicators including the number of publications, the total number of citations and the age average of an article. It characterises the output of a researcher. For instance, if a researcher A has published articles and each has been cited as follows: A1(15), A2(17), A3(5),A4(4),A5(3),A6(2), A7(1), A8(1), A9(1),A10 (1), the h-index is the position at which the number of citations is greater or equal to that rank, and the rest citations are each less than the rank. Therefore, in the case of researcher A, the h-index is 5 times (15,7 and 5) while his fourth most cited article has been cited 4 times. Hence, since four of researcher A's published articles have each been cited at least four times, his h-index is 4 (Kpolovie & Dorgu, 2019).

However, Isabelle, Wolfgang and Kamrani (2021) expressed further that the h-index was a quantitative metric based on analysis of publication data using publications and citations to provide an estimate of the importance, significance and broad impact of a scientist's cumulative research contributions. As an example, if we look at the publications of a researcher and the h-index of his/her number of published papers have at least h-citations each and the other (Np-h) papers have *sh* citations each, the h-index will decide the metric for evaluating the cumulative impact of the researcher's scholarly output and performance, measure quantity with quality by comparing publications to citations. Therefore, the h-index of 10 publications means that among all publications by one author or faculty member, 10 of these publications have received at least 10 citations each. Isabelle *et al.* (2021) further argued that the h-index was more preferable to other single-number criteria such as the total number of papers, the total numbers of citations and citations per paper which indicated that:

- a. a single number can never give more than a rough approximation to an individual's multifaceted profile.
- b. Other factors would have to be considered as combination in evaluating an individual.
- c. there would be differences in typical h values in different fields, determined in part by the average number of references to papers in the field, the number of papers produced by each researcher in the field and the size (number of researchers) of the field; and
- d. for an author with a relatively low 'h' that has a few seminar papers with extraordinarily high citation counts, the h-index will not fully effect that researchers accomplishments.

This measure of academic impact often generates widespread interest as well as proposals of other indices based on analyses of publication data such as the g-index, h-index, m-quotient, r-index and so on using databases such as Elsevier's Scopus, Google Scholar, Carivate Analytics Web of Science provides h-index values for authors. For instance, Google Scholar provides the h-index for authors who have created a profile; Elsevier's Scopus provides a citation tracker feature that allows generation of a Citation Overviewed Chart to generate h-index for publications and citations from 1970 to date. It also allow removal of

self-citations from the overall citation counts. Web of Science allows generation of the h-index for publications and citations from 1970 to date using the Create Citation Report feature (Isabelle *et al.*,2021).

One of the criticisms of the h-index by scholars according to Isabelle *et al.* (2021) is that it is not considered as a universal metric because it is difficult to compare authors of different seniority or disciplines to arrive at their h-index. Young researchers or faculty members are at a disadvantage because academic disciplines vary in the average number of publications, references and citations, whereas some authors can do self-citations or gratuitous citations among colleagues which can skew the h-index. Nonetheless, the h-index corrects the disproportionate weight of highly cited publications or publications that are yet to be cited and that explains its importance to measure research productivity of lecturers in the university community. Therefore, in discussing the ranges of h-index, it can be summarised as follows:

- a. that the h-index of 20 publications after 20years of research activities, characterises a successful or good researcher.
- b. that the h-index of 40 publications after 20years of research activities, characterises an outstanding or great reseaher.
- c. that the h-index of 60 after 30years or h-index of 90 after 30years of research activities characterises truly a remarkable or unique individuals(Isabelle *et al.*, 2021).

Be that as it may, if it comes to universities' ranking on the basis of research productivity globally, the h-index is based on the level of research productivity of faculty members in each university and unfortunately, African universities, particularly Nigerian universities, perform very poorly in world universities'rankings yearly(Kpolovie, 2019). The World Universities' Ranking of 2020 considered 5 indicators which were directly or indirectly dependent on the faculty lecturers' h-index and citation index. These indicators were (i) teaching in which the learning environment was accorded 30 percent. (ii) research in which income and reputation attracted 30%. (iii) citations which were based strictly on the university's role in the generation and spreading of new knowledge and ideas as reflected by the faculty's h- index and citation index (iv) academic reputation which was primarily based on lecturers' research quality and (v) teaching quality (Kpolovie, 2019).

In his opinion, Albach (2015), Jakarta (2019) stressed that publications in high status refereed journals were major criteria of academic successes especially in the competitive environment of global higher education. It was suggested that research, for most of any academic system, should be the measurement or level of effective teaching and a careful understanding of what students learn. The two separate studies also revealed that the extendor level of research productivity of lecturers in universities was neither straightforward nor easy since the key function of teaching and research quality was seldomly measured adequately. Therefore, the inference to be drawn from the studies is that so many indices are usually put to determine the level of research productivity of a lecturer. For instance, for a law lecturer, these indices could be in form of the quantity and quality of articles in refereed journals, (authored books), chapters in books, case reviews, book reviews, monographs, peer-reviewed articles, published conference/workshop proceedings, among others. What is important here is the number of times the published works are cited which indicates the contributions of the works to knowledge and scholarhip but in some universities particularly in Nigeria, in as much as books are important tools for imparting knowledge and reporting research, it is difficult to easily calculate the impact factors or intellectual influence of the books and so they are typically not counted at all (Albach, 2015).

Usang, Akuegwu and Udida (2007 as cited by Albach (2015) stated that research productivity of lecturers was one of the pivotal points on which universities education rested.

Research consists of a study and investigation to discover facts, insights and other elements central to the matter at issue. It constitutes a key criterion for the promotion of faculty members which is highly regarded, sought after and requires high level participation and quality work (Albach, 2015). For a lecturer to be research productive, it requires a lot of efforts and demands a great deal of money particularly if it is scientific based. With the emphasis on the extent of research productivity in universities, the number of publications by lecturers is frequently used as an indicator of quality research. The obvious reason is that the research published is taken as an indication of quality which could be further categorised and weighted by identifying the type of publication either book or research article; and if it is an article, there is need to know the type of journal (refereed or not refereed) and the institutions of employment of the authors.

Onifade (2011) concluded that there was, though, an unacceptably low level of research productivity of lecturers in both private and public universities as a result of failure to understand the purpose of publications, its limitations or how it might be effectively used, spending more time in daily routine jobs than in publishing, ignorance about learned journals to publish, lack of interest, poor management policy, lack of funds to publish (which in my view is considered as poor mind set), poor research skills and writing which hinder the acquisition and identification of research problem, insufficient knowledge skills, and inexperience as well as failure to realise the significance of research; and poor attitude to produce a desired effect in the academic community. Yang (2017) in reviewing his research articles published in 1960s, 70s, 80s, 90s and early part of 20s in the United States about factors influencing Taiwanese professors' research output, explained that the factors were both individual and experimental. Individual factors included: IQ (Intelligence Quotient), motivation, perception of stress, age and gender. Experimental factors included: university reputation, resource allocation, academic colleagues and research field though further studies applied diversified method to explore the effect of individuals and research field differences on university lecturers' research performances. Aitha (2016) avowed that lack of graduate students' abilities and confidence in conducting research as well as research assistant's ability significantly influenced extent of university lecturers' research article production. It was also revealed in the study of Aitha (2016) that psychological perception and background variables such as stress, motivation, gender and age influenced the extent of university lecturers' research production. Moreover, environmental factors such as research support culture, good research space and facilities, collaboration with colleagues were important variables for predicting extent of university lecturers' research productivity.

Leertputarak (2018) described the level of research productivity of lecturers as an outcome measurement of scholarly effort which had two germane components: knowledge creation (research), knowledge distribution (productivity); and the "product of academic research is scholarly publication" (p.19). The significance of research productivity here is that it enables members to share insight, creative thinking and to develop a reputation for expertise in an area or specialisation. Bassey, Akwuegu, Idia and Udey (2007) in study of academic staff research productivity in South-south zone of Nigeria remarked that the National Universities' Commission (NUC), the Nigeria's higher education funding and regulatory body of the country's universities' indexes revealed that only 20 out of over 70 universities (public and private) in the country were found to have performed better with regard to their research output. In which case, majority of the universities were found to have low index comparing this with their counterparts in the developed world. According to the 2020 research ranking of universities, by Center for World Universities' Rankings (CWUR), University of Ibadan which was ranked the best in Nigeria in year 2020 was ranked 1,219 position among world class universities; whilst Obafemi Awolowo University which was ranked

nationally as 4<sup>th</sup> and University of Lagos 5<sup>th</sup> best came a distant 1,614 and 1,894 positions respectively. Besides, in the report of the Center for World Universities' Rankings (CWUR) on the survey carried out by Times Higher Education (**THE**) in year 2022, it was revealed that University of Ibadan (UI), Ibadan (which was ranked as best in Nigeria same year came a distant 1172<sup>nd</sup> position globally with 69.3 points; followed by University of Nigeria, Nsukka (UNN) which came second nationally within the same year scored 66.6 points globally and 1775<sup>th</sup> position in world ranking; whilst University of Lagos (UNILAG), Akoka-Yaba ranking 3<sup>rd</sup> nationally also came a distant 1924<sup>th</sup> position in the world ranking with 66.0 points; and Ahmadu Bello University (ABU), Zaria ranked 4<sup>th</sup> position nationally also in the same year 2022 came a distant 1941<sup>st</sup> position in year 2022 World Universities' Ranking.

The best universities in Nigeria came far behind the likes of Oxford University, California Institute of Technology, Harvard University, Stanford University, University of Pretoria, Makerere University, and other universities in Africa. However, part of the yardsticks used in determining the ranking of universities across the globe is the h-index and citation index of the universities in which the level of research productivity of lecturers that make or teach in the respective universities as faculty members is grossly a factor to be considered. The low level ranking of universities particularly in Nigeria shows the extent of research productivity in the country particularly by lecturers in South-western Nigeria. Vijayakarsarn (2013) as cited by Leertputarak (2018) investigated research productivity of academics in high performance and low performing institutes in India and findings showed that there was critical need for revisiting the system of career advancement for principal staff as the t-test failed to produce significant value of productivity of academic staff. The result further explained that academic staff affirmed their motivation and interests which showed the need for publishing in order to increase their intellectual growths, knowledge and social improvements.

Simisaye (2019) investigated the contribution and impact of research output on PEC University of Technology as reflected in the university publications covered in Scopus International Multidisciplinary Database concluded that over 77 research papers were published by the department. Sar (2019) reported the extent of research productivity of lecturers on the basis of articles in the rest of the world which was fast increasing but the situation in most African countries was that knowledge was decreasing gradually. The author stressed that sub-Saharan Africans contributed around 0.7 percent of world scientific output and this figure decreased over the last 15-20 years. However, except for South Africa, lack of incentives to publish research remained low in Africa. It was also lamented that most of the research conducted in most African universities and research institutions were backward, forcing many researchers to seek publication in foreign journals. From these analogies, it is clear that the low level of research productivity in Nigerian universities if it is considered in number of research works in article journals, books, international conference proceedings, monographs, chapters in books, collaborated works, occasional papers, peer-review, patent and certified invention (Okiki, 2013).

Brew, Boud, Namgung, Lucas and Crawford (2015); Kpolovie and Onoshagbegbe (2017); Dellelo, (2018), Suardi, Fuad and Rosyidi (2018) in summary submitted that the extent of research productivity of lecturers in universities was dependent on influencing factors such as funding policies, research collaboration, research rules and ethics, demographic variables (gender, age, rank), academic capabilities and confidence (individual factors), self-efficacy, social factors (workload, time), intellectual property (relating to research support that occurs outside university environment) and use of social media. Opesanwo and Mabawonku (2017) noted that individuals who used social media at work for research purposes were about 9 percent more productive than those who did not and explained that in a report carried out by IPSOS public affairs in 2015 on behalf of Microsoft of 9,908 employees across

32 countries, showed that nearly half (46 percent) of information workers, using social tools had increased level of research productivity while less than one in ten (9 percent) agreed that the tools had reduced their efficiency as researchers. The study also showed that 56 percent of respondents from Latin America indicated that the use of social (internet) tools had increased their research productivity and 62 percent of the same respondents predicted these tools with collaboration with other colleagues. The tools were said to be quick access to academic materials, ease of communication, access to relevant and up-to-date information. It was also explained that by the use of social media such as citation sharing, loop, research Gate, linkedin academia, ResearchID and Graduate Junction, results had shown they enhanced not only research productivity but also research collaboration among academic staff across the globe by bringing their wealth of research advancement to public glare (Opesanwo & Mabawonku, 2017).

Handayani, Kusmaningtyas and Riyadi (2019) while observing the extent of research productivity of lecturers in relation to quality of writing as well as functioning well in teaching, adding that the distinction between a lecturer who read, wrote a lot and conducted much research was different from those who only read to teach. Thus, from the analysis of Handayani, it could be argued that the extent of research productivity of lecturers in conducting academic research should be noted by the rarity of research outputs published within a given year compared to the number of lecturers available in same institution. In another study, Kpolovie and Onoshagbebe (2017) attested that the extent of research productivity in sub-saharan Africa using Obafemi Awolowo University, Ile-Ife (OAU) and University of Ibadan (UI) as a case study indicated that academic rank, attendance of conferences and collaborations with professional bodies were the predictors of research productivity in the two universities. It was also explained that the research productivity of the two universities improved compared to north-east geo-political zone which declined. Nonetheless, the pertinent question I wish to ask at this point is that: Does the outcome of research productivity of these two universities suffice as yardstick to determine the extent or level of research productivity of lecturers in South-Western Nigeria? Aitha (2016), Aitha and Suresh-Kumar (2016) identified the following strategies as measures to increase lecturers' research productivity using Srinivas Institute of Management Studies (SIMS) model:

- (a) commitment and hard-work of indigenous and stakeholders in universities and higher education institutes is indispensable in order to enhance research contributions of faculty members.
- (b) set a target for the number of scholarly publications a faculty member should have per year to his or her credit for promotion. As way of doing this, the faculty can organise one national conference in the faculty every year and setting the target to institutional faculty members to submit and present papers in the identified themes of the conference to enable them publish their papers in international or open access journals to increase the citation of the published papers.
- (c) individual lecturer should be made or encouraged to set up his or her desired objectives, policies, strategies and targets and universities should focus on developing team-based research productivity so that every faculty member could be the Star Researcher.

Castelle (2017), Rankumar (2018), Sondari (2018) also asserted in separate studies that research productivity was a major concern in any institutional or organisational climate. It interacts with other aspect of employee performance, innovation, financial control and competitive effectiveness. According to Castelle (2017), the concept of performance was incorrectly associated with productivity either in an academic community or management organisation stressing that quality and development were more align with the notion of

performance. The three scholars concluded that productivity either on the basis of research development in academic community or organisational climate health with the individual deriving from the perception that an environment conducive to the effective or efficient use of institutional resources and processes was present and sought to develop an instrument that would produce a general measure. It can be inferred that while research productivity is important in the life of a faculty member for academic progression, it is possible that an increase in research productivity would also mean a decrease in performance.

Muslinge and Maassen (2015) stressed that scholarly journals were the main conveyors of knowledge or research productivity. This often undergoes rigorous evaluation leading to staff ranking nationally and internationally. Pasupathy and Siwatu (2014), Saraswati, Ratimaningsh and Utami (2020) broadly summarised the importance of publications on cumulative effects of research productivity of faculty members, bearing in mind all other variables as follows:

- a. improve citation index and h-index;
- b. improve teaching effectiveness;
- c. encourage quality assurance;
- d. achieving peer-recognition;
- e. improve research skill;
- f. high academic progression (being full professor);
- g. improvement in individual academic status;
- h. encourage presentation of ideas;
- i. improve individual self-confidence;
- j. encourage persistence/resilience and self-confidence in achieving a desired goal or task;
- k. getting better salary increase;
- l. satisfying individual need for creativity/curiosity;
- m. tenure elongation (for instance, the retirement age for Professor is now 70 years );
- n. satisfying the need to stay current in the field;
- o. Satisfying the need to contribute to the field (of law);
- p. having satisfying collaborations with others;
- q. getting respect from students;
- r. getting reduced teaching load;
- s. getting a "Chaired Professorship";
- t. finding a better job at another university;
- u. getting an administrative assignment.

The extent of research productivity of lecturers rests largely upon the quality (and often more than not) the quantity of research publications cited which determine the citation and h-index of a lecturer in the university. This is important because "publication is motivated by eagerness or enthusiasm to publish, presence of enabling environment and mostly self-perception of individual lecturers with regard to their role, the will power to succeed and the determination not to perish in the academic high sense" (Okonedo & Popoola, 2012, p.5; Rankumar, 2018).

## **RESEARCH METHODS AND PROCEDURES**

The research design used for this study was Correlational research. Correlational research design was used because it investigates and measures the degree of relationships between two or more variables without the researcher controlling or manipulating any of them (Creswell, 2018). However, the population of the study was 456 law lecturers comprising 285 from nine Federal and State universities; and 171 from 12 private universities in South-western Nigeria who are on full-time appointment in their respective

universities. Those on part-time, sabbatical leave, adjunct and contract appointment were excluded from this study. This is because much are not expected from them in terms of research productivity and internal operations of the universities.

There was no sampling for the study, the population was used. As a result, the entire 456 population of the study across the 21 universities offering law programme in the South-western Nigerian universities were investigated. This was why the study adopted Total Enumeration Method in compliance with the views of Egbule (2003) that, if a population of a study is small, the researcher does not need to draw any sample size.

The research instrument used for the study was the questionnaire. It was captioned: "Influence of Self-concept on Research Productivity Questionnaire" (ISORPQ). The questionnaire consisted three sections (A-C) as follows: Section A was designed to elicit background information from the respondents; Section B was to draw information on self-concept about research productivity of law lecturers in South-western Nigerian universities and Section C asked questions on extent of research productivity of the law lecturers in South-western Nigerian universities. In order to be sure of the validity of the questionnaire, law lecturers from sister Universities in other geo-political zone of Nigeria assisted in structuring the research instrument in a way that the independent and dependent variables were reflected in the final version of the questionnaire.

Besides, in order to estimate the reliability co-efficient of the research instrument, the questionnaire was administered to 35 (thirty-five) law lecturers at the Nigerian Law School (NLS) across the campuses of the school located in Abuja, Lagos, Enugu, Kano, Yenagoa and Yola respectively to estimate the reliability coefficient of the research instrument. The data obtained was analysed with the use of Pearson's Product Moment Correlation Coefficient for internal consistency. The test re-test method of establishing reliability index was done at an interval of two weeks; and was used in collecting data from the 35 respondents in the institution earlier mentioned (Nigerian Law School). The following reliability indexes were obtained: Section B: Self-concept and research productivity=0.74; Section C: Self-efficacy and research productivity=0.71., Section D: Perception of use of legal information resources=0.74; Section E: Types of legal information resources =0.67., Section F: Extent of use of legal information resources yielded a coefficient of 0.85; Section G: Challenges faced in the use of legal information resources had a co-efficient of 0.67; Section H: Extent of research publications yielded a co-efficient of 0.91.

Consequently, with the reliability indexes above 0.60, the researcher concluded that the instrument was reliable and suitable for the study. This assertion was based on the recommendation of Pallant (2005) and Kubai (2019) respectively. According to the authors, it was expressed that the reliability of the coefficient correlation of a scale should be 0.60 and above. The method of data collection was done with the help of 10 research assistants to all the full-time law lecturers in the universities under study on a one-on-one basis and first ensured that adequate instructions were given to the 10 assistants on the guidelines to follow in the administration and collection of the questionnaire. The data obtained from respondents were analysed using both descriptive and inferential statistics. This was because the instrument was designed to collect data on nominal and ordinal scales. Frequencies, Means ( $\bar{X}$ ), ANOVA and Standard Deviation were adequately employed to answer all research questions. The Criterion Mean was placed at 2.50. For the hypotheses, Pearson's Product Moment Correlation and Multiple Correlation at 0.05 level of significance were used to test the hypotheses. All statistical analyses were carried out using Statistical Package for Social Sciences (SPSS) version 25.

**Presentation of Results and Discussion of Findings**

**Questionnaire Response Rate**

**Table 1: Questionnaire Response Rate**

<b>Number of Questionnaire Administered</b>	<b>Number of Questionnaire Returned</b>	<b>Percentage of Questionnaire Returned</b>
456	376	82%

A total of 456 copies of the questionnaire were distributed and 376 (82%) copies of them were completely filled and useful for conducting the study. The response rate of 82% is considered adequate for the study because the standard and acceptable response rate for most studies including humanities, social and management sciences, health sciences and particularly education is 60% and above (Fincham,2008; Choi, 2016; Kubai, 2019).

**Analysis of the Respondents' Background Information**

**Table.2: Name of University**

<b>Name of University</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Achievers' University, Owo (AUO), Ondo State.	8	2.1
Adekunle Ajasin University, Akungba-Akoko(AAUA), Ondo State	26	6.9
Adeleke University, Ede (AU), Osun State.	13	3.5
Afe Babalola University, Ado-Ekiti (ABUA), Ekiti State.	15	4.0
Ajayi Crowther University, Oyo (ACU), Oyo State.	10	2.7
Babcock University, Ilisan-Remo (BU), Ogun State.	24	6.4
Bowen University, Iwo (BUI), Osun State.	14	3.7
Crescent University, Abeokuta (CUAB), Ogun State.	9	2.4
Ekiti State University, Ado-Ekiti (EKSU), Ekiti State.	16	4.3
Elizade University, Ilara-Mokin(EUI), Ondo State.	15	3.9
Federal University, Oye-Ekiti (FUOYE), Ekiti State.	20	5.3
Joseph Ayo Babalola University, Ikeji-Arakeji (JABU), Osun State.	7	1.9
Kola Daisi University, Ibadan (KDU), Oyo State.	4	1.1
Lagos State University, Ojoo(LASU), Lagos State.	32	8.5
Lead City University Ibadan(LCU), Oyo State.	11	2.9
Obafemi Awolowo University, Ile-Ife (OAU), Osun State.	37	9.8
Olabisi Onabanjo University, Ago-Iwoye (OOUA), Ogun State.	15	3.9
Osun State University, Osogbo (OSU), Osun State.	24	6.4
Redeemers' University, Ede (RUN), Osun State.	8	2.1
University of Ibadan, Ibadan (UI), Oyo State.	37	9.8
University of Lagos, Akoka-Yaba(UNILAG), Lagos State.	31	8.2
<b>Total</b>	<b>376</b>	<b>100.0</b>

Table 2 shows the number of law lecturers from the various universities who participated in the study. There were more lecturers that participated from Obafemi Awolowo University, (OAU) Ile-Ife, Osun State with 37 (9.8%) and University of Ibadan (UI) Ibadan, Oyo State

recording same response rate of 37(9.8%) respectively. This is closely followed by 32(8.5%) of them from Lagos State University, Ojoo(LASU), Lagos State. Besides, 31(8.2%) from University of Lagos, Akoka-Yaba(UNILAG), Lagos State, 26(6.9%) from Adekunle Ajasin University, Akungba-Akoko(AAUA)Ondo State, 24(6.4%) from Babcock University, Ilisan-Remo (BU), Ogun State, 24(6.4%) from Osun State University, Osogbo (OS Osun State, 20(5.3%) from Federal University, Oye-Ekiti(FUOYE),Ekiti State. Others include: 16(4.3%) from Ekiti State University, Ado-Ekiti (EKSU), Ekiti State, 15 (4.0%) from Olabisi Onabanjo University, Ago-Iwoye (OOUA) Ogun State, 15(4.0%) from Afe Babalola University, Ado-Ekiti (ABUA), Ekiti State, 15(4.0%) from Elizade University(EU) Ilara-Mokin, Ondo State, 14(3.7%) from Bowen University, Iwo (BU), Osun State, 13 (3.5%) Adeleke University, Ede(AU), Osun State, 11(2.9%) from Lead City, University, Ibadan(LCU), Oyo State, 10(2.7%)from Ajayi Crowther University, Oyo(ACU), Oyo State, 9(2.4%) from Crescent University, Abeokuta (CUAB), Ogun State, 8(2.1%) from Achievers’ University,(AU), Owo, Ondo State, 7(1.9%) from Joseph Ayo Babalola University, Ikeji-Arakeji (JABU), Osun State and 4(1.1%) from Kola Daisi University, Ibadan(KDU), Oyo State.

**Table3: Sex of the Respondents**

<b>Sex</b>	<b>Frequenc y</b>	<b>Percentage (%)</b>
Male	322	85.6
Female	54	14.4
Total	376	100.0

From Table 3, it can be seen that there are 322(85.6%) male and 54(14.4%) female. This implies that majority of the law lecturers in South-western Nigerian universities are male.

**Table 4: Rank of the Respondents**

<b>Rank</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Professor	12	3.2
Associate Prof./Reader	25	6.6
Senior Lecturer	78	20.7
Lecturer I	140	37.2
Lecturer II	98	26.1
Assistant Lecturer	23	6.1
Total	376	100.0

From Table 4, it can be seen that there are 140(37.2%) lecturer I, 98(26.1%) Lecturer II, 78(20.7%) Senior lecturer, 25(6.6%) Associate Prof. /Readers, 23(6.1%) Assistant lecturer and 12(3.2%) Professor. This implies that majority of the law lecturers in South-western Nigerian universities are within the rank of Lecturer I.

**Table 5: Years of Teaching of the Respondents**

Years	Frequency	Percentage (%)
1-3 years	54	14.4
4-6 years	84	22.3
7-10 years	122	32.4
11-13 years	64	17.0
14-16 years	33	8.8
17 years and above	19	5.1
Total	376	100.0

From Table 5, it can be seen that there are 122(32.4%) lecturers who have taught for 7-10 years, 84(22.3%) have taught for 4-6 years, 64(17%) have taught for 11-13 years, 54(14.4%) have taught for 1-3 years, 33(8.8%) have taught for 14-16 years and 19(5.1%) have taught for 17 years and above. It can be concluded that majority of the law lecturers in South-western Nigerian universities have been teaching within 7-10 years.

**Answering of the Research Questions**

**Research Question 1:** What is the level of law lecturers’ self-concept about research productivity in South-western Nigerian universities?

Data in Table 4.6 provide answer to this question.

**Table 6: Level of Law Lecturers’ Self-Concept about Research Productivity**

S/N	Self-Concept	VHE	HE	LE	VLE	Mean
1.	I am as good as other law lecturers in terms of research productivity.	66	269	38	3	3.06
2.	I take a positive concept towards myself about research productivity.	61	299	13	3	3.11
3.	I trust my ability to do things including research.	68	297	8	3	3.14
4.	Doing research adds great value to me because I am academically productive.	56	277	38	5	3.02
5.	I prefer teaching alone to conducting research.	13	90	227	46	2.19
6.	I am always happy with the outcome of my research work.	26	123	215	12	2.43
7.	I am used to taking rational decisions about my research productivity.	35	247	92	2	2.84
8.	I am always positive- minded and not concerned about what other people think any time I intend to conduct a research work.	44	261	66	5	2.91
9.	I feel proud because of my academic status and achievement owing to my research output in my university.	22	154	184	16	2.48
10.	If I cannot carry out a research for the first time, I am always discouraged.	8	128	190	50	2.25
11.	I constantly feel depressed each time I	9	111	171	85	2.12

	want to conduct a research work.					
12.	I get discouraged about research because the relevant legal resources are not just available for my research topic.	17	173	136	50	2.42
13.	I feel that I do not have the necessary research grants, skills and abilities to engage in research work.	19	89	194	74	2.14
14.	I often lose my sense of identity whenever my research work is rejected for promotion.	30	215	95	36	2.64
15.	I lose confidence to conduct research when I am disturbed as a result of workload.	23	216	108	29	2.62
16.	I am really dependable on the research work of other colleagues to increase my research productivity in my university.	1	34	164	177	1.63
17.	Most of my colleagues do better than me in research work because of low self-concept with regards to research productivity.	9	74	102	191	1.74
Aggregate Mean						2.51

Criterion Mean 2.50

Table 6 shows that with an aggregate mean of 2.51 which is greater than the criterion mean of 2.50, it can be concluded that the level of law lecturers' self-concept about research productivity in South-Western Nigerian Universities is high.

**Research Question 2:** To what extent are law lecturers productive in terms of research in South-western Nigerian universities?

Data in Table 4.12 were used to answer this question.

**Table 7 : Extent of Law Lecturers' Research Productivity**

S/N	Publication Level	None	1-3	4-6	7-10	10 and above	Mean
1.	Authored books	357	16	0	0	3	1.07
2.	Chapters in books	285	67	16	4	4	1.34
3.	Published Technical Reports	364	11	1	0	0	1.03
4.	Monographs	365	8	3	0	0	1.04
5.	Occasional papers	364	10	1	1	0	1.04
6.	Articles in learned journals	58	97	90	77	54	2.93
7.	Published Conferences/workshops/ seminar proceedings	331	34	4	4	3	1.18
8.	International/local peer reviewed journals	345	19	5	6	1	1.14
9.	Theses/ dissertations	346	24	3	1	2	1.11
10.	Edited books, conference papers, journals, workshops, and so on.	353	13	6	3	1	1.10
11.	Case or Book Reviews	341	31	3	0	1	1.11
12.	Unpublished Technical Reports.	348	23	2	1	2	1.10
Aggregate Mean							1.27

Criterion Mean 2.50

Table 7 shows that with an aggregate mean of 1.27 which is less than the criterion mean of 2.50, it can be concluded that the extent to which law lecturers are productive in terms of research in South-western Nigerian universities is low. However, they are productive with articles in learned journals.

**Testing of the Hypotheses**

**Hypothesis 1:**

Self-Concept has no significant relationship with research productivity of law lecturers in South-western Nigerian universities.

Data in Table 8 provide answer to this hypothesis.

**Table 8: Correlation between Self-Concept and Research Productivity of Law Lecturers**

		Self-concept	Research Productivity
Self-concept	Pearson Correlation	1	.042
	Sig. (2-tailed)		.421
	N	376	376
Research Productivity	Pearson Correlation	.042	1
	Sig. (2-tailed)	.421	
	N	376	376

From Table 8, Pearson correlation coefficient  $r$  (0.042). Since the significant value (Sig.2-tailed) is 0.421 (which is greater than 0.05), it can be concluded that self-concept has no significant relationship with research productivity of law lecturers in South-western Nigerian universities. The null hypothesis is, therefore, accepted implying that an increase/decrease in the self-concept of the law lecturers, may not lead to a corresponding increase/decrease in their productivity. This means that self-concept do not influence the law lecturers’ research productivity.

**Discussion of the Findings**

The study revealed that the level of law lecturers’ self-concept about research productivity in South-western Nigerian universities was high. This was in conformity with the studies of Babalola (2014) and Okonedo, Adegboye, *et al.* (2015) which noted that the self-concept of respondents was high which aided in self-regulation and determining appropriate attitude towards reaching their goal. The studies further revealed that as a result of high self-concept among faculty members, it impacted a variety of desirable outcome on their research productivity in their respective universities.

The study also revealed that the extent of law lecturers’ research productivity in South-western Nigerian universities was low though, notwithstanding the attempts made to publish a number of articles in learned journals. This finding was consistent with those of Uluocha and Mabawonku (2014) and Kpolovie and Dorgu (2019) which could be inferred from their studies that the research productivity among the respondent faculty members was low. This was because most of them believed that as academics, writing only articles in journals was an end to research productivity probably oblivious of the fact that research encompasses all means of publications including published conferences or workshop proceedings, authored books, chapters in books, gathering and analysing original evidence, working with postgraduate students in dissertations and theses, writing monographs, book reviews and technical reports, among others. Therefore, writing articles only for publication in learned journals do not suffice for research productivity.

## **FINDING, CONCLUSION AND RECOMMENDATION**

### **Main Finding**

The finding from the study showed that:

- i.* The level of law lecturers' self-concept about research productivity in South-western Nigerian universities was high.
- ii.* The extent of law lecturers' research productivity in South- western Nigerian universities was low.
- iii.* Self-concept had no significant relationship with research productivity of law lecturers in South-western Nigerian universities. In other words, self- concepts did not influence the law lecturers' research productivity.

### **Conclusion**

The study investigated influence of self-concept on research productivity of law lecturers in South-western Nigerian universities. The study is significant because it would improve the research productivity of law lecturers in quest of academic growth within and outside the university community. However, the study showed the degree of self-concept by law lecturers for research productivity was high yet it did not underscore the fact that there was low level of research productivity among faculty members in the universities in the zone.

Therefore, our conclusion is that law lecturers are generally aware of the importance of productive research as members of their respective universities but the fact remains that the level of their research is still low which has undermined promotion, elevation, salary increase, prestige, honour and as "Chaired Professor," among others.

### **Recommendations**

The findings of the study have led to the following recommendations:

- i.* There is more need to sensitise law lecturers by management in the respective universities on the need to appreciate research and publishing as significant part of their academic growth. For instance, this could be done during faculty board meetings so that they could see the need why they must continue to be relevant in the university community.
- ii.* Individual universities are to be engaged in ambitious plans to create a research and publishing culture in their institutions. This involves advocacy and publicity to popularise and encourage appreciation of research and publishing.
- iii.* Establishment of regular seminar sessions within the faculty of law where every faculty member will be made to present papers for internal review. This will sharpen law lecturers' research and writing skills.
- iv.* Law lecturers should be further encouraged to engage in research and publication through the provision of research grants. This may be achieved by creating institutional research fund to support any activity related to research and publication. This will also increase the h-index of both the lecturer and the university.
- v.* University administrators should endeavour, every year, to honour any faculty member who contributes considerably to new knowledge creation through research publications. This could be tagged "Star Researcher."
- vi.* Organising national/international conferences periodically in each department of law faculty of the university; and setting the target to institutional faculty members to submit and present papers in the identified themes of the conferences.
- vii.* Opportunities should be given to law lecturers to increase institutional collaborations both at national and international levels where better opportunity for exchanging ideas

and work together for inter -institutional collaborative publications will abound. This will increase the lecturers as well as institutional research productivity.

### **Contributions to Knowledge**

This study has contributed to the body of existing knowledge in the following ways:

1. The study has established that the research productivity of law lecturers in South-western Nigerian universities is low.
2. The study has re-affirmed that law lecturers' self-concept, self-efficacy and perception of the use of legal information resources for research productivity is high.
3. The study has revealed that law lecturers' self-concept significantly influence research productivity.

### **Suggestion for Further Studies**

The study should be replicated in other geographical zones of Nigeria to see if the results will be same or different.

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