

Assessing the Implementation of Open-Knowledge Guidelines and Librarians' Contribution to Scholarly Communications in Nigeria

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Abstract

This study assessed the implementation of open-knowledge guidelines and librarians' contribution to academic journals in Nigeria. The study employed a descriptive research design, focusing on all librarians in Delta State. One hundred and thirteen librarians were selected through total enumeration, with data collected via a questionnaire. Analysis was conducted using descriptive statistics such as frequency, percentage, and mean. Results showed that most librarians acknowledged their lack of involvement in various academic journals. (Agg. $\bar{x}$ = 2.42, Crit. $\bar{x}$ = 2.50). The level of institutional support provided to librarians for engaging in academic journals is low (Agg. $\bar{x}$ = 2.03, Crit. $\bar{x}$ = 2.50). More so, the study revealed that the extent to which open-knowledge guidelines are implemented among the librarians is low (Agg. $\bar{x}$ = 1.56, Crit. $\bar{x}$ = 2.50). The study concluded that librarians struggle with broader scholarly activities because of low institutional support, inadequate training, and poor implementation of open-knowledge guidelines. These issues are further compounded by a lack of funding, technical support, mentoring, and incentives. Consequently, it was suggested that the administration of institutions under study should give librarians focused opportunities for professional development to improve their research abilities, establish incentives for joint research projects involving librarians and lecturers, and set aside specific time for librarians to conduct research and publish their findings.

Keywords: Scholarly Communications, Open-Knowledge Guidelines, Academic, Journals, Librarians.

1. Introduction

In the publishing or librarianship profession, the terms open knowledge, open access, open source software, open education resources, open textbooks, open data, or free knowledge are interpreted broadly as synonyms. Open textbooks, also known as open knowledge, are considered a part of Open Educational Resources (OER). They are digital textbooks and journals that are published under an open licence, allowing them to be freely downloaded and adapted for various purposes (as per the terms of the licence). The ability to adapt is especially valuable for educators who want to personalise the textbook to align with their specific curriculum. An open textbook can be released with different Creative Commons licences, depending on how open or restrictive the author wants the licence to be. The main benefits of open knowledge are its accessibility and affordability for students, as long as they have a digital device or access to low-cost or free printing. In addition to this, open knowledge offers other advantages too;

- Local Contexts: open knowledge can be regularly updated, and tailored to suit the local context, providing cultural relevance and addressing specific needs of students.
- Partial Use: In some courses, only a portion of the overall textbook content is relevant. Students may hesitate to purchase an expensive textbook when they will only use a few chapters. In contrast,



open textbooks allow educators to select and integrate specific sections, reducing unnecessary costs.

- c. Collective Authorship: open knowledge encourages collaborative authorship strategies. Locally produced open textbooks can involve input from multiple experts, resulting in richer and more contextually relevant content with diverse perspectives.

The ability to access open knowledge in various formats and store it digitally allows for easy sharing and modification (Coakes, 2006).

However, there are guidelines for publishing in open knowledge or open textbooks online. Therefore, what is the concept of open knowledge guidelines in regards to scholarly communication in library and information science profession? The Association of College and Research Libraries (ACRL) defines scholarly communication as “the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future.” Academic discourse is not just one action, result, style, avenue, or participant, but rather a intricate network of these components, all of which play a crucial role. This network encompasses generation, assessment, distribution, and maintenance, all significant tasks that will be delved into in more detail in this publication and through accompanying recommended readings and discussion prompts, “The system includes both formal means of communication, such as publication in peer-reviewed journals, and informal channels, such as electronic mailing lists.” This downplays the wide range of academic materials produced by scholars. Examples of formal scholarly outputs are academic journal articles, books, edited collections and their chapters, conference papers, posters, theses and dissertations, grant proposals, and other products that often go through a review process: peer review, editorial selection, committee approval, or a mix of these methods. These formats are generally consistent, but as revealed in this book, there is plenty of creativity in each of these areas.

Furthermore, the concept of open-knowledge guideline refers to guidelines and principles established by institutions or entities to ensure unrestricted and free knowledge to scholarly research outputs. These guidelines promote the open dissemination of academic knowledge, allowing individuals to know, use, and share research publications without financial or legal barriers. Furthermore, Open-knowledge guidelines are institutional or organizational guidelines that mandate or encourage the unrestricted availability and free knowledge to scholarly literature and research outputs. These guidelines aim to eliminate subscription or licensing barriers, enabling anyone to know and utilize scholarly information without cost. By endorsing open-knowledge, institutions contribute to a more inclusive and widespread dissemination of knowledge, fostering collaboration and innovation in the global academic community. According to Santos-Hermosa and Atenas (2022), the open-knowledge guidelines in an academic library refer to guidelines and strategies implemented by the library to promote and support the open-knowledge dissemination of scholarly information. These guidelines may involve initiatives to encourage researchers to make their work freely. Knowledge, the establishment of institutional repositories, and the adoption of open-knowledge publishing models. Such guidelines contribute to the knowledge ability, visibility, and collaborative exchange of knowledge within the academic community and beyond. Open-knowledge ensures a broader audience for librarian research, contributing to the advancement of the field and enriching the overall scholarly discourse.

Librarians in this context, refers to the active participation of professional in academic and intellectual discourse through various scholarly activities. This encompasses a wide range of endeavours, including conducting original research, publishing scholarly articles, presenting at conferences, and engaging in collaborative projects within the academic community. According to Delaney and Bates (2015), librarians contribute to the creation and dissemination of knowledge by sharing their expertise, insights, and findings. Academic journals for librarians are not only about

managing information but also actively generating new knowledge, contributing to the advancement of their field, and enhancing the overall academic environment. It involves staying informed about current research trends, embracing open-knowledge principles to facilitate the knowledge ability of information, and collaborating with peers to enrich the scholarly landscape. Ahsan (2025) added that librarian academic journals play a crucial role in fostering a culture of continuous learning, innovation, and information exchange within the academic community, ultimately contributing to the growth and development of the profession and the broader field of library and information science.

For librarians to engage efficiently and effectively engage in academic writing, they are expected to have receive substantial institutional support from both the library and parent institutions. Zilahy and Huisinigh (2009) noted that this support is fundamental to the successful implementation of initiatives aimed at fostering academic journals within the academic community. Libraries play a pivotal role as hubs of information and knowledge dissemination, making them essential in facilitating scholarly communication. To bolster this role, libraries must allocate resources for staff training, infrastructure development, and the acquisition of relevant tools and technologies. Additionally, the integration of academic journals goals into the overall mission and strategic objectives of the library is crucial. This ensures that academic journals become a priority, aligning with the institution's broader commitment to advancing research and knowledge dissemination (Votruba, 1996). Therefore, the main objectives of this paper is to know types of contributions librarians make to academic journals; the level of institutional support provided to librarians for engaging in scholarly communications and to find out the extent open-knowledge guidelines are implemented among librarians.

As the aforementioned studies were conducted beyond the purview of our research, the researcher deemed it necessary to conduct a study of our own to investigate open-knowledge guidelines and academic journals of librarians in academic libraries in Nigeria.

1.1. Objectives of the Study

The primary aim of this research is to evaluate how open-knowledge policies are being put into practice and the impact that librarians have on academic publications in Nigeria. To direct the research, specific objectives have been outlined:

1. To identify the types of contributions librarians, make to academic journals.
2. To ascertain the level of institutional support provided to librarians for engaging in scholarly communications.
3. To find out the extent open-knowledge guidelines are implemented among librarians

1.2. Research Questions

The following research questions were formulated to guide the study:

1. What types of contributions do librarians make to academic journals?
2. What is the level of institutional support provided to librarians for engaging in scholarly communications?
3. To what extent are open-knowledge guidelines implemented among librarians?

2. Literature Review

In a broader context, academic journals or scholarly communications encompass both formal and informal connections between scholars and disciplines. The analysis of academic journals focuses on meeting the information requirements of individual scholars and scholarly communities. According to Borg (2001), Academic Journals play seven key roles in research, including addressing specific queries, keeping researchers informed about the latest developments in their fields, aiding in the

comprehension of new areas, validating information sources through additional evidence, highlighting major trends in the field, offering feedback on researchers' work and its significance, and expanding researchers' areas of interest. Björk (2017) outlines academic journals in relation to five primary forces and their interactions. Registration, which allows claims of priority for a scholarly finding.

1. Certification, which enables the validity of a registered scholarly claim.
2. Awareness, allows scholars to remain aware of new claims and findings.
3. Archiving, which preserves the scholarly record over time?
4. Rewarding, which rewards actors for their performance, based on metrics derived from the scientific system?

Academic journal or scholarly communication, crucial across disciplines, holds particular significance among librarians in academic libraries. Because it facilitates knowledge exchange, resource sharing, and collaboration within the library sector. Librarians actively engage in academic journals to enhance information knowledge and contribute to the broader academic discourse, reinforcing their role in knowledge dissemination (Delaney & Bates, 2015). Furthermore, they stated that academic journals among librarians are integral to the creation and dissemination of knowledge, as they actively share expertise, insights, and findings. It extends beyond information management, encompassing the active generation of new knowledge.

Librarians play a vital role in advancing their field, contributing to the scholarly landscape, and enriching the overall academic environment. By participating in scholarly communication, librarians not only enhance their professional standing but also contribute to the broader academic discourse, fostering a collaborative culture that benefits the entire academic community. This engagement underscores the dynamic role librarians' play in shaping and advancing knowledge within the academic realm, reinforcing the importance of ongoing communication and collaboration among library professionals.

In the ever-evolving landscape of academic journal, Academic libraries play a crucial role in supporting librarians as they engage in various aspects of academic research, publication, and collaboration. This support is essential for librarians to actively contribute to the scholarly community and stay abreast of the latest developments in their field. Due to the need and increase of academic journals among librarians to serve as vital hubs for the scholarly endeavours of profession, offering multifaceted support in their engagement with scholarly communication. Through an expansive array of resources, these institutions provide databases, journals, and books, fostering an environment conducive to staying abreast of contemporary research and contributing meaningfully to scholarly discourse. In tandem with knowledge to resources, academic libraries champion the professional development of librarians. Workshops, seminars, and conferences become forums for enhancing skills in research methodologies, academic writing, and publishing. He further stated that librarians benefit from a range of research support services, including assistance with literature reviews, citation management, and research data management, enabling them to navigate the intricate landscape of scholarly inquiry with confidence. In recent years, library support for staff, has seen a significant increase, manifesting in various forms. This involves fostering a research culture, providing repositories for sharing works, enhancing visibility, and promoting knowledge. Librarians receive guidance in the publishing process, with an emphasis on advocating for open-knowledge. Collaborative opportunities across diverse disciplines contribute to enriching scholarly communication. Technological tools are provided to equip librarians for contemporary research, complemented by assistance in grant applications. Recognition through awards and promotions within institutions highlights the pivotal role of librarians. Actively fostering professional networks, Academic libraries facilitate connections, idea-sharing, and collaboration beyond institutional boundaries.

Open-access can also mean the unrestricted availability of information resources on the internet, allowing users to freely read, download, share, print, search, or link to the full texts of these articles, index them, use them with software, or for any other legal purpose, without facing any financial, legal, or technical obstacles apart from those inherent in accessing the internet. The authors and copyright owners provide all users with a free, irrevocable, worldwide, perpetual right to access information and a licence to reproduce, use, distribute, transmit, and publicly display the work, as well as the right to create and share derivative works on any digital platform for a responsible cause, as long as proper credit is given. The adoption of open-access principles to assist librarians in academic journals arose from the necessity for the progressive advancement of the library. Recognizing the evolving landscape of academic research and the importance of knowledge dissemination, these guidelines were adopted to foster knowledge ability, collaboration, and innovation within the library. By embracing open-knowledge, the institution not only facilitates the sharing of librarians' scholarly works but also contributes to the overall advancement of academic discourse, reinforcing the library's role as a dynamic hub for knowledge creation and dissemination in the academic community.

The influence of institutional support and open-knowledge guidelines on academic journals among librarians is a significant aspect of the evolving landscape of academic information exchange. Both institutional support and open-knowledge guidelines play crucial roles in shaping how librarians engage in scholarly communication. Institutional support forms the bedrock of academic journals among Librarians, providing the essential framework for their professional development and research endeavors. The backing of an institution manifests in various forms, ranging from financial resources allocated for research projects to dedicated time for academic pursuits. Well-funded libraries enable librarians to knowledge cutting-edge research databases, attend conferences, and engage in continuous learning opportunities. This support not only empowers librarians to stay abreast of the latest developments in their field but also encourages them to contribute to scholarly activities. The tangible and intangible resources provided by institutions create an environment where librarians can thrive as contributors to the academic community. Open-knowledge guidelines significantly influence how librarians disseminate their research findings, playing a pivotal role in breaking down traditional barriers to information. Advocating for unrestricted knowledge to scholarly outputs, these guidelines ensure that the fruits of librarians' labour are knowledge beyond the confines of their institutions. This inclusivity not only enhances the visibility and impact of their work but also aligns with the broader ethos of knowledge democratization. librarians, through open-knowledge, contribute to a global intellectual common, fostering collaboration and knowledge exchange. Such Guidelines enhance the reach of research, allowing librarians to receive feedback from a diverse audience and participate in a more interconnected scholarly landscape.

Also, institutional support and open-knowledge guidelines synergistically contribute to the development of a collaborative scholarly culture among Librarians. Institutions that prioritize academic journals create platforms for librarians to share their expertise, experiences, and best practices. These platforms may include seminars, workshops, or collaborative research projects. The emphasis on collaboration fosters an environment where librarians can exchange ideas, pool their collective knowledge, and collectively address challenges. Professional networks formed within this collaborative culture provide librarians with valuable connections, enhancing their ability to contribute meaningfully to the broader academic community. As institutions continue to prioritize institutional support and open-knowledge guidelines, the trajectory of academic journals among librarians hold promising implications for the future. Librarians, supported by robust institutional frameworks and empowered by open-knowledge principles, are poised to play increasingly vital roles in advancing the field. The continuous development of a collaborative scholarly culture ensures that librarians are not only

contributors to academic discourse but also agents of positive change, addressing the dynamic and evolving needs of the information landscape. As these elements become ingrained in the profession, librarians will continue to shape the future of Academic Journals through innovation, collaboration, and a commitment to open knowledge dissemination.

Librarians often grapple with the complexity of open-knowledge guidelines, which can vary widely between institutions and even within different departments of the same academic. Understanding the intricacies of these guidelines, including compliance requirements, embargo periods, and licensing agreements, poses a significant challenge. Librarians may find it cumbersome to navigate the intricate details, leading to potential non-compliance issues. The lack of standardized, easily interpretable open-knowledge guidelines across universities can hinder librarians in effectively incorporating open-knowledge principles into their daily practices. It was revealed that a considerable obstacle faced by librarians is the insufficient allocation of resources and funding to support open-knowledge initiatives. While institutions may express commitment to the principles of open-knowledge, the practical implementation often requires financial support for publication fees, repository maintenance, and staff training. Librarians face difficulties in securing the necessary resources to facilitate the transition to open-knowledge, limiting their ability to publish in open-knowledge journals or disseminate research outputs freely. This financial barrier can impede the widespread adoption of open-knowledge practices among librarians, despite their recognition of the importance of open scholarship. The librarians may encounter challenges related to the recognition and evaluation of their open-knowledge contributions within institutional frameworks. Traditional academic evaluation metrics often prioritize more conventional forms of scholarly output, such as peer-reviewed journal articles. Open-knowledge publications, outreach efforts, and contributions to institutional repositories may not be adequately acknowledged or valued in promotion and tenure processes. This lack of recognition can discourage librarians from actively engaging with open-knowledge initiatives, as their efforts may not be reflected in their professional advancement.

The institutional support for open-knowledge initiatives within Academic libraries has been hindered by shifting priorities and resistance to change. The evolving landscape of higher education may lead to competing priorities, with institutions focusing on other strategic objectives. Additionally, resistance to change from traditionalists within academic circles can impede the adoption of open-knowledge guidelines. Librarians may face challenges in garnering institutional support when decision-makers are not fully aligned with the principles of open-knowledge or are hesitant to embrace new paradigms in scholarly communication. Overcoming these obstacles requires a concerted effort to align institutional priorities with the evolving needs of the scholarly community. According to Mwamlangala (2015), there are various challenges hindering the effective implementation and usage of Open Access Resources (OARs) at both the Shanghai Open Academic and the academic institutions in Tanzania. These obstacles include poor ICT infrastructure, lack of clear OAR guidelines, limited bandwidth, inadequate financial resources for investing in OARs, and a general lack of understanding about copyright and intellectual property rights. Mtebe and Raisamo (2014) also conducted a study on the barriers faced in utilising Open Educational Resources (OERs) in Tanzania. They found that limited computer knowledge, slow internet speeds, policy issues, and a lack of skills needed to create and use OERs were the main obstacles. Additionally, they noted that insufficient ICT infrastructure, poor understanding of copyright issues related to OERs, the alignment of OERs with curriculum requirements, and a lack of awareness about available OERs were all factors contributing to the low adoption and usage of open educational library resources.

3. Methods

The research design adopted for this study was the descriptive research design. The population of this study is 113 librarians drawn from academic libraries in Delta State. The sample of the study was 113 Librarians. The total enumeration sampling method was adopted where the entire librarians constituted the sample for the study. This is supported by Baxter and Babbie (2004) who stated that no sampling should be carried out when the population is small, reasonable and manageable. The instrument used was a questionnaire designed by the researchers and titled “Open-knowledge Guidelines, Institutional Commitment and Academic Journals Questionnaire (OGICAJQ)”. The researchers personally administered copies of the questionnaire to the respondents. Their responses were immediately collected. To guarantee a strong response rate, measures were taken. The information gathered underwent examination via basic statistical methods like percentages, counts, and averages. This approach was favoured for its simplicity and clarity in analysis. A mean threshold of 2.50 was established for making decisions. Scores equal to or exceeding 2.50 were deemed to have the desired impact, whereas scores below 2.50 were considered lacking in influence.

Table 1. Academic Library Librarians and Status

S/N	Name of Academic Library	Status	Librarians
1.	Nigerian Maritime University Library, Okerenkoko, Delta State	Federal	11
2.	Federal College of Education(T) Asaba, Delta State	Federal	14
3.	Delta State University, Abraka	State	21
4.	Novena University, Oguma , Delta State	Private	4
5.	Dennis Osadebay University Library, Asaba, Delta State	State	9
6.	University of Science and Technology, Ozoro, Delta State	State	8
7.	Federal University of Petroleum Resources, Effurun, Delta State	Federal	9
8.	College of Education, Warri	State	10
9.	Delta State Polytechnic, Ogawchi-Uku, Delta State	State	5
10.	Delta State Polytechnic, Oghara-Efe, Delta State	State	7
11.	University of Delta, Agbor	State	15
	Total		113

4. Results and Discussion

4.1. Research Results

4.1.1. Questionnaires Response Rate

Data relating to the questionnaire response rate of the respondents are presented.

Table 2. Questionnaires Response Rate

Copies of the Questionnaires Administered	Copies of the Questionnaires Returned	Percentage of the Copies of Questionnaire Returned
113	113	100%

As previously mentioned, a total of 113 questionnaires were sent out to participants for the study, all of which were completed and returned, proving useful for the research. The high response rate of 93% is more than satisfactory, surpassing the usual 60% benchmark considered acceptable in research studies. This finding supports the belief put forth by Dulle, Minish-Majanja, and Cloete (2010) that a response rate of 60% or higher is ideal for reliable research outcomes.

4.1.2. Answering the Research Questions

A. Research Question 1: What are the forms of academic journals librarians participate in?

Data in Table 3 provides an answer to this research question

Table 3. Forms of Academic Journals Librarians Participated

Statement	SA	A	D	SD	$\bar{x}$
I contribute original research paper in academic journal	47	38	8	12	2.92
I participate in opinion articles	40	38	11	24	2.83
I publish short report or letters in academic journals	43	28	16	26	2.78
I contribute case studies in academic journal	16	63	11	23	2.64
I contribute through data note	37	16	27	33	2.50
I contribute through reviewed articles	26	28	16	43	2.33
I contributed through theoretical articles	23	27	22	41	2.28
I contribute newsletter/newsflash	13	38	11	51	2.12
I contribute to brief communication	11	17	47	38	2.01
I am actively involved in methodological papers	15	11	18	69	1.75
Criterion Mean 2.50 Aggregate Mean 2.42					

Data in Table 3 reveals that the aggregate mean (2.42) is lower than the criterion mean (2.50), indicating that the majority of the librarians disagreed that they do not participate in several forms of academic journals activities. However, the respondents agreed that they regularly contribute articles to original research academic journals ($\bar{x} = 2.92$), participate in opinion articles ($\bar{x} = 2.83$), publish short report or letters in academic journals ($\bar{x} = 2.78$), contribute case studies in academic journal ($\bar{x} = 2.64$), and contribute through data note ($\bar{x} = 2.50$).

B. Research Question 2: What is the level of institutional support provided to librarians for engaging in scholarly communications?

Data in Table 4 provides an answer to this research question

Table 4. Level of Institutional Supports Provided to Librarians for Engaging in Scholarly Communications

Statement	VHL	HL	LL	VLL	$\bar{x}$
My institution supports my participation in professional development workshops and seminars	52	23	18	20	2.95
My contributions to academic journals are acknowledged and valued by the administration	33	39	16	25	2.71
I have knowledge to mentoring and guidance for improving my academic journals skills	19	27	15	52	2.12
My institution provides adequate funding for attending academic conferences	18	29	15	51	2.12
I have knowledge to up-to-date academic resources and databases necessary for my work	17	24	25	47	2.10
I receive adequate technical support for managing digital repositories and databases	15	17	32	49	1.98
My institution offers financial support for publishing in open-knowledge journals	11	12	17	73	1.65
I receive assistance from my institution in grant writing and securing research paper	10	29	15	59	1.65
I receive sufficient training opportunities in modern digital tools and platforms for scholarly communication	10	09	18	76	1.58

My institution provides dedicated time for engaging in research and academic journals activities	11	05	29	45	1.43
Criterion Mean 2.50	Aggregate Mean 2.03				

Data in Table 4 reveals that the aggregate mean of 2.03 is lower than the criterion mean of 2.50, indicating that the level of institutional support provided to librarians for engaging in academic journal is low. The study concluded that the institution provides inadequate support in several areas such as: Knowledge to mentoring and guidance and funding for attending academic conferences ($\bar{x} = 2.12$) respectively, knowledge to up-to-date academic resources and databases ($\bar{x} = 2.10$), technical support for managing digital repositories and databases ($\bar{x} = 1.98$), financial support for publishing in open-Knowledge journals and grant writing and securing research paper ($\bar{x} = 1.65$) respectively, training opportunities in modern digital tools and platforms ($\bar{x} = 1.58$), and the provision of dedicated time for engaging in research and Academic Journals activities ($\bar{x} = 1.43$).

C. Research Question 3: To what extent are open-knowledge guidelines implemented among librarians?

Data in Table 5 provides an answer to this research question

Table 5. Extent to Which Open-Knowledge Guidelines are Implemented Among Librarians

Statement	VHE	HE	LE	VLE	$\bar{x}$
My institution encourages the use of open-knowledge resources for teaching and research	11	18	19	65	1.78
The library supports and facilitates the submission of research to open-knowledge repositories	18	23	39	33	2.23
My institution encourages the use of open-knowledge resources for teaching and research	15	18	45	35	2.12
My institution collaborates with other universities or organizations to promote open-Knowledge initiatives	11	11	38	53	1.82
I have Knowledge to resources and tools to help manage open-knowledge publications	-	-	45	68	1.40
Open-knowledge publishing fees (APCs) are subsidized or covered by my institution	14	-	30	69	1.64
My institution provides training on how to comply with open-knowledge requirements	-	-	15	98	1.13
My institution has an open-knowledge repository for archiving research outputs	-	-	19	94	1.17
My institution has a clear open-knowledge policy that is well-communicated to all librarians	-	-	20	93	1.18
There are incentives for publishing research in open-knowledge journals	-	-	11	102	1.10
Criterion Mean 2.50	Aggregate Mean 1.56				

Data in Table 5 reveals that the aggregate mean of 1.56 is lower than the criterion mean of 2.50, indicating that the extent to which open-knowledge guidelines are implemented among librarians is very low.

4.2. Discussion

From the data analysis of the research questions raised from the study, the following discussions were made:

The analysed data reveals that the forms of academic journals librarians participate in are limited, which implies that while librarians play crucial roles in facilitating knowledge to information, managing institutional repositories, and supporting open-knowledge initiatives, their direct involvement in

authoring original research or case studies, opinion papers, short letters, etc academic journals is comparatively less frequent. This study aligns with the work of Sidorko and Yang (2011) which stated that despite the integral role of academic journals among librarians in the creation and dissemination of knowledge, the extent of their engagement in such activities is low. This limited engagement could be due to several reasons, including time constraints, inadequate institutional support, and the lack of recognition and incentives for scholarly contributions. Similarly, Petek (2018) in their study stated that there is decline in academic journals among library staff, attributing it to a lack of support and resources for promoting these activities, thereby hindering Librarians from fully participating in scholarly endeavours.

The findings revealed that the level of institutional support provided to librarians for engaging in Academic Journals is low, which implies significant challenges in their ability to contribute to academic discourse and research effectively. This lack of support manifests in limited knowledge to resources, insufficient time allocation for research activities, and a lack of professional development opportunities geared towards enhancing research skills. As a result, librarians may struggle to publish in academic journals, participate in research projects, or attend scholarly conferences, which are critical components of scholarly communication. This deficiency not only hampers their professional growth and career advancement but also limits their potential contributions to the broader academic community.

This finding aligns with Igbuku and Ogbomo (2024), who stated that the level of institutional support provided to librarians for engaging in academic journals in Nigerian academic libraries was low. The researcher further noted that the limited budget allocations from parent institutions were insufficient even to support basic library services and activities. Similarly, Ezema and Okafor (2015) reported a low level of institutional support for librarians' scholarly communications, attributing this to factors such as inadequate funding, lack of training opportunities, and minimal administrative backing. Both studies underline the systemic challenges that hinder librarians from fully participating in scholarly communication, highlighting the need for increased institutional investment and recognition to enhance their professional development and contributions.

The extent to which open-knowledge guidelines are implemented among librarians is low. This implies significant challenges in promoting and advancing the principles of open-knowledge within academic institutions. This low implementation rate may hinder the dissemination of research outputs and limit the knowledge of scholarly work, contrary to the core objectives of open-Knowledge initiatives aimed at removing barriers to knowledge. The insufficient adoption of open-Knowledge guidelines among librarians can be attributed to factors such as a lack of institutional support, limited awareness or understanding of open-knowledge benefits and processes, and potential financial or logistical obstacles. This shortfall not only restricts the visibility and impact of research conducted by librarians but also affects their ability to advocate effectively for open-Knowledge practices within their institutions. This aligns with the findings of Bichi and Furfuri (2024), who stated that the implementation of open-knowledge guidelines among Librarians in Nigerian libraries is low. This is attributed to several factors including inadequate institutional support, lack of resources, insufficient training on open-knowledge compliance, and the absence of incentives for publishing in open-knowledge journals. Similarly, Ahmed et al. (2024) found that limited awareness and understanding of open-knowledge benefits among Librarians further hinder the effective implementation of these guidelines.

5. Conclusion

The findings from the study on open-knowledge guidelines, and academic journals among librarians in academic libraries in Six Geo-Political Zones of Nigeria, reveal significant gaps and challenges. Librarians primarily engage in supporting researchers and students with literature reviews, collaborative research projects, and managing digital repositories. However, their involvement in broader academic journals activities such as authoring books, presenting at conferences, and contributing to peer-reviewed journals is minimal. This limited participation is exacerbated by low institutional commitment with insufficient funding for conferences, inadequate training in digital tools, and lack of financial backing for open-knowledge publishing. Additionally, librarians face challenges like insufficient technical support for digital repositories, lack of dedicated research time, limited mentoring opportunities, and inadequate grant writing assistance. These issues are compounded by the low implementation of open-knowledge guidelines, with institutions failing to encourage the use of open-knowledge resources, lacking collaboration to promote open-knowledge initiatives, and not providing necessary resources or incentives for open-knowledge publishing. Based on the findings the following recommendations are proposed:

1. To address the finding that the forms of academic journals librarians participate in are limited, institutions should provide targeted professional development opportunities to enhance librarians' research skills, create incentives for collaborative research projects between librarians and faculty, and allocate dedicated time for librarians to engage in research and publishing activities.
2. In response to the finding that the level of institutional support for librarians' engagement in academic journals is low, it is essential to increase resource allocation for librarian-led research, provide comprehensive support for professional development including workshops and training in research methodologies, and establish clear institutional Guidelines that recognize and reward librarians' scholarly contributions.
3. To improve the implementation of open-knowledge guidelines among librarians, institutions should increase awareness and understanding of open-knowledge benefits through regular training sessions, offer logistical and financial support to overcome barriers to open-knowledge publishing and develop clear guidelines and incentives to encourage the adoption and advocacy of open-knowledge practices among librarians.

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