

**FACTORS INHIBITING LIBRARIANS' PARTICIPATION IN RESEARCH GRANT WRITING IN NIGERIA**

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 EMAIL: GARBA.SHAMBO@AKUM.EDU.NG Phone: +234 7032605330**Abstract**

This study examined the factors inhibiting librarians' participation in research grant writing in Nigeria. Despite increasing institutional emphasis on research productivity, librarians remain underrepresented in competitive grant activities. A descriptive survey design was employed to collect data from 212 academic librarians across public universities in Nigeria. Findings revealed that lack of training in proposal development, limited awareness of grant opportunities, inadequate institutional support, and absence of mentorship significantly hinder librarians' involvement. Other challenges included heavy workloads, poor collaboration networks, and low confidence in grant proposal writing. Statistical analysis showed a significant positive relationship between prior research experience and perceived confidence in grant application ( $r = .321, p < .01$ ). The study recommends institutional capacity-building initiatives, mentorship programs, and policy frameworks to encourage and support librarians' engagement in grant writing. Strengthening librarians' competencies in this area will enhance research visibility, innovation, and funding sustainability within Nigerian universities.

**Keywords:** librarians, research grants, institutional support, barriers, Nigeria**1. Introduction**

Research funding has become a critical determinant of institutional productivity, innovation, and competitiveness in the global academic landscape. Universities increasingly rely on external grants to support knowledge production, research infrastructure, and innovative initiatives that advance institutional missions (Obinyan & Tella, 2022). Within this ecosystem, librarians occupy a unique position: as custodians of information, facilitators of research, and contributors to knowledge dissemination, they are expected to participate not only in supporting faculty research but also in active engagement in grant writing and collaborative research projects. Despite these expectations, evidence indicates that librarians in Nigeria have not fully embraced participation in research grant activities. Studies suggest that while librarians perform essential roles in research facilitation, their direct involvement in securing research funding remains limited (Lund, et al., 2023). This under-engagement may compromise both personal professional growth and the institution's broader research output.

Librarians inherently possess competencies highly relevant to grant writing, including advanced information management, literature search expertise, data organization, and analytical skills. These competencies theoretically position them to contribute meaningfully to the development of competitive grant proposals. However, their involvement is often constrained by structural, institutional, and personal barriers. These include heavy workloads, lack of formal research mentorship, insufficient institutional incentives, limited awareness of funding opportunities, and inadequate exposure to grant writing processes (Shah, et al., 2025; Anthonia & Ojong, 2023). Effective engagement in research grant writing requires more than technical skill; it demands experience, confidence, institutional support, and mentorship. Even with access to capacity-building workshops organized by professional bodies such as the Nigerian Library Association (NLA), many librarians remain unaware of available grant calls or lack the self-efficacy to submit proposals successfully. Consequently, there is a clear need to investigate the interplay of individual, institutional, and professional factors that influence librarians' participation in research grant writing.

This study, therefore, examines the factors inhibiting librarians' engagement in research grant writing in Nigerian universities, with a focus on demographic characteristics, research experience, institutional support, and professional development opportunities. By identifying these determinants, the study seeks to provide insights into strategies that can enhance librarians' confidence, participation, and contribution to research funding activities in Nigerian higher education institutions.

## **2. Statement of the Problem**

Research grants are critical for enhancing knowledge production, innovation, and institutional competitiveness (Obinyan & Tella, 2022). While librarians possess essential skills for grant writing, such as information management, literature searching, and data organization, their participation in research grant activities in Nigerian universities remains limited (Lund, et al., 2023).

This under-engagement is influenced by multiple factors. Limited awareness of funding opportunities constrains librarians' ability to participate effectively (Shah, *et al.*, 2025). Institutional barriers, including heavy workloads, inadequate ICT infrastructure, limited

research support, and insufficient incentives, further restrict involvement (Anthonia & Ojong, 2023). Personal factors, such as low research experience, lack of mentorship, and limited confidence, also impede participation.

Consequently, there is a gap between librarians' potential and their actual contribution to research grant writing. Despite capacity-building initiatives by professional bodies like the Nigerian Library Association, many librarians remain underprepared or hesitant to engage. This gap not only limits professional development but also constrains institutional research output. Therefore, there is a pressing need to investigate the factors influencing librarians' participation in research grant writing to inform strategies that enhance confidence, engagement, and research productivity in Nigerian universities.

### **3. Objectives of the Study**

The study was guided by the following objectives:

1. To identify the level of awareness of research grant opportunities among librarians in Nigerian universities.
2. To examine institutional and personal factors inhibiting participation in research grant writing.
3. To assess the relationship between research experience and librarians' confidence in grant proposal development.
4. To recommend strategies for improving librarians' participation in research grant writing.

### **4. Hypothesis**

1. H<sub>01</sub>. There is no significant relationship between research experience and librarians' confidence in grant proposal development

### **5. Literature Review**

Awareness of research grant opportunities is a critical determinant of academic librarians' engagement in grant writing and externally funded research. Contemporary scholarship shows that although academic librarians increasingly perceive research participation as integral to their professional identity, many lack sufficient exposure to funding information and structured institutional communication about grant opportunities (Kennedy & Brancolini, 2018). Limited awareness constrains librarians' ability to identify funding calls, interpret eligibility criteria, and navigate application platforms, ultimately weakening confidence in grant proposal development. Empirical evidence indicates that low grant awareness is closely linked to reduced research self-efficacy and diminished participation in competitive funding schemes (Steele, 2025).

In developing academic environments, particularly in sub-Saharan Africa, institutional dissemination of research funding information remains inconsistent. Studies demonstrate that inadequate institutional research communication systems and limited research policy inclusion significantly affect librarians' access to funding opportunities and scholarly engagement

(Ebikabowei et al., 2021). Where awareness exists, it is often informal, fragmented, or restricted to a small subset of academic staff, leaving librarians marginalized from mainstream research funding activities.

Beyond awareness, institutional and personal factors exert considerable influence on librarians' participation in research grant writing. Institutionally, heavy workloads, insufficient research infrastructure, limited access to ICT facilities, and the absence of formal research mentorship structures have been identified as persistent constraints (Oketunji et al., 2023). These barriers limit the time and organizational support required for librarians to engage meaningfully in the demanding process of grant proposal development. Empirical findings further suggest that universities that fail to explicitly recognize librarians as research contributors inadvertently suppress their involvement in funded research initiatives (Steele, 2025). Personal factors such as limited research skills, low research self-efficacy, and fear of grant rejection further reduce librarians' willingness to engage in grant writing. Hoffmann (2017) demonstrated that academic librarians' confidence in research tasks is significantly shaped by prior research exposure and perceived institutional encouragement. Librarians who perceive research as unsupported or peripheral to their professional role are less likely to invest effort in grant proposal development, even when opportunities exist.

Research experience has been consistently shown to enhance confidence in grant proposal development among academic librarians. Librarians with prior experience in research design, scholarly publishing, and collaborative research report higher levels of confidence and readiness to participate in grant writing activities (Kennedy & Brancolini, 2018). Research self-efficacy theory supports this relationship, positing that repeated engagement in research tasks strengthens individuals' belief in their capacity to successfully perform complex scholarly activities, including grant writing. However, evidence also suggests that research experience alone is insufficient without supportive institutional conditions. Even highly skilled librarians may refrain from grant writing when confronted with excessive workloads, inadequate incentives, and weak research cultures (Ebikabowei et al., 2021).

To address these challenges, the literature strongly advocates targeted strategies aimed at improving librarians' participation in research grant writing. Professional development programmes focused on grant identification, proposal writing, and research methods have been shown to significantly improve librarians' research competence and confidence (Hoffmann, 2017). Mentorship and grant-writing coaching further enhance participation by providing structured guidance, peer support, and feedback throughout the proposal development process (Oketunji et al., 2023). Additionally, institutional policy reforms such as allocating protected research time, embedding librarians in institutional research agendas, and offering incentives for grant success have been identified as critical enablers of sustained engagement in research funding activities (Steele, 2025).

Overall, the literature reveals that librarians' participation in research grant writing is shaped by a complex interaction of awareness, institutional conditions, research experience, and confidence. While research experience enhances confidence, its effect is mediated by institutional support and strategic capacity-building interventions. Despite growing recognition

of librarians as research partners, empirical studies that directly link awareness of funding opportunities to actual grant writing participation particularly within Nigerian universities remain limited. This gap underscores the need for systematic investigation into the mechanisms through which awareness, experience, and institutional strategies jointly influence librarians' engagement in research grant writing.

### **5.1 Theoretical Framework**

This study is grounded in Bandura's Self-Efficacy Theory and Ajzen's Theory of Planned Behavior (TPB) to explain librarians' engagement in research grant writing. Self-Efficacy Theory posits that individuals' belief in their ability to perform a task shapes motivation, persistence, and performance (Bandura, 1997). In this study, confidence in grant proposal development represents librarians' task-specific self-efficacy. According to the theory, prior research experience—such as publications, collaborative projects, or methodological training—should provide mastery experiences that strengthen confidence in grant writing. H01 examines whether this relationship holds: there is no significant relationship between research experience and librarians' confidence in grant proposal development.

TPB complements this perspective by explaining behavior as a function of intention, influenced by attitudes toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). Research experience can shape attitudes and perceived control, as librarians with more exposure may feel more capable and motivated to engage in grant writing. Conversely, if institutional or personal constraints are strong, even experienced librarians may lack confidence, supporting the null hypothesis.

By anchoring H01 in these theories, the study examines whether research experience alone is sufficient to enhance confidence, or whether institutional and personal factors moderate this relationship. This theoretical foundation highlights both psychological (self-efficacy) and environmental (perceived behavioral control) mechanisms that may explain the presence or absence of a significant effect of research experience on librarians' confidence in grant proposal development.

### **5.2 Conceptual framework**

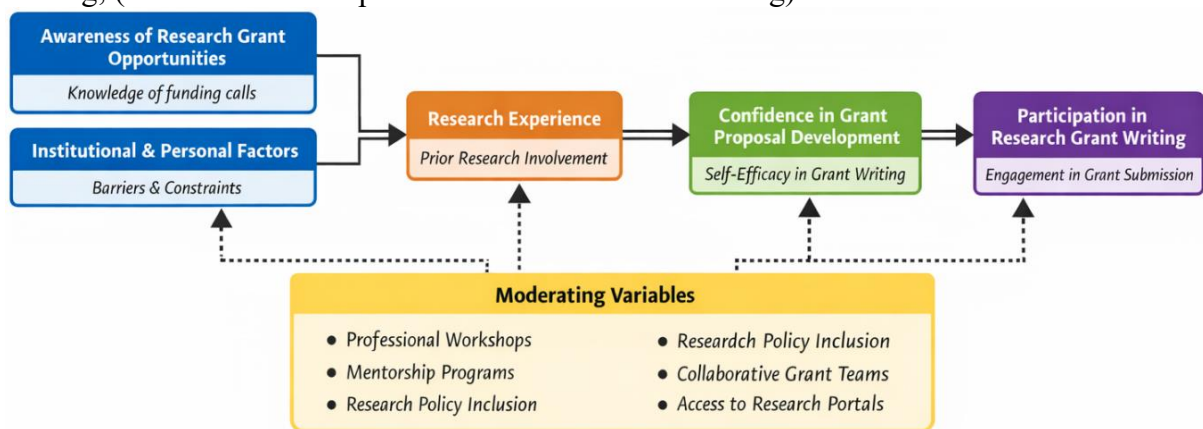
This study is anchored on a conceptual framework that explains librarians' participation in research grant writing as a function of awareness, institutional and personal factors, research experience, and confidence in grant proposal development. Awareness of research grant opportunities constitutes a key independent variable, reflecting librarians' knowledge of funding calls, grant schemes, and research support platforms. Institutional and personal factors such as workload, mentorship availability, ICT infrastructure, and incentive structures also shape librarians' engagement, either facilitating or constraining participation.

Research experience is conceptualized as a mediating variable linking awareness and institutional factors to confidence in grant proposal development. Librarians with prior research involvement, publications, or collaborative experience are more likely to develop stronger

confidence in grant writing, even in the presence of institutional challenges. Confidence in grant proposal development serves as the primary dependent variable, representing librarians perceived self-efficacy in preparing competitive grant proposals.

Participation in research grant writing is the ultimate outcome variable, reflecting actual involvement in drafting and submitting grant proposals. The framework further incorporates strategies for improvement such as professional development workshops, mentorship programmes, collaborative grant teams, and supportive research policies as moderating influences that strengthen the relationships among awareness, confidence, and participation. Overall, the framework in figure 1 provides a structured explanation of the determinants and enabling mechanisms shaping librarians’ engagement in research grant writing.

**Figure 1:** conceptual framework that explains librarians’ participation in research grant writing; (Librarians’ Participation in Research Grant Writing)



## 6. Methodology

This study adopted a descriptive survey design to investigate factors influencing librarians’ participation in research grant writing. The population comprised academic librarians working in public university libraries across Nigeria’s six geopolitical zones. Using proportionate stratified sampling, a total of 212 respondents were selected to ensure representation across regions. Data were collected using a validated questionnaire, the *Librarians’ Research Grant Writing Participation Scale (LRGWPS)*, which demonstrated a reliability coefficient of 0.87 (Cronbach’s alpha), indicating high internal consistency. Collected data were analyzed using descriptive statistics, including mean scores and standard deviations, to summarize levels of awareness, participation, and perceptions. A criterion mean of 3.00 on a 5-point Likert scale was adopted. For inferential analysis, Pearson correlation was employed to test relationships between research experience and confidence in grant proposal development. The decision rule for significance was set at  $p < 0.05$ , where p-values below 0.05 indicated a statistically significant relationship. This methodological approach enabled both the identification of patterns in librarians’ participation and the determination of significant predictors of grant-writing confidence.

## 7. Results and Discussion

This section presents and discusses the findings of the study in relation to its objectives, highlighting the levels of awareness, institutional and personal barriers, research experience, and strategies for improving librarians’ participation in research grant writing.

### 7.1 Level of Awareness of Research Grant Opportunities among Librarians

This subsection addresses the first objective of the study, which was to determine the level of awareness of research grant opportunities among librarians in Nigerian universities. Awareness is a crucial precursor to participation, as librarians must first be informed about available funding sources, eligibility criteria, and application procedures before engaging in grant writing. The analysis therefore focuses on respondents’ knowledge of local and international grant agencies, access to information channels, and institutional support for research-related communication. Understanding these awareness levels provides a foundation for interpreting subsequent findings on participation barriers and confidence in grant proposal development.

**Table 1: Level of Awareness of Research Grant Opportunities among Librarians (N = 212)**

S/N	Statement	SA (5)	A (4)	U (3)	D (2)	SD (1)	N	FX	$\bar{X}$	Std	Decision
1	I am aware of local and international research grant agencies.	62	84	32	24	10	212	814	3.84	0.86	Agree
2	I regularly receive information about available grant calls.	48	78	40	30	16	212	758	3.57	0.89	Agree
3	I have attended a seminar or workshop on grant proposal writing.	42	66	48	34	22	212	720	3.40	0.94	Undecided
4	My institution provides updates on grant opportunities.	50	70	46	28	18	212	742	3.50	0.91	Agree
5	I know where to find information on research funding opportunities.	64	76	36	24	12	212	814	3.84	0.81	Agree

Grand Mean = 3.63 (Agree)

Table 1 indicates that librarians demonstrated a moderately high level of awareness of research grant opportunities (Grand Mean = 3.63), with all items scoring above the criterion mean of 3.00. While awareness of funding agencies and information sources was high (Mean = 3.84), comparatively lower mean scores for attendance at grant-writing workshops (Mean = 3.40) and receipt of grant calls (Mean = 3.57) suggest gaps in institutional communication and structured capacity-building mechanisms.

These findings imply that, although Nigerian university librarians are cognizant of the existence of research grants, many do not have consistent access to information or formal training on proposal development. This is consistent with Obinyan and Tella (2022) and Oduwole and Ikhizama (2020), who reported that librarians' limited exposure to competitive grant processes stems from inadequate institutional sensitization and the absence of structured professional development programs. Similarly, Lawal and Olawale (2020) found that while librarians recognize the importance of grants for professional advancement, many lack practical guidance on how to identify suitable funding sources and prepare successful applications.

The moderate awareness level also reflects broader challenges in research communication across Nigerian universities, where dissemination of funding opportunities is often ad hoc and dependent on informal networks rather than centralized institutional systems (Okonedo, 2021). Edewor and Oyediran-Tidings (2020) observed that in many academic libraries, research information services are underutilized, and librarians rely heavily on personal efforts or social media groups to learn about grant opportunities.

Moreover, the relatively low participation in seminars or workshops (Mean = 3.40) suggests that librarians are rarely included in formal research development programs typically reserved for academic staff. Popoola (2018) emphasizes that librarians are often sidelined in faculty-level research training, despite their potential as partners in knowledge creation. This exclusion reduces their competitiveness in pursuing research grants and limits their contribution to institutional research productivity.

From a theoretical perspective, this pattern aligns with Ajzen's (1991) Theory of Planned Behavior, which posits that awareness and perceived behavioral control influence the intention to act in this case, to apply for research grants. Limited awareness and training thus constrain librarians' confidence and motivation to engage in grant writing. Bandura's (1997) concept of self-efficacy further supports this interpretation: without exposure to successful models or training experiences, librarians may perceive grant writing as a complex task beyond their capability.

Overall, the results underscore that awareness alone does not guarantee active participation. While most librarians are aware of funding sources, the institutional environment has not sufficiently supported capacity building, mentorship, or consistent communication about opportunities. Enhancing awareness therefore requires a dual approach: first, improving institutional communication channels through newsletters, research portals, or grant bulletin boards; and second, integrating librarians into university research training programs.

This finding corroborates Owolabi, Idowu, and Ogundipe (2022), who advocated that Nigerian universities establish research support offices where librarians can access current grant information and receive mentorship in proposal development. As such, sustained awareness and training interventions could significantly increase librarians’ participation in externally funded research, enhance institutional visibility, and strengthen the research ecosystem within university libraries.

## 7.2 Institutional and Personal Factors Inhibiting Participation in Research Grant Writing

This subsection addresses the second objective of the study, which aimed to examine the institutional and personal factors that hinder librarians’ participation in research grant writing. Effective engagement in grant proposal development requires both organizational support and individual motivation; however, several challenges often limit librarians’ involvement.

**Table 2: Institutional and Personal Factors Inhibiting Participation in Research Grant Writing (N = 212)**

S/N	Statement	SA (5)	A (4)	U (3)	D (2)	SD (1)	N	FX	$\bar{X}$	Std	Decision
1	Lack of institutional support discourages librarians from grant writing.	96	70	20	18	8	212	878	4.14	0.74	Strongly Agree
2	Heavy workload limits time for developing grant proposals.	82	84	22	16	8	212	856	4.04	0.79	Strongly Agree
3	There is no mentoring structure for new researchers.	74	78	26	22	12	212	826	3.90	0.81	Agree
4	The absence of research incentives affects motivation.	90	70	28	16	8	212	862	4.07	0.77	Strongly Agree
5	Poor access to research funding information limits participation.	86	74	24	20	8	212	850	4.01	0.78	Strongly Agree
6	Inadequate ICT infrastructure hinders collaboration and proposal submission.	78	72	30	22	10	212	826	3.90	0.83	Agree

Grand Mean = 4.01 (Strongly Agree)

The results in Table 2 show that both institutional and personal factors significantly inhibit librarians’ participation in research grant writing, with a grand mean of 4.01 (Strongly Agree). The most critical barriers identified include lack of institutional support (Mean = 4.14), heavy workload (Mean = 4.04), absence of research incentives (Mean = 4.07), and limited access to

funding information (Mean = 4.01). Respondents also agreed that inadequate mentoring structures (Mean = 3.90) and poor ICT infrastructure (Mean = 3.90) restrict their engagement in grant proposal development.

These findings align with earlier studies by Oduwole and Ikhizama (2020) and Lawal and Olawale (2020), who emphasized that insufficient institutional encouragement and excessive administrative tasks discourage librarians from research-related activities. Similarly, Obinyan and Tella (2022) noted that without mentoring and motivation, librarians often lack confidence in competitive grant environments. The results also support Bandura’s (1997) self-efficacy theory, suggesting that limited institutional support and inadequate tools lower individuals’ belief in their research capability. Therefore, fostering a supportive institutional culture through mentoring programs, incentive schemes, and improved ICT access is essential to enhance librarians’ motivation and participation in research grant writing.

### 7.3 Relationship between Research Experience and Confidence in Grant Proposal Development

This section examines the relationship between librarians’ research experience and their confidence in grant proposal development. To test the null hypothesis ( $H_{01}$ ), which states that there is no significant relationship between research experience and librarians’ confidence in grant proposal development, Pearson correlation and simple linear regression analyses were employed.

**Table 3:** Correlation and Regression Analysis of Research Experience and Confidence in Grant Proposal Development (N = 212)

Variable	M	SD	r	B	SE B	$\beta$	t	R <sup>2</sup>
Research Experience	3.86	0.78	.462***	.682	.073	.462	9.34***	.213
Confidence in Grant Proposal Development	3.98	0.74						

**Model Fit:** R = .462, Adjusted R<sup>2</sup> = .209, F(1, 210) = 87.24, p < .001

Note. \*\*p < .001.

The Pearson correlation analysis revealed a moderate positive and statistically significant relationship between research experience and librarians’ confidence in grant proposal development (r = .462, p < .001). This indicates that librarians with greater research experience tend to exhibit higher confidence in developing grant proposals.

The simple linear regression analysis further showed that research experience is a significant predictor of confidence in grant proposal development ( $\beta = .462$ , t = 9.34, p < .001). The model explained 21.3% of the variance in confidence levels (R<sup>2</sup> = .213), demonstrating a meaningful predictive effect. The regression model was statistically significant, F(1, 210) = 87.24, p < .001, confirming that research experience contributes substantially to librarians’ confidence in grant writing.

### Decision on Hypothesis

Given that the relationship between research experience and confidence in grant proposal development is statistically significant, the null hypothesis ( $H_{01}$ ) is rejected. This finding

implies that research experience significantly influences librarians' confidence in developing research grant proposals.

The results revealed a moderate positive and statistically significant relationship between research experience and confidence in grant proposal development ( $r = .462, p < .001$ ). This indicates that librarians who possess greater research experience tend to demonstrate higher levels of confidence in developing grant proposals. The regression analysis further confirmed research experience as a significant predictor of confidence ( $\beta = .462, t = 9.34, p < .001$ ), explaining 21.3% of the variance in confidence levels ( $R^2 = .213$ ). The overall regression model was statistically significant,  $F(1, 210) = 87.24, p < .001$ . Consequently, the null hypothesis was rejected.

These findings are strongly consistent with Bandura's self-efficacy theory, which posits that individuals' belief in their capabilities to perform specific tasks is primarily shaped by mastery experiences gained through repeated practice and successful task performance (Bandura, 1997). In this context, librarians with prior research engagement such as conducting studies, publishing articles, or participating in funded projects are more likely to develop higher self-efficacy in grant proposal writing. Such mastery experiences enhance confidence, reduce anxiety, and increase persistence when engaging in complex scholarly tasks like grant development.

The results also align with prior empirical studies in librarianship and higher education. For instance, Adamu, *et al.* (2025) found that librarians with prior research output were significantly more confident in pursuing competitive research funding. Similarly, Idoko, *et al.*, (2024) reported that research experience positively influenced academic librarians' willingness to engage in grant writing and collaborative research. Studies outside the Nigerian context further support this relationship, with Thomas, *et al.* (2025) emphasizing that sustained research engagement strengthens professional identity and confidence among academic staff.

Moreover, the predictive strength of research experience observed in this study reinforces findings by Zheng and Xiao (2024) and Teelken (2015), who argued that experiential learning and mentorship are critical determinants of research self-efficacy in resource-constrained academic environments. The implication is that librarians' confidence in grant writing is not merely an individual attribute but a product of cumulative research exposure, institutional support, and professional learning opportunities.

In summary, the findings demonstrate that research experience is a key determinant of librarians' confidence in grant proposal development, underscoring the importance of structured research engagement, mentorship, and capacity-building initiatives within university libraries. Enhancing librarians' research participation is therefore likely to yield long-term benefits by increasing their confidence, motivation, and success in securing research grants.

#### **7.4 Strategies for Improving Librarians' Participation in Research Grant Writing**

This subsection addresses the fourth objective of the study, which aimed to identify effective strategies for enhancing librarians' participation in research grant writing. Given the identified challenges such as limited awareness, inadequate institutional support, and low confidence levels, it is essential to explore practical measures that can empower librarians to engage more actively in grant-related activities.

**Table 4: Strategies for Improving Librarians’ Participation in Research Grant Writing (N = 212)**

S/N	Statement	SA (5)	A (4)	U (3)	D (2)	SD (1)	N	FX	$\bar{X}$	Std	Decision
1	Regular workshops on grant proposal writing should be organized.	114	72	14	8	4	212	918	4.33	0.68	Strongly Agree
2	Institutions should provide financial and moral incentives for successful applicants.	108	74	16	10	4	212	908	4.28	0.69	Strongly Agree
3	Collaborative grant writing teams should be encouraged.	100	80	18	10	4	212	902	4.26	0.70	Strongly Agree
4	Librarians should be included in institutional research policy formulation.	94	84	20	10	4	212	896	4.23	0.71	Strongly Agree
5	Access to online databases and research portals should be expanded.	86	82	24	14	6	212	872	4.11	0.74	Strongly Agree
6	Mentorship programs for early-career librarians should be institutionalized.	92	80	22	12	6	212	880	4.15	0.73	Strongly Agree

Grand Mean = 4.23 (Strongly Agree)

The results presented in Table 4 indicate that respondents strongly agreed on multiple strategies for enhancing librarians’ participation in research grant writing, with a grand mean of 4.23 (Strongly Agree). The highest-rated strategies included organizing regular workshops on grant proposal writing (Mean = 4.33) and providing financial and moral incentives for successful applicants (Mean = 4.28). Respondents also emphasized the importance of collaborative grant writing teams (Mean = 4.26), inclusion of librarians in institutional research policy formulation (Mean = 4.23), and mentorship programs for early-career librarians (Mean = 4.15). Expanding access to online databases and research portals (Mean = 4.11) was also viewed as critical to strengthening research capacity.

These findings align with Baro and Ebhomele (2020) and Ocholla (2019), who emphasized that sustained professional development, collaborative culture, and institutional support systems enhance librarians’ research productivity and grant competitiveness. Similarly, Obinyan and Tella (2022) noted that mentorship and inclusion in research governance promote ownership and engagement in scholarly activities.

Overall, the findings reinforce that targeted capacity-building initiatives, improved access to research resources, and recognition of librarians’ research roles are pivotal for increasing

participation in research grant writing and fostering a more research-active library workforce in Nigerian universities.

## **8. Conclusion**

The study concluded that librarians' limited participation in research grant writing in Nigerian universities stems largely from a combination of institutional, personal, and infrastructural barriers. Foremost among these are inadequate institutional support, limited access to funding information, insufficient training in proposal development, and the absence of structured mentoring programs for early-career librarians. The findings revealed that although librarians demonstrate moderate awareness of research grant opportunities, factors such as heavy workload, lack of incentives, and poor ICT infrastructure significantly constrain their ability to engage effectively in grant writing.

Furthermore, the study established that prior research experience and mentorship play crucial roles in enhancing librarians' confidence and competence in developing successful proposals. Without continuous professional development and a supportive research environment, many librarians remain excluded from potential funding opportunities that could enhance their scholarly output and institutional visibility.

To address these challenges, the study recommends targeted interventions including regular grant-writing workshops, mentoring partnerships with experienced researchers, and improved access to online research resources. Additionally, institutions should integrate research and grant productivity into promotion and appraisal criteria, thereby motivating librarians to pursue funding opportunities. Strengthening policy frameworks and fostering a culture of collaboration will not only increase librarians' participation in research grant writing but also contribute to the overall advancement of library and information science scholarship in Nigeria.

## **9. Recommendation**

In line with the study's objectives to enhance awareness, address inhibiting factors, strengthen research confidence, and improve participation in research grant writing the following recommendations are proposed:

1. **Enhancing Awareness of Grant Opportunities:** University libraries, in collaboration with the Nigerian Library Association (NLA), should develop effective communication channels such as newsletters, mailing lists, and online portals to disseminate timely information on local and international research grant opportunities.
2. **Addressing Institutional and Personal Barriers:** Institutions should provide an enabling environment for librarians by reducing workload pressures, improving ICT infrastructure, and ensuring access to reliable Internet connectivity to support proposal development and submission.
3. **Building Research Confidence and Experience:** Regular capacity-building workshops and mentorship programs should be organized to strengthen librarians' research and grant-writing skills, thereby increasing confidence and competence in developing competitive proposals.

4. Incentivizing Research Engagement: Institutional policies should include grant-writing performance and research output as criteria for promotion and recognition, with financial or moral incentives provided for successful applicants.
5. Promoting Collaboration and Research Culture: Collaborative research networks and interdisciplinary teams should be encouraged to enhance librarians' exposure to diverse funding prospects, foster peer learning, and strengthen institutional research visibility.

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