JLSC

ISSN 2162-3309 | JLSC is published by the Iowa State University Digital Press | http://jlsc-pub.org

Volume 14, 1 (2026)

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Danquah, M.M., Kaddu, S. & Asamoah, C. (2026). Perceptions and Barriers to Scholarly Publishing Among Librarians in Ghana and Uganda. *Journal of Librarianship and Scholarly Communication*, 14(1), eP20127. https://doi.org/10.31274/jlsc.20127

This article underwent semi-anonymous peer review in accordance with JLSC's review policy.

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ISSN 2162-3309 10.31274/jlsc.20127

RESEARCH ARTICLE

Perceptions and Barriers to Scholarly Publishing Among Librarians in Ghana and Uganda

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ABSTRACT

Implications for Practice: Academic libraries should restructure workloads, integrate research into performance appraisals, offer mentorship, and build a supportive research culture. These practical steps can foster a culture of research among librarians and promote their visibility within academia.
Introduction: Librarians contribute significantly to research support in academic institutions, but are often underrepresented as contributors to scholarly publishing. Their limited involvement may hinder career advancement and reduce professional recognition.
Literature Review: The library and information science literature points to a growing awareness of the importance of research and publishing among librarians. However, studies have shown that across sub-Saharan Africa, librarians often face institutional, cultural, and structural barriers to scholarly publishing, with few comparative studies exploring this issue across countries in the region.
Methods: This qualitative study used purposive sampling to interview 28 librarians from Ghana and Uganda, analyzing responses thematically to explore perceptions and challenges of scholarly publishing.
Results: Findings show that librarians in both countries view scholarly publishing as essential for professional growth and visibility. However, actual publishing engagement is low due to time constraints, heavy workloads, lack of institutional support, and absence of mentorship.
Discussion: The study reveals a disconnect between librarians' appreciation of the value of publishing and their practical ability to engage in it. The challenges identified suggest systemic and institutional shortcomings that need to be addressed. Without targeted interventions, librarians' scholarly voices will remain underrepresented.
Conclusion: To strengthen the research culture among librarians in Ghana and Uganda, deliberate interventions are needed at the institutional and professional levels.

Keywords: scholarly publishing, librarians, research engagement, Ghana, Uganda

Received: 05/03/2025 Accepted: 08/11/2025

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IMPLICATIONS FOR PRACTICE

1. Librarians will recognize the barriers to publishing identified in this study as common challenges, reinforcing the need to advocate for institutional change.
2. By identifying mentorship as a key missing link, the study calls on academic libraries to create structured mentoring programs, which will enhance librarians' publishing output and confidence in scholarly communication.
3. The findings support revising performance evaluation systems to formally recognize publishing efforts, which will incentivize librarians to engage in research and align their professional development with institutional goals.
4. For library leaders and policy makers, the study provides actionable insight into designing professional development strategies that strengthen the research culture within academic libraries.

INTRODUCTION

In an era where knowledge creation drives innovation, reputation, and institutional ranking, research and scholarly publishing have become fundamental expectations for both academic institutions and individual scholars (Avramovic, 2024). As globalization deepens, scholars across disciplines are increasingly compelled to publish locally and internationally to maintain visibility and impact (Cheng et al., 2025). Consequently, scholarly publishing has become a critical component of career progression, professional recognition, and the advancement of knowledge (Kouam, 2024). Although the concept and rationale for scholarly publishing have evolved, some core motivations remain consistent. For instance, over a decade ago, Ocholla (2011) noted that a key reason for engaging in academic research is to develop professional practice and to test or refine existing theories. Nearly ten years later, this assertion still holds, given that Borrego & Pinfield (2020) emphasize that scholarly publishing contributes significantly to career advancement, peer recognition, and the enrichment of knowledge within and beyond one's field. Moreover, current literature highlights that academics now publish not only to disseminate knowledge but also to secure research funding, influence policy, enhance institutional prestige, and address real-world challenges (Subrata, 2025; Cheng et al., 2025; Okechukwu et al, 2024; O'Dwyer et al., 2023). As Chirisa & Ngoepe (2024) affirm, in today's competitive academic landscape, the term "publish or perish" underscores the vital role of scholarly publishing in professional growth and career success. Thus, scholarly publishing has become a multifaceted endeavour driven by both individual aspirations and institutional obligations, especially within the academic environment (Jiang & Zhang, 2024).

Nevertheless, while scholarly publishing has traditionally been associated with teaching faculty, there is a growing awareness that librarians, particularly those in academic institutions, should also be active participants in scholarly communication. Undeniably, there has been a growing recognition of the importance of scholarly publishing among academic librarians. This recognition has been driven by the evolving role of librarians from traditional custodians of information to active contributors in the creation and dissemination of knowledge (Nakaziba & Ngulube, 2025). As Gamache et al. (2025) argued, librarians are no longer viewed solely as custodians of knowledge or support staff; rather, they are recognized as vital contributors to the generation, dissemination, and preservation of scholarly content. Hansson & Johannesson (2013a) and Nakaziba & Ngulube (2025) assert that academic librarians possess unique expertise in information organization, research support, and digital scholarship skills that position them well to engage in research and publish findings that advance both theory and practice. By contributing to scholarly literature, librarians not only enhance their professional visibility but also provide valuable insights into the evolving landscape of the library profession (Ardanuy & Urbano, 2018; Ocholla & Ocholla, 2021).

Despite the increasing recognition of the importance of scholarly publishing within the field of librarianship, actual research output among librarians has, over the years, continued to be inconsistent and, in many cases, quite low. For instance, more than two decades ago, Tsafe et al. (2016), in a study analyzing 373 publications authored by librarians, observed a concerning trend, where the vast majority of these professionals had only published once, suggesting a lack of sustained scholarly engagement. In fact, only one librarian in the entire cohort had produced as many as 16 articles, pointing to a significant imbalance in research output. This pattern highlights that while some librarians are actively contributing to the scholarly communication discourse, many are not. Indeed, previous (e.g., Tsafe et al. 2016; Ocholla & Shongwe, 2013; Lwehabura, 2014) and recent studies (Agyeman & Owusu-Banahene, 2022; Musoke & Kakai, 2023; Gamache et al., 2025) suggest that not much has changed.

Certainly, research studies continue to report low levels of research output among librarians, particularly in developing regions. For instance, in 2014, a bibliometric analysis conducted by Lwehabura on the research productivity of Tanzanian academic librarians between 1984 and 2013 revealed a total of 434 publications, averaging only about 14.5 publications per year. Notably, the top ten ranked librarians according to Lwehabura's (2014) study were responsible for more than half (53.2%) of these publications, highlighting a significant concentration of research activity among a small group of individuals as reported by Tsafe et al. (2016) more than two decades ago. Similarly, in 2019, a study by Yusuf and Kabir on LIS research productivity in Nigeria between 2000 and 2018 found that scholarly output was relatively low and often produced through co-authorship. Equally, in 2022, Agyeman and Owusu-Banahene noted that in Ghana, many librarians remain cut off from scholarly publishing.

Likewise, in 2023, Musoke & Kakai also found that the majority of academic librarians in East Africa had authored fewer than two peer-reviewed publications over five years, despite expressing a strong interest in research.

In a broader review, Ocholla & Shongwe (2013) reaffirm that the LIS profession across sub-Saharan Africa still struggles with uneven patterns of research engagement, often dominated by a few highly productive individuals while the majority remain passive participants in the scholarly discourse. This persistence of low scholarly output despite increasing awareness of its importance suggests that deeper structural and motivational issues remain unaddressed. Besides, several factors have been identified in the literature as contributors to the low scholarly output by librarians. In the Ghanaian context, Opoku (2012) found that professional librarians in public university libraries cited rigid work schedules, lack of time, and the absence of mentoring opportunities as significant obstacles to scholarly publishing. Similarly, Dadzie et al. (2018) emphasized that while many librarians in Ghana possess the academic qualifications to undertake research, their publication output remains low, which in turn has hindered their professional progression. Quagraine & Agyekum (2018) highlight an increasing expectation for librarians to engage in scholarly publishing, yet they also acknowledge an ongoing debate about whether it is fair to place such demands on librarians, given the already heavy nature of their responsibilities. Supporting this view, Gamache et al. (2025) affirm that many librarians perceive the pressure to conduct research and publish as overwhelming. They point out that several librarians feel unprepared for research due to insufficient training, lack of mentorship, and limited access to publishing opportunities. Indeed, from a social justice perspective, the absence of librarian voices in research will undermine the diversity of knowledge production, with the profession risking being silenced in critical conversations about open science, digital equity, and inclusive knowledge access.

This study is therefore timely and necessary, as it seeks to explore the perceptions, motivations, and barriers librarians face in writing scholarly publications, as well as uncover the systemic and individual factors influencing their research productivity. This study provides valuable insights into the factors that either support or hinder scholarly engagement among librarians, guided by the following research objectives:

1. To examine the perceptions of librarians in Ghana and Uganda on the relevance of scholarly publishing.
2. To explore the motivations and challenges librarians in Ghana and Uganda face in their scholarly research publication endeavour.
3. To assess the institutional support systems that influence research engagement of librarians in Ghana and Uganda.

4. To identify strategies for enhancing research productivity among librarians in Ghana and Uganda.

CONTEXTUAL SETTING

The University of Ghana library system

Established in 1948, the University of Ghana Library System (UGLS) is the oldest academic library in Ghana and plays a central role in supporting teaching, learning, and research at the University of Ghana. The UGLS includes the Balme Library, which is its main library, and several satellite libraries situated across the university's colleges, departments, halls, and institutes. UGLS offers a range of services such as access to print and electronic resources, user education, information literacy training, reference services, and research support. The library staff within the UGLS are categorized into three main groups according to rank. These include: junior staff, senior staff, and senior members. This study focuses on the senior members who comprise individuals who hold at least a master's degree in library and information science (LIS). Within this group, there are two distinct tracks, namely, the professional track and the academic track. Senior members on the professional track are primarily responsible for delivering core library and information services, while those on the academic track are expected to undertake scholarly research and contribute to academic publications, similar to their teaching faculty counterparts, in addition to their core library functions. Notably, the distinction between the two tracks is not always rigid. Senior members on the professional track may transition to the academic track, particularly if they demonstrate research interest or obtain a doctoral qualification. Consequently, it is not uncommon for some professional track librarians to be actively involved in research and publishing. This evolving dynamic reflects the increasing scholarly orientation of academic librarianship at the University of Ghana (University of Ghana Library Website, n.d.).

Makerere University Library MUL, Uganda

Makerere University Library was officially established in 1949, starting as a small collection to support Makerere College, which itself was founded in 1922. Over time, the library has grown into one of the largest and most important academic libraries in East Africa. Makerere University is also one of the oldest and most respected universities on the continent. The library system consists of the Main Library and seven specialized branch libraries. As part of Uganda's national information infrastructure, Makerere University Library also acts as a National Reference Library. The library supports teaching, learning, and research by offering access to a variety of print and electronic resources, along with other academic services. The staff

structure at the MUL includes professional and paraprofessional/support staff. Professional roles—such as University Librarian, Deputy Librarian, and Senior or Assistant Librarians—are typically filled by staff with at least a Master's degree in LIS. This study focuses on these professional staff, as they are most likely to engage in research and scholarly publishing. Professional staff ranks include the University Librarian, Deputy University Librarian, Senior Librarians, and Assistant Librarians. These roles are typically held by individuals with advanced qualifications, with most professionals holding at least a Master's degree in LIS. Assistant Librarians usually possess bachelor's degrees in LIS. Paraprofessional and support staff consist of Library Assistants and Library Attendants, who handle routine operational and clerical duties. For the purpose of this study, the focus is placed on professional staff who hold at least a Master's degree, as they are more likely to engage in research and scholarly publishing (Makerere University Library website, n.d.).

LITERATURE REVIEW

Scholarly publishing motivations, barriers, and institutional support among librarians in Africa

The perception of scholarly publishing among librarians significantly influences their engagement in research activities. Several studies report that many librarians acknowledge the importance of scholarly output for professional development and recognition (Gamache et al., 2025; Nakaziba & Ngulube, 2025). Hansson & Johannesson (2013a) found that librarians who perceive research as integral to their roles are more likely to engage actively in scholarly publishing. However, perceptions vary by region and institutional culture. For example, in Ghana, Opoku (2012) noted that some librarians view publishing as secondary to their core duties, which affects their motivation to publish. Similarly, Musoke & Kakai (2023) reported that while East African academic librarians recognize the benefits of publishing, some still perceive it as an optional rather than essential activity. These differences in perception highlight the need for institutional efforts to shift attitudes and foster a culture that values librarian research engagement.

Furthermore, motivations for scholarly publishing among librarians have been identified to include career advancement, professional recognition, contribution to knowledge, and institutional requirements (Borrego & Pinfield, 2020; Subrata, 2025). Indeed, studies emphasize that intrinsic motivations such as personal interest and commitment to advancing library practice play a role alongside extrinsic motivations like promotion criteria (Gamache et al., 2025; Ardanuy & Urbano, 2018). That notwithstanding, the literature also identifies some challenges. Common barriers include limited time due to heavy workloads, insufficient research skills, lack of mentorship, and inadequate access to funding and publishing platforms

(Dadzie et al., 2018; Quagraine & Agyekum, 2018; Gamache et al., 2025). In Ghana, Opoku (2012) identified rigid work schedules and lack of support as major obstacles. In Uganda and other East African contexts, Musoke & Kakai (2023) reported similar findings, emphasizing limited research capacity building as a critical constraint. These challenges underscore the need for targeted interventions to support librarians' research productivity.

Additionally, the issue of institutional support has been identified as very crucial in facilitating librarian research and publishing activities. Significant enablers include access to research funding, training opportunities, mentorship, and recognition (Ocholla & Shongwe, 2013; Dadzie et al., 2018). Studies from sub-Saharan Africa indeed highlight that while some universities provide limited support, many librarians lack formal institutional backing for research (Agyeman & Owusu-Banahene, 2022; Nakaziba & Ngulube, 2025). For instance, Yusuf and Kabir (2019) found that Nigerian academic librarians' productivity correlated strongly with institutional policies promoting research and providing resources. Similarly, Lwehabura (2014) revealed that Tanzanian academic libraries with stronger institutional frameworks had higher research outputs. Conversely, the absence of supportive policies, lack of research incentives, and poor access to professional development hinder librarians' scholarly contributions (Ocholla & Shongwe, 2013; Opoku, 2012). These findings indicate that strengthening institutional support systems can significantly impact research engagement.

Finally, the literature also identifies multiple strategies that could enhance librarian research productivity, including capacity-building programs, mentorship initiatives, workload adjustments, and institutional policy reforms (Gamache et al., 2025; Ocholla & Ocholla, 2021). Training in research methodologies, academic writing, and digital scholarship was emphasized as key enablers by Nakaziba & Ngulube (2025). Mentorship programs connecting experienced researchers with novice librarians have shown positive impacts in fostering research skills and confidence (Ardanuy & Urbano, 2018). Additionally, workload management policies that allocate dedicated time for research can alleviate pressures and encourage sustained scholarly output (Dadzie et al., 2018; Quagraine & Agyekum, 2018). From an institutional perspective, providing incentives such as research grants, recognition awards, and support for conference participation are effective motivators (Lwehabura, 2014; Yusuf & Kabir, 2019). Addressing these areas holistically promises to enhance research engagement and productivity among librarians in Ghana, Uganda, and similar contexts.

METHODOLOGY

This study used a qualitative research design to explore how librarians engage in research and scholarly publishing. The participants were library staff from the University of Ghana Library System (UGLS) and Makerere University Library (MUL). The total population is

42 librarians, comprising 20 from UGLS and 22 from MUL. Since the population was small and accessible, the study used a census approach, involving all eligible participants rather than selecting a sample. Interviews were conducted face-to-face or by phone, depending on the participants' availability. Each interview lasted about 35 minutes and followed a semi-structured guide developed from a review of existing literature. Data collection took place over four weeks in Ghana and six weeks in Uganda. Interviews were recorded with participants' consent and later transcribed word-for-word. The data were analyzed manually using hand-coding to enable close engagement with the transcripts. Thematic analysis followed Braun & Clarke (2006) five-stage process. The analysis process began with a period of familiarization, during which the lead researcher read and re-read each transcript while simultaneously listening to the audio recordings to ensure accuracy and to capture distinctions in tone and emphasis. This was followed by the initial coding stage, where descriptive and interpretive codes were generated line-by-line to capture recurring ideas, concepts, and issues raised by participants. Coding was primarily inductive, allowing patterns to emerge naturally from the data, although the interview guide provided a broad organizing outline (See Appendix 1). In the theme development stage, related codes were grouped into preliminary categories, which were subsequently refined into overarching themes that reflected the main areas of focus in the study. The preliminary themes were then reviewed and refined by checking them against the entire dataset to ensure they accurately represented participants' perspectives and that no significant viewpoints were overlooked. In the final stage, the themes were clearly defined, named, and illustrated with verbatim quotes from the transcripts. To enhance trustworthiness and rigor in the absence of a second coder, the researcher maintained reflexive journaling throughout the analysis to document coding decisions, emerging interpretations, and potential researcher biases. Peer debriefing was also conducted with two academic colleagues familiar with qualitative research, one from the field of library and information science, and another from a different field. They reviewed the coding framework, theme definitions, and a selection of coded excerpts to provide feedback on clarity, consistency, and alignment with the data. In addition, all final themes were cross-checked against the original transcripts to ensure they were firmly grounded in participants' accounts. This process resulted in the identification of four predominant themes: perceptions, motivations, challenges, and institutional factors influencing librarians' engagement in research and scholarly publishing in Ghana and Uganda. Before data collection, the interview guide (See Appendix 1) was first tested in two libraries, one in each country, and refined based on the feedback to improve clarity and reliability.

RESULTS

Out of the 42 librarians targeted for participation, a total of 28 respondents, comprising 12 from Ghana and 16 from Uganda, were available and willing to take part in the study.

This represents an overall response rate of approximately 67%. To maintain confidentiality and protect participants' identities, all respondents are referred to using pseudonyms throughout the study. Table 1 provides an overview of the demographic characteristics of the participants. This includes their assigned pseudonyms, gender, country of affiliation, age range, highest educational qualification, and number of years of experience working in the library.

Pseudonyms	Gender	Country	Age Range	Qualifications	Job Tenure
1. Ato	male	Ghana	40–49	MIT	1–15 years
2. Enyonam	Female	Ghana	30–40	Mphil	1–15 years
3. Esi	Female	Ghana	30–40	Mphil	1–15 years
4. Faisal	male	Ghana	30–40	Mphil	1–15 years
5. Hajia	Female	Ghana	30–40	Mphil	1–15 years
6. Kojo	male	Ghana	40–49	PhD	1–15 years
7. Kwame	male	Ghana	30–40	Mphil	1–15 years
8. Nii	male	Ghana	30–40	MIT	15 years+
9. Ohemaa	Female	Ghana	30–40	Mphil	1–15 years
10. Selorm	male	Ghana	30–40	Mphil	1–15 years
11. Yakubu	male	Ghana	30–40	Mphil	1–15 years
12. Yaw	male	Ghana	50–60	Mphil	1–15 years
13. Achen	Female	Uganda	40–49	Master's	1–15 years
14. Ainembabazi	Female	Uganda	31–39	Master's	1–15 years
15. Kaggwa	Male	Uganda	31–39	Master's	1–15 years
16. Katushabe	Female	Uganda	40–50	PhD	20 years+
17. Kaddu	Female	Uganda	51–60	PhD	20 years+
18. Lutaaya	Male	Uganda	31–39	Master's	1–15 years
19. Mugisha	Male	Uganda	40–50	Master's	1–15 years
20. Mutoni	Female	Uganda	40–50	Master's	1–15 years
21. Muwanga	Male	Uganda	40–50	Master's	1–15 years
22. Nabirye	Female	Uganda	40–50	Master's	1–15 years
23. Nakato	Female	Uganda	40–50	Master's	1–15 years
24. Namatovu	Female	Uganda	40–50	Master's	1–15 years
25. Okello	Male	Uganda	40–50	Master's	1–15 years
26. Otim	Male	Uganda	51–60	PhD	20 years+
27. Ssekitoleko	Male	Uganda	60+	Master's	1–15 years
28. Zulaika	Female	Uganda	40–49	Master's	1–15 years

Source: Field Data, 2024

Table 1. Respondents Demographics ($N = 28$)

Response coding

Thematic areas were carefully identified from the respondents who articulated a particular theme. Table 2 provides a list of the prominent themes derived from the interviews with the respondents, presented in frequencies (freq) and percentages (%), approximated to the nearest decimal number.

		Cross Tabulation of Responses			
Study Objectives Responses		Ghana ($n = 12$)		Uganda ($n = 18$)	
Obj 1: Perceptions & Relevance		Freq.	%	Freq.	%
Definitions	Production of research papers	7	58	12	45
	Peer review papers	6	50	1	6
	Results of research work	11	92	12	75
Relevance	Contribution to professional knowledge	3	25	1	6
	Professional growth	6	50	3	19
	Level of knowledge on profession	2	17	-	-
	Improves visibility	9	75	14	88
	Builds confidence	-	-	7	44
	Improved service	2	17	7	44
Obj 2: Motivations & Challenges					
Motivators	Career advancement	6	50	14	88
	Desire to solve problems	2	17	3	19
	passion	4	33	-	-
	mentorship	3	25	5	31
	collaboration	9	75	11	69
Challenges	Time Constrains	11	92	13	81
	Funding	12	100	15	94
	Training	4	33	14	88
	workload	12	100	15	94
	Research skills	3	25	13	81
	Perceptions	8	67	11	69
Obj 3: Institutional Support					
Support systems	Limited support	11	92	12	75
	internet and academic journals	2	17	-	-

Table 2. Theme Frequencies ($N = 28$) **(Table continues on following page)**

Study Objectives Responses		Cross Tabulation of Responses			
		Ghana ($n = 12$)		Uganda ($n = 18$)	
Obj 4: Strategies					
	Collaborative platforms	6	50	11	69
	Targeted trainings	9	75	12	75
	Research grants	11	92	16	100
	Research incentives	13	100	16	100
	Research-friendly environment	5	42	9	56
	mentorship	11	92	7	44
	Reduce work overload	12	100	15	94
	Policy/guidelines	3	25	11	69

Source: Field Data, 2024

Table 2. (continued)

Obj 1: Perceptions & relevance

The first objective of this study was to assess the perceptions of the respondents on scholarly publishing. To achieve this, the respondents were posed with questions relative to their publication output, definition of scholarly publication, and their opinions on the relevance of scholarly publishing. First, Figure 1 presents the number of scholarly publications produced by respondents from Ghana and Uganda within the last three years, offering insights into recent publishing trends and levels of scholarly engagement. The interview responses indicate

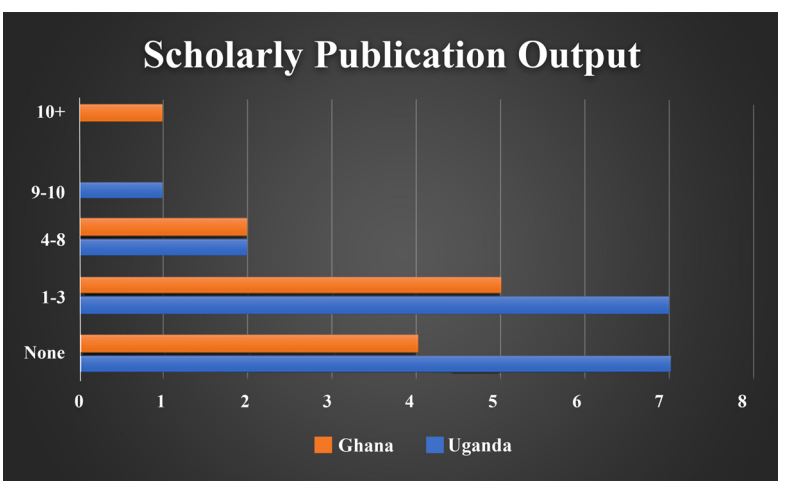

Figure 1. Scholarly publication output of respondents in the past 3 years.

that the majority of respondents from both countries reported a relatively low publication output, specifically between one and three publications during the period under review. Notably, seven respondents from Uganda and four from Ghana indicated that they had no scholarly publications within the last three years.

Secondly, when it comes to the definition of scholarly publishing, respondents provided a range of interpretations, which reflect their varying levels of understanding and familiarity with the concept. These definitions, summarized in the frequency distribution shown in Table 1, offer valuable insight into how librarians perceive scholarly publishing in relation to their professional roles. For example, the respondents from Ghana shared the following perspective:

> "For me, scholarly publishing means producing research articles or papers that contribute to the knowledge base of librarianship. These are usually peer-reviewed and published in journals or conference proceedings." Yaw (male, 50–60 yrs, MPhil)

> "Scholarly publishing is when we conduct research, write a paper out of the research, and disseminate the findings of the research through peer-reviewed journals, or presentation at a conference." Esi (female, 30–40 yrs MIT)

> "Scholarly publishing is the formal way of sharing research results, typically through sending it to an academic journal for publication so that the world at large can see what you have come up with or found out." Ato (male, 30–40 yrs, MPhil)

> "Scholarly publishing is the publication of original research, with a journal to enhance the visibility of your research findings and to contribute to knowledge globally, especially on the area that was researched on." Hajia (female, 30–40 yrs, MPhil)

In summary, the views expressed by the Ghanaian respondents outlined above, scholarly publishing is primarily a formal, structured process rooted in research production and dissemination through recognized academic channels. The views as stated also emphasize global visibility and relevance, indicating an awareness that scholarly publishing extends beyond institutional boundaries to the international academic community.

The respondents from Uganda also said:

> "I see it as a formal way of sharing the results of my work and research, especially when it adds value or solves a practical problem in library operations." Nakato (female, 40–50 yrs, Master's)

> "Scholarly publishing refers to the dissemination of research findings that contribute to global conversations. It is about making local research accessible to the wider international academic community through peer-reviewed publication." Kaddu (female, 51–60 yrs, PhD)

> "Ok, so I will say scholarly publishing is about publishing research advances knowledge and also helps position one as a recognized experts in their fields." Lutaaya (male, 31–39 yrs, Master's)

> "Hmmm, scholarly publishing is just a way through which people, especially those in academia, contribute to the body of knowledge to promote oneself and their institution." Kaggwa (male, 31–39 yrs, Master's)

From the above responses, it is evident that the Ugandan respondents echoed the Ghanaian emphasis on formality and peer review but added a practical, problem-solving dimension, linking publishing directly to improvements in library services. They also reveal various motivational factors for scholarly publishing.

Furthermore, when asked about the relevance of scholarly publications, the respondents generally shared positive views, as reflected in the responses of several participants, including the following:

> "Well, for me it's very important. When I am able to write publications, it shows that I'm not just implementing ideas, but I'm also reflecting on and contributing to professional knowledge, which I believe should be the pride of every information provider." Mutoni (female, 40–50 yrs, Master's, Uganda)

> "Publishing is essential for growth, especially for those of us on the academic track. It allows us to be taken seriously within the university, and for me, it has actually opened up opportunities for networking and collaboration." Nii (male, 30–40 yrs, MIT, Ghana)

> "Yes, definitely, scholarly publishing is very relevant. When we librarians publish, it shows that we are knowledgeable professionals who are actively contributing to scholarship. This helps faculty and students to take our work more seriously." Enyonam (female, 30–40 yrs, MPhil, Ghana)

Indeed, across both countries, participants consistently viewed scholarly publishing as an enabler of professional recognition and credibility. Importantly, they also identified

publishing as a way to challenge stereotypes of librarians as mere support staff, positioning themselves as equal partners in academic discourse.

Again, a respondent from each country also mentioned:

> "Well, even though I have not had the time to publish in the last three years, I wish I had because for me, publishing helps to be visible beyond our immediate institutions. It actually puts our work out there so that other researchers can see them and reference them, and that shows respect for our contributions." Okello (male, 40–50 yrs, Master's, Uganda)

> "This publication issue is very important for us as librarians. Because sometimes I think we are still seen more as support staff. But once we start publishing more, people will start to view us as equals in the academic environment. Dr. I attended a workshop organized by CARLIGH, and you were one of the speakers, and I will never forget something you said. You said as we as librarians, especially within universities must strive to speak and understand the language of the faculty we serve, and that I believe publication is key language we must master." Ohemaa (female, 30–40 yrs, MPhil, Ghana)

Undeniably, the Ugandan and Ghanaian perspectives converge on the idea that publishing transforms perceptions of the librarian's role, shifting it from supportive to scholarly. This underscores the value of publishing as an indicator of intellectual authority within the university system.

Finally, the comments from a respondent in Uganda provide a perspective that reinforces the transformative and policy-shaping potential in scholarly publishing that influences library operations and aligns services with emerging trends:

> "For me, publication by us as librarians is good, because it will make the profession dynamic and ensure we're moving along current trends. You know, when we publish, we can help shape policy and service delivery in libraries to encourage evidence-based practice. So, for me, instead of just doing things the traditional way, we can use data and research to improve some of our services, and this data can only be meaningful when we put them out there and show their relevance through scholarly publication." Zulaika (female, 40–49 yrs, Master's, Uganda)

Obj 2: Motivations & challenges

The second research objective was to assess the key motivators and challenges faced by the respondents in their quest to engage in scholarly publishing.

Regarding key motivators, the main themes that emerged from the respondents' answers included career advancement, a desire to solve problems, passion for research, mentorship, and collaboration. These themes are summarized in the frequency table presented in Table 1. For example, a respondent from Ghana stated:

> "Well, at my institution, publications are key if you want to move from one rank to the next. Especially for those on the academic track, so my main motivation to write publications will be for promotion or my career advancement. But I am a professional librarian for now, and unfortunately, I think the professional track doesn't place as much emphasis on publications. But because I will like to move to the academic track one day, I am encouraged to publish so I can cross over to the academic track when I am ready." Selorm (male, 30–40 yrs, MPhil)

Another respondent from Ghana equally said;

> Hmmm, my motivation to publish is just the passion to do so. Because I am a professional librarian so I do not need it for any promotion, you know, sometimes I feel fulfilled and satisfied when I see my name in a journal and know that my ideas are actually contributing to the profession I have chosen, it feels good, you know." Ato (male, 30–40 yrs, MPhil, Ghana)

These Ghanaian perspectives reflect both instrumental and intrinsic motivations. While career progression, particularly transitioning to the academic track, is a strong driver, personal pride and the satisfaction of contributing to librarianship are also important motivators.

A respondent from Uganda, however, mentioned:

> "Well, my motivation has always stem from the fact that promotion committees from my institution ask for evidence of research and publication. So, without it, career advancement becomes a bit problematic, so one needs to write, at least something small." Katushabe (female, 40–50 yrs, PhD, Uganda)

This Ugandan example reinforces the centrality of publishing for career advancement in institutions where research output is tied to promotion criteria.

Quite contrary, one of the respondents from Uganda lamented:

> "To be honest here, I find it very hard to publish because there is no motivation as far as I am concerned. One, I don't feel confident in my research skills, don't have any support and I can tell you that I sometimes feel publishing is intimidating to me. In fact, as I sit here, I'm not sure how to go about selecting a journal or structuring a paper. I feel lost in the whole process." Mugisha (male, 40–50 yrs, Master's)

This was similar to a response from one of the interviewees from Ghana:

> "I have only published once. I picked that publication from my master's degree research with some form of mentorship from my supervisor to do so who encouraged me to turn my thesis into a journal article. If not, I do not think I will ever publish or would have published because I do not have the skills to do so. Yes, I loved what I did with my thesis when I saw the outcome finally published, and will love to do more, but I do not have the resources and the capacity to do so." Yakubu (male, 30–40 yrs, MPhil)

These accounts from both Ghana and Uganda illustrate how low confidence, absence of mentorship, and lack of skills undermine motivation. Even when initial experiences are positive, sustained engagement in scholarly publishing is hindered without ongoing support.

Furthermore, with regard to the challenges that hinder respondents from engaging in scholarly publishing, several key barriers were identified. These included limited funding opportunities, time constraints, lack of targeted training, heavy workloads, inadequate research skills, and entrenched perceptions about the role of librarians in research. These challenges were consistently highlighted by respondents from both Ghana and Uganda. The responses have been outlined below:

> "My biggest challenge for not been able to publish is lack of time. Our workload as librarians is already heavy, and I have barely any time left to sit and write anything meaningful for an article to be published." Kwame (male, 30–40 yrs, MPhil, Ghana)

> "I've tried to start writing several times, but most of the time, I am either attending to users, or cataloguing, or doing any other core library work. So, by the time the day is over, I am too exhausted to think about writing. I believe that if our roles are structured to include time for research, I think many of us would be publishing." Namatovu (female, 40–50 yrs, Master's, Uganda)

Time constraints emerged as a universal challenge, with respondents in both countries noting that their primary duties leave little opportunity for research and writing.

> "For me, the problem is funding. My sister, research is not cheap at all. You need money to collect data, and you know, sometimes you need to recruit people, and you need to pay them. But there are no grants or small incentives for us as librarians to write publications. So, everything from A-Z depends on you, and our salaries are nothing to write home about, so why would I use the little I have to go and publish? So, we need support financially." Zulaika (female, 40–49 yrs, Master's, Uganda)

> "The main obstacle for us as librarians is the lack of funding and resources for research. Unlike teaching staff, we don't get support in this area. Most of the time, research grants are only given to faculty, and we're not seen as eligible. Even when we try to apply, we're told that research isn't really part of our role. We're expected to help others with research, but not to do it ourselves, which is really discouraging. Without money, research tools, or time away from our regular work to focus on research, how can we take part in academic publishing? It feels like we're being left out, and that our contributions don't matter as much." Enyonam (female, 30–40 yrs, MPhil, Ghana)

These examples highlight structural inequities in research funding access. As highlighted by both respondents from Ghana and Uganda, librarians are often excluded from institutional grant schemes, perpetuating the perception that research is not part of their role.

Furthermore, skill gaps, lack of targeted training, and cultural perceptions were reported to further limit librarians' participation in scholarly publishing. This was well captured by the respondents who said:

> "Sometimes the challenge is just knowing where to start. There's no formal training or support system for librarians who want to write and publish." Muwanga (male, 40–49 yrs, Master's, Uganda)

> "Ok, some people still think research is for teaching faculty and not for librarians. That mindset can be very discouraging. In my university, there's an unspoken belief that library work is just about service, not knowledge creation. So, if you're publishing, people even ask why you're bothering, and I can tell you this can affect confidence." Ohemaa (female, 30–40 yrs, MPhil, Ghana)

Obj 3: Institutional support

The third research objective aimed to assess the institutional support systems that influence the research engagement of the respondents. The questions under this objective focused on the types of support available within their institutions to encourage participation in scholarly publishing, including access to training opportunities, mentorship, and recognition or incentives for research efforts. Responses from interviews conducted with librarians in both Ghana and Uganda suggest that institutional support for research engagement is generally limited. Many respondents reported minimal access to structured training, a lack of mentorship programs, and little to no formal recognition for their publishing contributions. These limitations appear to significantly hinder their motivation and capacity to actively engage in scholarly publishing. Selected responses from the participants highlighting these concerns are presented below:

> "Honestly, there isn't much structured support for us as librarians who would even want to publish. If you want to publish, you have to do it on your own initiative. There are mentorship programs for faculty members, but librarians are rarely included in these. On one occasion, when I wanted to know how to go about publishing as a beginner, I had to look for my own mentor outside the institution." Okello (male, 40–50 yrs, Master's, Uganda)

> "No formal training that I know of. Everything I've learned about research and publishing has been through trial and error. So now what I do is to go online most often to look out for workshops and webinars on how to publish research papers, join in, learn, and use what I have learnt to write a paper if I want to." Achen (female, 40–49 yrs, Master's, Uganda)

These accounts highlight the absence of structured mentorship and targeted training for librarians. As predicted, without formal institutional mechanisms, capacity development in scholarly publishing often depends on individual effort, leading to uneven skills and participation levels. Nevertheless, the responses from both countries give an indication of some infrastructural and training support, although these are infrequent and not librarian-focused, as reported by the respondents as follows:

> "Our institution offers some support, like internet access and access to academic journals, but there's no dedicated funding or time allocated for research activities." We sometimes get workshops on academic writing and research methods, but they are not frequent or targeted at librarians specifically. We had one research training workshop last year, but it was not sustained. If we could have more consistent and

> librarian-focused training, it would help a lot." Zulaika (female, 40–49 yrs, Master's, Uganda)

> "For me, because publishing is considered in my promotion process, I have to show evidence of publications. So, whether support or not, I do not have a choice but to be sincere, yes, we sometimes get some support in the form of training programmes and workshops organized by the local library association, some of which on how to write papers, but I think we need more to survive." Kwame (male, 30–40 yrs, MPhil, Ghana)

Finally, on institutional support, the responses, especially from Ghana, indicate that formal recognition and incentives are largely absent, restricting the ability to engage meaningfully in scholarly publishing. This was very clear in the words of Hajia and Kojo from Ghana.

> "I think the academic track librarians get more recognition, but those of us on the professional track, we don't benefit from our publishing efforts. Yes, I do agree we are not mandated to publish, but we are in an academic institution, so when we try and publish a paper, at least the university also benefits as a whole, so we need some recognition. If even not for promotion purposes, we could be given some incentives, not seen in the form of money but in the form of awards or even a certificate or something. Just something to recognise our efforts." Hajia (female, 30–40 yrs, MPhil, Ghana)

> "We do not have a formal support system to enable us to publish. Most of us have to work on research during our own time, sometimes after work or during weekends. "There is no policy for research leave, and I have not heard of anyone getting official time off just to write. We're expected to manage our research around our regular workload." Kojo (male, 30–40 yrs, MPhil, Ghana)

Obj 4: Strategies

The fourth and final research objective aimed to identify strategies that respondents believed could enhance their research engagement and improve their scholarly output. Responses from both Uganda and Ghana revealed strikingly similar themes, reflecting a shared understanding of the key enablers needed to strengthen research capacity among librarians. The strategies suggested included the creation of collaborative research platforms, provision of targeted training programs, access to research grants and publishing incentives, mentorship opportunities, and a reduction in workload to allow more time for research.

For example, on the topic of grants and incentives, a respondent from Uganda suggested:

> "I will suggest the provision of small research grants or incentives for publishing. This will be a big help. So, for example, incentive systems, like financial bonuses or recognition awards for librarians who publish papers or for the librarian who has published more papers in a year, can really motivate librarians, especially we who do not publish for promotion's sake. I actually have friends from other countries, even in Africa, who receive such grants from their institution, so same can be applied here in Uganda as well." Otim (male, 51–60 yrs, PhD)

This was affirmed by a respondent in Ghana when he mentioned:

> "I think the best strategy is for our institutions to give us some small grants or incentives for publications. I know that in some African countries, like South Africa, those who publish academic papers, including librarians, are entitled to some grants for every paper published, so why won't they publish? They would, because they get recognized and rewarded for it. And that is why the universities there are almost always among the top ten in Africa. In fact, I know of one librarian who received a small research grant and published two papers because of that, and that kind of direct support really works." Yaw (male, 30–40 yrs, MPhil)

Furthermore, nearly all respondents from Uganda, 15 (94%), and all from Ghana, 12 (100%), highlighted the reduction of workloads as a key strategy to optimize scholarly publishing. This point was particularly well expressed by one interviewee from Ghana, who stated:

> "Management should create a more research-friendly environment by allowing flexible schedules or reducing workloads for all librarians, whether academic or professional, because we can all contribute. Reducing the workload or assigning specific research days to us for us to concentrate on publishing would give us time to focus on writing." Ato (male, 40–49 yrs, MIT, Ghana)

Quite a number of the respondents from Uganda, 7 (44%, $n = 16$), and the majority from Ghana, 11 (92%, $n = 12$), also referred to mentorship as a strategy to enhance their publication efforts. This was well explained in the response from one of the respondents from Ghana:

> "I believe one of the most effective ways to support librarians in publishing is through formal mentorship from experienced researchers. Senior librarians could guide others, while peer support groups offer feedback and motivation. both

> boosting confidence and skills for publishing in reputable journals." Faisal (male, 40–49 yrs, MPhil, Ghana)

Similarly, another respondent from Uganda also said:

> "For me, I believe we need role models within the library profession. People who are also librarians and have published widely. By sharing their journeys, challenges, and strategies, and offering mentorship, they can inspire confidence and provide a clear roadmap for success in scholarly publishing. Beyond just sharing their journeys, they can also serve as mentors. Having access to such mentors can help build our confidence and give us a clearer roadmap to succeed in scholarly publishing." Nabirye (female, 40–50 yrs, Master's, Uganda)

Furthermore, training emerged as a central theme in the interview responses and was identified as one of the most effective strategies to enhance librarians' publication efforts both in Ghana, 9 (75%, $n = 12$), and Uganda, 12 (75%, $n = 16$). This view was clearly articulated by two respondents, who stated:

> "I will suggest training, training and training. You see, many of us librarians need to build more confidence in our research skills. These could be in the form of targeted workshops on research writing that provides hands-on training where we actually get to produce a research paper, or after the training, or go through a mock publication process." Ohemaa (female, 30–40 yrs, MPhil, Ghana)

This was affirmed by a respondent who said;

> "Some librarians, including me, still lack formal training in proposal writing, manuscript preparation, and handling journal rejections. I believe we need to teach some of these things formally through well-structured training programs tailored specifically for librarians. Because when we are equipped with this kind of knowledge, we will not only boost our competence but also encourage more librarians to actively participate in research and contribute meaningfully to academic literature." Zulaika (male, 31–39 yrs, Master's, Uganda)

In addition, half of the respondents from Ghana, 6 (50%, $n = 12$), and more than half from Uganda, 11 (69%, $n = 16$) emphasized the importance of collaboration, highlighting it as a crucial factor in achieving success in scholarly publishing. This view was particularly well captured by a respondent from Ghana who stated:

> "Collaboration is key when it comes to publishing. I believe that when librarians work with faculty members or other librarians, it really increases the chances of completing and publishing a study. Working with faculty, other librarians, or in small writing groups helps generate ideas, share workload, and reduce the fear of publishing. Platforms that connect librarians with others doing similar research could further encourage collaboration." Selorm (male, 30–40 yrs, MPhil)

Collaboration is key to successful publishing.

Additionally, the importance of having an institutional policy in place to promote and support research and publishing was mentioned in some of the responses from both the interviewees from Ghana and Uganda, as follows:

> "I think there should be a clear policy in place at the institution that encourages librarians to get involved in research and publishing. This policy should include clear goals and provide the support needed to help librarians achieve those goals. Without such a policy, it can be hard for librarians to stay motivated or know where to focus their efforts." Katushabe (female, 40–50 yrs, PhD, Uganda)

> "I feel that an institutional policy specifically designed to promote research and publishing among librarians would be very beneficial to streamline issues of publication efforts by Librarians. For me, without this kind of policy, we as librarians might lack direction or struggle to stay motivated to publish." Nii (male, 30–40 yrs, MIT, Ghana)

DISCUSSIONS

This study found that many librarians in both Ghana and Uganda see scholarly publishing as an important part of their professional lives. For them, writing and publishing research is not just something they are expected to do, but something that helps them grow professionally, gain respect, and contribute to important conversations in the academic world. Many of the librarians noted that publishing helps them to become more visible in their institutions and within the wider academic community. These views support what researchers like Ocholla and Ocholla (2020) have said that publishing helps librarians in Africa to grow in their careers and influence policies in education and information services. Further, even though most of the librarians from both countries had positive views about publishing, the actual number of librarians who are actively publishing was quite low, as supported by Musoke & Kakai (2023) and Agyemang & Owusu-Banahene (2022). Again, the librarians interviewed said they are motivated to publish for different reasons. Some want to get promoted, others enjoy doing

research, while some are guided by their mentors who encourage them to publish. These findings are in line with earlier research by Ocholla & Shongwe (2013) and Kaba (2017), who found that many African librarians are motivated by career development and professional recognition. Cox (2021) also stressed the importance of mentorship and said that structured guidance helps librarians become confident and capable researchers. However, the librarians also pointed out that they face several barriers. Many said they don't have enough time for research because they are already doing too much in their regular library work. Others said there are no funds available to support their research activities. Some talked about how they are often excluded from research grants because their roles as librarians are not always recognized as academic or research-based.

There were also complaints about the lack of formal training in how to write research proposals, conduct studies, and prepare manuscripts for publication. These concerns are similar to those of Hansson & Johannesson (2013b), who reported that there is a clear need for stronger institutional support if librarians are to publish more often. Similar issues were also identified in earlier studies by Quagrine & Agyekum (2018) and Clapton (2010), who also pointed out that many librarians want to publish but are held back by several challenges. Besides, the responses from both countries also showed that the librarians have similar ideas about what can be done to build a better research culture in their institutions. They suggested several solutions that could help increase research and publishing among librarians. These included giving access to research grants, creating mentorship programs, providing training on how to do research and write articles, encouraging collaboration among librarians, and reducing workloads so that there is time for research. This matches what Baro et al. (2013) and Ocholla & Shongwe (2013) reported: That a lack of formal training is one of the biggest barriers to research in African libraries. This is also supported by Musila & Mutula (2018), who found that working with peers can lead to more research output and better-quality work.

RECOMMENDATIONS FOR LIBRARIANS IN GHANA AND UGANDA

First, to enhance publication output, academic and research institutions must formally incorporate research and publishing responsibilities into the job descriptions and performance expectations of librarians. This will ensure that scholarly engagement becomes a recognized and valued part of librarianship. As a practical step, institutions should review and revise librarian job profiles and promotion criteria to include research output as a performance indicator. Further, a number of librarians expressed a lack of confidence and limited skills in areas such as research design, data analysis, academic writing, and manuscript preparation. Institutions should organize regular, hands-on training sessions tailored specifically to librarians. Practical steps include collaborating with faculty from information science or research departments to

develop modular training programs and workshops that focus on converting research ideas into publishable papers.

Additionally, libraries can partner with professional bodies to offer certification programs in research and scholarly communication. Again, given that mentorship emerged as both a motivator and a missing support mechanism, it is essential for institutions to develop formal mentorship initiatives that connect early-career or less experienced librarians with seasoned researchers. A practical step is to create a librarian mentorship framework that matches mentors and mentees based on research interests, ensuring regular engagement through scheduled writing clinics or virtual check-ins. Institutions can also support the formation of internal research support groups or writing clubs within library departments to encourage collaboration and peer learning. Besides, motivation can be significantly boosted when research efforts are acknowledged and rewarded. The library's management should therefore create incentive systems such as research grants, publication bonuses, awards for outstanding papers, and recognition during staff events. A practical step includes budgeting a small fund within library departments for competitive research mini-grants. Institutions can also implement an annual "Library Research Excellence Award" to publicly recognize publishing librarians and encourage a culture of scholarship.

Furthermore, time constraints due to workload were one of the most cited barriers. To address this, the libraries could restructure librarian schedules to allow dedicated time for research. This could include assigning one or two days per month as "research days" or permitting research leave for librarians working on projects or manuscripts. Another practical step is integrating a formal policy that grants research time for librarians preparing conference papers or publications, similar to what is extended to teaching staff. Further, collaboration can ease the burden of research and foster diverse perspectives. The management of libraries should hence encourage and support librarians to work with faculty, students, and external partners on research projects.

Practical steps include establishing interdisciplinary research teams that include librarians as co-researchers and creating institutional platforms, such as research portals or listservs, where librarians can find and join ongoing research initiatives. Libraries themselves can also lead collaborative research projects that examine user behavior, service effectiveness, or emerging technologies in higher education. Also, the national library associations from the two countries can play a pivotal role in advancing librarian-led research. These bodies could advocate for librarians' inclusion in national research agendas and create platforms for scholarly exchange. A practical step is for these associations to organize regular research conferences or symposia focused on librarianship and scholarly communication. They can also establish publication

mentorship programs at the national level and facilitate the creation of regional research networks to connect librarians across institutions.

Moreover, increased visibility can motivate more librarians to engage in research and publication. The libraries could hence collaborate with professional bodies to help disseminate their work through reputable journals, open-access repositories, and academic networking sites. Practical steps include training librarians on how to use platforms like Google Scholar, ResearchGate, Academia.edu, and ORCID. Libraries should also maintain institutional repositories where librarians can deposit their publications to boost institutional visibility and showcase librarians' contributions. Lastly, there is a need for a shift in the traditional perception of librarians as solely support staff. Institutional and policy reforms should recognize librarians as knowledge creators and educators. A practical step is for library leadership to engage with university administrators and policymakers to develop inclusive policies that classify librarians as academic staff, especially those involved in instruction and research. This change will pave the way for equitable access to research funding, academic promotions, and participation in scholarly committees.

CONCLUSIONS/AREAS FOR FURTHER STUDIES

This study looked at how librarians in Ghana and Uganda engage with research and scholarly publishing, focusing on the factors that affect their ability to publish and the strategies that can improve their output. The findings showed that both countries recognize the importance of scholarly publishing for professional growth, career advancement, and contributing to the development of their institutions. However, librarians face several challenges, including limited support from their institutions, a lack of proper training, heavy workloads, and insufficient access to funding and mentorship. To address these issues, librarians suggested practical solutions such as providing targeted training, creating structured mentorship programs, developing collaborative research platforms, and establishing policies that encourage publishing. The similar challenges and solutions in both countries highlight common trends in the LIS profession across the region. To strengthen the research capacity of librarians, there needs to be a coordinated effort from institutions, professional organizations, and policymakers. With the right support, librarians can contribute significantly to academic research and help guide decisions based on evidence. Further studies could focus on longitudinal research that will track librarians' publishing progress over time to provide valuable insights. Additionally, exploring cross-regional differences in scholarly publishing practices across Africa could identify unique barriers and solutions.

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APPENDIX 1: INTERVIEW GUIDE

Scholarly Publishing Practices among Librarians in Ghana and Uganda

Introduction and Consent

- Introduction of Researcher/Interviewer, and research purpose
- Assuring confidentiality, anonymity, and voluntary participation.
- Participant Consent

Part A – Perceptions and Relevance of Scholarly Publishing

Main Questions:

1. How would you define scholarly publishing?
2. What do you see as the purpose of scholarly publishing in librarianship?
3. In your opinion, how relevant is scholarly publishing to your professional role as a librarian?
4. How has your engagement (or non-engagement) in scholarly publishing affected your professional growth, visibility, or confidence?

Probing Prompts:

- Could you give examples of scholarly works you or colleagues have produced?
- Why do you think some librarians publish more than others?
- In what ways does scholarly publishing impact how faculty, management, or students view librarians?
- Can you recall a specific moment when publishing (or the lack of it) affected your career or recognition?

Part B – Motivations and Challenges

Main Questions:

1. What motivates you to engage in scholarly publishing?
2. Are there personal or professional benefits you hope to achieve from publishing?
3. What challenges do you face in publishing your work?

Probing Prompts:

- Could you share a story about a time you felt motivated to publish? What triggered it?
- How do institutional promotion policies influence your motivation?
- You mentioned lack of time/funding—can you walk me through a typical day to illustrate how workload affects your ability to write?
- What kind of training or skills do you feel you still need?
- Have you ever experienced discouragement from colleagues or institutional culture?

Part C – Institutional Support

Main Questions:

1. What kind of support, if any, does your institution provide to help librarians publish?
2. Are there any formal mentorship programs, training opportunities, or incentives for librarians to engage in scholarly publishing?
3. How effective are these support systems in enabling librarians to publish more?

Probing Prompts:

- Can you describe the last institutional training you attended on research or publishing?
- Were librarians included in mentorship programs meant for faculty?
- Have you ever applied for an institutional research grant? What was the experience like?
- In your view, how does recognition (or lack thereof) influence librarians' willingness to publish?

Part D – Strategies for Enhancing Scholarly Publishing

Main Questions:

1. What strategies would you suggest to improve librarians' engagement in scholarly publishing?

2. How can institutions make it easier for librarians to balance workload and research?
3. What role could collaboration, mentorship, and incentives play in improving publication rates?

Probing Prompts:

- If your institution offered a small research grant, how would you use it?
- What would an ideal mentorship program for librarians look like in your context?
- Can you share examples from other institutions or countries that you think could work here?
- If you could change one policy in your institution to support publishing, what would it be?
- How would reducing workload specifically affect your ability to write and publish?

Part E – Closing Questions

Main Questions:

1. Is there anything else you would like to share about your experiences with scholarly publishing?
2. What advice would you give to a new librarian interested in publishing?

Probing Prompts:

- Could you share a personal success story related to scholarly publishing?
- What would you want decision-makers in your institution to understand about librarians and publishing?