

**BIBLIOMETRIC ANALYSIS OF JOURNAL OF HUMANITIES AND EDUCATION: A
PUBLICATION OF THE FACULTY OF EDUCATION AND HUMANITIES,
FEDERAL UNIVERSITY GUSAU FROM 2016-2019**

By

Charles Nwabueze Chukwuji

&

Aliyu Gadanga Tsafe, Ph D

University Library, Federal University Gusau, Zamfara State, Nigeria

¹charleschukwuji@fugusau.edu.ng²agtsafe@yahoo.com

Corresponding Author: **Charles Nwabueze Chukwuji**

charleschukwuji@fugusau.edu.ng

Phone: +2348035414165

Abstract

Introduction: Researchers, particularly librarians have over the years been using various forms of metric studies to measure journals performance, quantity wise; hence this study used bibliometric analysis as one of the metric studies to ascertain the characteristics and contributions of the Journal of Humanities and Education to scholarly communication. The journal is the official publication of the Faculty of Humanities and Education, Federal University Gusau (FUGUS), Zamfara State, Nigeria.

Methodology: The study adopted the bibliometric analysis method, where observation and physical counting were used to examine the bibliographic characteristics and development of volumes/issues of the journal available in the FUGUS Library. The study covered the period from June 2016 to December 2019, and it examined the following bibliometric characteristics: (i) number of articles published per volume, (ii) authorship collaboration (iii) authorship institutional affiliation (iv) internal authorship pattern (i.e. Departments in the University); (v) most cited source of information, which was divided into six for convenience sake, namely; books (including chapter contributions), journals, proceedings (seminars, conferences, workshops, symposiums and technical/scientific reports), thesis/dissertations/projects, Internet resources, and others (reference, holy books, government publications, bulletins, newsletters, guides, newspapers, magazines, maps/atlasses, unidentifiable sources, etc).

Findings: The study reveals that the Journal is inconsistent in the number of issues published per year from 2016-2019 and that books were the most cited/referenced sources of information used.

Recommendations: Urgent efforts should be made by universities to ensure their journals are hosted on their websites to enhance the visibility of both the Journal and the contributing authors.

Keywords: Bibliometric analysis, Citation analysis, Research output, Scholarly communication, Publication patterns, Humanities and Education Journal, Authorship collaboration.

Introduction

Inazu (2012), indicated that the term "bibliometrics" was first used by Pitchard in 1969. According to Iftikhar, Ali, Faisaluddin, Khayyat, De Gouvía De Sa&Rao, (2019), bibliometric analysis is a statistical evaluation of published scientific articles or book chapters and an effectual way to measure the influence of scientific publication among a scientific community. The need to study the productivity of a journal by meticulous counting of some elements of publication like subjects, authors, affiliation, authorship pattern, etc led to the introduction of bibliometric analysis. This, according to Oluwakemi and Paul (2012, Swain (2013), Ellegaard and Wallin (2015), Strydom and Els (2016), and Ani and Okwueze (2017), has fairly helped in the determination of popularity of authors, subject areas, titles, journals etc. It has gained acceptability and popularity since then and has become one of the academic activities/research carried out by librarians and information scientists. Bibliometric is, therefore, a measure of research output, quantity-wise.

Scholars and researchers in various academic institutions are kept on their toes by the academic phenomenon of "publish or perish". Nevertheless, there are other reasons why they publish, one of which is advancing knowledge for societal development. This, of course, should be the most prominent because that is why they are established as per the three mandates of teaching-learning, research and community services. There are various publication outlets for the research outputs, such as journals, books, book chapters, conference papers, bulletins, magazines, monographs and technical reports. However, the journal seems to be the most prominent of all these (Fagbola and Adejoro cited in Kasa, Ibrahim and Momoh, 2014). Nonetheless, whichever is prevalent, the fact remains that the research output of the academics and researchers must be published. The prominence of the journal over other publication outlets is a result of the limited time it takes to produce and circulate a journal, particularly the online journal. This makes it have a wider readership, hence, researchers, scholars and professionals are kept abreast of the latest knowledge in their fields as well as report their own findings in good time.

The advent of ICT that enabled electronic publishing and dissemination in the global village where information and knowledge sharing knows no bounds and is done in a split of seconds; thereby providing opportunity for collaboration between and among authors from different institutions and nations across the globe. Two major formats for journal publication now exist, viz, the traditional physical (print) and the new electronic (online) journals. The physical journals are limited in visibility both of themselves as well as the contributing authors, while the online journals are more popular and have helped in the visibility of the journal-title, authors, particularly their works. This popularity is aided by the concept of indexing and the Open Access Initiative. There are many indexing outfits/databases like ERIC, Scopus, Google scholar, Web of Science, AJOL, Science Direct, Taylor and Francis, Thompson Reuther's, SAGE etc which house and provide access to these journals. While some of these databases are fee-based others are free in support of the Open Access Initiative.

Bibliometric studies help in identifying gaps in the existing literature. It shows authors output, quantity wise as well as measures authors citation. It is also argued that it can be used to measure return on investment and further areas of funding, it is also known to be used for university global ranking.

This study is therefore carried out on a single journal, the Journal of Humanities and Education (JHE) to ascertain its characteristics and contributions to scholarly communication. To the best of the researchers' knowledge, the JHE has not been studied bibliometrically, hence this study intends to fill this obvious gap and add to knowledge by conducting a bibliometric analysis

on the journal to investigate its productivity, characteristics and development for the four year period, 2016-2019.

About the Journal

The Journal of Humanities and Education (JHE) is a University-based journal published by the Faculty of Humanities and Education, Federal University Gusau (FUGUS), Zamfara State, Nigeria. FUGUS is one of the three universities established by the Federal Government of Nigeria in 2013 in response to the need for equal access to university education for the citizens. Full academic activities commenced in January 2015 at the permanent site of the University (Tsafe and Chukwuji, 2020). At inception, it started with three faculties; namely Humanities and Education, Science and Management and Social Sciences. The JHE was the second academic Journal to be established in the University in June 2016 (Vol. 1, No. 1) after the International Journal of Science for Global Sustainability (IJS GS) which was established in 2015. The Journal is open access, peer-reviewed, covering subject areas in Humanities and Education, like History, International Studies, Educational Management and Administration, Educational Psychology, Educational Foundation, Languages, Culture, Arabic and Islamic Studies, among others. The Journal accepts regular research papers, case studies, reviews, short communications and letters. The languages of publication of the journal are English, Hausa, and Arabic. The Journal has six issues which form the scope of this study.

Objectives of the Study

This study sought to:

- (a) ascertain the distribution of articles per volume;
- (b) identify authorship collaboration pattern;
- (c) find out authorship institutional affiliation;
- (d) determine internal authorship pattern; and
- (e) discover the most cited source of information.

Literature Review

Various bibliometric studies have been conducted on journals metrics to assess performances. Also, several studies have been done by scholars over the years covering various fields, like education, humanities, library and information science, science, etc.

One of the major characteristics of a Journal is that it appears in volumes and numbers, thereby providing a good measure of its consistency. Antia-Obong, Casselden and Pickard (2019) conducted a bibliometric study on a single educational journal, titled, Journal of Higher Education Management (JHEM), to examine its publication characteristics and developments from 2007 to 2016. Their findings showed that 83 articles were published within the period and that it publishes only one volume per year with a total number of 83 articles published within the period. The number of articles published each year differed over the eight year period. The year 2015 had the highest number of articles representing 19.28% of the total number of articles published while 2009 had least number of articles 7.23%. In the same vein, the findings of Anyaoku and Okonkwo (2018) revealed that Library and Information Science Digest published a total of 82 articles from 2007 to 2016. Their findings also showed that per volume consideration, 13 (15.9%) was published in 2014 and that was the highest number published within the period while the lowest publications

of 6 articles were recorded in 2008 and 2010 respectively. The two studies were for the same duration and has about the same number of articles and has one issue per year. However, Tsafe and Chukwuji (2020) reported that 124 articles appeared in International Journal of Science for Global Sustainability for the eight issues published from 2015-2020, with Vol. 4(1) of June 2017 having 18 (15%) articles and thus recording the highest number of articles. The Journal started with 16 (13%) in the maiden edition, while the last two issues dropped to 13 (10%), vol.5 (1) and vol. 5 (2) respectively. This science journal has a total of 124 articles in its 8 issues in 5 years. This is suggestive of more research outputs from the sciences.

Authors either publish individually or in collaboration with their peers or other authors depending on the motive. This collaboration could either be within or outside their immediate environment. And the number of collaborators varies depending on the people involved and in consideration of some other salient factors. Mnzava and Chirwa (2019) had argued that, although, authorship collaboration is not the perfect measure of the extent of collaboration in authorship, nonetheless, the general assumption is that multiple-authorship is evidence of an increase in collaboration. Maz-Machado, Muñoz-Ñungo, Gutiérrez-Rubio, and León-Mantero, (2020) did a bibliometric study on the scientific production on Education in Colombia from 2005 to 2019 using WoS Database. Their study revealed that 43.45% of the papers were made by single authors while multiple authors recorded 45.65% of the total. According to them the pattern of authorship changed over the period, for example in 2005 single authorship was 61.46% and was higher than that of multiple authorship which has 38.54%, however, this relation reversed again in 2019 with single authorship having just 22.40% against multiple authorship figure of 75.60%. No postulation was made as to the possible cause of this fluctuation. However, it creates a situation of inconsistency that requires explanation. The study of Antia-Obong, Casselden and Pickard (2019) revealed that single authorship made more contribution with 54.22% of the total papers. Publications with two authors recorded 24.10%, three authors have 12.05%, those with four authors are 4.82% and those with five papers have 4.82%. In the same vein, a humanity study by Taskin and Akca (2016) on a history journal, American Historical Review (AHR) to find out the journal's contribution to the field of History, revealed that single authorship (99.6%) were more in the journal, this according to them confirmed the prevalence of single authorship in the field of history as already discovered by earlier studies, such as (Fernandez-Izquierdo et al., 2007; Taşkın and Doğan, 2014 in Taskin and Akca (2016). They therefore concluded that there is no collaboration network. But on the contrary another study on extension education research in India carried out by Sharma, Bharvey and Dixit (2016) revealed that out of 301 contributions in the Journal, single authors contributed 39 papers, two authors 107 and three authors have 95 papers while more than three authors contributed 60 papers, the finding, therefore, shows that there is a high degree of collaboration in extension education research in India. Scholars have identified factors that could lead to collaboration. For example, Brocato (in Mnzava and Chirwa, 2019) factors like individual characteristics, psychological factors, environment and organizational factors as possible reasons for collaboration. Also, the behaviour and attitude of researchers towards each other, to interact, motivate and support one another, making research output freely and openly available are some of the major factors that drive collaborations as pointed out by Edge et al. (cited in Mnzava & Chirwa, 2019).

Scholars that produce research outputs are from various institutions/organizations. They collaborate with their peers both internal and external. According to Antia-Obong, Casselden and Pickard (2019) authors who published in JHEM were from the universities, colleges and other

institutions such as community schools, private bodies, and other educational enterprises. It was observed that the highest number of papers totaling 61 representing 73.49% came from universities, Colleges had 12.05% of the papers, while three (3) or 3.62% of the papers were shared by Others (contributors from community schools, private bodies, educational enterprises and national institutes). From the result 9 papers representing 10.84% does not have any institutional information. This according to them may have been caused by oversight and probably an indication of poor vetting before publishing. Similarly, Anyaoku and Okonkwo (2018) discovered that university authors contributed about 88 (76.5%) to the journal, Colleges of Education with 7 (6.1%) came third. Polytechnics had 5 (4.3%). Rightly, Tsafe and Chukwuji (2020) who studied a science journal also discovered that universities made the highest contribution to the journal, they therefore asserted that the finding is further attestation to the leading role of the university in research among other institutions. This role has not been in doubt even across disciplines as the society depends on them for advancement through research and innovations.

Publishing in in-house journals by the members of the community is an important one, because apart from patronizing their own and helping to advertise it, it can avail them some privileges. For example, Tsafe and Chukwuji (2020) opined that publishing with an in-house Journal can give scholars a waiver when considering Journal visibility and impact factors during their university promotion. Tsafe and Chukwuji (2020) studied the IJSGS of the Faculty of Sciences, Federal University Gusau (FUGUS) and discovered that the University staff contributed only 74 (15.3%) out of the 481 authors that contributed to the Journal, even though the journal is based in the university. Further finding shows that the Department of Public Administration from the Faculty of Management and Social Sciences has one contribution. This encourages and enhances interdisciplinary research, academics should try and identify problems or gaps in other fields which their discipline can study and advance knowledge.

There are various sources of information available to scholars to publish their reports. Such sources include books, journals, thesis/dissertations, conferences etc. In their study, Antia-Obong, Casselden and Pickard (2019) revealed that majority of the contributors to the journal they studied used journals as the source of information with 860 (47.23%), this is followed by books with 577 (31.69%), e-resources has 225 (12.36%) citations, while meetings/conference papers recorded 50 (2.75%) citations, research papers 30 (1.66%), Newspapers/ magazines has 23 (1.26%), thesis/dissertations 20 (1.10%), case studies has 15 (0.82%) citations, reports 11 (0.60%), acts 5 (0.27%) citations, World Bank Publication 3 (0.17%) citations, encyclopaedia 1 (0.10%) and UNESCO publications 1 (1.10). In the same vein, Sharma, Bharvey and Dixit (2016) studied the Indian Research Journal of Extension Education and found out that periodical (journals) was the most cited source with 1150 (50.6%), while books represent 24.5%. Conference/seminars proceedings have 04% & thesis with 11% (Ph.D. & M.Sc.). Similarly, the study by Tsafe, Basaka and Chiya (2016) also showed that majority of their respondents published in journals.

However, the study of Obokoh (in Tsafe and Aliero 2008 and Tsafe and Chukwuji, 2020) investigated the characteristics of bibliographic citations in First Degree Research Projects of the Faculty of Education, University of Port Harcourt between 1981 and 1983. The findings showed that majority of the undergraduates used books. This the author attributed to the students' believe that they are easier and more suitable to use than Journals. This development is understandable, giving the fact undergraduates have low knowledge of primary sources information as well as scholarly communication. However, the finding of a history journal study by Taskin and Akca (2016) agrees with the above when it revealed that book review, representing 96.09% is the most

cited source of information; followed by journal articles (2.12%), letters (0.94%), and reviews (0.35%).

Research Methodology

A bibliometric analysis method was adopted for this study. The study covered six volumes of the Journal of Humanities and Education (JHE), a publication of the Faculty of Humanities and Education, Federal University Gusau (FUGUS). The period covered was 2016 to 2019. Four issues of 6 volumes were available in the FUGUS library and confirmation was made by the editor as the number published so far. Observation and physical counting method was used to study the characteristics thus: (i) the number of articles published per volume, (ii) Authorship pattern (single & multiple) (iii) Authorship Institution affiliation (Universities, Polytechnics, Colleges and Others - MDAs, Institutes, research centers, NGOs etc) were all determined by counting the articles one by one in each volume. (iv) FUGUS authorship was also determined by going through the articles one after the other; (v) Sources of information were divided into six for convenience sake, namely; books (including chapter contributions), journals, proceedings (conferences, workshops, seminars, symposiums and technical/scientific reports), Thesis/Dissertations/Projects, Internet resources and (vi) Others (Bulletin, Newsletter, Guides, newspapers, magazines, maps/atlasses, unidentifiable sources etc). The whole data collected were presented and analysed using tables, percentages charts and cumulative total.

Results:

Table 1: Number of issues published per year

S/N	Volume	Issue	Month	Year
1	1	1	June	2016
2	2	1	January	2017
3	2	2	June	2017
4	3	1	June	2018
5	3	2	December	2018
6	4	1	December	2019
Total		6		

From the data in table 1 above, the distribution of the Journal issues in the four years period revealed that the Journal's first publication was in 2016 with its maiden Vol. 1(1) June, 2016. The table also shows that 2 issues each were published in 2017 and 2018 respectively. While in 2019 only one issue was published.

Table 2: The distribution of articles per volume

S/N	Volume	No.	Month	Year	No of Articles
1	1	1	June	2016	42
2	2	1	January	2017	49
3	2	2	June	2017	33
4	3	1	June	2018	32
5	3	2	December	2018	18

6	4	1	December	2019	27
Total					201

Table 2 above shows that a total of 201 articles were published in the Journal of Humanity and Education (JHE) from 2016 to 2019. The breakdown reveals that JHE second edition Vol. 2 No 1 of January 2017 has the highest no of published articles which is 49; this is followed by its first issue Vol. 1 No 1 of June 2016 with 42 articles. Vol.2 No 2 of June 2017 has 33 articles while Vol. 3 No 1 and Vol. 4 No. 1 have 32 and 27 articles respectively. Vol. 3 No 2 with 18 articles is the issue with the least number of published articles.

Table 3: Authorship pattern in JHE

S/N	Volume	No.	Month	Year	Single Author	Multiple Authors	Total
1	1	1	June	2016	24	44	-
2	2	1	January	2017	30	54	-
3	2	2	June	2017	23	34	-
4	3	1	June	2018	15	37	-
5	3	2	December	2018	8	21	-
6	4	1	December	2019	12	39	-
Total					112 (33%)	229 (67%)	341

The result from table 3 above revealed that 341 authors contributed to the 201 articles in the Journal under study. It further showed that Multiple authors with 229 (67%) were the highest followed by single authors with 112 (33%). It shows that in each of the issue, multiple authors remained the most contributors with an all-time high (54) in Vol. 2 (1) January 2017, while Vol. 3(2) December 2018 has the least for single authorship.

Table 4: Authorship Institutional Affiliation

S/N	Vol	ByNo	Month	Year	Universities	Polytechnic	College	Others	Total
1	1	1	June	2016	45	1	13	3	-
2	2	1	January	2017	57	2	23	6	-
3	2	2	June	2017	38	0	14	4	-
4	3	1	June	2018	43	0	6	6	-
5	3	2	December	2018	20	1	8	0	-
6	4	1	December	2019	34	1	14	2	-
Total					237(70%)	5(1%)	78 (23%)	21(6%)	341

Table 4 above shows institutional authorship affiliation of contributors to the Journal of Humanities and Education (JHE) from inception with volume 1 No. 1 of June 2016 to the last

edition volume 4 No. 1 of December 2019. The table shows that out of the 341 authors that contributed to JHE for the period, the university has the highest contributors with 237 representing 70% of the total authorship, this is followed by Colleges with 78 (23%), Others has 21 (6%), while the least is the Polytechnic with 5 representing 1%. It shows that in each of the issue, the university remained the most contributed institution with an all-time high (57) in Vol. 2 (1) January 2017, while Vol. 3(2) December 2018 has the least for single authorship. Polytechnic did not make any contribution in Vol. 2 (2) June 2017 and Vol. 3(1) June 2018. It further shows that it was only in Vol. 3(2) December 2018 that there was no contribution from Others.

Table 6: Internal Authorship Pattern

S/N	Vol	No	Month	Year	Science Education	Educational Foundation	History & Int. Studies	Islamic Studies	Arabic Studies	English Language	Languages & Culture	Political. Science	Total
1	1	1	June	2016	0	10	2	0	1	0	4	1	-
2	2	1	January	2017	4	7	1	0	5	0	2	0	-
3	2	2	June	2017	0	0	1	6	5	2	2	2	-
4	3	1	June	2018	2	7	0	1	1	0	1	1	-
5	3	2	Decemb er	2018	3	0	0	0	1	0	1	0	-
6	4	1	Decemb er	2019	0	1	3	0	0	0	5	0	-
Total					9 (11%)	25 (30%)	7 (9%)	7 (9%)	13 (16%)	2 (2%)	15 (18%)	4 (5%)	82

Table 5 above shows the authorship pattern of Federal University Gusau (FUGUS), where the Journal is housed. The result reveals that only 82 FUGUS staff contributed to the Journal representing 24.04% of the 341 authors that contributed to the Journal. The table also shows that the Department of Educational Foundation made the highest contribution with 25 authors representing 30% of the FUGUS Authorship followed by the Department of Language and Culture with 15 (18%) authorship, Arabic Studies Department has 13 (16%), Department of Science Education 9 (11%), Departments of History & Int. Studies and Islamic Studies has 7 (9%) each. The table shows that the Department of English Language has 2 (2%) authorship, making it the Department with the least authorship in the Journal. However, the table also shows that the Department of Political Science from the Faculty of Management and Social Science contributed 4 (5%).

Table 7: Percentage rating of source of information

S/ N	Vol	No	Month	Year	Books	Journals	Proceeding s/Reports	Thesis/Diss /Projects	Internet	Others	Total
1	1	1	June	2016	477	204	30	55	70	72	-
2	2	1	January	2017	622	256	47	30	72	141	-
3	2	2	June	2017	196	119	52	19	43	60	-
4	3	1	June	2018	327	203	38	68	34	61	-
5	3	2	December	2018	125	86	18	14	19	43	-
6	4	1	December	2019	209	0	0	0	0	0	-
Total					1,956	782	185	186	238	377	3724
					(53%)	(21%)	(5%)	(5%)	(6%)	(10%)	

Table 7 here shows that a total number of 3,724 citations/references were made in the Journal in the period from 2016-2019. The findings further indicated that books with 1,956 are the most used source of information, representing 53% of the total sources of information used in the Journal. Journal with 782 (21%) is the second most used source of information in the JHE, this is followed by Others 377 (10%), Internet sources has 238 (6%), Conference Proceedings and Thesis/Dissertation/Students Projects has 185 and 186 each representing 5% respectively.

Discussion of Findings

The Journal of Humanities and Education from 2016-2019 published six issues instead of eight issues going by its policy, this creates inconsistency. Going by its mandate to publish two issues per year, the journal would have published eight issues by 2019. A Journal should not only have a policy on the number of issues to be published per year, but should also be consistent in the implementation so as to maintain the periodical nature of the Journal. This is in line with the position of Zubair (2019) that the publication gap affects Journals periodical culture. However, Lack of awareness, perceived poor reach/readability as well as poor editorial management could be possible reasons for journal's inconsistency.

Finding of the study revealed that 201 articles were published in the Journal of Humanity and Education (JHE) in the period under study (2016-2019). However, the breakdown of the results suggests that the Journal does not have a deliberate policy written or unwritten on the number of articles to be published per volume, hence, the high number of articles published per volume which makes the publications too bulky. For example in each volume with the exception of vol 3 (2) which has 18 articles, the average number of articles published is 32 with 49 as the highest. This is in contrast with the study of Antia-Obong, Casselden and Pickard (2019), who examine publication characteristics and developments of JHEM from 2007 to 2016 and discovered that 83 articles were published within the period with only one volume per year which has maximum of 16 articles and 6 articles as minimum. The seriality of journal makes it to carry few current papers than books which present different reports thereby allowing it to be bulky.

The study also found out that 341 authors contributed to the 201 articles in the journal with multiple authors being the highest. And the collaboration is consistent in all the volumes. This is a welcome development, because of the emphasis on collaboration. Even though the collaborative motive is being abused when authors that have no contribution to the paper just have their name(s)

appended in the manuscript. Collaboration is supposed to make the manuscript more robust with cross-fertilization of ideas from different individuals, backgrounds/cultures, subject specialities etc. The finding is in line with that of Maz-Machado, Muñoz-Ñungo, Gutiérrez-Rubio, and León-Mantero, (2020) who discovered that multiple authors were more than single authors in the education journal they studied. However, the journal recorded inconsistency in authorship pattern as against the present study. No postulation was made as to the possible cause of this fluctuation. However, it creates a situation of inconsistency that requires explanation. Since the journal under study is multidisciplinary one (Humanities and Education), it is necessary to relate the result to that of humanity also. In the light of this, the finding of Taskin and Akca (2016) revealed prevalence of single authorship in the field of history, making them to conclude that there is no collaboration network in the journal.

The finding on authorship institutional affiliation of contributors to the Journal shows that of 341 authors that contributed to the Journal, the University has the highest contributors, followed by Colleges and Others while the least is the Polytechnic. This shows that University authors are ahead of other research communities in publication output. This is a justification of one of their three mandates, Research to solve societal problems. This study corroborates that of Antia-Obong, Casselden and Pickard (2019). However, surprises from the findings of this study and reviewed literature showed that colleges are always ahead of polytechnic in outputs.

On the internal authorship pattern of Federal University Gusau (FUGUS) where the Journal is housed, the result reveals low contribution from FUGUS staff. The Department of Educational Foundation made the highest contribution with the Department of English Language having the least authorship in the Journal. However, the Department of Political Science from the Faculty of Management and Social Sciences was the only department outside the Journal Faculty that published in the Journal, which of course is an encouragement for interdisciplinary collaboration. This finding is similar to that of Tsafe and Chukwuji (2020) who discovered that FUGUS staff has low contribution to their Faculty of Science Journal and that an author from the Department of Public Administration, Faculty of Management and Social Sciences made one contribution to the Science Journal (IJSGS). This is an encouragement for interdisciplinary collaborations, where scholars can identify gaps in other disciplines of which their own field can make positive contribution to knowledge.

On the most cited source of information in the Journal (JHE), the finding indicated that books are the most cited source of information, followed by Journal, Others and Internet sources, Conference Proceedings and Thesis/Dissertation/Students Projects in that order. A total of 3,724 references were made in the journal in its six issues from 2016-2019. The huge figure for five years could be evidence of robust research by the contributors. This finding corroborates that of Taskin and Akca (2016) who studied a humanity journal and discovered that book review, representing 96.09% is the most cited source of information in the American Historical Review (AHR). This cannot be used to assert that educational scholars make more use of books than journal, as the study of Antia-Obong, Casselden and Pickard (2019), Tsafe, Basaka and Chiya (2016), Sharma, Bharvey and Dixit (2016) all discovered journal as the most cited source of information in the educational journals they studied,

Conclusion

The study is a bibliometric analysis of a single print Journal, the Journal of Humanities and Education of the Faculty of Humanities and Education, Federal University Gusau (FUGUS),

Nigeria. The study revealed that the journal had not been consistent in the number of issues published from its inception in 2016 to 2019. A total number of 201 articles were published by the journal within the same period. The Journal shows high collaboration traits with the authorship pattern indicating more multiple authors than single and more authors from the University contributed to the journal than the other institutional affiliations studied. The Internal authorship pattern revealed a low contribution while authors from the Department of Educational Foundations contributed more papers to the journal than other departments. Interestingly, one interdisciplinary contribution came from the Department of Political Science. The study finally revealed that books were the most cited sources of information used by the contributors.

Recommendations

Based on the findings of the study, the following recommendations are offered.

1. Journal publishers should endeavour to be consistent in their publications to enable them build confidence of their contributors and maintain the periodical nature and culture of Journals.
2. University-based Journal publishers should ensure the visibility of their journals by hosting them on the university websites and getting them listed and indexed by reputable databases, like African Journals Online (AJOL), DOAJ, ERIC, etc. This will help give both the Journal and the authors wider publicity and helps in the university ranking.
3. Authors should explore and enhance interdisciplinary research.

References

- Antia-Obong, Casselden and Pickard (2019). A Bibliometric analysis of Journal of Higher Education Management (JHEM) from 2007- 2016. *Library Philosophy and Practice (e-journal)* @ <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=6060&context=libphilprac>
- Anyaku, E. N. and Okonkwo, I. N. (2018). Publication Pattern of Library and Information Science Digest Journal: 2007 – 2016: A Bibliometric Analysis. *Information Impact: Journal of Information and Knowledge Management*, 9 (1) 68-79. Available at <https://dx.doi.org/10.4314/ijikm.v9i1.7>
- Baladi, Z.H. (2019). Research productivity of the Journal of Pakistan Medical Association published during the period 1978 -2017. (2019). *Library Philosophy and Practice (e-journal)*. 2817. <https://digitalcommons.unl.edu/libphilprac/2817>
- Devi, P. (2021). Top 100 Cited publications in education: A bibliometric analysis. *Library Philosophy and Practice (e-journal)*. 5630. <https://digitalcommons.unl.edu/libphilprac/5630>
- Iftikhar, P. M., Ali, F., Faisaluddin, M. Khayyat, A., De Gouvias De Sa, M., and Rao, T. (2019). A Bibliometric Analysis of the Top 30 Most-cited Articles in Gestational Diabetes Mellitus Literature (1946-2019). *Cureus*. 11(2): Available online @ <http://www.nim.nih.gov/pmc/articles/PMC6485525>. Doi: [10.7759/cureus.4131](https://doi.org/10.7759/cureus.4131)
- Imani, B., Mirezati, S. Z. and Saberi, M. K. (2019). A Bibliometric Analysis of International Journal of Nursing Studies (1963-2018). *Library Philosophy and Practice (e-journal)*.

- Inazu, I. Q. (2012). Bibliometric analysis of NIGERBIBLIOS Journal (2005-2010). *Nigerbiblios*, 23 (1&2); 13-28
- Kasa, M. C., Ibrahim, U., and Momoh, K. A. (2014). Bibliometric analysis of publication output patterns of Faculty members of agriculture and Veterinary Complex of a Nigerian university. *The Information Manager*, 14 (1&2); 21-28.**
- Lemke, S. (2020). Altmetrics: How researchers assess the significance for scholarly impact. Open Science. Available online @ <http://www.zbw.eu/en/research/web-science/steffen-lemke>.**
- Maz-Machado, A., Muñoz-Nungo, B., Gutiérrez-Rubio, D. and León-Mantero, C. (2020). Patterns of Authorship and Scientific Collaboration in Education: The Production of Colombia in ESCI" (2020). *Library Philosophy and Practice (e-journal)*. 4278. <https://digitalcommons.unl.edu/libphilprac/4278>
- Mnzava, E. and Chirwa, M. N (2019). "A bibliometric analysis of the Tanzania Journal of Agricultural Science (1998-2017)". *Library Philosophy and Practice (e-journal)*. 2322. <https://digitalcommons.unl.edu/libphilprac/2322>
- Odeyemi, A. O., Odeyemi, O. A., Bamidele, F. A. and Adebisi, O. A. (2019). Increased research productivity in Nigeria: more to be done. 5(2); Available online @ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6391628/#>
- Rotich, D. C. and Musakali, J. J. (2014). Publish or Perish: Remaining academically relevant and visible in the global academic scene through scholarly publishing. *The Information Technologist*, 11 (1); 14-30. Available online @ www.ajol.info
- Sharma, R., Bharvey, H. C. and Dixit, P. K. (2016). Indian research journal of extension education: a bibliometric study. *International Journal of Library & Information Science (IJLIS)* 5, (1), 12-20. Available online @ <http://iaeme.com/Home/issue/IJLIS?Volume=5&Issue=1>
- Taşkın, Z. and Akça, S. (2016). Mapping and bibliometric analysis of American Historical Review citations and its contribution to the field of history. *Journal of Information & Knowledge Management*, 5 (4). www.academia.edu/DOI:10.1142/S0219649216500398
- Tsafe, A. G. and Yusuf, A. (2016). Publications of academic librarians in universities in the North-West, Nigeria. *Benue Journal of Library Management and Information Science*, 6(1), 125-139.
- Tsafe, A. G. and Aliero, S. A. (2008). Analysis of final year DVM research projects submitted to the Faculty of Veterinary Medicine, UDUS (1994-2004). *Sokoto Journal of Veterinary Sciences*, 7 (91), 25-29.
- Tsafe, A. G., Bakasa, A. A. and Chiya, U. M. (2016). Scholarly Publications of Librarians in Universities in Nigeria: 2000-2012: A Bibliometric analysis. *Library Philosophy and Practice (e-journal)*. Paper1394. <http://digitalcommons.unl.edu/libphilprac/1394>
- Usman, M. K., Yahaya, A. D. and Kabir, M. S. (2017). A bibliometric study on the use of grey literature in the Savannah Journal of Agriculture. *Journal of Applied Information Science and Technology*, 10,(2); 33-41. Available online @ www.jaist.org

- Zubair, M. S. (2019). Authorship patterns and Research contribution in Kano Studies: The Bayero University Journal of Savannah and Sudanic Research: A Bibliometric Study. *Kano Studies: Journal of Savannah and Sudanic Research*, 4 (1), 95-113
- N. (2008). A survey of collection development practices in Technical Institutes in Ghaziabad, Uttar Pradesh, India. *Library Philosophy and Practice*. Retrieved from. <http://www.webpages.uidaho.edu/-mbolin/kumar-hassain-singh.html>
- Mansur, S (2012). E-resources collection development in engineering college libraries: a challenge for knowledge centre managers. *International Journal of Digital Library Services*, 2(1), 166-177 Retrieved from. <http://www.academiaa.ed/11968640/ E-resources Management at the Engineering college library>
- Nnadozie, C.O (2007). Research and Publishing activities among academic librarians in Imo State: A pilot report. *African Journal of Education and Information Management*, 8(2), 145-155.
- Nwosu, C.C & Udo-Anyanwu, A.J. (2015). Collection development in academic libraries in Imo State Nigeria: Status analysis and way forward. *International Journal of Advanced Library and Information Science*, 3(1), 126-135. Retrieved from <http://scientific.cloud-journals.com/index.php/IJALIS/article/view/Sci-301>
- Ojebode, F.I. (2009). Library funding and book collection development: A case study of Oyo State. College of Education and Federal College of Education (Special) Oyo. Gateway Library Journal, 12 (1), 82-91.
- Osburn, J. (1993). Theory in acquisitions. *Library Acquisition: Practice and Theory*, 18(1), 33-38.
- Rowley, G. & Black, K. (1996). Consequences of change: The evolution of collection. *Collection Building*, 15(2), 22-30.
- Spiller, D. (2001). *Book selection: Principles and practice*. London: Clive Bingley.
- Uwaifo, S.O. (2010). Information and Communication Technologies and library services in society. In E.C. Madu and C.N. Ezeani. *Modern library and information science for information professionals in Africa*, Ibadan: Text Links Publishers. P 233
- Vohra, R. (2003). Collection development and management in university libraries in the current electronic information environment. *IASLIC Bulletin*, 48 (4), 224-230.