

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

May 2022

LECTURERS ATTITUDE TOWARDS COLLABORATING AND COMMUNICATING WITH LIBRARIAN FOR EFFECTIVE TEACHING IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA.

Mary Idahosa Mrs

Benson Idahosa University, Benin City, Edo State, Nigeria, midahosa@biu.edu.ng

Jerome Idiegbeyan-ose Dr

Federal Polytechnic Ile-Oluji, Ondo State, Nigeria, jidiegbeyanose@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Scholarly Communication Commons](#)

Idahosa, Mary Mrs and Idiegbeyan-ose, Jerome Dr, "LECTURERS ATTITUDE TOWARDS COLLABORATING AND COMMUNICATING WITH LIBRARIAN FOR EFFECTIVE TEACHING IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA." (2022). *Library Philosophy and Practice (e-journal)*. 7057.

<https://digitalcommons.unl.edu/libphilprac/7057>

**LECTURERS ATTITUDE TOWARDS COLLABORATING AND COMMUNICATING
WITH LIBRARIAN FOR EFFECTIVE TEACHING IN UNIVERSITIES IN SOUTH-
SOUTH NIGERIA.**

MARY EBELE IDAHOSA

BENSON IDAHOSA UNIVERSITY, BENIN CITY, EDO STATE.

Idahosadayo53@ yahoo.com or midahosa@biu.edu.ng

And

Idiegbeyan-ose, Jerome

Federal Polytechnic Ile-Oluji,

Ondo State

Abstract

The study investigated the attitude of lecturers towards collaborating and communicating with the librarians for effective teaching in universities in south-south Nigeria. The study adopted the descriptive survey design. The population of the study comprised 2,500 lecturers in faculty of humanities and science in federal universities in south-south Nigeria and the sample size was 750 lecturers selected using proportionate stratified random sampling technique. The instruments for data collection was questionnaire. A total of 750 copies of questionnaire were administered by the researchers, out of which 730 copies were correctly filled and returned and used for the study. The data obtained were analyzed using frequencies, mean and standard deviation. The results revealed that lecturers show negative attitude in collaborating with librarians in student's information literacy, and positive attitude in communicating with the librarians as to know the various databases and services available in the library for effective teaching in federal universities in south-south Nigeria. Based on the findings, it was recommended among others that Lecturers should involve librarians in their departmental meetings, this will help to build a better collaboration specially on students' information literacy, that their collaboration should not only be for accreditation purposes.

Keywords: Lecturers Attitudes, Collaboration, Communication, Information Literacy.

INTRODUCTION

Effective teaching has become an issue of concern as the scenery of higher education has been facing continuous changes in the educational system (Allan, 2016). The student body has extensively expanded and diversified, both informally and formally. Changes in technologies and a paradigm shift in higher education environment call for new approaches to support teaching. The various changes in the higher education environment, according to Allan (2016) include: changing in student expectations, changing in student populations, increased focus on students' employability, increased demand for a flexible curriculum, changing information technologies, particularly social media, changes in pedagogies, changing in relationships with knowledge, changes in accessing and retrieving of information and increased competition from local and global competitors. All these changes call for lecturers and librarians' collaboration and communication for a better and improved method of teaching in higher education.

Librarians and lecturers play a vital role in supporting their parent institutions to achieve their objectives effectively. Librarians and lecturers are involved in teaching students how to make effective use of the information resources available in their university library. They have mutual goals and concerns towards students' learning. In addition, they want students to develop a greater understanding of, and respect for books, journals, electronic and other information resources, while helping them become great writers, problem solvers, and critical thinkers as well as become self-actualized and lifelong learners (Yousef, 2010).

Lecturers need librarians' assistance in the provision of information resources and integrating electronic information into teaching to meet the new learning needs of students to achieve this, both librarians and lecturers need to collaborate. Librarians' and lecturers' collaboration helps to facilitate the integration of electronic information into the curriculum, help lecturers and students become knowledgeable about electronic information formats, provide physical learning facilities and resource-based teaching and learning for students (Inzerilla, 2012). It is on this premise that Chutima and Thammathirat (2013), suggest that librarians should collaborate with lecturers in achieving resource-based teaching and learning for students.

Many authors have defined collaboration. Montiel-Overall (2008) defined collaboration as a mutual benefit and well-designed relationship entered into by two or more individuals or organizations to achieve common goals. Collaboration between librarians and lecturers involves

both parties working together in a partnership that requires them to align their different perspectives on a project, such as co-teaching or co-writing an article or grant, develop common goals, and reach a new-shared understanding. Collaboration in this context has to do with librarians and lecturers working together to teach students information literacy in the university environment, it is an educationally innovating process among academics, librarians and other relevant parties who are working together to share knowledge and expertise to support the enhancement of teaching, learning, and research experiences for the university community (Ransom, 2011).

To have a successful collaboration between librarians and lecturers depends mainly on the lecturers' attitude in collaborating with the librarians. Yusuf, (2005) defined attitude as an individual perception and reactions to a task that is expected to be carried out or executed in a group, institution, school setting, or organization. Lecturers attitude in this context has to do with lecturer's perception, reactions towards collaborating and communicating with the librarians in carrying out task work in the area of students' information literacy. Lecturers' attitude in collaborating with the librarians can be said to be positive or high when their response to the task or program is favourable and when they show commitment to their duties, and negative or low when their response to the task or program is unfavourable and when they show little or no commitment to their duties.

For librarians and lecturers to ensure that they collaborate successfully and effectively in the areas they need to collaborate, there is a need for constant communication between lecturers and librarians. Communication is a bridge of meaning; it involves a systematic and continuous process of telling, listening, and understanding. It is a two-way process involving the following elements: a sender, a message, a medium, a channel, a receiver, response, and feedback (Allan, 2016). However, it is not sufficient to have just all these elements; there should be cooperation and understanding between the two parties involved. Communication is an exchange of ideas, facts, opinions, or emotions of two or more persons. Bradley (2014), differentiates between collaboration and communication: Collaboration is the exchange of information, and things, (which may include setting and achievement of goals) to advance the state of a collaborative product, while communication is the exchange of information to achieve a better understanding.

Communication in this study entails lecturers communicating their respective information needs to the librarian and knowing the various databases subscribe by the library and information services available for them. It also meanlecturers and librarians sharing vital information on a particular subject or project that will enable successful collaboration between them.

There is a need for librarians and lecturers to collaborate and communicate to ensure effective teaching in an educational environment. Lecturers need to communicate their respective information needs to the librarians, also to know the various databases and information services available for them. Librarians need to understand the opinions and lecturers' attitudes towards collaborating with them in the areas of students' information literacy, knowing lecturers' attitudes towards collaborating and communicating with the librarian would help in the construction of clear and solid librarians and lecturers' collaboration.

Statement of the problem

Librarians' and Lecturers' collaboration and communication is a key to successful and effective teaching in higher institutions. Lack of collaboration and communication between lecturers and librarians will leave lecturers unaware of the databases subscribed to and other information services librarians can render to them that will enhance teaching. It will surprise you to know that some lecturers do not make use of the library, they do not encourage students to make use of the library, and this affects the students' academic performance. However, while lecturers and librarians' collaboration and communication is important, lecturers' attitude towards collaborating and communicating with the librarian remain crucial and critical in the sense that it reveals the strength, weakness, quality, and relevance of collaboration. Secondly if library's resources are not put to maximum use, it would lead to wastage, low academic standard and the production of poor quality graduates. It has been observed by the researcher through experience as a librarian working in the university library that lecturers show negative attitude towards collaborating and communicating with the librarian. However, no similar study has been done in this area to the best of knowledge of the researcher. To empirically authenticate these observations and experiences, there is need to determine lecturers' attitude towards collaborating and communicating with the librarian for effective teaching in universities in south-south Nigeria.

Objective of the study

The main purpose of the study is to determine lecturers' attitude towards collaborating and communicating with the librarians for effective teaching in universities in south-south Nigeria. While the specific objectives are to determine:

- 1 Lecturers' attitude towards collaborating with librarians in students' information literacy for effective teaching in universities in south-south Nigeria.
- 2 Lecturers' attitude towards communicating with librarians to know the various databases and information services provided in the library for effective teaching in universities in south-south Nigeria.

Literature Review

Generally, attitudes are positive or negative behaviours' that one has on something or somebody. Attitudes are dispositions and feelings, prejudices or bias, preconceived notions, ideas, fears, and convictions about any specific topic (Erhabor, 2012). There are different definitions of attitude by different authors and researchers. According to Lahey, (2011) define attitude as a belief that predisposes us to act and feel in certain ways. Kavanaugh and Solomon, (2013) define attitude as positive or negative evaluations of people, objects, ideas, or events. Attitudes are made up of emotional reactions (affective) thoughts, beliefs (cognitive), and actions (behavioural). Collaboration entails the pulling together of ideas and expertise of individuals from different professional backgrounds to achieve a common objective (Igbo & Imo, 2017). It is a mutually beneficial and well-designed relationship entered into by two or more individuals or organizations to achieve common goals.

Many benefits are derivable from lecturer-librarian collaboration in higher education. Igbo and Imo, (2017) state that it fosters the sharing of ideas, expertise and provides opportunity for students' exposure to different pedagogies and techniques, provides an opportunity for social/ professional interaction among the stakeholders, enhances effectiveness and efficiency in teaching methodology, provides room for meaningful contribution from the lecturer and the librarians, allowing a more productive use of resources and application of educational technology for independent and problem-based learning. Collaboration between lecturers and

librarians has a significant effect on professional teaching and students' learning, knowledge generation, and the potential for new research (Walsh & Kahn's, 2010). They however argued that lecturers alone could not influence the students with all that they need without collaborating and exchanging ideas with the librarians. Walsh & Kahn, (2010) state that shared goals, mutual respect, tolerance, trust, competence, and communication were the most important behaviours for effective collaboration. They illustrate by stating that lecturers must recognize that they have a mutual goal with the librarians and therefore be ready to collaborate with them in students' information literacy.

Information literacy has to do with students having the knowledge to navigate their world electronically. Librarians has been trained on how to access and retrieved information in any format. For students to acquire these literacy skills, it is important that librarians who are expert in information dissemination collaborate with lecturers in student's information literacy. Information literacy are needed for lifelong learning, it helps lecturers and students to handle information and new technologies. Lecturers have the mentality that students had information literacy skills already, therefore see no need to collaborate with librarians in students' information literacy. Kimberly, (2013) noted lecturers' attitude in collaborating with the librarians in the area of information literacy as follows: lecturers feel that students will figure it out for themselves, (b) students have already been taught library and information search skills elsewhere so they do not need instruction in it from the librarians (c) students will ask for help when they need it, (d) lecturers teach library skills to their students on their own without the help of librarians, (e) there is too much information to cover in the curriculum and no room for information literacy instruction, (f) scheduling is too complicated.

Lecturers believe that students are being taught information literacy in their courses, and therefore see no need for librarians training on information literacy. McGuinness, (2006) explore barriers to lecturer/librarian information literacy collaboration. McGuinness found that the lecturers believed that although there was not an explicit or formal structure for information literacy in their institution, students were already being taught these concepts through existing experiences such as research methods courses, library instruction, computer skills classes, or dissertation or thesis writing. Some researchers support that lecturers and librarians should collaborate towards students' information literacy. They found that students perform poorly in

their research work because of lack of information literacy skills. Head, (2013) found that students brought high school research practices to university, and that many continued to use the same skills and the same limited resources for paper and research projects. Head illustrated that students have difficulty in finding manageable topics, locating and evaluating resources, and they often do not use the resources effectively. This superficial use of sources indicates that students do not understand the source ideas well enough to integrate them within their work. The authors describe how students tend to focus on the final product requirement for a minimum number of references, using Google's first page results mechanically to fulfill their requirement without knowing how to gauge the relationship between the sources they cite or knowing how to fit them into ongoing scholarly research. Lecturers'-librarians' collaboration in information literacy is critical for students learning process. Lecturers and librarians must collaborate to help students create opportunities and be able to evaluate the quality of the information they obtain. For lecturers and librarians to have a successful collaboration, there is need for constant communication.

Communication can be defined as an exchange of information between people through speaking, writing, or using a common system of signs, or behaviors. Montiel-Overall (2008) states that the level of librarians and lecturers' communication is a requisite theme for successful collaboration. Montiel-Overall further emphasizes that open and frequent communication on a personal and professional level is a requirement for a trusting collaboration. Lecturers and librarians are supposed to communicate on personal and professional levels to establish a trusting collaboration, which will enable them to actualize the aim and purpose of collaborating. Bradley (2014), differentiates between collaboration and communication: Collaboration is the exchange of information, and things, (which may include setting and achievement of goals) to advance the state of a collaborative product, while communication is the exchange of information to achieve a better understanding.

Lecturers are supposed to communicate their information needs to the librarian, for librarian to provide them with adequate and current information resources needed to foster quality teaching. Lecturers are to dialogue with the librarian to know the various databases subscribed by the library and how they can access them. Without proper communication between lectures and librarians, lecturers may not know the various services librarians can render to them. When lecturers fail to communicate with the librarian about their respective information needs, it

may lead to poor research output. When lecturers communicate with the librarian, it makes them aware of the current information resources available in the library that will be of immense benefit for their research work.

Furthermore, for librarians to achieve a successful synergy with the lecturers, librarians need to understand lecturers' attitudes towards communicating with them. Aharony (2013) states that success in fostering lecturers' and librarians' communication depends on the perception and attitude of lecturers in communicating with the librarians. Aharony illustrates that some lecturers show a negative attitude in communicating with the librarian due to differences in gender and type of faculty. This is in line with that of Yousef (2010), state that some lecturers show a negative attitude when it comes to communicating with the librarian about their information needs, because of differences in gender and type of college.

Research has proved that poor communication between librarians and lecturers hinders effective collaboration. Matacio and Closser, (2017) found that poor communication was the prime area of difficulty between librarians and lecturers and was thus a major hindrance in the development of collaboration; as such both parties remained unaware of the other's needs and problems. Hervold, (2010) observed that constant communication and collaboration between librarians and lecturers results in better instruction, as well as better constructed assignments and better use of the collection by students and lecturers. It has been proved by research that librarians are using several relationship-building strategies including formal communication, campus involvement, and informal contacts to build librarian and lecturers communication. Black, Crest,&Volland (2001) Found that libraries use formal and informal communication like letters to faculty offering assistance in teaching critical thinking, library newsletters, faculty surveys, development seminars, and workshops to build librarians' and lecturers' communication.

Montiel-Overall (2010) surveyed what prevents lecturers from communicating their respective information needs with the librarian in Nigeria. The study adopted descriptive survey design, a sample size of 248 was used for the study and questionnaire was used to collect data which was analyses using mean and standard deviation. The questionnaire was presented as an open-ended question, and coding out the written responses revealed that lecturers believed that communicating their respective information needs with the librarians is important, but a lot of factors prevent them from communicating as supposed. It was suggested that inviting librarians

to departmental meetings, granting lecturers' status to librarians, and venturing out of the library to interact with lecturers 'are some of the suggestions to improve communication. Gale (2015) surveyed on what prevents lecturers and librarians from consulting with one another to coordinate acquisitions or help meet curricular needs in Nigeria. Descriptive survey design was used for the study, and the sample size was 25 lecturers and 25 librarians making it 50 respondents. A questionnaire was used to generate data which was analysed using mean and standard deviation. The findings show that lecturers do not coordinate with academic librarians to coordinate acquisitions or help meet curricular needs as a result of many factors.

There is a need for librarians and lecturers to collaborate and communicate to ensure effective teaching in an educational environment. Lecturers need to communicate their respective information needs to the librarians, in order for librarians to serve them better. Librarians need to understand the opinions and lecturers' attitudes towards collaborating with them in the areas of students' information literacy, knowing lecturers' attitudes towards collaborating and communicating with the librarian would help in the construction of clear and solid librarians and lecturers' collaboration.

Methodology

The study adopted a descriptive survey and the population of the study is made up of lecturers in faculty of humanity and science in six federal universities in south-south Nigeria. They are 2,500 in number comprising of 520 from University of Benin, 350 from University of Petroleum Resources Warri, 260 from federal University Otuoke, 450 from University of Port-Harcourt, 500 from University of Uyo and 420 from University of Calabar. Seven hundred and fifty (750) lecturers out of two thousand five hundred lecturers in faculties of humanity and science was used as sample for this study. This sample represent (30) percent of the population. Proportionate stratified random sampling was used to distribute 750 copies of the questionnaire among the respondent drawn from six federal universities. This is to ensure that each subgroup within the population receives proper representation within the sample. Data were collected using questionnaire titled "Lecturers' Attitude towards Collaborating and communicating with

the Librarians' for Effective Teaching" (LATCCLET). A return rate of 730(97.3%) was recorded. Data were analyzed using mean and standard deviation.

Results

Table 1: Lecturers' attitude towards collaborating with librarians in students' information literacy.

Statement	M	SD
Lecturers' attitude towards collaborating with the librarians in students' information literacy.		
Would like information literacy to be integrated into the academic curriculum for effective learning.	2.16	1.04
I accompany my classes to the library to be familiar and be able to access relevant information resources.	1.71	.47
I would like to take part in training programs offered by the library to foster information literacy.	1.46	.52
I am willing to make available my lectures and exams' questions through the site of the library.	1.56	.51
Lecturers show the students how to consult the basic information resources.	2.83	.73
Scheduling library instruction is necessary for students use of information resources.	2.10	1.14
Students can develop good information literacy skills on their own, through the process of writing assignments/term paper, research writing and presenting coursework seminars.	1.62	.69
Total	1.92	.73

It can be deduced from Table 1 that lecturers show a negative attitude towards collaborating with the librarians in students' information literacy with an average mean score of (1.92). This implies that lecturers in federal universities in south-south Nigeria have a negative attitude towards collaborating with the librarians in students' information literacy.

Table 2: Lecturers' attitude towards communicating with the librarians to know the various databases and information services provided in the library.

Statement	M	SD
Lecturers' attitude towards communicating with the librarians as to know the various services and databases available in the university library		
Communicating with the librarians enables me to be familiar with the library resources, services, and databases available in the university library.	3.87	1.15
I have access online to all resources needed for my research and teaching, so there is no need for better communication with the librarians.	3.61	1.25
I access the library website and make my observation and recommendations to the librarians.	3.66	1.14
I know and access the various services and databases available in my university library.	3.70	1.09
I would appreciate opportunities to keep current with the library's electronic resource and services.	3.74	1.10
I would like to provide the library committee with feedback on the services offered to the users.	3.69	1.17
Total	3.71	1.15

Table 2: shows that lecturers show a positive attitude in communicating with the librarians to know the various databases and information services provided in the library with an average mean score of (3.71). This implies that lecturers in federal universities in south-south Nigeria communicate with the librarians to know the various databases and information services provided in the library for effective teaching.

Discussion of Findings

The findings show(s) that lecturers show a negative attitude in collaborating with librarians in students' information literacy: judging by the mean score of (1.92). The finding also

shows that lecturers are not willing to accompany their classes to the library to be familiar and be able to access relevant information resources. The finding is in line with Allen, (2005) who found that lecturers show(s) a negative attitude towards depositing their work in library repositories.

The findings show that lecturers have a positive attitude in communicating with librarians to know the various databases and information services provided in the library: judging by the average mean score of (3.71). The finding show that lecturers believed that communicating with the librarians enables them to be familiar with the library resources, services, and databases available in the university library. Judging by the mean score of (3.87). The reason for lecturers' positive attitude in communicating with the librarian could be that librarians are custodian of information and lecturer need this information for their research and teaching as such, they communicate with the librarian to know the various information resources and databases available for their use. The findings of this study is in line with that of Aharony, (2013) state that lecturers communicating with the librarians enable them to know the various databases and services that librarian can render to them.

Conclusion

The study had supported the earlier submission that lecturer's positive attitude in collaborating and communicating with the librarians brings about effective teaching. Changes in technologies and a paradigm shift in higher education environment call for lecturers and librarians' collaboration and communication for a better and improved method of teaching in higher education. Institutional management, and all the stakeholders, including lecturers and librarians should concentrate on how information literacy can be integrated and taught in higher education, because it has become a critical issue to acquire and equip students with information literacy skills for academic success in our educational system.

Recommendations

1. Lecturers should involve librarians in their departmental meetings; this will help to build a better collaboration of both especially in area of student information literacy.
2. Lecturers should be willing to accompany their classes to the library to be familiar and be able to access relevant information resources for this will help students in information literacy skills.
3. It is not enough for lecturers to communicate their information needs to the librarians, it is expected and advisable for them to visit the library to know the services, and databases available and how they can be accessed.

REFERENCE

- Aharony Noe, B. (2013). Academic librarians perceptions on information literacy: The Israeli perspective. *Libraries and the Academy*, 103-119.
- Allan, B. (2016). *Emerging strategies for supporting student learning: A practical Guide for Librarians and Educations*. New york: Routledge Taylor & Francis e-library.
- Black, C; Crest, S; Volland, M;. (2001). Building a successful information literacy infrastructure on the foundation of librarian-faculty collaboration. *Research strategies*, 215-225.
- Bradley, A. (2014). Retrieved April 10, 2018, from Datum corporation web site: <http://www.noosh.com>
- Chutima S. & Thammathirat S. (2013). Building collaboration between library and information science educators and practitioners in Thailand: Transcending barriers, creating opportunities. 50-65.
- Erhabor, E. D. (2012). *Using cloud services for library IT Infrastructure*. Retrieved from <http://journal.code4lib.org/articles/2510>.
- Gale, (2015). *Bridging the librarian-faculty gap in the academic library*. Retrieved from www.gale.cengage.com www.libraryjournal.com: www.gale.cengage.com

- Head, A. J. (2013). Project Information Literacy: what can be learned about the information-seeking behavior of today's college students? . *Association of College & Research Libraries Conference*,. Indianapolis,.
- Hervold, K. (2010). Perceptions of partnerships between instructional and librarian faculty to teach undergraduate students.
- Igbo & Imo. (2017). Collaborative teaching as a strategy for imparting information literacy instruction: faculty-librarian perceptions. *Journal of Library and Information Science*.
- Inzerilla. (2012). Community college faculty's teaching social networks and their implication for librarians. *New information perspectives*,, 40-52.
- Kavanaugh, S. C., & Solomon, R. K. (2013). Cloud computing: Academic library in Orissa. *VSRD-TNTJ*, 22-29.
- Kimberly, F. Y. (2013). Faculty/Librarian Interprofessional Collaboration and Information Literacy in Higher Education.
- Lahey, R. Y. (2011). Information technology based services in a University Library: A user satisfaction survey. *Annals of Library and Information Studies*, 45-50.
- Matacio, L., & Closser, B. (2017). Transforming information literacy through librarians and course instructor collaboration: a case study Andrews University.
- McGuinness, C. (2006). What faculty think-exploring the barriers to information literacy development in undergraduate education. *Journal of Academic Librarianship*, 573-582.
- Montiel-overall, P. (2008). Teacher and librarian collaboration: A qualitative study. *Library and Information Science Research*, 145-155.
- Montiel-Overall, P. (2010). Further understanding of collaboration: A case study of how it works with teachers and librarians. *School Libraries Worldwide*, 16(2), 31-54.
- Ransom, S. (2011). Improving Bhutans academic libraries, Recommendations from a situational Analysis. *Proceedings of the Asia pacific conference on library and information educational and practice(A-LiEp 2011)* (pp. 22-24). Malaysia: Putrajaya.

Walsh, L., & Kahn, P. (2010). *Collaborative working in higher education: The social academy*. New York: Routledge.

Yousef, A. (2010). Faculty attitudes toward collaboration with librarians. *Library Philosophy and Practice*, e-journal 512.

Yusuf, M. O. (2005). An Investigation into teachers self efficiency in the implementation of computer education in Nigeria secondary schools. *Menidian: A middle school computer technologies journal*.