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LECTURERS ATTITUDE TOWARDS COLLABORATING WITH LIBRARIANS IN LIBRARY COLLECTION FOR EFFECTIVE TEACHING IN FEDERAL UNIVERSITIES IN SOUTH-SOUTH NIGERIA

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ABSTRACT
The study investigated the attitude of lecturers towards collaborating with the librarians in library collection 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 were 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 positive attitude in collaborating with librarians in Library Collection. 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. Also, Librarians should be involved in information literacy curriculum development where information literacy can be integrated into the curriculum.

Keywords: Lecturers Attitudes, Collaboration, Information literacy, Information Literacy curriculum development.

Introduction

Librarians are trained to serve as custodians of knowledge and disseminators of educational resources that aid the teaching, learning, and research efforts of lecturers and students in the universities. They ensure that the objectives and goals of the parent institution are actualized while lecturers are those whose responsibility it is, to make use of the information resources provided by the librarians to teach effectively and impart knowledge to students at all levels of tertiary education. Lecturers and librarians 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.

According to Gonser, (2020) effective teaching have become an issue of concern as the scenery of higher education has been facing continuous changes in the educational system. 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 Gonser, (2020) include: changing in student expectations,

changing information technologies, particularly social media, changes in pedagogies, changing in relationships with knowledge, and changes in accessing and retrieving of information. All these changes call for lecturers and librarians' collaboration for a better and improved method of teaching in higher education.

Uslu, (2018). Define effective teaching as lecturers having the knowledge and skills to think critically and be able to impart such knowledge to the students. Ayua, (2017) defines effective teaching as creating a situation or selecting life-like situations to enhance learning, showing, telling, giving instruction, making someone understand to learn, and imparting knowledge and skills required to master a subject matter. He further states that lecturers need to possess the teaching ability of the 21st-century skills, such as problem-solving, collaboration, communication, information literacy skill, and creativity. This will help them to upgrade their knowledge base in the teaching profession. This can be achieved through collaboration with the librarians.

Emich, (2018) 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, developing common goals, and reaching a new-shared understanding. Collaboration in this context has to do with librarians and lecturers working together to ensure that library collection is adequate for teaching and learning. There are many areas librarians and lecturers can collaborate, but this study focus on Library collection.

Library collections are regarded as information bearing materials in the library that exists in printed and electronic formats, such as journals, textbooks, abstracts, indexes, magazines, newspapers, reports, diskettes magnetic disk, the internet/Email, video, CD-ROM databases, microforms, and computers (Olorunfemi and Ipadeola 2021). Library collections are print, and electronic materials that can be accessed either manually or electronically by users. The pillar of teaching, learning and research in any discipline is information resources. It is expected that lectures and librarians collaborate to ensure that library collections are adequate and relevant to meet the information needs of lecturers, researchers and students. Lecturers need to collaborate with the librarians in/order to identify the strengths and weaknesses of the library collections. Identify information resources that are relevant to the courses they teach. Inform the librarians about information resources that students and lecturers would like the library to acquire. Lecturers are also expected to provide the library with bibliographical data on relevant information resources.

Successful collaboration between librarians and lecturers depends mainly on the lecturers' attitude towards collaborating with the librarians. Gaiseanu, (2020) defined attitude as an individual's 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 is their perception or reactions towards collaborating with the librarian to ensure that library collection are adequate to meet the information needs of lecturers, researchers, and students. It is in light of

these that this article seek to determine lecturers attitude towards collaborating with the librarians in library collection for effective teaching in universities in South-South Nigeria.

Collaboration entails the pulling together of ideas and expertise of individuals from different professional backgrounds to achieve a common objective (Igbo & Imo, 2017). Douglas and Rabinowitz (2016) also define it as a mutually beneficial and well-designed relationship entered into by two or more individuals or organizations to achieve common goals.

Collaboration can also be seen as teamwork, cooperation, coordination, networking, and partnership, inter-professional, multidisciplinary, interdisciplinary, and trans-disciplinary (Kimberly, 2013). 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, helps to ensure that library collections are adequate to meet the information needs of users, 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.

To have a successful collaboration between lecturers and librarians, depend on lecturers attitude towards collaborating with the librarian. Albarracin & Shavitt, (2018) defines attitude "as a mental and neutral state of readiness, organized through experience exerting a direct influence upon an individual's response to all objects or situations with which it is associated. Kavanaugh and Solomon, (2013) explained that attitudes are positive or negative evaluations of people, objects, ideas, or events. Lecturers attitude in this study means their reactions, responses towards collaborating with librarians in library collection development.

Library collection development and evaluation of the information resource require collaboration between lecturers and librarians. Harrigan, Jamesa, Yonk, Ryanb, and Mason, (2016) indicates that one of the ways to ensure that the collection is in harmony with the curriculum is to seek the views of lecturers about the library's collections, through regular assessment of lecturers' opinions about library collections and services. Chutima, (2012) found that the information resources recommended by lecturers were used more by students and lecturers for research and assignments. Some researchers have pointed out areas in the academic institution in which lecturers and librarians can collaborate, Klintong, (2006) observed that lecturers collaborate with librarians in the management of the academic libraries, by being a member of the library board, a consultant in collection development especially in the selection process of specialized collections. Mapolisa, (2012) identified challenges encountered by students those related to lack of library resources, time, money, and family problems, while institution-related challenges were those associated with lack of Internet facilities, research-related courses, library resources, computer literacy, and workshops; which negatively affected students' ability to conduct research. Gale, (2015) found that lecturers showed a negative attitude in giving

librarians enough input about library collection in their areas.

Many researchers gave reasons why lecturers and librarians are not able to collaborate effectively towards libray collection. Olukemi and Onaade, (2021) found that both lecturers and librarians have different perspectives on the priority of library collection, they reflected specific and narrow areas of research and teaching focus. Makula and Turner, (2022) found that lack of collaboration and frustration brought about by librarians' long wait for lecturers' recommendations of new acquisitions when patrons may have already requested for the information resources. This is also related to a tension between the lecturer's expertise that is needed and the mandate of the library to collect what the patrons want. Moreover, a wide scope of acquisition requests needs to be considered, and not only those of lecturers. They state that another problem may occur when it becomes apparent that lecturers makes recommendations on past publications and a retrospective view of the literature in a subject area, while librarians tend to make decisions based on future needs of users.

Lecturers and librarians have the opportunities to foster better understanding, share knowledge and expertise through collaboration. Baer, (2021) found that lecturers show negetive attitude in collaborating with the librarians. He state that lecturers are unaware of the information resources and databases available in the library. The study also found that lecturers believed themselves to be well versed with the reference, circulating, and periodical sources available in the library to support their classes, and as such, showed a negative attitude in collaborating with the librarians. Hervold, (2010) found that many lecturers have limited understanding of the services and resources librarians can provide for them. Hervold attributes this to the poor attitude of lecturers towards collaborating with the librarians.

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 collaboration. Black, Crest, and 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' collaboration. Huerta & McMillan, (2000) state that another way to make informal contact with lecturers is via networking at social gatherings and campus events. That sometimes serendipity plays a role in opening informal communication channels as exemplified by collaboration because of the librarian's car breaking down in front of the faculty member's home. Librarians must use formal as well as informal methods to cultivate collaboration between the lecturers of their respective institutions and themselves. Whether the method is formal or informal, the level of trust that is fostered by this sort of relationship will pave the way for collaboration. No one avenue is best but a combination of methods is advisable.

Statement of the problem

It is an established fact that people are in dire need of information resources as well as services. This makes it important for the library to ensure the provision of such

materials. Thus, the library is faced with the burden of whether the library collections are adequate to satisfy the information needs of the users. Lecturers collaborating with librarians in library collection will help to ensure that library collection are adequate and relevant to meet the needs of users. Lack of collaboration between lecturers and librarians will make the library collection inadequate and lecturers unaware of the databases library subscribed to and other information services librarians can render to them. However, while lecturers and librarians' collaboration is important, lecturers' attitude towards collaborating with the librarian are very crucial and critical. This is because lecturers' attitude towards collaborating with the librarian will reveal the strength, weakness, quality, and relevance of collaboration in library collection. To empirically authenticate these observations and experiences, there is need to determine lecturers attitude towards collaborating with the librarians in library collection for effective teaching in universities in south-south Nigeria.

Research Method

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 Otueke, 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 were 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 with Librarians in library collection for effective Teaching" (LATCLLCET). A return rate of 730 (97.3%) was recorded. Data were analyzed using mean and standard deviation.

Research Question 1: What is the lecturers' attitude towards collaborating with librarians in library collection for effective teaching in Universities in South-South Nigeria?

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

Statement	M	SD	Remark
Lectures' attitude towards collaborating with the librarians in library collection.			
I encourage others to send books to the library as gifts.	3.95	0.99	accepted
I would like to visit book exhibitions and publishing houses to select useful information resources for the library.	3.97	0.94	accepted
Lecturers' need to identify the strengths and weaknesses of the library collections pertinent to the courses they teach.	3.88	1.04	accepted
I inform the library about information resources that students and lecturers would like the library to acquire.	3.96	0.93	accepted
I am ready to take part in evaluating information resources the library would like to acquire.	3.81	1.03	accepted
I would like to provide the library with bibliographic data on relevant information resources.	3.82	1.03	accepted
Total	3.90	.99	

It can be deduced from Table that lecturers show a positive attitude towards collaborating with the librarians in library collection, with an average mean score of (3.90). This implies that lecturers in federal universities in South-South Nigeria show positive attitude in collaborating with the librarians in library collection for effective teaching.

Research Question 2: What is the Lecturers' attitude towards collaborating with the librarians to know the information resources and services provided in the library for effective teaching in universities in South-South Nigeria?

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

Statement	M	SD	Remarks
Lecturers' attitude towards collaborating with the librarians to know the various information resources and services provided in the university library.			
Collaborating with the librarians enables me to be familiar with the library resources, services, and databases available in the university library.	3.87	1.15	accepted
I have access online to all resources needed for my research and teaching, so there is no need for collaboration with the librarians.	3.61	1.25	accepted
I access the library website and make my observations and recommendations to the librarians.	3.66	1.14	accepted
I know and access the various services and databases available in my university library.	3.70	1.09	accepted
I would appreciate opportunities to keep updated with the library's electronic resource and services.	3.74	1.10	accepted
I would like to provide the library management with feedback on the services offered to the users.	3.69	1.17	accepted
Total	**3.71**	**1.15**	

Table 2 shows that lecturers have a positive attitude towards collaborating with the librarians in order to know the various information resources and services provided in the library seen in the average mean score of 3.71. This implies that lecturers in federal universities in South-South Nigeria collaborate with the librarians to know the various information resources and services provided in the library to ensure effective teaching.

Discussion of Findings

The result of the finding shows that lecturers in federal universities in South-South Nigeria show a positive attitude in collaborating with the librarian in library collection with the average mean score of (3.90). The finding also reveals that lecturers inform the library about information resources that students and lecturers would want the library to acquire, and are ready to provide the library with bibliographic data on relevant information resources. This could be attributed to the fact that students and lecturers used most information resources recommended by lecturers more for research and assignment.

The findings show also that lecturers have a positive attitude in collaborating with the librarians for information resources and services provided in the library looking at the average mean score of 3.71. The finding show that lecturers believed that collaborating with the librarians enable them to be familiar with the library resources, services available in the university library judging by the mean score of 3.87

Conclusion

The study had supported the earlier submission that lecturer's positive attitude towards collaborating with the librarians facilitates effective teaching. The research was directed towards the lecturers' attitude in collaborating with the librarians in library collection. It was established that lecturers show positive attitude in collaborating with the librarians in library collection.

Recommendations

1. Librarians should involve lecturers in selecting information resources in the library collection. This will help in building a better collection development. Lecturers should also be willing to visit book exhibitions and publishing houses to select useful information resources for the library.
2. Lecturers' and librarians' collaboration should not be only for accreditation purposes, it should be a continuous process for better collaboration and communication.
3. Lecturers should be willing to accompany their students to the library to be familiar with the information resources available in the library, and to be able to access relevant information resources for this will help them in their information literacy skills.

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