Librarian-Faculty member Partnerships in Tertiary Institutions for Effective Educational Service Delivery in Selected Tertiary Institutions in South Western Nigeria.

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ABSTRACT :

This study investigates the impact of librarian-faculty collaboration on educational service delivery in selected tertiary institutions in Southwestern Nigeria. Through a mixed-methods approach, data were collected from 200 respondents (45% librarians, 55% faculty) using structured questionnaires. Descriptive and inferential analyses, including logistic and ordinal regression, were employed to test hypotheses. Key findings reveal that collaboration significantly enhances educational outcomes, with 81% of respondents affirming its positive impact on student learning, particularly in research skills (63%) and academic performance (51%). Effective collaboration is driven by regular communication (84%), mutual respect (81%), and institutional policy support (51%). However, challenges such as time constraints (68%), unclear roles (52%), and insufficient resources (47%) hinder optimal results. Regression analysis confirmed that collaboration quality strongly predicts educational improvements ($p < 0.001$), while resource efficiency depends more on institutional policies ($p = 0.01$) than collaboration alone. The study concludes that strategic partnerships between librarians and faculty, supported by institutional policies and training, are critical for maximizing academic success. Recommendations include structured frameworks for collaboration, resource allocation, and role clarification to address existing gaps.

Keywords: Librarian-faculty collaboration, educational services, library resources, institutional policies, Nigeria.

Introduction

Library is headed by professional librarians who ensures that information resources in different formats are made are available for institution or school academic programs, assist in improving necessary reading skills, research skills and learning skills or learning habits of pupils, students, faculty, etc. with the skills required to transformed the information gathered to knowledge (Caffrey et al., 2022). Libraries are backbone of any institution be it primary school, secondary school or tertiary institution because they are established to support the aim and goals of their parent institution by acquiring relevant information needed by pupils, students, faculties, researchers. for effective and efficient learning process. It is obvious that faculty cannot effectively single handedly play the role of bridging the gap between current and relevant information resources without collaboration with librarians because faculties cannot limit their sources of information or resources to textbooks only (Yousef, 2010). Collaboration can happen when faculty recognize and value the abilities and skills librarians can add to the teaching and learning practice in education as Atkinson (2019) opined that librarian-faculty collaboration is needful in an academic setting because it is advantageous and positively affects various aspect of learning process in the academic setting ranging from development of information literacy, developing students problem solving, tackling intellectual property issues and critical thinking skills etc. With this it is glaring that libraries plays an important role in complimenting the school curricula base on the knowledge and training of librarians in resource search and services which helps to support teacher teacher's lesson or lecture and so it is of important for librarians and faculties to furnace a collaboration as to create a strong synergy that will shape one another strengths and skills for common profits which is positive academic achievement or performance of students because they need to provide both relevant knowledge and information to satisfy their academic desires.

It is very important to note that librarians do not cater only for students but also answerable in assisting faculties in teaching and learning process (Carter et al., 2023). With versatile inflow of information resource based learning in different formats such as book materials and electronic materials and technologies in the library. Both scholars should make it a priority to collaborate in pulling resources and knowledge together for overall effective service delivery (Atkinson, 2018) towards students' academic performance and achievement. It is pertinent for faculty members to recognize the role of librarians as partner who could add value to curriculum, however it has been observed that despite the recognized benefits collaboration between librarians and faculty members in tertiary institutions there are significant challenges that hinders the effective delivery of educational services (Atkinson, 2019) and this can lead to disconnection between library resources and academic needs and this has resulted in sub-optimal educational support for students, faculty members, librarians and the tertiary institution as a whole (Majid and Mokhtar 2006).It is against the background that this study aims to investigate the impact of collaboration among librarians and faculty members in tertiary institutions for effective educational service delivery.

OBJECTIVES OF THE STUDY

The objectives of the study are to:

I.   examine the view that constitutes effective collaboration among librarian and faculty members
II. determine the types of collaborative activities takes place among librarians and faculty members for effective and efficient educational service delivery
III. identify the perceived benefits of collaborative activities among librarians and faculty.
IV. examine the commitment level of collaboration activities among librarians and faculty towards access to academic resources for teaching and learning
V.   ascertain if collaborative activities among librarians and faculty have positive impact on student learning outcome.
VI. Find out the challenges faced by both librarians and faculty in the process of collaborative activities.

RESEARCH QUESTIONS

I.   What is the view that constitutes effective collaboration among librarian and faculty?
II. What type of collaborative activities takes place among librarians and faculty for effective and efficient educational service delivery in tertiary institutions?
III. What are the perceived benefits of collaborative activities among librarians and faculty for effective and efficient educational service delivery in tertiary institutions?
IV. What is the commitment level of collaborative activities among librarians and faculty towards access to academic resources for teaching and learning?
V.   Do collaborative activities among librarians and faculty has positive impact on student learning outcome?
VI. What are he challenges faced by both librarians and faculty in the process of collaborative activities?

HYPOTHESES

I.   There is no significance relationship between collaboration on educational services
II. There is no significant relationship between collaboration efforts among librarians and faculty on efficient use of library resources?

Methodology

Study Area

The geographical coverage of this study consists of selected federal tertiary institutions in 3 states in southwest, Nigeria. This location includes Ogun, Oyo and Lagos states.

Sample and Sampling Techniques

The sample size for this study were selected through simple random sampling technique. Purposive sample techniques was then used in determining the tertiary institutions for this study while simple random sampling technique was used to determine and select the respondent for the study.
Specifically, some tertiary institutions in southwest Nigeria were purposively selected and these institutions includes, Federal University of Agriculture Abeokuta, Federal Poly Ilaro, Federal College of Education Abeokuta, University of Lagos, Yaba Technology Lagos. Federal College of Education Akoka, University of Ibadan, Ibadan Polytechnic and Federal College of Education Oyo Special.

Instrumentation and Data Collection

For data collection a self-developed questionnaire was adopted for the study. The instrument was subjected to validity and reliability using Pearson Product Moment Correlation to assure our instrument sufficiency. The researchers also ensured ethical considerations (confidentiality of data, Beneficence and Informed Consent) before approaching the respondents for administration and collection of data after every necessary approval taken.

Data Analysis

The data obtained from the study was collated and analyzed using the descriptive statistics of simple percentage, for data obtained from the respondents. Inferential statistical tools such as regression analysis was used to test the hypotheses at $P<0.05$.

Results and Discussions

Table 1. Demographic Characteristics of Respondents

Variable	Category	Percentage (%)

Role	Librarian	45%
	Faculty Member	55%
Academic Qualification	Bachelor's Degree	21%
	Master's Degree	57%
	PhD	32%
Years of Experience	0–5 years	23%
	6–10 years	37%
	11–15 years	28%
	16+ years	12%
Institution Type	University	50%
	Polytechnic	30%
	College of Education	15%
	Others	5%

Demographic Characteristics of Respondents

Table 1 outlines the background profiles of respondents who participated in the study. The respondents are almost evenly split between faculty members (55%) and librarians (45%). This balance reflects insights from both academic teaching staff and information service providers. In terms of academic qualification, majority are well-educated, with 57% holding a Master's degree and 32% a PhD. Only about a fifth have Bachelor's degrees, signifying a highly qualified participant group. Experience is distributed mainly in the mid-ranges; 37% have 6-10 years and 28% have 11-15 years, meaning most respondents have solid professional exposure. Fewer have 0-5 years (23%) or more than 16 years (12%), indicating fewer novices or very senior members. Half of the respondents come from universities, with polytechnics (30%) and colleges of education (15%) also well represented. This diversity ensures perspectives from various types of academic environments (Table 1). This demographic spread suggests that the study's findings are based on experienced and diversified opinions from key academic and library personnel across multiple institution types.

Table 2. Views on Effective Collaboration

Factor	Percentage (%)
Regular communication	84%
Mutual respect	81%
Shared goals and objectives	75%
Willingness to cooperate	71%
Understanding of each other's roles	67%
Others (e.g., institutional support)	23%
Collaboration Rating	Percentage (%)
Excellent	17%
Good	38%
Average	34%
Poor	11%

Views on Effective Collaboration

This table explores what factors respondents believe contribute to effective collaboration and their overall rating of collaborative experiences.The overwhelming majority of the sampled respondents (84%) identify regular communication as critical.They also see mutual respect as being almost equally important (81%), followed by shared goals and objectives (75%). Willingness to cooperate (71%) and understanding each other's roles (67%) are also regarded as being important. However, Institutional support and other factors are considered less often (23%). On their perceptions about collaboration, 55% rate collaboration positively (17% excellent, 38% good). However, 45% feel collaboration is average (34%) or poor (11%). Theses imply that effective communication and mutual respect form the backbone of successful collaboration. The mixed ratings indicate that while many collaborations work well, there is notable dissatisfaction or challenges in some cases that need attention.

Table 3. Types of Collaborative Activities

Activity	Percentage (%)
Library instruction/information literacy	76%
Course material/resource selection	65%
Joint research projects	54%
Curriculum design and development	42%
Others (e.g., workshops)	16%
Most Impact-full Activity	Percentage (%)
Library instruction programs	61%
Joint research projects	30%

Types of Collaborative Activities

Table 3 above details different collaboration activities and their perceived impact. The most frequent activity (76%) is library instruction and information literacy training. Course material or resource selection is also found to be popular (65%). Where more than half (54%) are involved in joint research projects involvements in curriculum design/development (42%) and workshops/other activities (16%) are observed to be less frequent. Furthermore, while library instruction programs are viewed as most impactful by 61%, joint research projects are not perceived as such at 30%. Findings therefore reveals that the focus on library instruction indicates collaboration which is heavily geared toward enhancing student learning and information skills. Joint research, while less prevalent, is still seen as a key impact area. Collaborative curriculum work is less common but potentially valuable.

Table 4. Perceived Benefits of Collaboration

Benefit	Percentage (%)
Enhanced access to academic resources	82%
Improved teaching and learning	75%
Improved student outcomes	71%
Increased research output	66%
Others (e.g., professional development)	24%
Impact on Resource Accessibility	Percentage (%)
Very high	24%
High	46%
Moderate	23%
Low	7%

Perceived Benefits of Collaboration

Table 4 highlights how respondents perceive the advantages gained from collaboration.

According to the table, Improved access to academic resources is seen by 82%, the highest benefit. Improved teaching and learning (75%) and better student outcomes (71%) follow closely. Increased research output is also significant (66%). Furthermore, other benefits such as professional development are less frequently noted (24%).

Findings on the impact of collaboration on resource accessibility reveals that most respondents see a high (46%) or very high (24%) impact on resource access due to collaboration. Moderate impact is seen by 23% of the respondents and a small minority (7%) rate the impact as low. The data confirms that collaboration enhances resource availability and directly supports teaching quality and student success. This aligns with institutional goals of improving academic effectiveness.

Table 5. Commitment Level to Collaboration

Commitment Level	Percentage (%)
Very committed	30%
Moderately committed	44%
Slightly committed	21%
Not committed	5%
Influencing Factor	Percentage (%)
Institutional policies	51%
Availability of time	39%
Personal interest	32%
Resource availability	33%

The table presents findings on how committed respondents are to collaborative efforts and what drives that commitment. Based on commitment Levels, 30% are very committed, and 44% moderately committed, making a combined majority of 74%. A smaller portion is slightly (21%) or not committed (5%). Furthermore, Institutional policies drive commitment for 51%, highlighting the importance of organizational support. Availability of time (39%), personal interest (32%), and availability of resources (33%) also significantly influence commitment levels. In summary, commitment to collaboration is generally strong but influenced heavily by policy frameworks and pragmatic constraints like time and resources. This suggests institutions need to support collaboration through clear policies and resource allocation.

Table 6. Impact on Student Learning Outcomes

Belief in Positive Impact	Percentage (%)
Yes	81%
No	19%
Specific Improvements	Percentage (%)
Better research skills	63%
Improved academic performance	51%
Enhanced critical thinking	42%
Reasons for No Impact	Percentage (%)
Poor implementation	52%
Lack of institutional support	28%
Limited awareness	20%

This table captures respondents' belief about the positive contributions of collaboration and reasons for dissent. While 81% believe collaboration positively impacts their academic environment, 19% disagree, indicating a minority dissatisfaction. Specific areas where improvement were highlighted include: Better research skills (63%) lead the improvements, Improved academic performance (51%) and enhanced critical thinking (42%) follow. However, poor implementation (52%), lack of institutional support (28%) and limited awareness (20%) were seen as the main reason for negative views. Summarily, while a majority recognize tangible benefits, nearly one-fifth of respondents have concerns mainly rooted in how collaboration is managed and supported institutionally. Also, most respondents (80%) acknowledged collaboration's positive impact, particularly on research skills (60%). The 20% "no impact" group cited implementation flaws (50%), underscoring the need for structured collaboration frameworks.

Table 7. Challenges and Proposed Solutions

Challenge	Percentage (%)
Lack of time	68%
Limited understanding of roles	52%
Insufficient resources	47%
Poor communication	38%
Proposed Solution	Percentage (%)
Regular training/workshops	64%
Clear institutional policies	51%
Improved communication channels	45%

Table 7 identifies problems faced in collaboration and respondents' suggestions to overcome them. Key Challenges identified were lack of time (68%), limited understanding of roles (52%) and insufficient resources (47%) as well as poor communication are also major issues. Majority of the respondents suggested regular training and workshops (64%) are seen as a crucial intervention. Clear institutional policies (51%) and improved communication channels (45%) were also suggested as important remedies.

Table 8. Summary of Regression Analysis to test Hypothesis 1.

Predictor	Estimate (log-odds)	p-value	Interpretation
Collaboration_Rating	0.75	<0.001	Higher collaboration → More belief in impact
Institutional_Policy_Support	0.5	0.02	Policy support increases belief

Interpretation and decision:

Ho 1: There is no significance relationship between collaboration on educational services
Since P values are less than 0.05, we reject the null hypothesis.

Both collaboration quality and institutional policies significantly predict belief in educational improvements ($p < 0.05$).
Odds Ratio Interpretation: A 1-unit increase in collaboration rating doubles the odds ($\exp(0.75) \approx 2.1$) of believing in positive impact.

Table 9. Summary of Regression Analysis to test Hypothesis II.

Predictor	Estimate	p-value	Interpretation
Library_Instruction_Participation	0.3	0.15	Not significant
Institutional_Policy_Support	0.85	0.01	Strong positive effect

Interpretation and decision:

Library instruction alone does not significantly improve resource accessibility ($p = 0.15$).
Institutional policy support has a strong effect ($p = 0.01$).
Collaboration's impact on resources depends more on systemic support than just participation.

Table 10. Final Summary of Regression Results

Hypothesis	Model Used	Key Predictor	p-value	Conclusion
H1: Collaboration and Educational Services	Logistic Regression	Collaboration Rating	<0.001	Reject H₀: Strong positive effect
H2: Collaboration and Resource Efficiency	Ordinal Regression	Library Instruction	0.15	Fail to reject H₀: No significant effect
H2 Alternative	Ordinal Regression	Institutional Policies	0.01	Policies matter more than collaboration alone

Inferential analysis using regression shows that collaboration significantly improves educational outcomes (teaching, learning, student skills). Also, resource efficiency depends more on institutional policies than just librarian-faculty collaboration. Based on these we can conveniently recommend that Institutions should combine collaboration with policy support (training, time allocation) for maximum impact.

Conclusion

Findings of this research paint a picture of academic collaboration where well-qualified participants value communication, mutual respect, and policy support as keys to success. Collaboration is mostly centered on teaching-related activities and research, improving resource access, and student outcomes. However, time constraints, role clarity, and resource scarcity limit effectiveness for many. Institutional policies and training emerge as critical for raising commitment and overcoming challenges.

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