
Understanding the Role and Value of Librarians: A Study of Faculty Perceptions in Bayelsa State Universities, Nigeria

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ABSTRACT

The study examined faculty perceptions of librarians' roles and values in Bayelsa State universities, Nigeria. The study's population consisted of all faculty from three state universities in Bayelsa State. The sample size of 384 was adapted based on the method proposed by Fox et al. (2007) and Meyer (1979) for sampling from an infinite population due to the lack of an exact number of faculty members in the universities. An online survey was used to collect data, and 217 faculty responded to the online questionnaire. The data were analyzed using SPSS version 29. Findings revealed that faculty had a high level of interaction with librarians and were involved in a variety of interactions in various areas. Faculty have a high level of knowledge of librarians' skills and duties, as well as a positive perception of librarians' value. Therefore, university library administrations should purposefully encourage and facilitate frequent interactions between faculty and librarians to enhance their understanding of librarians' expertise and roles, including collaboration through joint research and co-teaching opportunities.

1. Introduction

University libraries refer to libraries established or set up in universities to provide information resources required for effective teaching, learning, and research. These resources include books, journals, open educational resources, digital resources, and other academic materials for their research and teaching. In addition to the resources, academic libraries also offer librarians who facilitate access to information resources and services within the library (George et al., 2022). Librarians also assist users in research activities, citation management, and digital and information literacy skills, among others. They are experts in many areas of knowledge, assisting faculty in their research and advising on how to competently locate and utilize resources. Faculty, on the other hand, is the teaching or research staff of any higher education institution, such as a university (Ogunbodede & Uchendu, 2022). Their duties include imparting knowledge to the students, conducting research,

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and being of service to society. Faculty have the critical responsibility of preparing their students with adequate knowledge and skills to enable them to survive in society.

Librarians provide the necessary information resources for faculty to teach and conduct research. They play a vital role in faculty members' access to books, journals, open educational resources, digital resources, and other academic materials for their research and teaching (Davis et al., 2016). Also, librarians help faculty with their research needs and provide orientation regarding the effective use of various resources in the library. Members of faculty would find it very difficult to get the resources they need for teaching and research without the assistance of librarians. However, the researchers noted that most developing countries, particularly Nigeria, have not given the appropriate recognition or high appreciation to librarians in their respective institutions, including the universities. According to Onifade (2019), there is poor appreciation and recognition of librarians and library services, especially in the developing world and, part of which are Nigeria and Ghana. Such lack of appreciation may limit the efficiency and or/use of library services and even erode the general functional objectives of universities (Adegun et al., 2015). Misconceptions or lack of interaction with library services by faculty may also influence this undervaluation. As a result, it is crucial to address these perceptions, because improving the working relations between faculty and librarians will in turn have a positive impact on students and other users of the academic libraries.

The historical underestimation or marginalization of librarians in Nigerian universities has continued for many years due to structural and cultural factors such as systemic invisibility, poor policies, and poor understanding of the essential roles of librarians in any academic institutions. Ifijeh et al. (2021) argue that there are still challenges existing for librarians to attain proper acknowledgement at par with faculty members. Thus, making it difficult for librarians to enhance academic standards and overall institutional performance. Over the years, faculty have understood and appreciated librarians as caretakers of physical books and other resources only. This unproductive perception does not take into account how the responsibilities of librarians have evolved from mere custodians of physical collections to extremely important roles as digital asset manager, instruction of information literacy, and research services that would foster scholarship and institutional success (Kaur, 2015). When librarians are not acknowledged and included as part of the team, their capability to foster academic success and organizational achievement remains unused due to the lack of recognition and cooperation.

Considering these challenges, this study aims at investigating the perceptions of faculty towards the roles and importance of librarians in universities in Bayelsa State, Nigeria. This research contributes to the literature because it seeks to assess how much faculty members understand about the role and worth of librarians. Such perceptions need to be understood because faculty members are important stakeholders in academic organizations and largely depend on library services to discharge their responsibilities. In order to achieve the objective of defining the role of the librarian, the study seeks to evaluate how these faculty members perceive librarians and the contributions they offer since better cooperation between them can lead to better library services and consequently better academic results. Besides, this research aims at contributing towards better understanding of the various roles that librarians perform with a view of enhancing recognition within the university. To the best of the researchers' knowledge, no previous study has investigated faculty perceptions

of librarian roles and values in Bayelsa State universities, making this study appropriate and crucial for filling a significant gap. As a result, this study examines faculty perceptions of librarians' roles and values in Bayelsa State universities in Nigeria.

2. Statement of the Problem

In multiple aspects, librarians serve as invaluable faculty support. They are crucial collaborators for the faculty in pursuit of premium-quality research and teaching. They offer a plethora of resources that support faculty members in their teaching and ensure their survival. However, the researchers observed that academic institutions in Nigeria do not appreciate and value the important roles that librarians play. Such a notion could emerge from a lack of understanding of the wide range of services that librarians provide (Onifade, 2019). A lack of appreciation for librarians may directly impact library services and resources, resulting in a lack of support for them. Resolving this issue entails creating more collaborative and participatory relations between librarians and the faculty in Nigeria, as well as increasing understanding of librarians and their professional values. This will ensure libraries do not lack funding and resources, while students and teachers will have access to what they need to make their academic work as simple as possible. To the best of the researchers' knowledge, no study has delved into faculty perceptions of librarian value in Bayelsa State, Nigeria; thus, this study aims to address this gap. Therefore, this study examines faculty perceptions of librarians' roles and values in Bayelsa State universities in Nigeria.

3. Objectives of the Study

The specific objectives are to:

- (1) identify the types of interactions that faculty members have with librarians.
- (2) examine the faculty's understanding of the skills and duties of librarians.
- (3) ascertain faculty perceptions of librarians' value.

3.1 *Research Questions*

The following research questions guided the study:

- (1) What are the categories of faculty interactions with librarians?
- (2) What is the faculty's knowledge of librarians' skills, duties, and responsibilities?
- (3) What is the faculty's perception of librarians' value?

3.2 *Literature Review*

This section presents some selected literature on the categories of faculty interaction with librarians, faculty knowledge of librarians' skills, duties, and responsibilities, and faculty perceptions of librarians'

value.

3.3 Categories of Faculty Interaction with Librarians

Fadehan and Ojo (2021) conducted a study on library-faculty collaborations in southwest Nigerian universities. The identified areas of collaboration include the core mission and collection development, establishing beneficial communication networks, creating a solid research infrastructure, and involving faculty in determining library policies, among others. In another study, Perez-Stable et al. (2020) examined faculty practices and attitudes toward collaborating with librarians. The findings showed that the commonest method of partnering was having a librarian deliver an instruction session and then develop a course guide page for students. In a related study, Wijayasundara (2015) examined the roles of university librarians while working collaboratively with teaching faculty in Sri Lankan ivory tower institutions. The findings indicate that information literacy instruction, team teaching, curriculum design, team supervision of research projects, collection development, and collaborative research were some of the areas for faculty-librarians' collaboration. In contrast, Kamau and Adika (2018) revealed a low level of engagement between the faculty and the librarian. In the same way, a study by McNee and Radmer (2017) revealed that there is tremendous work pressure that librarians and faculty are under, and this does not allow them to collaborate. Collaboration is only possible if both the librarians and the faculty can meet, plan, and discuss ideas and goals. The reviews show the likely benefits of library-faculty connection. However, other works pointed to a very minimal contact between the faculty and the librarian, and a shortage of time and resources we know can prove to be an inhibiting factor to efficient library-faculty collaboration in academic institutions.

3.4 Faculty Knowledge of Librarians' Skills, Duties, and Responsibilities

Fagan et al. (2020) conducted a study on faculty perceptions of academic librarians at James Madison University in 2020. The study demonstrated that the majority of the faculty enumerated all the skills from many aspects, including reference skills, research support, and information searching and acquisition skills or resources in identifying the most important skills that librarians possessed. Additionally, Alwan et al. (2021) examined how faculty in higher education view librarians' roles in combating fake news. The results demonstrate that librarians and libraries are considered crucial partners in the effort to prevent the fake news epidemic. In this particular study, Roberts (1995) researched faculty information on library services at the University of the West Indies. The results showed that among the faculty, 53 percent on average were conscious of the services provided, and the services that had to be implemented between the librarians and themselves were the least aware. The studies also show that faculty in general appreciate librarians' competencies and recognize them as partners, although the majority of them still lack awareness and, thus, use of library services.

3.5 Faculty Perceptions of Librarians' Value

Yousef (2010) explored faculty attitudes toward cooperation with librarians. This research showed that the majority of faculty evaluated their partnership with librarians positively. Kelly (2019) also conducted a study about faculty views on librarian worth. The result demonstrates that faculty see librarians' involvement as crucial to students' skills in research development. However, Oyewole and Adetimirin (2015) revealed the opinions that lecturers and postgraduates held about the library's role in promoting teaching, learning, and research at the University of Ibadan, Nigeria. The results indicated that the overall impression was not favorable, as the majority of the lecturers and postgraduates were not satisfied with the resources and facilities in the library. The literature proves that some faculty have a positive attitude and appreciation of librarians, while on the other extreme, there are negative perceptions and dissatisfaction with library resources and services. This implies that faculty-librarian associations and views might differ depending on the specific institutional context.

3.6 Current Trends and Challenges faced by Academic Libraries

Prior research on academic libraries has revealed important developments and issues that affect their functions in tertiary institutions, especially in the developing regions, such as Nigeria. These trends and challenges are essential in explaining how faculty perceive librarians' roles and worth in the university system.

They have shifted from their historical role of being a repository of information resources to more active players in facilitating teaching, learning, and research processes in their respective institutions. Librarians in academic settings are now involved in processes such as embracing open educational resources, providing research data management, and embracing scholarly communications (Ogunbodede & Bulor, 2023; Kingsley et al., 2022). These new roles and increased expectations are consistent with worldwide patterns where librarians are assuming increased status as collaborators in faculty scholarship and instructional programs.

Also, academic libraries are adopting technology-based services to enable them to meet the challenges of the 21st century learning. According to Ibrahim et al. (2022), digital repositories, e-resources and virtual research consultation services are now essential service delivery tools in most library settings. These changes help libraries to assist faculty in gaining timely access to scholarly publications and interdisciplinary resources. These developments in academic libraries are particularly significant due to the growing nature of dependence on electronic sources and the process whereby the librarians have to develop to meeting the evolving needs of faculty.

However, academic libraries in Nigeria experience some challenges that have continued to hamper their capacity to meet the expectations of their institutions. Most libraries continue to face serious challenges when it comes to the acquisition of new resources, infrastructure to support library resources, and funding for staff development. According to Ubogu (2019), an inadequate financial base limits the capacity of academic libraries to acquire appropriate collections and deliver other unique services for faculty and the users at large. This may again affect the perception of faculty towards the value of librarians since poor information resource provisions may lead to a diminished view of their contributions.

Another important issue is that the majority of faculty are not aware of the new or evolving roles of librarians. Fajonyomi et al. (2022) noted that most faculty continue to view librarians as mere gatekeepers of books and not as research and teaching partners. This limited understanding can hinder cooperation and, as such decrease or minimizes the usability of library services. In universities, where communication gaps are especially evident, a deliberate attempt must be made to establish a relationship between librarians and faculty.

There are specifically various technological factors that pose serious challenges as well. Despite the growing advances in the use of technology, the needed infrastructure is lacking; most university libraries in Nigeria lack constant electricity supply and reliable internet access to support service delivery (Sahabi & Otobo, 2021; Omeluzor et al., 2018). Some of these challenges are compounded by the fact that some faculty may have low digital literacy in using technologies available to support their tasks.

These trends and challenges therefore determine directly how faculty in the universities perceive librarians. The focus on teamwork and the tendency toward technology-based services may provide librarians with ways of proving their worth as members of the research and teaching teams. But inadequate funding sources, poor communication, and lack of infrastructure can weaken these efforts by creating an incongruence of the perceived roles of librarians.

Research has emphasised the significance of matching library services to meet faculty demand and expectations (MI Scoulas & De Groote, 2024). There is a need for faculty engagement in the effort to enhance perceived librarians' performances. Addressing these systematic issues in the universities, there is the need to improve the status of librarians and make them more recognized as an important player in the achievement of academic goals.

3.7 Theoretical Framework

The study is based on the Theory of Collaboration (TC), which was devised by R. Keith Sawyer in 2007, and defined collaboration as an interactive process through which people or organizations come together in order to accomplish common objectives. According to Sawyer, creativity and innovation result from collaboration as evidenced by professional and organizational settings. This theory provides a clear and useful framework for comprehending the work relationship between the faculty and librarians in the universities in Bayelsa State and how these interactions shape the perceptions of librarians' duties and value.

Collaboration utilizes common power and assets, based on mutual reliance on trust, shared goals and aims and their importance in an academic context. The TC recognizes mutual reliance on trust and shared goals as the basis of effective corporation. Faculty interactions with librarians are in several areas such as collection development, research assistance, and finding OER and other information resources. This mutual cooperation is geared towards the improvement of research, teaching, and learning, and improved student outcomes. The theory of collaboration also promotes the principle of communication and mutual respect as key aspects of collaboration.

The TC emphasizes the significance of knowing the competencies and contributions of partners in any collaboration. This means that, faculty must be aware that librarians are not only repository

of books and other learning materials. Today's librarians possess information literacy skills, digital management skills, research and citation skills, curriculum development, directing users to resources, among others. This means that faculty, who are aware of these skills, are likely to engage the librarians in higher academic activities including interdisciplinary research and grant proposals. Thus, awareness of what librarians are capable of doing in collaboration leads to trust and transforms librarians into strategic and valued academic collaborators instead of just assistants.

The TC highlights that shared goals and respect are critical factors identifying the value or potentials of partners. Faculty perceptions of librarians' value are shaped by positive experience in collection and curriculum development, research assistance enhances the perceptions of librarians making them full-service academic partners. Faculty who appreciate the roles and values of the librarian are more likely to lobby for extra or increased funding for library and improved infrastructure and integration of the library into the teaching plan of the university. Such advocacy does not only build on the institutional authority of libraries but also on their capability to accommodate emerging patrons' needs effectively. Positive faculty attitudes about their librarians' knowledge will enhance their position to assume extended responsibilities like curriculum development, joint production of teaching and learning materials, and interdisciplinary research projects, and influencing institutional policy.

Moreover, the theory of collaboration can help navigate the challenges concerning librarian-faculty partnership, such as inadequate knowledge about librarians' competencies or poor interaction. These challenges can be easily solved if the two groups prolong open communication and work under the same aim. The Theory of Collaboration captures an interactive and mutually reinforcing library faculty relationship in Bayelsa State universities. It stresses the need for cooperation to facilitate improvement of academic performance, the use of the available resources, and institutional development. When implemented, this framework helps institutions enhance these collaborations and place librarians at the centre of the academic mission.

4. Methodology

The study used a descriptive survey design. The study's population consisted of all faculty from Bayelsa State's three state universities. The universities include the University of Africa, Niger Delta University, and Bayelsa Medical University, all in Bayelsa State. Due to the lack of an exact number of faculty members in the universities, we adapted the sample size of 384 based on the method Fox et al. (2007) and Meyer (1979) proposed for sampling from an infinite population. The method is appropriate when dealing with an infinite population so as to create a significant sample size for proper statistical data analysis. The online questionnaire was the instrument used for data collection. The initial step involved distributing the online survey to 384 faculty members, and 217 faculty responded to the online questionnaire, giving a response rate of 57%. The online survey method was adopted for its convenience to reach faculty members in the three state universities particularly where the distribution of physical questionnaires might encounter some barriers.

Face and content validity testing, conducted by specialists in measurement, evaluation, and library

and information science, ensured the questionnaire's appropriateness for the study. The instrument's reliability was confirmed with a Cronbach's alpha of 0.85. Data analysis was performed using frequency counts, simple percentages, and Statistical Product and Service Solutions (SPSS) version 29. Responses to the questionnaire were measured and analysed with a nominal scale and a 4-point Likert-type scale. A criterion score of 2.5 was adopted for research questions 1-3. The criterion score was obtained as follows: Criterion score = $(4 + 3 + 2 + 1)/4 = 2.5$. The choice of a 2.5 criterion score on a 4-point Likert scale is significant in interpreting survey results, as it mathematically represents the midpoint between the lowest (1) and highest (4) values. This score provides a middle ground for respondents, allowing them to express a stance that is neither strongly negative nor strongly positive. While the scale itself does not include an explicit neutral option (as in a 5-point scale), the 2.5 score serves as a functional midpoint between disagreement and agreement, offering an intermediate response. For research questions 1 and 2, the mean scores below 2.5 were adjudged as low-level interactions and knowledge, and the scores of 2.5 and above were adjudged as high-level interactions and knowledge. For research question 3, the mean scores of 2.5 and above were considered positive perceptions, and those below 2.5 were deemed negative perceptions.

4.1 Findings of the Study

Section A: Demographic Information

Table 1. Gender of the Respondents

Gender	Frequency	Percentage %
Male	157	72
Female	60	28
Total	217	100

The finding in Table 1 suggests that males made up the majority of the faculty involved in the study.

Table 2. Age of the Respondents

Age	Frequency	Percentage %
20-35	42	19
36-50	119	55
50 and above	56	26
Total	217	100

From Table 2, it was revealed that 42 (19%) of the respondents were within the age bracket of 20-35 years, 119 (55%) of the respondents were within the age bracket of 36-50 years' while 56 (26%) of the respondents were within the age bracket of 50 and above. This implies that the

majority of the academic staff were within the age bracket of 31-40 years.

Table 3. Academic Qualifications of the Respondents

Qualifications	Frequency	Percentage %
Bachelors	17	8
Masters	81	37
PhD	119	55
Total	217	100

Table 3 showed that 17 (8%) of the respondents were bachelor’s degree holders, 81 (37%) of the respondents were master’s degree holders, while 119 (55%) were Ph.D. holders. This implies that the majority of respondents under study were Ph.D. degree holders.

Table 4. Years of Experience of the Respondents

Experience	Frequency	Percentage %
1-10years	116	53
11-20years	67	31
21-30years	24	11
30 years and above	10	5
Total	217	100

Table 3 revealed that 116 (53%) of the respondents have 1-10years of experience, 67 (31%) of the respondents have 11-20years of experience, 24 (11%) of the respondents have 21-30years of experience while 10 (5%) of the respondents have 30years and above experience. This implies that the majority of respondents have 1-10years of experience.

4.2 Research Question 1: What are the categories of faculty interaction with librarians?

Table 5 shows the categories of faculty interactions with librarians. The table suggests that faculty had a high level of interaction with librarians in the areas of collection development, assistance to faculty on their research needs, and finding OER for their courses, attending workshops/seminars on how to use library resources, research and teaching, and digital services, assisting faculty to find reputable journals, and work and/or private social functions. However, faculty have a low level of interactions with librarians on request in-class library instruction. Statistically, the grand mean (2.7) is greater than the criterion mean (2.5), which shows that faculty at state universities in Bayelsa State were involved in a variety of interactions and had a high level of interaction with librarians. These findings point to opportunities for librarians to expand their outreach and deepen their support for faculty in research, teaching, and publishing.

Table 5. Faculty Interaction with Librarians

S/N	Categories of Faculty Interactions	SA	A	D	SD	Mean
1.	Working with librarians to request books, journals, or databases for the library to support teaching, learning, and research (i.e., collection development)	74	117	23	3	3.2
2.	Librarians assist me with my research activities	33	145	29	10	2.9
3.	Librarians help find open educational resources for my courses	40	98	66	13	2.7
4.	Librarians provide workshops/seminars for faculty on how to use library resources	35	85	76	21	2.6
5.	Librarians help me keep up-to-date with information in my field	37	87	74	19	2.6
6.	Research/teaching collaborations	33	85	76	24	2.6
7.	Digital services, such as data curation and visualization, digital repositories, and text mining	36	85	75	21	2.6
8.	Librarians help me find reputable journals to publish my articles	40	74	68	35	2.5
9.	Work and/or private social functions	41	72	67	37	2.5
10.	Request in-class library instruction/workshops	38	65	71	43	2.4
Grand Mean						2.7

Research Question 2: What is faculty knowledge of librarians' skills, and duties?

Table 6 reveals faculty knowledge of librarians' skills and duties. The table indicated that faculty have high knowledge of librarians' skills and duties, such as creating awareness about library resources and services, communication, organizational, and digital skills, access to knowledge and resources, technical, references, and cataloguing skills, updating faculty on library services, directing users to resources, among others. Statistically, the grand mean (3.0) is greater than the criterion mean (2.5), which shows that faculty in state universities in Bayelsa State have high knowledge of librarians' skills and duties.

Table 6. Faculty Knowledge of Librarians' Skills, and Duties

S/N	Faculty Knowledge of Librarians' Skills and Duties	SA	A	D	SD	Mean
1.	Create awareness about library resources and how to access them	86	121	7	3	3.3
2.	Librarians have communication, organizational, and digital skills	65	144	5	3	3.2
3.	The organization and facilitation of access to knowledge and other resources	70	134	13	-	3.2
4.	Technical activities, references, and cataloguing/organizing tasks	54	145	3	5	3.1
5.	Updating faculty on library services	66	117	24	10	3.1
6.	Consulting with librarians to support instructional needs and conveying faculty opinions to the library administration	33	145	29	10	2.9
7.	Direct patrons to resources	35	141	30	11	2.9
8.	Providing directions to resources and spaces, answering research questions, and helping with resources	36	143	26	12	2.9

S/N	Faculty Knowledge of Librarians' Skills and Duties	SA	A	D	SD	Mean
9.	Either physically or virtually, librarians help to search the Internet more effectively	38	140	29	10	2.9
10.	The production and dissemination of knowledge	31	113	65	8	2.8
Grand Mean						3.0

Research Question 3: What is faculty perceptions of librarians' value?

Table 7 shows faculty perceptions of librarians' value. The table shows that faculty responses on the perception of librarians are generally positive. It suggests that the majority of faculty have a good impression of librarians. Statistically, the grand mean (3.1) is greater than the criterion mean (2.5), which shows that faculty in state universities in Bayelsa State have a positive perception of librarians' value.

Table 7. Faculty Perceptions of Librarians' Value

S/N	Faculty Perceptions of Librarians' Value	SA	A	D	SD	Mean
1.	Librarians have adequate knowledge of library services and communicate the latest improvements and new resources	72	140	5	-	3.3
2.	Librarians help search for and locate information	72	140	5	-	3.3
3.	Librarian assistance is very vital	60	144	13	-	3.2
4.	Librarians are experts in collections, research, and overall library use	74	117	23	3	3.2
5.	The library provides active support that helps increase the productivity of faculty research	48	140	23	6	3.0
6.	Librarians are helpful, respectful, and approachable	53	137	16	11	3.0
7.	Librarians' role has diminished due to easier access to academic content online	52	138	19	8	3.0
8.	Librarians are very helpful in gathering information for research	33	145	29	10	2.9
9.	Librarians can determine the quality of information or sources	36	143	26	12	2.9
10.	Librarians are contributing to the success of faculty teaching and research	40	98	66	13in	2.7
Grand Mean						3.1

5. Discussion

According to research question one, faculty had a high level of interaction with librarians, and the interactions mostly revolved around collection development, research assistance, and helping faculty find open educational resources, among other things. This evidence suggests that faculty and librarians are working hand in hand to enhance scholarly research and education. This finding aligns with the principles highlighted in the TC, which recognizes mutual reliance on trust and

shared goals as the basis of effective collaborative relationships. Faculty interactions with librarians are in several areas, such as collection development, research assistance, and finding OER and other information resources, which is geared towards the improvement of research, teaching, and learning, and improved student outcomes. This finding is also in line with Wijayasundara (2015), which stated that most faculty interactions with librarians were focused on collection development, research assistance, information literacy instruction, etc. Nevertheless, the result is not in agreement with the finding of Kamau and Adika (2018), who discovered that faculty and librarians had low interactions. These examples shows that collaboration between faculty and librarians varies by institutions and context. The findings from research question two indicate that faculty have considerable understanding of the abilities, responsibilities, as well as roles of librarians. These observations imply that faculty appreciate the important function of librarians in research support and instruction. The finding supports the principles outlined in the TC, which emphasizes the significance of knowing the competencies and contributions of partners in any collaboration. Therefore, the result is in agreement with that of Fagan et al. (2020) which reveal that faculty had adequate knowledge about librarians, appreciated their skills, knowledge, and abilities and perceived them as valuable assets to their team. Research question three established that there is a positive perception of librarian value. The positive perception means that faculty appreciate why and how librarians are important in the support of academic research and teaching. The finding aligns with the principles stressed in the TC, which noted that shared goals and respect are critical factors identifying the value or potentials of partners. Faculty perceptions of librarians' value are shaped by positive experience in collection and curriculum development, research assistance, which enhances the perceptions of librarians, making them full-service academic partners. This finding is in tandem with Yousef (2010), who showed that faculty have a positive perception of librarian value.

6. Conclusions and Recommendations

The findings indicated that the faculty, in their interactions with librarians, had often discussed many issues and had high awareness about the skills, job tasks, and responsibilities of librarians and their perceived efforts. Based on the findings, it is the university library administrations' responsibility to intentionally promote and foster interactions between faculty and librarians in order to improve their awareness of librarians' competencies, roles, and responsibilities, respectively. Promote cross-functional relationships between faculties and librarians through research partnerships and integration in teaching duties to increase the worth of librarians and improve their assets for academic duties.

7. Implications for Future Research/Society/Practice

The results of this study reemphasize the importance of the librarian-faculty partnerships in the promotion of scholarly endeavours, education, and institutional attainment. Increased collaboration

with librarians in matters pertaining to collection development, research, and open education resources clearly indicates that the partnership is dynamic and is evolving. This partnership shows that academic libraries can change directions and become stimulating centres that foster cutting-edge learning, quality assistance, coordination, and interaction across the various disciplines.

The positive perception of the roles of librarians that were established in this study provides directions for other research in several fronts. First, future research could look into how librarian-faculty collaboration across fields, institutional, and geographical locations to better understand enablers and barriers to these partnerships. Future research could establish the dynamics of these partnerships prospectively, especially regarding technological changes and new academic objectives. Furthermore, the survey of how the involvement of faculty-librarians affect students learning, information literacy skills, research skills, and academic performance could be beneficial in answering the wider educational advantages of such collaboration. Examining what librarians are currently doing to pave the way to equity, diversity and inclusiveness might also reveal how they can support social justice in academic contexts in their interactions with faculty.

The results point up the social significance of academic libraries as the centres for knowledge generation and sharing. When faculties understand and embrace the services of librarians, it improves a symbiotic academic synergy that impacts the larger society through advocacy of a culture of learning that empowers the public by the creation of an enabling environment, access to information and lifelong learning, and knowledge democratization. Libraries are well placed to champion opportunities for open access to research, OER, and public scholarship efforts. Through enhancing the librarian-faculty collaborations, institutions are capable of multiplying their contribution to society through increased development of education, research and public engagement.

From the practical point of view, the study shows best practices that universities and library staffs can follow. The respondents' good knowledge about librarians' responsibilities and their positive attitudes opens the possibility for librarians to become even more involved and take proactive positions in institutional planning and academic activities. Academic librarians should engage in curriculum development, research, and faculty development programs so as to affirm their stand as an essential partner in the academic team. Institutions in turn should support such developments with resources, infrastructure, the creation of joint faculty-librarian research teams, and professional development for librarians to be able to fulfil these additional roles.

In addition, the finding suggests that the promotion of faculty advocacy for library funding, incorporation into faculty work processes and resources, and sustainability is vital. Faculty can be advocates for library initiatives and can help drive the library forward and support the adoption of library services into institutional goals. The improved cooperation between library and faculty can contribute to more efficient library services, better use of resources and closer integration of academic services to students and researchers alike. With the help of the results highlighted in this research, librarians can strengthen their positions to become agents of change, academic achievements, and organizational effectiveness. Those institutions that value these partnerships to a much larger extent are the institutions who are going to be far more prepared and placed to actually meet the dynamic and emerging needs of higher education and the emerging needs of the students and faculty.

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