AN ANALYSIS OF LIBRARY AND FACULTY COLLABORATIONS IN SOUTH WEST UNIVERSITIES IN NIGERIA

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Abstract
The study investigated an analysis of library–faculty collaborations in Southwest Universities in Nigeria. Descriptive survey design and multi-stage sampling techniques was adopted and questionnaire as the instrument of data collection, with the total population of the study consisting of 461 lecturers from the faculty of science of six (6) universities covering both public and private ones in the Southwest geo-political zone of the country. Using the Cronbach alpha, the reliability of the test instrument was established at (α=0.85). Results on the perception of library and faculty relationship were based on different opinion: a significant number of the respondents disagree that academic institution can exist without the library and information services, there were equally significant conflicting responses that disagree that the library and the faculty are not mutually exclusive. The latter opinion was reinforced with subscription to the view that the library and the faculty were mutually exclusive. Areas of collaboration identified included mutual commitment to a mission and collection development, establishment of profitable communication channels, building of strong information literacy infrastructure, involvement of the library in curriculum design and the engagement of the faculty in the formulation of library policies among others. The challenges militating against profitable collaboration between the two cognates were identified while relevant recommendations were made.

Keywords: Library-Faculty Collaboration, Library Liaisons, Academic Library, Southwest-Nigeria

Introduction:
The notion that the library is the heart of every academic institution is not an exaggeration. It is through this interface that information needs of the academic community specifically students, lecturers, administrators and other staff can be met. Put succinctly, libraries have always been at the center of activities of the university community of scholars and students who are engaged in seeking true knowledge by promoting research findings and complementing the requirements of the curricula in pedagogic terms (Lawal, 2004).

University libraries play a vital role in supporting their parent institutions to achieve their objectives effectively. While faculty members are involved in direct teaching of

students, librarians are engaged in the business of bridging the gap between appropriate information resources and the students as well as the lecturers. Collaboration between faculty and libraries is essential to enhance students' learning and research process, and help them develop their information competencies (Yousef, 2010).

The librarian-faculty collaboration is needful in an academic environment. The relationship is advantageous and will positively affect various aspects of the learning process in the academic community ranging from development of information literacy, tackling intellectual property issues, developing students problem solving and critical thinking skills to making life-long learners of them. Also, the symbiotic relationship makes better researchers and teachers of the faculty members. This goes a long way of improving library services.

Achieving this end requires a jointly developed arrangement with clearly defined interrelated roles and responsibilities, to manage collaborative enterprises, maintain control and share resources and rewards. Thus, Logue (2007) emphasized that some librarian-faculty teams had created multi-faceted, mega-web sites for specific classes or disciplines. These sites may contain course or programme-specific data (such as syllabi), material on information literacy (such as evaluative criteria for use with print and internet sources), annotated references and links to selected sources (such as web portals, databases, directories, other web sites). Most students appreciate these types of virtual collaboration, devoid of any complaints about technical problems or editorial choices on these sites,

It is obvious that the role of academic librarians is fast changing. They are attempting to redefine their core activities to maintain their relevance with the core activities of the organization they serve; which are teaching, research and community services. In today's electronic age, librarians are expected to be conversant with use of Information Communication Technology that will enhance their skills to bridge the gap between users and vast ocean of knowledge that will match the information users need and present it in a usable manner with the help of the latest technology (Campbell cited in Chaddha, 2009). In the world of Internet, the information is readily available to the end users; therefore, librarians are seeking to embed their activities within academic programs, rather than just supporting them.

This study is filling the gap identified as challenges in the faculty-library collaboration, generally libraries encourage a culture of sharing, cooperation and collaboration, for the ultimate improving librarian-faculty relationship in academic libraries with the purpose of assisting students in their educational pursuits. But on the other hand the faculty work in isolation and proprietary. They value their solitary and highly see their classes as their own domain, untouchable even by other faculty. Lecturers think that the librarians are not fit to be part of faculty teaching or research. The librarians on the other hand do not find faculty to be aware of latest information technology or search techniques.

Objectives of Study
In the bid to address some of the issues affecting library and faculty collaborations in Federal Universities in Southwest, Nigeria, the specific objectives of this paper are thus:
7. To find out the perception of library-faculty academics collaboration
8. To investigate the areas of collaboration between the library and the faculty; and
9. To identify challenges facing library-faculty collaborations.

Literature Review:

Literature reveals that collaborations do exist between the library and the faculty for the purpose of effective library and information services provision to users. Such collaborations are expected to cover some sensitive areas like information literacy, bridging the gap between library and faculty, collection development, and library services to users. Shepherd (2004) posited that collaborative undertakings should be beneficial to all participants and requires well defined relationships, articulation of common goals, organizational leadership, comprehensive planning, development of joint strategies and measure of success that is beneficial to the user. Hitherto, libraries are social institutions, created to conserve knowledge; preserve cultural heritage; provide information; undergird and underpin education and research and serve as fountains of recreation (Aguolu, 2000). To achieve all the above in an academic environment, there must be a synergy, and cooperation between the library and the faculty for the development of effective programs that will enhance the library and the faculty efforts in supporting the learning process. This scenario requires understanding of the faculty attitudes towards collaboration with the librarians (Ansah 2004). Albeit, the required synergy between the library-faculty seems to be weak in this terrain.

Nevertheless, there are quite a number of indices endorsed for bridging the gap between faculty and library in terms of collaborative efforts or relationship in an academic environment. According to Olorunsola, et al., (2011), every organization needs to think of innovative ways to run the organization, particularly a service–oriented one as academic libraries. Consequently, academic libraries should recognize that a strong, highly provocative library requires input and participation from both the student body and faculty.

The subject of gaps in the library-faculty relations has been a long time controversial issue between the two parties involved based on a number of profound thoughts among the stakeholders. According to Chaddha (2009), in the organizational structure of some universities, the faculty members have more powers than the librarians in terms of decision-making. The status difference between the two does lead to a gap in relationship. There are also issues bordering on differences in work-time expectations, pay and benefits, power in academic policies and issues, as well as social relations between faculty and librarians wherein that seem like super ordinate-subordinate relationship. It is perceived that librarians' work is more service oriented and their main duty is to provide smooth access to information and its library resources.

Malenfant (2010) indicates that there are psychological reasons for the librarian-faculty disconnect in that "many librarians are afraid of faculty and feel intimidated". Thus allowing faculty members to look down upon the librarians. Often, librarians as professionals feel that faculty members have impressive credentials and somehow more superior. Sken (2012) opines that these perceptions may not be true; it depends on the carriage and the confidence displayed by the librarian. Although, Awale-Ale (2007) states that many professors underestimate librarians and view them as subordinates, sometimes as research assistants or babysitters for classes during out- of- town conferences.

Moreover, acquisition of information resources hinges on the collection development as one of the indices germane to librarian-faculty collaboration. A good collection development policy must carry the stakeholders along, such as the faculty, students and other members of academic community before it can be meaningful. According to Shen (2012), the problem of librarian-faculty relations in collection development borders on priotization among stakeholders since it is important to recognize that librarians and faculty representatives have different perceptions and visions relating to library collection development. Beyond this, it also involves the issue of allocation of financial resources in the light of budget constraints to be shared by librarians and faculties.

With reference to book collection, Josey (2004), said, the faculty has an important role to play in the selection of books for the library. It is also true that the librarians have an important function in building the library collection. Librarians should engage in the reading of critical reviews about books, and more important, they should read the books themselves. Only through a wide acquaintance with books can the librarian become effective in his responsibility of caring for the book needs of his campus. On the hand, what is the role of the faculty in building good faculty-library relationships? Also, the library-faculty relationship will encourage librarians to handle library instructions in such a way that student would be taught how to use library databases and be afforded the opportunity to start their own research. This would be done by incorporating active learning techniques apart from the traditional library lecture (Matthies, 2004)

Put together, to best serve the needs of faculty, university librarians need to understand the opinions of these users. On the other hand, faculty members are expected to cooperate with the university librarians in different ways. They can help in selecting relevant information sources. Their opinions about the services provided to them and their students are also appreciated. Librarians and academics are becoming increasingly aware of the need to collaborate in various areas, such as information literacy, collection development and user services (Yousef, 2010). According to Rosentstein (2013), posits that librarians should take the initiative by not waiting for faculty to originate ideas about how to collaborate, but seek ways on how to work together, by learning about what has worked elsewhere, and how it can be applied.

Byrant (2007) identifies another key element of effective collaboration which is information literacy; Librarians and teaching faculty have many mutual goals and concerns. Both want students to develop a greater understanding of and respect for books, journals, and other intellectual property. Both want to enhance student literacy, particularly information literacy, and help students become writers, problem solvers, critical thinkers, and self-directed, lifelong learners. Recent studies according to Godwin (2005) had shown that academic staff is the key to influencing student acceptance of information literacy. Given the rate that information can now be created and shared, librarians and teaching faculty in higher education are facing great pressure to incorporate information literacy into their instructional goals (Matthies, 2004).

Therefore, librarians need to concentrate on academic perceptions and interest in information literacy, and this can be done through the collaboration between the two parties and includes such things as: information literacy, teaching and research, design of courses and curriculum development. However, Ducas, et al., (2003) re-emphasized that it is important for potential collaborators to realize that the road to collaboration is not without its challenges or critics, since for many faculty and librarians, it has not been made clear who is responsible for promoting information literacy in the campuses.

Librarian-faculty relations can be improved through library usage and services; this can be done by incorporating few value added services in the library, like increasing the awareness amon programs g faculty about the library services, involving faculty in library programs and librarians in faculty and providing direct support to faculty in their research. Beyond this, librarians can engage in database literature search for faculties thus making the librarian –faculty relations more bonding (Chaddha, 2009). Ordinarily, librarians can provide latest information conventionally through current awareness services, selective dissemination of information and document delivery service as a way of connecting faculty to the library.

Through publishing of newsletters on the library activities on a regular basis, and circulating it amongst faculty members, the librarians can make them aware of the library services. Such publications will contain overall activities of the library. Library network is another important activity that boosts the faculty-librarian relationship. An internet based

network like the Open Access Catalogue (OPAC), should be accessible through connections within and outside the campus. The benefits are all encompassing which is evident during accreditation of programs in any of the universities that have this type of facilities in place; as well as in smoothening the relationship between library and the faculty.

Other areas of relevance of the faculty to library services include evaluation of collection, weeding and serial subscription cancellation. The contribution of the faculty in Library Advisory Committee is also note-worthy. In the final analysis, bridging the gap between faculty-librarian may not be an easy one. Faculty status for librarians is a must and it can be attained, though the controversy has been one of the issues among academic librarians, college and university faculties and the administration (Chaddha, 2009).

Nevertheless, one of the beneficiaries of library-faculty relationships is built on the successful delivery of services due to consistency in maintaining lines of communication with the faculty. The implication here is for the librarians to be more proactive in the service delivery due to early notice of upcoming programs and even new courses that will guide the librarians for their library instructions programs. If library-faculty relationships are to be enhanced and strengthen, each staff members of the library has a responsibility for contributing to this relationship. This includes each professional librarian on the staff, as well as each clerical assistant. This implies that staff member should be sensitive to students and faculty library needs. Staff members must never forget that the library is a service agency, and therefore, they are expected to be friendly, courteous, and anxious to respond in a helpful manner. The faculty should join hands with the library staff for the purpose of building better library-faculty collaborations.

Materials and Methods

The study adopted a descriptive research design. A multi-stage sampling technique was adopted in selecting the sample. In the first stage, purposive sampling technique was used to select six (6) universities owned by the federal, state and private from the four (4) states that has highest number of universities in South-West Nigeria. The state universities selected were Lagos State University (LASU), Lagos and Adekunle Ajasin University (AAU), Akungba the federal universities were University of Lagos (UNILAG), Lagos and University of Ibadan (UI), Ibadan while the private universities were Redeemer University (RUN), Ede and Covenant University (CU), Ota. In the second stage, random sampling techniques were used in selecting participants in the selected university across the faculty members. In all, a total of four hundred and sixty-one (461) faculties' members' responses were found adequate and usable out of the 500 questionnaire distributed putting the response rate at 92%. A self-developed instrument was used to collect data on issues affecting library and faculty collaborations in Universities in South West. The 4-point Likert scale consists of 47 items distributed into seven (7) sub-scales:; library faculty relationship (18 items, $\alpha=0.75$), areas of partnership (10 items, $\alpha=0.80$) , benefit of area of partnership (4 items, $\alpha=0.77$) , egos of faculty, (5 items, $\alpha=0.82$) , faculty on librarian scholar output, (4 items, $\alpha=0.81$), absence of effective awareness service(3 items, $\alpha=0.83$) and solution to effective awareness service (3 items, $\alpha=0.84$) . The overall reliability was determined by the use of Cronbach alpha ($\alpha=0.80$) indicating acceptable internal consistency.

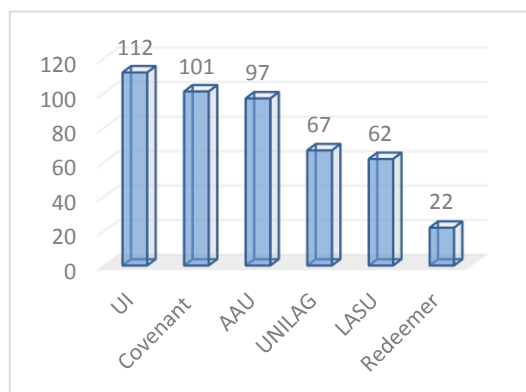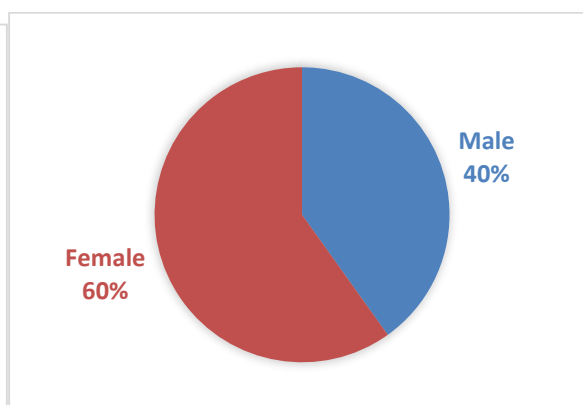**Findings:**
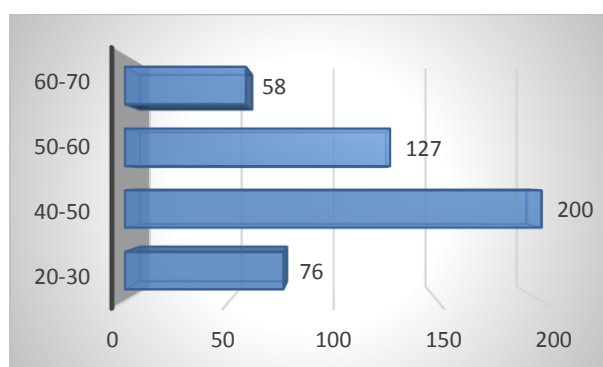**Demographic Characteristics:**

Fig 1: University

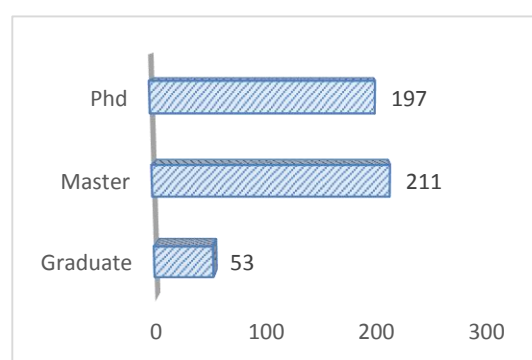**Fig 2: Gender**

Fig 2: Age
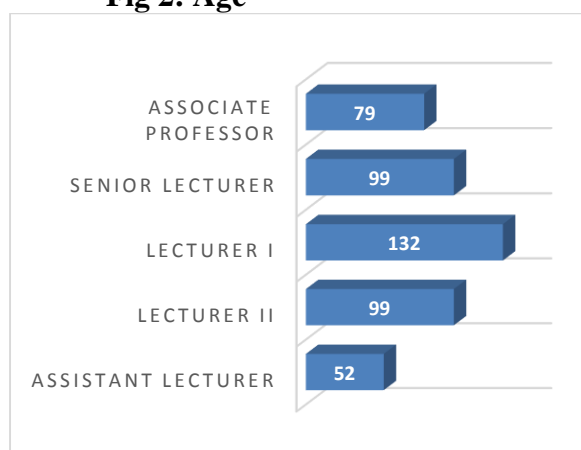

Fig 4: Highest Qualification
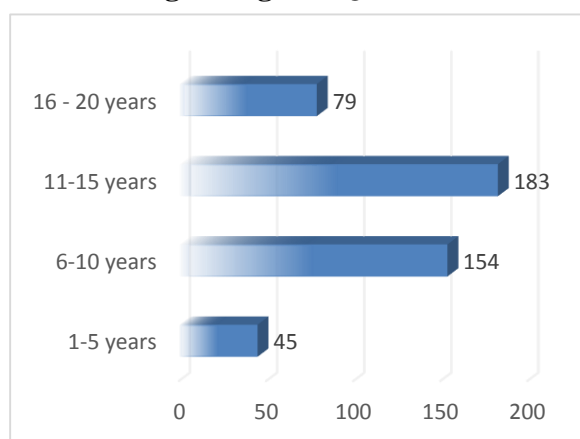

Fig 5: Academic Rank

Fig 6: Experience

As presented in Figures: 1-6, 24% of the participants are from University of Ibadan, 22% from Covenants University, 21% from Adekunle Ajasin University, 15% from University of Lagos , 13% from Lagos State University while 5% from Redeemer University. Also, 276 or 60% are female while 40% are male. The age distribution of the respondents indicates that 43% are between 40 years and 50 years old, 28% are between 50 years and 60 years old, 17% are between 20 years and 30 years old, while 13% are between 60 years and 70 years old. Also, the academic qualification of the participants shows that 46% had Master degrees, 43% had PhD while 12% are graduates. In addition, 29% are Lecturer I, 22% Lecturer II, and Senior Lecturer respectively, 17% Associates Professor, while 11% are Assistant lecturer. More, also, 40% had between had between 11- and 15-years work

experiences, 33% had between 6 years and 10years, 17% had between 16 years and 20 years while 10% had between1- and 5-years work experience.

Research question 1: **What** *is the perception of library-faculty academics collaboration*?
Table 1: Perception of Library- Faculty Relationship

S/n	Survey tools	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation	Remark
1	Faculty-Librarian collaboration can yield many creative projects that enhance library services	-	5 (1.1%)	257 (58.6%)	186 (40.3%)	3.39	0.51	Agreed
2	The library-faculty collaboration is required in the process of achieving effective teaching learning and community services	-	4 (0.9%)	288 (62.5%)	169 (36.7%)	3.36	0.50	Agreed
3	The relationship should not be a superior-subordinate arrangement	-	2 (0.5%)	302 (65.5%)	157 (34.1%)	3.34	0.48	Agreed
4	The library and the faculty are both important stakeholders in the academic achievement	-	-	310 (67.2%)	151 (32.8%)	3.33	0.47	Agreed
5	Effective collaboratio	-	5 (1.1%)	302 (65.5%	154 (33.4%)	3.32	0.49	Agreed

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	n between librarian and faculty constitute one of the key factors in improving the quality of library collections			)				
6	The quality of librarian faculty relations is often strained, unfriendly, and even acrimonious	-	-	315 (68.3%)	146 (31.7%)	3.32	0.47	Agreed
7	Librarian and teaching faculty have many mutual goals and concern	-	10 (2.2%)	303 (65.7%)	148 (32.1%)	3.30	0.50	Agreed
8	Generally, libraries encourage a culture of sharing, cooperation and collaboration for the purpose of effective services	-	18 (3.9%)	296 (64.2%)	147 (31.9%)	3.28	0.53	Agreed
9	Librarian are labelled as support staff and faculty as faculty	-	7 (1.5%)	316 (68.5%)	138 (29.9%)	3.28	0.48	Agreed
10	The library and the faculty are		-	-	339 (73.5%)	122 (26.5%)	3.26	0.44	Agreed

	mutually exclusive							
11	Faculty - librarian alliances should be evaluated frequently	-	-	343 (74.4%)	118 (25.6%)	3.26	0.44	Agreed
12	A strong library-faculty relationship is desirable	-	4 (0.9%)	338 (73.3%)	119 (25.8%)	3.25	0.45	Agreed
13	Library-faculty should break out of silos mentality and collaborate to achieve the ultimate purposes of establishing the university	-	7 (1.5%)	351 (76.1%)	103 (22.3%)	3.21	0.44	Agreed
14	Faculty work in isolation and they value solitary work highly and see their classes as their own domain	3 (0.7%)	8 (1.7%)	338 (73.3%)	112 (24.3%)	3.21	0.49	Agreed
15	Librarian-faculty difference arise in terms of their different organization sub-culture	2 (0.4%)	27 (5.9%)	302 (65.5%)	130 (28.2%)	3.21	0.56	Agreed
16	Faculty members	-	3 (0.7%)	380 (82.4%	78 (16.9%)	3.16	0.39	Agreed

	have more powers than librarians in decision making in the academic environment			)				
17	Academic institution can exist without the library and information services	106 (23.0%)	353 (76.6%)	2 (0.4%)	-	1.77	0.43	Disagreed
18	The library and the faculty are not mutually exclusive	137 (29.7%)	324 (70.3%)	-	-	1.70	0.46	Disagreed

Table 2 provides summary of the responses related to library-faculty academic relationship among the participants in the study.

Table 1 indicates that most of the respondents agreed to the following a strong library-faculty relationship is desirable (M=3.26), the library-faculty collaboration is required in the process of achieving effective teaching, learning and community service (M=3.36), the relationship should not be a superior-subordinate arrangement (M=3.34) and that the library and the faculty are both important stakeholders in the academic achievement (M=3.32). Also, many of the respondents strongly disagreed that the library and the faculty are not mutually exclusive (M=3.26), library-faculty should break out of silos mentality and collaborate to achieve the ultimate purposes of establishing the university (M=3.21), generally, libraries encourage a culture of sharing, cooperation and collaboration for the purpose of effective services (M=3.28) and that faculty work in isolation and they value solitary work highly and see their classes as their own domain (M=3.21). Also, librarian and teaching faculty have many mutual goals and concern (M=3.30), faculty-Librarian collaboration can yield many creative projects that enhance library services (M=3.39), effective collaboration between librarian and faculty constitute one of the key factors in improving the quality of library collections (M=3.32), librarian-faculty difference arise in terms of their different organization sub-culture (M=3.21), the quality of librarian faculty relations is often strained, unfriendly, and even acrimonious (M=3.32), faculty members have more powers than librarians in decision making in the academic environment (M=3.16), librarian are labeled as support staff and faculty as faculty (M=3.28) and that Faculty-librarian alliances should be evaluated frequently (M=3.26). However, most of the respondents disagreed that academic institution can exist without the library and information services (M=1.77) and that the library and the faculty are not mutually exclusive (M=1.70).

Research question II: What are the areas of collaboration between the library and the faculty in Nigeria universities?

Table 2: Areas of Partnership

S/n	Survey tools	NA	FA	A	VA	Mean	Standard Deviation	Remark
1	Establishment of communication channels		2 (0.4%)	287 (62.3%)	172 (37.3%)	3.67	0.49	Agreed
2	Collection development policy that would be appropriate for library-faculty books acquisition	2 (0.4%)	11 (2.4%)	260 (56.4%)	188 (40.8%)	3.37	0.56	Agreed
3	Collaboration to strategies on how to improve library services for the faculty			280 (62.5%)	173 (37.5%)	3.37	0.48	Agreed
4	Collaboration helps strengthen the ability to achieve the mutual goals of library services	4 (0.9%)	4 (0.9%)	293 (63.6%)	160 (34.7%)	3.33	0.54	Agreed
5	Development of relationship that include commitment to a mission		23 (5.0%)	276 (58.9%)	162 (35.1%)	3.31	0.56	Agreed
6	Development of user's education programme to boost information literacy	3 (0.7%)	11 (2.4%)	285 (61.8%)	162 (35.1%)	3.31	0.55	Agreed
7	The faculty should be involved in the formulation of library policies	2 (0.4%)	6 (1.3%)	312 (67.7%)	141 (30.6%)	3.29	0.51	Agreed
8	Sharing of ideas on the current global techniques for managing academic libraries that will enhance effective management of faculty libraries	11 (2.4%)	33 (7.2%)	235 (51.0%)	182 (39.5%)	3.28	0.71	Agreed
9	Library-faculty collaboration can build strong	17 (3.7%)	20 (4.3%)	249 (54.0%)	175 (38.0%)	3.26	0.72	Agreed

	information literacy infrastructure and enhance faculty development							
10	Librarians should play important roles in curriculum	15 (3.3%)	31 (6.7%)	245 (53.1%)	170 (36.9%)	3.23	0.72	Agreed

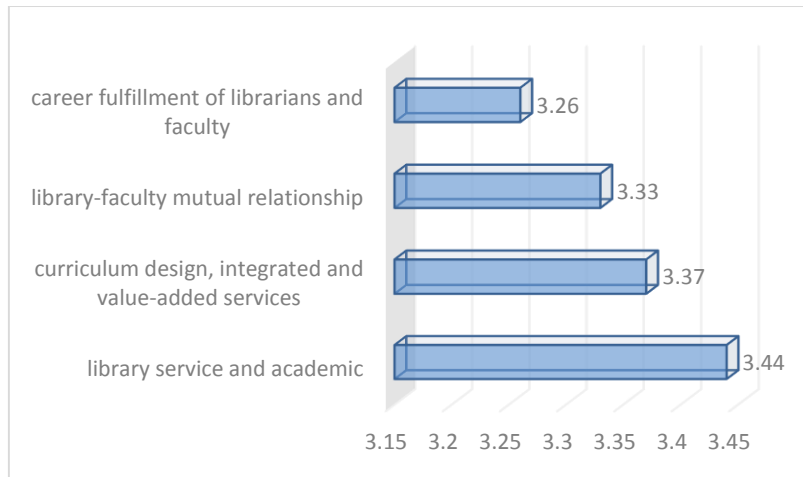Key: 1= Not Available, 2=Fairly Available, 3=Available, 4=Very Available

Table 2 present responses relating to areas of and benefits of partnership library and faculty in Nigeria universities respectively.

As observed in Table 2, majority of the respondents indicated the following: development of relationship that included commitment to a mission (M=3.31), collection development policy that would be appropriate for library-faculty books acquisition (M=3.37), establishment of communication channels (M=3.67), development of user's education programme to boost information literacy (M=3.31) and collaboration to strategies on how to improve library services for the faculty (M=3.37) is appropriate. In addition, many of the respondents subscribed to the following : collaboration helps strengthen the ability to achieve the mutual goals of library services (M=3.33), librarians should play important roles in curriculum (M=3.23), library-faculty collaboration can build strong information literacy infrastructure and enhance faculty development (M=3.26), sharing of ideas on the current global techniques for managing academic libraries that will enhance effective management of faculty libraries (M=3.28) and that the faculty should be involved in the information of library policies (M=3.29) is appropriate

*Research question 3: What are the challenges facing library-faculty collaborations?*
Fig. 8: *Egos of the Faculty*
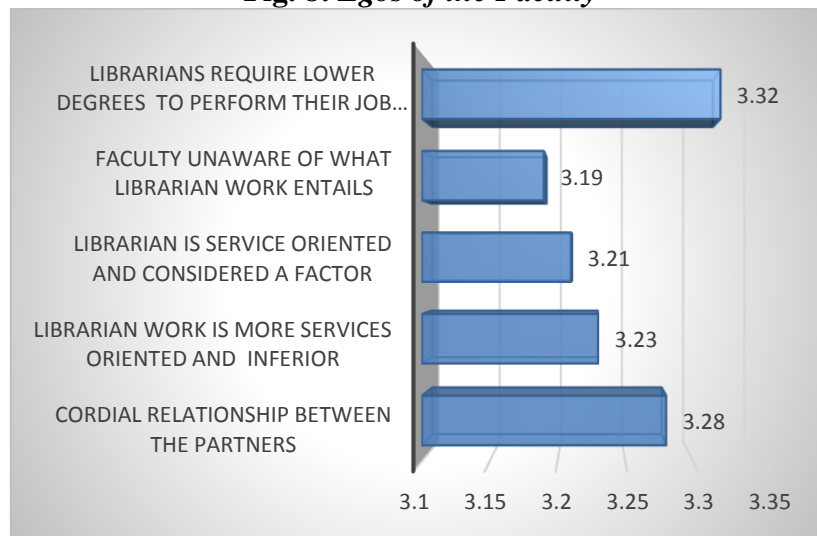
Egos of the Faculty

As presented in Figure 8, majority of the respondents agreed that there is lack of cordial relationship between (M=3.28>2.50), that there is perceived notion that the librarian work is more services oriented and is therefore considered inferior (M=3.23>2.50 and that there is perceived notion that the librarian work is more service oriented and is therefore considered a factor (M=3.21>2.50). Also, many of the respondents agreed that the faculty is unaware of what librarian work entails (M=3.19>2.50) and that there is perception that the librarians require lower degrees or qualification to perform their job than the faculty (M=3.32>2.50).

Fig: 9 Perception of Faculty on Librarians' Scholarly Output
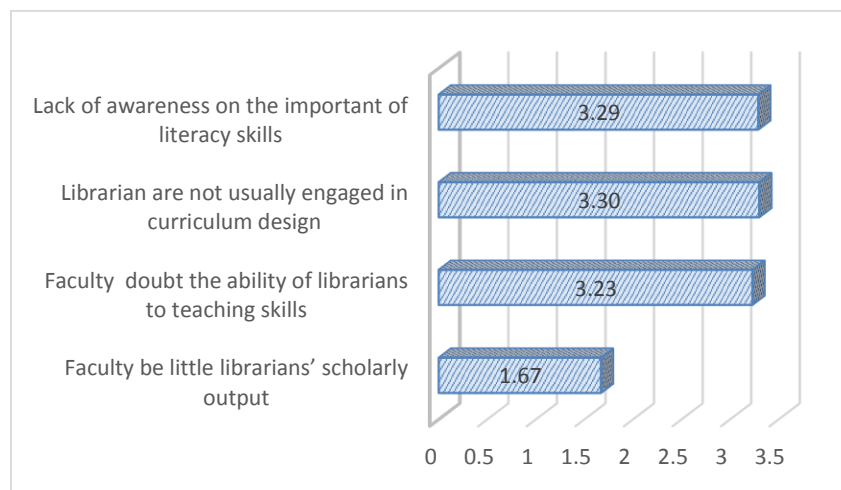
Perception of Faculty on Librarians' Scholarly Output

Evidence from Fig 9 indicates the following consensus: most of the respondents agreed that many academic (faculty) doubt the ability of librarians with respect to teaching skills (M=3.23), librarian are not usually engaged in curriculum design (M=3.30) and that there is lack of awareness on the important of literacy skills (M=3.29). However, most of the respondents disagreed that many academics (faculty) belittle librarians' scholarly output (M=1.67).

Fig 10: Absence of effective awareness services
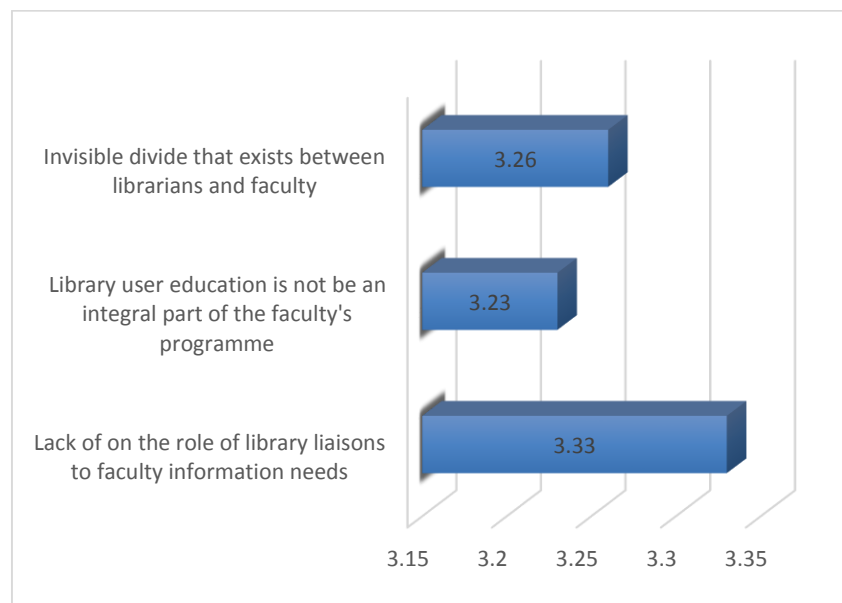
Absence of effective awareness services

As reported in Fig 10, most of the respondents agreed that lack of awareness on the part of the faculty on the role of library liaisons and poor response on the library liaison to faculty information needs (M=3.33) library user education is not be an integral part of the faculty's programme (M=3.23) and that invisible divide that exists between librarians and faculty (M=3.26).

Fig 11: **Lack of Involvement in Research Activities**
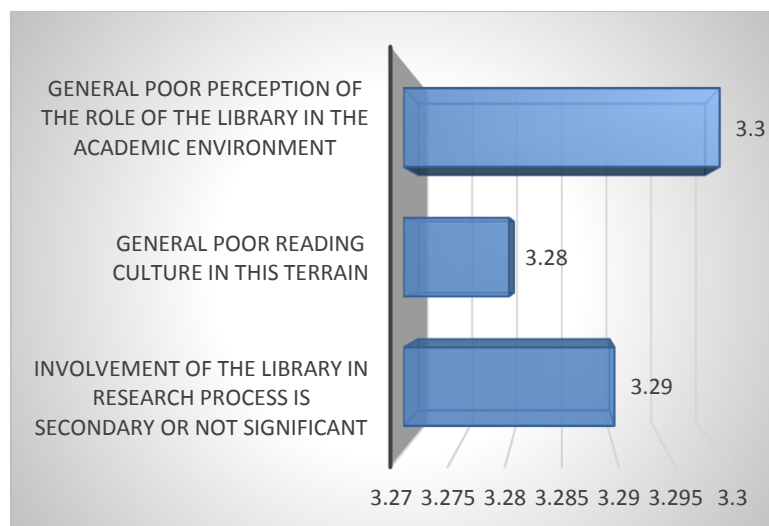
Lack of Involvement in Research Activities

Fig 11 indicates the following: most of the respondents agreed that involvement of the library in research process is secondary or not significant (M=3.29), general poor reading culture in this terrain (M=3.28) and that general poor perception of the role of the library in the academic environment (M=3.30).

Discussion

The breakdown of the analysis had shown the details analysis of the components that made up of the questionnaire as reflected from the objectives through the research questions of the study. From the demographic result as indicated in Table 1 findings have shown that University of Ibadan has the highest number of respondents among other science lecturers in the faculty of science followed by Covenant University. This might be due to the fact that University of Ibadan is the first University College in Nigeria since 1948 and has the capacity to employ more lecturers; Covenant University belonged to the first generation of private universities in the country and has greatly impacted than other universities in research work. For gender equality in the demographic result, findings showed that there were more female science lecturers than the male this is a great feat to the women-fold since the clamor for women in the study of science courses in the country is upper most for the government. Age range has shown that there are more middle age science lecturers within the ages of 40-50years which encouraging since they are going to be full of energy with retirement age at 70 years as academics; this was followed 50-60 years age range Furthermore, highest educational qualification background has shown that respondents with secondary degree (Masters) have the highest percentages meaning that there is future for the faculty of science and periodically they have been recruiting constantly to replace old hands as they retire. This was followed by doctor of philosophy (PhD) holders the least percentages belonged to the graduate cadre. In addition, findings from academic rank indicated that faculty of science have a good mix of lectures with Lecturer I being the highest respondents , followed by Lecturer II and Senior lecturer respectively; and the least being Assistant lectures. Development in science education is very germane to advancement in national development. Hence, this probably has influenced high interests an indication of career device by respondents as indicated by their number. Finally, respondents from this faculty has shown appreciable distribution, the highest among the lecture's years of experience indicated those between 11-15years, followed by 6-10 years and the least from 16-20years the findings has shown that respondents are full of experience which required in science oriented courses.

As indicated in Table 2, the perception of library-faculty academic strengthening relationship indicated that respondents disagreed with highest percentages that the library and the faculty are not mutually exclusive and that most of the respondents disagreed that academic institution can exist without the library and information services. This assertion supported the view of Ogar & Dushu (2018) expressed that library and information services are key actors in providing unhindered access to essential resources for economic and cultural advance. There seems to be a deviation from the perception that libraries and information services contribute effectively to the development and maintenance of intellectual freedom in higher institutions, safeguarding democratic values and universal civil rights. They encourage social inclusion, by striving to serve all those in their user communities regardless of age, gender, economic or employment status, literacy or technical skills, cultural or ethnic origin, religious or political beliefs, sexual orientation, and physical or mental ability. Item number 6 in Table 2 also introduced divergent opinions from non-mutual exclusivity as respondents again and a service commitment to the subscription that the disagreed with the view that academic institutions can exist without the library and information services.

The implications of the findings in this study in the areas of partnership between the library and faculty from the findings from the respondents indicated that one of the survey questions, on collection development policy that would be appropriate for library-faculty books acquisitions has the highest percentages above others. The least very appropriate findings has indicated by Mwilongo (2018) that the faculty should be involved in the formulation of library policy as stated it was found that the involvement of academic

librarians in the selection of monographic information resources was limited. He observed that the selection process was left with teaching staff because they were considered to have enough knowledge and experience on their specific areas of specializations. Policies ensure equitable treatment for all, and polices provide a framework for delivery of services. When policies have been adopted by a library's governing agents in a formal process and are consistent with local, state, and federal laws, they will be enforceable.

The results from areas of benefits that accrued from the partnership between the library and faculty in Nigeria universities as indicated showed that improved library services and academic productivity from the respondents were very appropriate with the highest percentages and mean score followed by the least percentage and mean score of the respondents in the area of enhancement of career fulfillment of librarians and the faculty. Result from this investigation aligned well with these findings, Ogbonna Igewsi, & Enweani (2014) and Benny (2015) observed that the Nigerian hybrid academic libraries and Mumbai University library respectively involved library users specialized in various subjects to select library resources for collection development.

Academic libraries may do well to anticipate this shift and to plan accordingly. As libraries advance with new and expanded services for faculty, the promotion and marketing of those services must also change. Furthermore, various challenges have evolved resulted from the investigation as shown in figures 8, 9, 10 and 11respectively.

Majority of the respondents agreed that there was lack of cordial collaboration between partners as aligned with Chaddha (2017) reported that libraries encourage a culture of sharing, cooperation and collaboration, for the ultimate improving librarian-faculty collaboration in academic libraries but the faculty work in isolation and proprietary. Since they value solitary work highly and see their classes as their own domain, untouchable even by other faculty. Faculty felt that they were knowledge producers and librarians were disseminators of knowledge produced by the faculty. The findings also indicated that there was the perception that the librarians require lower degrees or qualification to perform their job than the faculty, which agreed with Chaddha (2009) that there is more like super ordinate-subordinate relationship between the two. Many agreed that the faculty status benefits the librarians and the profession of librarianship by providing recognition, respect and certain privileges, like financial benefits and possibility of job security through the tenure process.

By implication, findings from the challenges have shown that majority of the respondents agreed that faculty doubt the ability of librarians with respect to teaching skills which support the view expressed by George et al., (2019). They shared the view those librarians in colleges and universities have not yet achieved considerable success in achieving this status in its entirety and that faculty status for academic librarians has been a burning issue since the 19th century in several countries. Results from Table 5c, has shown that most of the respondents agreed that lack of effective awareness on the part of the faculty on the role of library liaisons and poor response of the library liaison to faculty information needs. This findings aligned with Cooke, Norris, Busby, Page, Franklin, Gadd & Young (2011) that suggested that there is a need for library liaison and faculty to continue to develop mechanisms and media for promoting their services and for raising awareness among their user communities of what they have to offer, as well as to continually adapt according to changing user needs and priorities.

Figure 11 rounded up the challenges with results emanating from bordering on effective awareness. A contradicting finding has shown that most of the respondents agreed that there was general poor perception of the role of the library, in the academic environment which was in consonance with Oriogu, Chukwuemeka, Oriogu-Ogbuiyi (2018) that despite faculty awareness, still majority do not use e-book, e-journals, CD-ROM databases, OPAC and electronic databases in the library. This means that the librarians have serious role to play

in marketing the information resources and services to faculty members through effective participation in the faculty meetings and also by providing user education so as to properly sensitize them on the availability of information resources and services in the library.

Conclusion:

It is obvious from this study that there were numerous gaps between library and faculty in Nigeria Universities that require a close up. The need for collaboration is imperative to bridge the gaps through some findings emanating from this work. Most of the survey tools had shown or revealed some fundamental and work place misconception creating gaps between the library and faculty. Univ South West Universities in Nigeria ersity libraries play a vital role in supporting their parent institutions to achieve their objectives effectively. The librarian-faculty collaboration is needful in an academic environment. The relationship is advantageous and will positively affect various aspects of the learning process in the academic community ranging from development of An Analysis of Library and Faculty Collaboration information literacy, tackling intellectual property issues, developing students problem solving and critical thinking skills to making life-long learners of them.

Recommendations:

In the light of the identified problems emanating from the findings of this study; bridging the gap: an analysis of library-faculty collaboration in Southwest Universities in Nigeria, the following serve as preferred solution to the identified challenges:

1. The perception of library-faculty academic libraries in their behavioural egos and superiority complex issues should be resolved and ensue cordial relationship. The faculty should embrace a positive disposition towards the librarians by appreciating them as academic colleagues.

2. Library–faculty area of collaboration should be thoroughly investigated and where there are flaws or gap it should be nip in the bud. Collaboration should cover policy making, information resources sharing, enduring cordial relationship, institutional support and equates with grater faculty productivity.

3. Challenges facing library-faculty collaboration in the area of lack of cordial relationship, perceive notion that library services is more of service oriented and therefore considered to be inferior is more of artificial than real. Differences in work orientations and specifications do not have to connote inferiority complex. They should leverage on the benefits of positive collaboration that could facilitate career enhancement of both stake holders.

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