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LECTURERS ATTITUDE TOWARDS COMMUNICATING WITH THE LIBRARIAN FOR EFFECTIVE TEACHING IN THE UNIVERSITIES IN SOUTH-SOUTH NIGERIA

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ABSTRACT

The study investigated the attitude of lecturers towards communicating with librarians for effective teaching process in universities in south-south Nigeria. The study adopted the descriptive survey design. The population of the study comprised 2,500 lecturers in faculty of humanities and science in federal universities in south-south Nigeria and the sample size was 750 lecturers. The instruments for data collection was questionnaire. A total of 750 copies of questionnaire were administered by the researchers, out of which 730 copies were correctly filled and returned and used for the study. The data obtained were analysed using frequencies, mean and standard deviation. The results revealed that lecturers show positive attitude in communicating with librarians for effective teaching process in federal universities in south-south Nigeria. Based on the findings, it was recommended that Lecturers should check the library information resources at the beginning of each semester to know whether the information resources required for the courses they teach are sufficient or not.

Keywords: Lecturers Attitudes, Communication, Library Information Resources, Effective Teaching.

Introduction

Librarians are custodians of knowledge and disseminators of educational materials or resources that aid the teaching, learning, and research efforts of lecturers and students in universities. They ensure that the objectives and goals of the parent institution are actualized while lecturers are those whose responsibility is to make use of the information resources provided by the librarians to teach effectively and impart knowledge to students. According to Allan, (2016),[2] effective teaching has become an issue of concern as the scenery of higher education has been facing continuous changes in the educational system. The student body has extensively expanded and diversified, both informally and formally. Changes in technologies and a paradigm shift in the higher education

environment call for new approaches to support teaching and learning. The various changes in the higher education environment, according to Allan, (2016), are: changing in student expectations, changing in student populations, increased focus on students 'employability, increased demand for a flexible curriculum, changing information technologies, particularly social media, changes in pedagogies, changing in relationships with knowledge, changes in accessing and retrieving of information and increased competition from local and global competitors. All these changes call for lecturers and librarians 'communication for a better and improved method of teaching in higher education.

Lecturers and librarians play a vital role in supporting their parent institutions to achieve their objectives effectively. Both are involved in teaching students how to make effective use of the information resources available in their university library. Lecturers and librarians have mutual goals and concerns towards students' learning. In addition, they want students to develop a greater understanding of, and respect for books, journals, electronic and other information resources, as well as to enhance students' information literacy skills, while helping them become great writers, problem solvers, and critical thinkers as well as become self-actualized and lifelong learners. Lastly, they want to build a vibrant and goal-oriented social and learning community on campus. None of these mutual goals can be achieved in isolation because of the changes in the higher education environment.

No matter how intellectually endowed a lecturer may be, he or she cannot exclusively impart in the students all that they require in any given subject matter; This is because knowledge is dynamic and effective teaching depends among other things, on several variables; namely personal and in-depth knowledge of the subject matter, quality of research put into it, teaching methods employed as well as the communicative ability and literacy skill of the teacher (Uslu, 2018). Effective teaching depend upon lecturers having the knowledge and skills to think critically and be able to impart such knowledge to the students. Effective teaching is more than just the successful transference of knowledge; it ensures that students acquire the needed skills that will help them become lifelong learners. Monica (2013)[12] defines effective teaching as creating a situation or selecting life-like situations to enhance learning, showing, telling, giving instruction, making someone understand to learn, and imparting knowledge and skills required to master a subject matter. Teaching is an activity that is aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. Monica states that lecturers need to possess the teaching ability of the 21st-century skills, such as problem-solving, collaboration, communication, information literacy skill, and creativity. This will help them to upgrade their knowledge base of the teaching profession. To achieved this, there is need for constant communication with

the librarian who are custodian of information resources.

Some researchers has define communication as interactions and engagements which take place between different actors in the education sector. In this study, communication has to do with lecturers communicating with the librarians concerning their information needs and various information resources available in the library and how they can access it. Lecturers need librarians' assistance in the provision of information resources both in print and non-print. They are supposed to communicate their information needs to the librarian, for the librarian to provide them with adequate and current information resources needed to foster quality teaching. Lecturers are to dialogue with the librarian to know the various databases subscribed by the library and how they can access them. Without proper communication between lectures and librarians, lecturers may not know the various services librarians can render to them. When lecturers fail to communicate with the librarian about their respective information needs, it may lead to poor research output and teaching. When lecturers communicate with the librarian, it makes them aware of the current information resources available in the library that will be of immense benefit for their research work.

Furthermore, for librarians to achieve a successful synergy with the lecturers, librarians need to understand lecturers' attitudes towards communicating with them. Aharony (2013)[1] states that success in fostering lecturers' communication with the librarian depends on the perception and attitude of lecturers in communicating with the librarians. Aharony illustrates that some lecturers show a negative attitude in communicating with the librarian due to differences in gender and type of faculty. This is in line with that of Yousef (2010),[15] state that some lecturers show a negative attitude when it comes to communicating with the librarian about their information needs, because of differences in gender and type of college. Lecturers prefer to communicate with librarians of the same sex than the opposite sex. Yousef further states that the type of college affects lecturers' communication with the librarian. Those lecturers in humanity communicate frequently with the librarian than lectures in sciences. Yousef concludes that gender differences and type of college can make lecturers show a negative or positive attitude in communicating with the librarian.

There is a need for librarians and lecturers to collaborate and communicate to ensure effective teaching in an educational environment. Lecturers need to communicate their respective information needs to the librarians, to serve them better. Librarians need to understand the opinions and lecturers' attitudes towards communicating with them in the areas of their information needs, information resources available in the library both print and electronic resources. Knowing lecturers' attitudes towards communicating with the librarian would help in the construction of clear and solid librarians and lecturers' collaboration.

Statement of the problem

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

Research Method

The study adopted a descriptive survey and the population of the study is made up of lecturers in faculty of humanity and science in six federal universities in south-south Nigeria. They are 2,500 in number comprising of 520 from University of Benin, 350 from University of Petroleum Resources Warri, 260 from federal University Otueke, 450 from University of Port-Harcourt, 500 from University of Oyo and 420 from University of Calabar. Seven hundred and fifty (750) lecturers out of two thousand five hundred lecturers in faculties of humanity and science was used as sample for this study. This sample represent (30) percent of the population. Proportionate stratified random sampling was used to distribute 750 copies of the questionnaire among the respondent drawn from six federal universities. This is to ensure that each subgroup within the population receives proper representation within the sample. Data were collected using questionnaire titled "Lecturers' Attitude Towards Communicating with the Librarians' for Effective Teaching" (LATCLET). A return rate of 730(97.3%) was recorded. Data were analysed using mean and standard deviation.

Presentation of Results

What is the Lecturers' attitude towards communicating with the librarians to know the various databases and information services provided in the library for effective teaching in universities in south-south Nigeria?

Table 1: Lecturers' attitude towards communicating with the librarians to know the various databases and

information services provided in the library.

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

Table 1: shows that lecturers show a positive attitude in communicating with the librarians to know the various databases and information services provided in the library with an average mean score of (3.71). This implies that lecturers in federal universities in south-south Nigeria communicate with the librarians to know the various databases and information services provided in the library for effective teaching and learning process.

What is lecturers' attitude in communicating their respective information needs to the librarians for effective teaching in Universities in south-south Nigeria?

Table 2: Lecturers' attitude in communicating their respective information needs to the librarians.

Statement	M	SD
Lecturers' attitude in communicating their respective information needs to the librarians.		
Librarians can become partners with lecturers' in curriculum reform and achieving resource-based learning for students.	3.28	1.23
It is needful communicating my information needs to the librarians	4.22	2.00
Communicating with the librarian about my information needs is unimportant as the departmental resources/my personal collections are sufficient for me to plan and teach my course.	3.65	1.14
I do not know the librarian enough to start communicating my information needs to them.	3.65	1.11
When I fail to communicate my information needs to the librarians, it may lead to poor research output.	3.76	1.08
I believe communicating my information needs to the librarians foster quality teaching and students learning.	3.84	1.08
Total	3.73	1.27

Table 2 shows that lecturers show a positive attitude in communicating their respective information needs to the librarians, with an average mean score of (3.73). This implies that lecturers in federal universities in south-south Nigeria communicate their respective information needs to the librarians for effective teaching and learning process.

Discussion of Findings

The findings show that lecturers have a positive attitude in communicating with librarians to know the various databases and information services provided in the library: judging by the average mean score of (3.71). The finding show that lecturers believed that communicating with the librarians enables them to be familiar with the library resources, services, and databases available in the university library. Judging by the mean score of (3.87). The reason for lecturers' positive attitude in communicating with the librarian could be that librarians are custodian of information and lecturer need this information for their research and teaching as such, they communicate with the librarian to know the various information resources and databases available for their use. The findings of this study is in line with that of Aharony, (2013)[1] state that lecturers communicating with the librarians enable them to know the various databases and services that librarian can render to them.

Conclusion

The study had supported the earlier submission that lecturer's positive attitude in communicating with the librarians brings about effective teaching. Changes in technologies and a paradigm shift in higher education environment call for lecturer's constant communication with the librarians as to be able to know and utilise the information resources provided in the library for a better research output and improved method of teaching in higher education.

Recommendations

1. Lecturers should check the library information resources at the beginning of each semester to know whether the information resources required for the courses they teach are sufficient or not; this will help in building library collection.
2. It is not enough for lecturers to communicate their information needs to the librarians, it is expected and advisable for them to visit the library to know the services, and databases available and how they can be accessed.
3. Lecturers should be willing to accompany their classes to the library to be familiar and be able to access relevant information resources for this will help students in information literacy skills.
4. Lecturers should also communicate with the librarian on library resources and services and the way they feel that librarian can serve them better.

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