Collaboration and Personnel Quality as Predictors of Secondary School Teachers' Perception of Librarian Roles in Ibadan North Local Government Area, Oyo State

Department of School Library and Media Technology, University of Ibadan, Ibadan, Nigeria. josephineoloyede@gmail.com
+2348054533290

Abstract: *This study examined collaboration and personnel quality as predictors of secondary school teachers' perceptions of librarian roles in the Ibadan North Local Government Area of Oyo State, Nigeria. An ex post facto correlational research design was adopted. Purposive sampling was used to select public and private secondary schools with functional libraries and practicing school librarians. Data were collected from teachers and library personnel using two self-developed questionnaires. Four research questions guided the study, and two hypotheses were tested at the .05 significance level. Descriptive and inferential statistics were employed for data analysis. Findings revealed that only 25% of librarians held bachelor's degrees in librarianship, 56.2% possessed degrees in other fields, and 18.3% held diplomas in librarianship. Despite this mixed personnel quality, 73% of teachers reported positive perceptions of librarians' roles. Regression analysis showed a significant joint influence of collaboration and personnel quality on teachers' perceptions, explaining 72.6% of the variance, $F(2, 13) = 17.226$, $p < .05$. However, collaboration emerged as the only significant predictor, while personnel quality showed no significant contribution. The study concludes that teacher–librarian collaboration, together with the presence of qualified personnel and adequate support staff, strongly enhances teachers' perceptions of school librarian roles. It recommends regular refresher training for in-service librarians, increased provision of school libraries nationwide, and strengthened support from the Nigerian School Library Association to promote continuous professional development.*

Keywords: Collaboration, Librarian Roles, Personnel Quality, School librarians, Techers' Perceptions.

Introduction

The school library, which operates within both primary and secondary schools, is widely regarded as the academic nerve centre of any educational institution. It remains a vital hub that supports students' intellectual growth by providing access to a broad range of learning resources. In many contexts, school libraries supply the space and materials necessary to cultivate a culture of reading, thereby facilitating not only academic achievement but also personal enrichment. Moreover, they play an essential role in promoting lifelong learning and enhancing academic performance by developing students' literacy and information-seeking skills. Ogunbekun, Abduldayan, Obiano and Iwuagwu (2023) demonstrated that well-equipped school libraries, containing textbooks, reference materials and digital media, are positively associated with improved literacy development among secondary school students. Similarly, Ndimanga, Namkoko, Mbilikila and Lwoga (2023) found that school library services strengthen reading culture by offering diverse materials, encouraging voluntary reading and supporting students' access to information beyond the limitations of the formal curriculum.

There is no doubt that libraries lie at the heart of education, functioning as centres of intellectual, creative and critical development. They are essential for delivering meaningful educational programs and shaping the quality of socio-economic and political advancement. Beyond academic achievement, school libraries stimulate curiosity and foster research skills that students carry into higher education and the workplace. Through exposure to varied materials and guided reading activities, students develop enthusiasm for learning that can endure throughout life. Thus, school libraries serve as important agents of personal growth and national development. In modern educational environments, they are central to resource-based learning and are often described as the "resource centres" of schools. As repositories of knowledge and catalysts for quality education, they help students become lifelong learners and responsible citizens. Ideally, every school should have a well-equipped library that provides access to textbooks, journals, digital resources and other learning tools. Such facilities enable students to develop strong information-searching and processing skills, contributing to their individual development and society's progress.

In Nigeria, the federal government recognises the importance of school libraries, as stated in the National Policy on Education (FRN, 2004). The policy mandates the establishment of libraries in all educational institutions and calls for the training of qualified librarians. Despite this directive, inadequate implementation and chronic underfunding have hindered progress. Many school libraries remain poorly equipped, lacking up-to-date resources and trained personnel. Researchers have noted that libraries are frequently neglected by government authorities, resulting in facilities that fall short of educational standards (Obayemi, 2002; Fayose, 2003). This neglect has produced generations of students who enter higher education without the ability to use libraries effectively.

Numerous studies have documented the poor condition of school libraries across Nigeria. Research indicates that many schools lack dedicated library buildings, professional librarians and current learning materials. For instance, Adebanwo (2011) found that most schools use ordinary classrooms as makeshift libraries, while Omera (2013) reported that teachers rarely utilize available library resources. Similarly, Arua and Chinaka (2011) observed that most school libraries lack materials adequate to support curriculum requirements. These findings underscore the deep-rooted underdevelopment of school libraries and the insufficient recognition of the teacher-librarian's professional role in Nigeria's educational landscape.

Collaboration between teachers and librarians is essential for effective school library service delivery. However, the contribution of libraries to students' academic achievement is often underestimated by educators and school administrators. Many teachers and principals misinterpret the role of the school librarian (Hartzell, 2002; Morris and Packard, 2007; Kolencik, 2001), viewing them merely as custodians of books. According to McCracken (2001), such misconceptions hinder the integration of the library into teaching and learning. Effective collaboration requires all stakeholders, including administrators, teachers and librarians, to share a clear understanding of how library programs can contribute to academic excellence and improved student outcomes.

Globally, school libraries are increasingly embracing collaboration as a strategic approach to meeting users' needs. Such partnerships can enable libraries to overcome funding constraints and offer resources and services that might otherwise be inaccessible (Kammer and Moreland, 2020). When school librarians collaborate with other members of the school community, they can influence curriculum design, assist with identifying and evaluating instructional resources and provide professional development for teachers (Massey, 2023). However, the experiences of school librarians in Nigeria regarding collaboration remain insufficiently documented. Adigun and Aramide (2025), for example, found that collaboration between teacher-librarians and teaching staff remains at a relatively low level, marked by limited coordination and partnership. This suggests a need for greater effort to build trust, maintain regular communication and foster shared responsibility. Without a strong foundation of collaboration, even well-qualified library personnel may struggle to influence curriculum development, resource selection and information literacy instruction effectively. Strengthening collaboration is therefore essential for improving school library services and enhancing student learning outcomes.

Personnel quality in school libraries also depends on the competencies that teacher-librarians bring to their roles and how collaboration can help to fill the gaps in these competencies. According to Osadebe, Babarinde, Ekere, and Dike (2024), many teacher-librarians in Nigerian schools do not have dual qualifications in teaching and librarianship. While they possess strengths in literacy promotion and basic teaching skills, they often lack deeper library-specific competencies such as cataloguing, collection development, and resource evaluation. Collaboration with more experienced librarians, whether through mentorship, professional networks, or shared training programs, is one way to improve these skills and raise the overall quality of library personnel. Modern school librarians are expected to be multifaceted professionals; serving as instructional partners, information specialists, program administrators, and teachers. They play a major role in curriculum development, information literacy instruction, and collaborative teaching. Studies by Baharuddin, Saad, and Hasnol (2014) have shown that when librarians and teachers plan and teach together, students display greater engagement and higher learning outcomes. International frameworks such as the AASL (1998) and IFLA (2015) also stress collaboration, leadership, and technology integration as key aspects of the librarian's role in 21st-century education.

The effectiveness of a school library largely depends on the quality and professionalism of its personnel. A qualified teacher-librarian is essential for a thriving library, as emphasized in the IFLA/UNESCO School Library Manifesto (1999). Such librarians ideally possess dual training in both education and library or information science, enabling them to manage resources efficiently, collaborate with teachers, and actively support curriculum implementation (Dike, Osadebe, & Babarinde, 2015). Moreover, ongoing professional development through seminars, workshops, and in-service training is crucial for keeping librarians up to date with emerging trends in information management and pedagogical practice (IFLA, 2015). Without these qualifications and continuous development, a school library cannot fully realize its potential as a hub for learning and information literacy.

Teachers' perceptions of librarians significantly influence the success of school library programs. Research shows that many teachers underestimate the librarian's instructional role, viewing them only as resource providers. This misconception limits collaboration and reduces the library's impact on learning. However, when teachers and librarians work together, they form a clearer understanding of each other's roles, leading to better educational outcomes. Perception, therefore, is closely linked to understanding: when teachers appreciate the librarian's contributions, the school library becomes a more effective force in promoting student achievement and lifelong learning. Thus, it becomes imperative to research the state of collaboration in Nigerian school libraries for informed decisions

Statement of the problem
Differing perceptions among librarians, principals and teachers about the role of the school librarian can be a significant barrier to effecting change. Researchers have found out that school teachers and even some school librarians do not have a clear understanding of the school librarians' role. Many studies have examined principal's overall perception of librarians. Lack of teachers' knowledge

concerning the roles of the librarians in teaching and learning prevents the school library program from developing to its full potential and stops the librarians from actively contributing to students' learning to the greatest possible degree. Collaboration leads students, teachers, and administrators to better understand the role, expertise, and responsibilities of the school librarians.

Many studies have also shown that many school libraries do not have a professionally trained librarian supported by other library staff to organise library programs. A well-trained librarian knows the importance of collaboration to students' achievement. The absence of teacher-librarian collaboration and qualified librarian in a school library can be a barrier to understanding and appreciating the roles of librarian to the development of the school. The teachers will not comply to the suggestions of the librarians if their roles are not understood. It is worthy to note that no research has been conducted having a combination of these variables on perception of school librarian roles. In view of this, this research work investigated the influence of collaboration and personnel quality on perception of school librarian's roles.

Objectives of the study

The main objective of this study is to determine if practicing librarians have made collaboration a practice in their library and have the right perception of their roles in a school library. The study also examined the perception of school librarian roles by teachers. The specific objectives of this study are to:

1. examine the qualification of school librarians in secondary schools in Ibadan North local government, Oyo state.
2. establish the perception of teachers about school librarian roles in government secondary schools in Ibadan North local, Oyo State.
3. investigate the relationship between collaboration and perception of school librarian roles among teachers in secondary schools in Ibadan North local government, Oyo State
4. examine the relationship between personnel quality and perception of school librarians' roles among teachers in secondary schools in Ibadan North local government, Oyo State

Research Questions

The following questions guided the study:

1. What are the qualifications of school librarians in Secondary schools in Ibadan North local government?
2. How do the teachers perceive the roles of school librarians in secondary schools in Ibadan North local government?
3. What is the relationship between collaboration and perception of school librarian roles among the teachers in secondary schools in Ibadan North local government?
4. What is the relationship between personnel quality and perception of school librarian roles among the teachers in secondary schools in Ibadan North local government?

Research Hypotheses

The following hypotheses were tested at 0.05 significant levels:

Ho₁: There is no significant joint relationship between collaboration and personnel quality on perception of school librarian roles among teachers in Ibadan North local government, Oyo state, Nigeria.

Ho₂: There is no significant relative relationship between collaboration and personnel quality on perception of school librarian roles among teachers in secondary schools in Ibadan North local government, Oyo State.

Literature Review

Theoretical Framework

This research used the social constructivism theory based on the earlier works of Jean Piaget and Vygotsky. This is a construct that will help gain a better and deeper understanding of features of collaboration and perception. Social Constructivism is a sociological theory of knowledge according to which human development is socially situated and knowledge is constructed through interaction with others, (Mckinley 2015). The phrase was first coined by Peter Ludwig Berger and Thomas Luckmann in 1966. They were strongly influenced by the work of Alfred Schutz. Their central concept is that people and groups interacting in a social system create mental representation (perception) of each other's action. In the process, meaning is embedded in the institutional fabric of society and reality is thus, said to be socially constructed.

Social constructivism emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding (Derry and McMahon cited in Kim 2001) This perspective is closely associated with many contemporary theories, most notably the developmental theories of Vygotsky and Bruner, and Bandura's social cognitive theory. The theory of social constructivism has three basic assumptions which emphasizes the importance of culture and context in understanding what occurs in the society and constructing knowledge based on this understanding. The three assumptions are; reality, knowledge and learning. According to Kukla (2000), reality is constructed through human activities and members of a society together invent the properties of the world. For the social constructivist, reality cannot be discovered because it does not exist prior to its social invention. Knowledge is a human product which is socially and culturally constructed. Individual create meaning through their interaction with each other and the environment they live in. (Ernest, 1999; Gredler, 1997; Prawat and Floden, 1994). Leaning is seen as a social process which occurs when individuals are engaged in social activities. It does not take place only within an individual, nor is it a passive development of behaviors that are shaped by external forces Meaningful learning occurs when
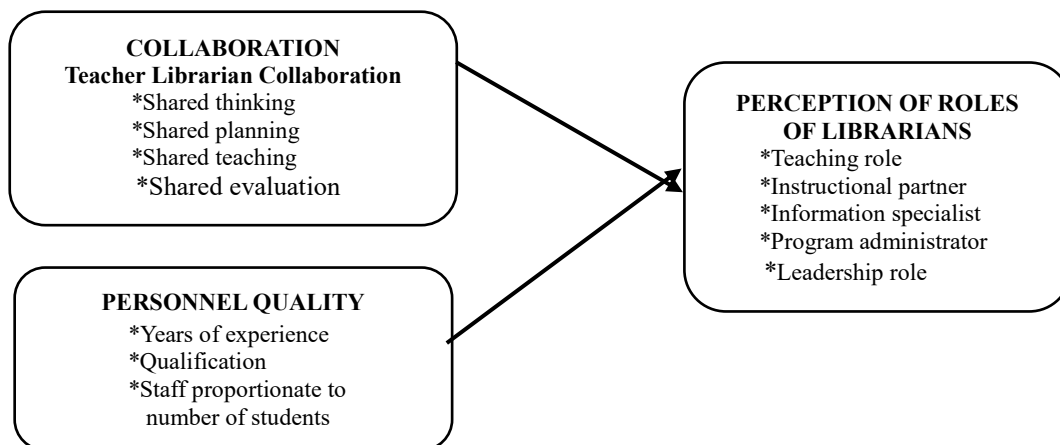
individuals are engaged in social activities (McMahon, 1997). According to Liu and Chen (2010), it is believed that psychological phenomena emerge from social interaction. They are established by social relationship.

A social constructivist view of education visualises collaboration as a new way of learning for students, and a new way of planning and teaching for school librarians and teachers (Fulton 2003). This indicates that Vygotsky provides the theoretical structure for considering collaboration as a social process in which meaning is constructed from discussion among group members. The group members in this study are the school librarians and teachers. The roles of school librarians can be seen in the right perspective when teachers and librarian collaborate through discussion on planning and teaching the students. Vygotsky posited that man learns through social engagements with others, and that knowledge construction is a social, cooperative venture, (Moran and John-Steiner 2003). Learning is seen as a socially constructed experience involving more capable people guiding those less capable to understand ideas. In this instance the qualified librarian is more capable than the teachers because he knows what to do in the field of information management, he is an information expert. This is called the Zone of Proximal Development (ZPD), and believed that it is through social interaction and working together that we developed into the modern present-day society. Although ZPD is generally discussed in relationship to the development of children, the concept has been expanded to include relationships among adults and is applicable to the relationship between librarians and teachers, and teachers and students (Moran and John-Steiner 2003). Moran and John-Steiner (2003) further explain that based on the Vygotskian framework, all mental functions are first experienced socially, learned in interaction with others. The relevance of this theory to this study is predicated on the fact that knowledge emerges from social interaction and collaboration emphasises social interaction. Social interaction of teaching staff and school library media specialist will boost their perception on the roles of school librarian.

Conceptual Model

This study used a self-developed model in tagged collaboration and personnel quality model. The model highlights the links that exist between the independent variables:(collaboration and personnel quality) and the dependent variable (perception of roles of school librarian by teachers in secondary school) of the study. The independent variable for collaboration includes teaching support, shared teaching and shared planning. While personnel quality includes years of experience, qualification and staff proportionate to the number of students. The dependent variable includes teaching role, instructional partner role, information specialist role and program administrator role. The principle behind the model is that a professional school librarian with reasonable years of experience, supported by other library staff will make the move to collaborate with the teachers. The teachers and the school librarian will share in planning the lessons and teaching. This relationship will improve the understanding of teachers about the roles of the school librarian. The social constructivism theory which states that knowledge is socially constructed comes to play when school librarian engages in activities with the teachers. This engagement will therefore improve the perception of roles of the school librarian by the teachers.

Conceptual Model for the study

Conceptual model for the study showing the influence of collaboration and personnel quality on perception of school librarian roles. Source: Developed by the researcher 2025.

Methodology

The research design used for this study is an *ex- post facto* research design of a correlational type. The population of the study consists of in-service school librarians and subject teachers in secondary schools in Ibadan North local government area of Oyo State, Nigeria. At the time this study was conducted, Ibadan North Local Government in Oyo State had forty-two (42) public

secondary schools and fifty-four (54) private secondary schools. Purposive sampling technique was adopted to select sample for the study because the research can only be carried out in schools with functional and school librarians. Two instruments were used to collect data for the study: School Librarian Perception of Roles Questionnaire (SLPRQ); Teachers' Perception of School Librarian Roles Questionnaire (TPSLRQ). The SLPRQ gathered data from in-service librarians about their self-perception and collaborative practices, while the TPSLRQ collected teachers' perspectives on the roles and collaboration of school librarians. Reliability was established using the Cronbach Alpha method, yielding coefficients of 0.77 for the librarians' questionnaire and 0.76 for the teachers' questionnaire, indicating high internal consistency of the instruments. Four hundred and sixty (460) copies of questionnaire were administered to teachers from six public and 10 private secondary schools. Only 302 copies of the instrument were returned with useful responses, giving a response rate of 65.6%. Also, sixteen (16) copies of questionnaire were administered to school librarian in schools with school library and all the questionnaires administered were retrieved, giving a response rate of 100%. Therefore, the total questionnaires used for this study is three hundred and eighteen questionnaires (318). The study's data were analyzed using descriptive statistics (frequencies, percentages, means, and standard deviations) to summarize responses, and inferential statistics (Pearson's correlation and regression analysis) to test relationships and hypotheses at a 0.05 significance level.

Results and Discussions of Findings
Table1 presents information on the demographic distribution of teachers in senior secondary schools in Ibadan North Local government, Oyo State.

Table 1: Demographic information of teachers

Demographic Information		Frequency	Percentage (%)
Age range of respondents (In years)	21-30 years	60	19.9
	31-40 years	148	48.0
	41-50 years	87	28.8
	51 years and above	10	3.3
	Total	302	100.0
Gender of Respondents	Male	140	46.4
	Female	152	53.6
	Total	302	100.0
Qualification	NCE or equivalent	9	3.0
	Bachelor Degree	202	66.9
	Master Degree	91	30.1
	Ph.D.	0	0
	Total	302	100.0
Teaching Experience	Less than 5	46	15.2
	5-10	128	42.4
	11-20	92	30.5
	21-30	35	11.6
	31 and above	1	.3
	Total	302	100.0
Administrative Experience	No experience	234	77.5
	Less than 5	49	16.2
	5-10	15	5.0
	11-20	3	1.0
	21-30	1	.3
	Total	302	100.0

Table 1 presents the demographic characteristics of the teachers. Analysis of age distribution shows that the majority of respondents (148, 48%) are between 31 and 40 years old, suggesting a relatively young and dynamic workforce. Teachers aged 21–30 account for 19.9%, 41–50 years old make up 28.8%, and only 3.3% are above 51 years. This age distribution indicates that most teachers are in the mid-stage of their careers, which aligns with findings by Booth et al. (2021), who observed that mid-career teachers are typically confident in their practice and may benefit from tailored professional development that leverages both their energy and experience to sustain instructional quality. Gender distribution shows a slight predominance of female teachers (53.6%), consistent with global trends where women represent the majority of educators, especially in primary and secondary education (OECD, 2019). Regarding qualifications, 66.9% of teachers hold a Bachelor's degree, 30.1% hold a Master's degree, and only 3% are NCE holders.

This reflects research by Darling-Hammond (2017), which highlights the positive impact of higher academic qualifications on teaching effectiveness and student outcomes. Teaching experience data indicates that the largest group (42.4%) has 5–10 years of experience, while 30.5% have 11–20 years, 15.2% have less than five years, 11.6% have 21–30 years, and only 0.3% exceed 31 years. This distribution suggests a moderately experienced workforce capable of applying curriculum innovations but with few highly veteran teachers, in line with studies on teacher attrition and retention (Nguyen & Springer, 2019).

Finally, the majority of teachers (77.5%) lack administrative experience, implying limited leadership exposure. This finding resonates with Leithwood, Harris, & Hopkins (2008), who argue that teacher involvement in administrative roles fosters leadership skills and contributes to effective school management.

An inference can be made that the demographic profile of the teachers reflects a workforce that is relatively young, predominantly female, moderately experienced, academically qualified, but largely lacking administrative experience, suggesting the need for targeted professional development and leadership training initiatives.

Table 2: Demographic information of School librarians

Demographic Information		Frequency	Percentage (%)
Age range of respondents (In years)	21-30 years	1	6.3
	31-40 years	5	31.3
	41-50 years	8	50
	51 years and above	2	12.5
	Total	**16**	**100.0**
Gender of Respondents	Male	8	50%
	Female	8	50%
	Total	**16**	**100.0**

The demographic profile of school librarians, as presented in Table 2, reveals important trends in age and gender distribution. The analysis indicates that half of the respondents (50%) are aged between 41 and 50 years, suggesting that a significant portion of the workforce is in the mid-career stage. This finding aligns with broader research showing that a large share of librarians tends to be in middle age. For example, Olorunsaye and Alegbeleye (2021) found that the majority of academic librarians in South-West Nigeria were aged 31–40, while only a small proportion fell into the youngest and oldest age categories. Similarly, data from U.S. school librarians show that approximately 75% are aged 40 years and above (Zippia, 2023). The low representation of younger librarians (6.3% aged 21–30) in this study reflects a common trend in the profession, where entry-level recruitment is limited, potentially posing challenges for workforce renewal and succession planning (ALA, 2006).

Regarding gender distribution, the results show an even split between male and female respondents (50% each). This finding contrasts with many studies in librarianship that report a female-dominated workforce. For instance, a survey of health sciences librarians found that 86% of respondents were women (Ruppel et al., 2011), and Olorunsaye and Alegbeleye (2021) reported that 61% of academic librarians in Nigeria were female. The equal gender representation in this study may indicate a more balanced recruitment trend in the surveyed schools or reflect local contextual factors.

Understanding these demographic patterns is critical for planning professional development, designing mentorship programs, and ensuring the sustainability of the librarian workforce. The predominance of mid-career professionals suggests the need to support career growth and knowledge transfer, while the near-equal gender distribution points to potential for inclusive workplace policies.

Research questions one: What are the qualifications of librarians in Secondary schools in Ibadan North local government?

Table 3: Qualifications of librarian

	Frequency	Percent	Cumulative Percent
NCE or equivalent	3	18.8	18.8
BLIS	4	25	43.8
B.A., B.Ed.	9	56.2	100.0
Total	**16**	**100.0**	

The qualifications of school librarians in Ibadan North reflect broader national trends in Nigeria, as evidenced by Elaturoti's (1993) study on school librarian training and professionalization. Elaturoti highlighted that while the Nigerian School Library Association advocates for minimum qualifications: namely, a Diploma in Librarianship (equivalent to NCE) for primary school librarians, and a Bachelor of Library Science degree for secondary school librarians; many school librarians do not meet these benchmarks, often holding degrees in other disciplines instead. This aligns with the data showing 18.8% of school librarians with NCE or equivalent,

25% with a bachelor's degree in librarianship, and the majority (56.2%) with degrees in other fields. These findings underscore the persistent disconnect between recommended professional standards and actual qualifications among school librarians in Nigeria, suggesting the need for enhanced formal training and regulatory compliance to improve school library services (Elaturoti, 1993).

Table 4: Years of Experience in the Library

Years of experience	Frequency	Percent	Cumulative Percent
less than 5	2	12.5	12.5
5-10	11	68.8	81.3
11-20	2	12.5	93.8
21-30	1	6.3	100.0
Total	**16**	**100.0**	

The data in Table 4 shows that a significant majority (68.8%) of school librarians in Ibadan North Local Government, Oyo State, have between 5- and 10-years' experience in the service, while a notable proportion (18.5%) have over 11 years' experience. Only a small fraction of librarians possesses less than 5 years of experience. This indicates a relatively well-experienced workforce managing school libraries in the area, which is crucial for effective library management and service delivery. Experienced librarians are likely better equipped to support students' information needs and contribute positively to academic outcomes. This aligns with findings from similar studies in Nigerian schools that highlight the importance of qualified and experienced library personnel in enhancing library effectiveness and student development (Oyelude, 2013; Owolabi & Onajite, 2025).

Table 5: Other Library Staff

Number of other Library Staff	Frequency	Percent	Cumulative Percent
No	13	81.3	81.3
Yes	3	18.8	100.0
Total	**16**	**100.0**	

The findings in Table 5 indicate that 81.3% of librarians work without supporting staff, suggesting substantial challenges for effective library management and service delivery. Such understaffing places excessive demands on individual librarians, limiting their ability to manage resources efficiently, assist users, and undertake developmental initiatives. Studies on Nigerian school libraries consistently show that inadequate staffing is a major impediment to library effectiveness, often compounded by poor funding and insufficient government support (Alemna, 2015; Aina, 2013). In the absence of support staff, librarians struggle to sustain routine operations, thereby restricting students' access to resources and adversely affecting academic performance. Addressing these staffing gaps through targeted recruitment and continuous training is therefore critical to enhancing library functionality and improving educational outcomes (Owoeye, 2022; Aina, 2013).

Research Question 2: How do the teachers perceive the roles of school librarians in secondary schools?
Table 6: Teachers' Perceptions of School Librarian Roles

S/N	STATEMENT	Freq % SA	Freq % A	Freq % D	Freq % SD	Mean	S.D
1	Teaches students to use print materials to write reports and complete classroom projects.	63 20.9%	173 57.3%	56 18.5%	10 3.3%	2.96	0.726
2	Teaches students to use electronic subscription databases and other reference materials to write reports and complete classroom projects.	25 8.3%	81 26.8%	164 54.3%	32 10.6%	2.33	0.774
3	Teaches students how to locate information in library resources.	179 59.3%	117 38.7%	6 2.0%	0 0%	3.57	0.534
4	Provides staff development for teachers in areas such as effective searching on the	47 15,6%	64 21.2%	146 48.3%	45 14.9%		0.920

	world wide web and effective use of electronic subscription databases.						
5	Does not teach students how to take notes and how to organise information to be used in an assignment or a report.	47 15.6%	128 42.4%	81 26.8%	46 15.2%	2.37	0.928
6	Teaches students to respect intellectual property by avoiding plagiarism, citing sources and respecting copyright laws.	80 26.5%	142 47.0%	49 16.2%	31 10.3%	2.90	0.911
7	Provides staff development for teachers in areas such as intellectual property and copyright.	56 18.5%	138 45.7%	86 28.5%	22 7.3%	2.75	0.839
8	Does not have access to standardised student test data.	26 8.6%	170 56.3%	93 30.%	13 4.3%	2.69	0.68
9	organises the collection for maximum and effective use.	195 64.6%	83 27.4	22 7.3%	2 .7%	3.56	0.658
10	Understands copyright, fair use, and licensing of intellectual property, and assisting users with their understanding and observance of the same.	108 35.8%	126 41.7%	64 21.2%	4 1.3%	3.12	0.781
11	Does not provide guidance in software and hardware evaluation, and developing processes for such evaluation	37 12.3%	172 57%	76 25.2%	17 5.6%	2.76	0.737
12	Advocates for the library program.	156 51.7%	125 41.4%	19 6.3%	2 .7%	3.44	0.643
13	Is not a member of the leadership team/advisory council	21 7.0%	150 49.7%	107 35.4%	24 7.9%	2.56	0.739
14	Uses effective management principles, including the supervision of personnel, resources, and facilities, in developing and implementing program goals and objectives	87 28.8%	148 49%	63 20.9%	4 1,3%	3.05	0.741
15	Does not ensure that school library program goals and objectives are aligned with school and district long-range strategic plans	14 4.6%	84 27.8%	119 39.4%	85 28.1%	2.09	0.860
16	Uses strategic planning for the continuous improvement of the library program	91 30.1%	152 50.3%	52 17.2%	7 2.3%	3.08	0.749
17	Takes an active role in school improvement and accreditation activities.	91 30.1%	159 52.6%	40 13.2%	10 3.3%	3.10	0.749
18	Shares expertise at departmental meeting, parent meeting and school board meeting	61 20.2%	152 50.3%	76 25.2%	13 4.3%	2.86	0.781
19	Participates in curriculum development	43 14.2%	142 47%	84 27.8%	33 10.9%	2.65	0.857
20	Instills enthusiasm in others by making them feel that they are important members of a team.	66 21.9%	197 65.2%	24 7.9%	15 5%	3.04	0.705
21	Encourages an environment of creativity, innovation, and openness to new ideas,	67	201 66.6%	21 7%	13 4.3%	3.07	0.679

welcoming and encouraging input from others to create consensus	22.2 %					
Grand Mean Total			**61.25**			

The findings presented in Table 6 show that secondary school teachers generally hold positive perceptions of the roles of school librarians. The highest mean ratings were associated with librarians teaching students how to locate information and organising library collections for effective use. Teachers also affirmed the importance of librarians advocating for the library program, understanding intellectual property rights, and contributing to school improvement initiatives. However, they expressed lower agreement with roles involving long-term strategic planning, teaching the use of electronic databases, and providing staff development on digital resource utilisation. The grand mean of 61.25 (73%) on the 4-point Likert scale falls within the positive perception range (42–84), confirming an overall favourable attitude toward librarians' roles. This indicates that teachers recognise librarians as multifaceted professionals' educators, organizers, and advocates, rather than mere custodians of materials. Nonetheless, the lower ratings for digital and strategic responsibilities suggest potential gaps in either librarian competencies or teacher expectations, underscoring areas where additional professional development may be beneficial.

These results are consistent with existing literature, which highlights librarians' core contributions to information literacy, resource organization, and academic support, while emphasizing the need for strengthened capacity in emerging areas such as technology integration and strategic planning (Danladi & Yohanna, 2018; Aina, 2013). Addressing these gaps would help ensure the full utilization of librarians' expertise as essential partners in educational success.

Research question 3: What is the relationship between collaboration and perception of school librarian roles among the teachers in secondary schools in Ibadan North local government?

Table 7: Relationship between collaboration and perception of school librarian roles

Variable	N	Mean	SD	R
Perception of school librarian roles	302	60.55	5.79	0.63
Collaboration	302	23.64	3.23	0.63

Table 7 shows a correlation coefficient (r) of 0.63 between collaboration and teachers' perceptions of school librarian roles, indicating a strong positive relationship. This suggests that higher levels of collaboration are associated with more favourable teacher perceptions of librarians' roles. The mean total score for collaboration (23.64) with a standard deviation of 3.23 further supports the reliability of this finding. In educational research, a correlation of 0.63 is typically considered strong and implies that approximately 63% of the variation in teacher perceptions can be attributed to collaboration. These results underscore the importance of fostering effective collaboration between librarians and teachers, as it can enhance teachers' understanding and appreciation of librarian roles, ultimately improving library services and student support (Teachers Institute, 2024).

Research question 4: What is the relationship between personnel quality and perception of school librarian roles among the teachers in secondary schools in Ibadan North local government?

Table 8: Relationship between personnel quality and perception of school librarian roles

Variable	N	Mean	SD	R
Perception of School librarian roles	302	60.55	5.79	0.24
Personnel quality	16	5.13	1.09	0.24

Table 8 presents a correlation coefficient (r) of 0.24 between personnel quality and teachers' perceptions of school librarian roles, indicating a weak positive relationship. This suggests that only a small portion of the variation in teacher perceptions, approximately 24%, can be attributed to personnel quality. The mean score of 5.13, with a standard deviation of 1.09, indicates limited variability in respondents' perceptions of personnel quality. In educational research, correlations in the range of 0.2 to 0.3 are typically considered weak, suggesting that factors beyond personnel quality likely have a more substantial influence on teachers' views of librarian roles. While personnel quality contributes to perceptions to some extent, its impact is limited, highlighting the importance of investigating additional factors such as collaboration, available resources, and professional training that may more strongly shape teacher perceptions (Teachers Institute, 2024).

Test of Hypotheses

Ho₁: H₀₂: There is no significant joint relationship between collaboration and personnel quality and teachers' perception of school librarian roles in secondary schools in Ibadan North Local Government, Oyo State.

Table 9: Combined contribution of collaboration and personnel quality on perception of School librarian roles among teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df 2	Sig. F Change
1	.852 a	.726	.684	3.941	.726	17.226	2	13	.000

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
		535.050	2	267.525	17.226	.000ᵇ
1	Regression Residual Total	201.888	13	15.530		
		736.938	15			

The multiple regression analysis indicates that collaboration and personnel quality together significantly influence teachers' perceptions of school librarian roles in secondary schools within Ibadan North Local Government. The model's F ratio ($F(2, 13) = 17.226$, $p < .05$) confirms that the combined predictors have a meaningful impact on perception. The coefficient of multiple correlation ($R = .852$) demonstrates a strong relationship between the predictors and teachers' perceptions, with approximately 85.2% of the variation explained. The coefficient of determination ($R^2 = .726$) suggests that collaboration and personnel quality collectively account for 72.6% of the variance in perceptions, leaving roughly 24.6% attributable to other factors not included in the model. These findings underscore the importance of fostering collaborative practices and maintaining high-quality personnel to enhance positive perceptions of librarian roles. They also indicate the need for further research to explore additional factors that may influence teachers' perceptions beyond collaboration and personnel quality (Osborne & Waters, 2002; Danladi & Yohanna, 2018).

Ho₂: There is no significant relative relationship between collaboration and personnel quality and teachers' perception of school librarian roles in secondary schools in Ibadan North Local Government, Oyo State.

Table 10: Relative contribution of collaboration and personnel quality on perception of school librarian roles

Model	B	Std. error	Beta	T	Sig
Collaboration	1.822	.342	1.018	5.624	.000
Personnel quality	2.342	1.166	.364	2.009	.066

The results in Table 10 indicate that collaboration has a statistically significant positive effect on teachers' perceptions of school librarian roles, with a beta coefficient (β) of 1.018 and a t-value of 5.614 ($p < .05$). This suggests that increased collaboration between librarians and teachers is strongly associated with more favourable and accurate perceptions of librarian roles. In contrast, personnel quality did not have a statistically significant effect ($\beta = 1.166$, $t = 2.009$, $p = .066$), indicating that variations in personnel quality do not reliably predict differences in teachers' perceptions. These findings underscore collaboration as the more influential factor shaping teacher perceptions. This findings is contrary to Adigun & Aramide (2025) who found that collaboration between teacher-librarians and teaching staff remains at a relatively low level of coordination and partnership, indicating that more effort is needed to build trust, regular communication, and shared responsibility. However, other research supports that effective collaboration between librarians and classroom teachers enhances understanding of librarian roles and contributes to improved educational outcomes (Colvin & Croft, 2024; Crary, 2019). These findings align with Montiel Overall (2008), who emphasized the centrality of collaborative practice, highlighting school culture, communication, and shared motivation as key elements that support high-quality collaboration, including coordination, cooperation, integrated instruction, and curriculum design. Similarly, Montiel Overall and Hernández (2012) found that professional workshops significantly influenced teachers' and librarians' perceptions of the importance

of collaboration for student learning. Furthermore, in a longitudinal study, Montiel Overall and Grimes (2013) demonstrated that sustained collaboration in inquiry-based science instruction increases librarians' visibility as instructional partners, although deep collaboration requires time and structural support. On the whole, the results of this study suggest that collaboration plays a more critical role than personnel quality in shaping perceptions of school librarian roles. Therefore, fostering collaborative partnerships appears to be key to strengthening both the recognition and impact of school librarians.

Conclusion

Based on the findings of the study, it was concluded that collaboration and personnel quality are major determinants of teachers' perception of school librarian roles. Having qualified personnel in the library, along with the necessary library resources and effective collaboration between teachers and librarians, is essential for fostering a positive perception of school librarian roles among teachers. While it is generally expected that librarians have support staff to assist them in fulfilling their responsibilities, teachers are likely to gain a better understanding of librarians' roles if collaboration occurs not only at the team level but also between individual teachers and librarians. Furthermore, if school librarians have an adequate number of qualified support staff, personnel quality may play an even more significant role in shaping teachers' perception of librarian roles.

Recommendations

Based on the findings of the study, the following recommendations are made:
1. Professional Development for Librarians: School librarians should receive regular training in librarianship, particularly on current and emerging trends in the field. This will enhance their capacity for collaboration and improve service delivery.
2. Teacher-Librarian Workshops: School librarians should organize workshops for all teachers within their schools. This will foster stronger relationships and increase awareness of the roles and functions of school librarians.
3. Government Policy on Library Staffing: The government should mandate that both private and public schools maintain functional libraries staffed adequately relative to the number of teachers and students.
4. Support from Professional Associations: The Nigerian School Library Association (NSLA) should routinely visit schools to encourage librarians to participate in refresher courses and engage in collaborative activities with teachers.
5. Educational and Remuneration Standards: The government should review the educational requirements for school librarians, setting a minimum of a master's degree, and adjust remuneration accordingly to reflect their qualifications and responsibilities.
6. Establishment of Functional Libraries: Provisions should be made to establish fully functional libraries in all secondary schools.

Contribution of the Study to Knowledge

- Collaboration and Perception of Librarian Roles: The study established that collaboration has a positive relationship with teachers' perception of school librarian roles. Regular and meaningful collaboration is essential to foster a positive perception, highlighting the need to allocate more time for librarians to work closely with teachers.
- Personnel Quality: Personnel quality was found to have a weak relationship with teachers' perception of school librarian roles in secondary schools in Ibadan North Local Government, Oyo State. This may be due to the limited number of qualified librarians. Hence, there is a need to increase the number of qualified school librarians in the region.
- Library Support Staff: The provision of adequate support staff is necessary to ensure a positive perception of school librarian roles among teachers. The government and school proprietors should employ sufficient library support staff to assist librarians, allowing them more time for collaboration with teachers and enhancing overall library effectiveness.

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