

PROMOTING RESEARCH COLLABORATION BETWEEN LIBRARIANS AND FACULTIES IN UNIVERSITIES IN OSUN STATE, NIGERIA

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Abstracts

This study investigated the level of research collaboration between librarians and faculty members in universities in Osun State, Nigeria. Specifically, the empirical study investigates the role libraries play in facilitating such collaboration, including the types of research support services available, as well as the frequency of collaborative efforts between librarians and faculty members. The study adopts a descriptive survey design to gather and analyse data on current practices and perceptions regarding research collaboration. The population for the study comprises librarians and academic faculty members from ten (10) universities in Osun State. A total of seventy-nine (79) respondents participated in the survey. Data were collected using a structured Google Form questionnaire distributed via WhatsApp groups and direct emails with the assistance of librarians in each institution. Descriptive statistical methods were employed to analyse the responses. The findings reveal that institutional support for research collaboration, particularly through training and professional development opportunities, is both widely accessible and actively utilised by the majority of participants. This suggests a growing recognition of the value of cross-functional partnerships in enhancing academic research output within the region. However, the fact that a significant portion of respondents have not taken advantage of these opportunities highlights the potential for improvement in these programs. In conclusion, the findings align with existing literature, affirming that robust collaboration between librarians and faculty can enhance research outcomes and contribute to the institution's mission.

Keywords: Research Collaboration, Collaboration, Faculties, Librarians, Library.

Introduction

Collaboration is essential for successful research in today's rapidly changing world. As research becomes increasingly complex and interdisciplinary, librarians need to collaborate with

colleagues from diverse backgrounds and disciplines to develop innovative ideas and approaches. Librarians, as key players in the research enterprise, can play an important role in facilitating research collaboration. The value and extent of an institution's research productivity could be a metric to measure and evaluate academic excellence. Academic libraries are required to demonstrate their contribution to the institution's mission. To illustrate the value of academic libraries, the research output of academic librarians must be studied as the quality and quantity of their scholarly outputs are used for performance evaluation, promotions, tenure and salary (Okonedo-Adegbaye, 2015). A likely path towards achieving academic excellence by librarians is collaborating on research projects. The collaboration may expectedly result in co-authorship of the resulting publications. In order to develop the field and create new knowledge, research is essential in library and information science (LIS). Also, the practice of conducting research tends to develop problem-solving and decision-making skills of librarians, thereby making them significant users of scholarly literature. Obligatorily, academic librarians have been actively engaged in scholarly communication through research. Even though some people still believe that the role and job of academic librarians is limited to providing information resources to faculty and students (Zakaria, 2015). An agreement between two or more research groups to collaborate on a topic is known as research collaboration.

Research collaborations can take many forms, but they are primarily between two or more research groups. There are different types of collaboration such as intra-disciplinary; which refers to a team of researchers within the same department, interdisciplinary refers to a team of researchers from different departments but different backgrounds, multidisciplinary means a team of researchers of different backgrounds, which involves people from outside academia into the research process and everyone aspires for common demands such as making of operational plans, communication between various research groups, sharing of credit and money among others (Bansal, et al,2019)

Research collaboration between librarians and faculty is a good way to position librarians as forerunners in the learning community. Apart from the numerous benefits of research collaboration to librarians' professional careers, it may also help to improve the image of library services. Collaborating with faculty in conducting research will give faculty a greater

appreciation of the services librarians provide, as they would perceive them as contributors to knowledge creation. (Borrego et al, 2018). Given such problems that affect the librarians' research productivity, collaboration with faculties in conducting research appears to be a good way to respond to the need to produce research that is used for evaluation, and tenure promotion requirements of their institutions (Campbell, Ellis, & Adebajo, 2011) In addition to conducting research in their professional discipline, carrying out research in partnership with faculties offers librarians the opportunity to gain valuable experience on how research operates in other disciplines. This knowledge could be useful for providing better library research support services. Nolena, Kathuriab & Peacock (2021) opined that the knowledge garnered from collaborating can, in turn, inform librarians' understandings of their users' research practices in previously uncertain areas of disciplinary intersection. By focusing on librarians as a crucial group of research collaborators, this study will contribute to the existing body of literature on research collaboration and provide insights into how librarians can be better supported to facilitate effective research collaboration. The results of this study will have implications for libraries, librarians, and researchers, and can help to promote a culture of collaboration and innovation in the research enterprise.

Statement of the Problem

The need for research collaboration in today's rapidly changing world cannot be over-emphasized. However, despite the growing recognition of the importance of research collaboration, librarians still face challenges that hinder its effective implementation. One of the major challenges is the lack of a supportive environment for research collaboration between librarians and faculty. Librarians are often isolated and sometimes do not possess the necessary wherewithal to collaborate effectively with other researchers in other fields. This can result in limited opportunities for collaboration and thwart the development of innovative research ideas. In light of this, it is pertinent that factors that promote or hinder research collaboration among librarians in universities be investigated to bring about the identification of strategies that would promote effective collaboration between librarians and faculty.

Research Questions

This study provided answers to the following research questions.

1. What is the current state of training on research collaboration between librarians and faculties in universities in Osun state Nigeria?
2. What role does the library play in facilitating research collaboration, including the types of research support services available in the library in universities in Osun state Nigeria?
3. How often do librarians and faculties collaborate on research projects in universities in Osun state Nigeria?
4. What are the types of research collaboration projects between librarians and faculties in universities in Osun state Nigeria?
5. What are the factors that facilitate research collaboration between librarians and faculties in universities in Osun state Nigeria?
6. What are the hindrances to research collaboration between librarians and faculties in universities in Osun state Nigeria?
7. What are the experience gained in research collaboration between librarians and faculties in universities in Osun state Nigeria?

Review of Related Literature

Research Collaboration among Librarians and Faculties

Research collaboration has become increasingly important in this rapidly changing world, where complex and interdisciplinary research requires the expertise of multiple researchers from diverse backgrounds and disciplines. According to Thi Lan and Tuamsuk (2018), there are several variables that contribute to calls for faculty-librarian collaboration, which will improve the quality of education, the university's standing, and the accomplishment of the institution's mission. Kotur (2023) wrote that, in the ever-changing world of scholarly research, librarians are essential and multidimensional individuals who act as instructors, information stewards, and cooperation facilitators. Librarians play a key role in facilitating research collaboration and providing resources, services, and support to researchers. In recent

years, there has been a growing interest in the role of librarians in research collaboration, particularly in academic and research libraries.

Collaboration, however, is a complex process that depends on a variety of elements. The conventional view of librarians as merely bookkeepers has given way to a more comprehensive and essential position in universities nowadays. Beyond the shelves, librarians play a crucial role in fostering research collaboration by actively interacting with academics, researchers, and the larger academic community. Librarians are at the forefront of maintaining and curating a wide range of materials that are essential to the research process since they are information specialists.

Borrego et al (2018) posited that in addition to conducting research within their particular field of expertise, librarians can obtain important experience in the workings of research by collaborating with faculty members on research projects. With this information, library research support services can be improved. Similarly, Powell et al (2002) submitted that research collaboration with academics may have benefits beyond librarians' professional careers, such as enhancing the perception of library services. Viewing librarians as contributors to knowledge development beyond their traditional role of disseminating information is likely to increase faculty appreciation for the services they provide. The abilities of librarians can be useful not just in meeting the information demands of scholars but also in enhancing faculty research methods through assisting data analysis, expanding the body of knowledge, or creatively contributing to study ideas. Christiansen, Stompler, and Thaxton (2004) found that librarians' skills, such as communication, collaboration, and information management, can positively influence research collaboration with faculty members. The study also found that institutional support and a culture of collaboration were important factors in promoting research collaboration.

Similarly, in a study conducted by Kotur (2023), the results highlight how important it is for institutions to acknowledge and encourage the variety of roles librarians play in collaborative research. In order to maximise institutional resources, promote a collaborative culture, and eventually increase the influence and reach of academic research, librarians must be recognised as active players in the collaborative process. In the collaborative world of modern academia, librarians are in a position to act as catalysts for innovation, teamwork, and knowledge development as educational institutions negotiate the difficulties of the twenty-first century.

On a larger scale, cooperation between academics and librarians can help universities move away from traditional teaching methods while addressing the difficulties brought on by significant shifts in the learning paradigm, delivery modalities, student diversity, and resource expansion. The teaching and learning process is no longer the sole responsibility of the academics (Dokatsch, 2003). In the same vein, Pham and Tanner (2014) opined that working together makes it possible to combine knowledge and take advantage of resources and technology in ways that optimise student learning. Collaboration plays a particularly significant role in reorganising work procedures, which is essential for the development of innovative learning environments. As a result, many colleges have formed a paradigm of collaboration wherein academics and librarians are expected to collaborate. However, the implementation process is confronted with several ongoing difficulties.

Factors That Promote or Hinder Research Collaboration between Librarians and Faculties

Research collaboration between librarians and faculty is critical for advancing research in academic and research environments. Pham (2019) posited that very few studies document instances in which academics and library staff have formed collaborative cooperation across the university. Since faculties and libraries are typically distinct groups in the universities, neither has much control over the other (Chu, 1997). As a result, librarians and faculty operate independently, which makes cooperation more optional. The physical and temporal distance between the faculties and the library is another indication of this lack of collaboration. According to Christiansen, Stompler, and Thaxton (2004), academics had far greater freedom about their work schedules and locations, while librarians mostly worked in the library where they were based and had set working hours. The prospects for interaction and understanding between academics and librarians appeared to be restricted by these boundaries. Thi Lan and Tuamsuk (2018) presented the results of a survey of the literature on the variables affecting faculty-librarian collaboration. The result revealed that financial constraints and lack of funding impede cooperative efforts. The institution's budget cuts and lack of money had a significant influence on the operations of research collaboration between librarians and faculty.

To better explain the distance between academics and librarians, Christiansen et al (2004) created two frameworks that took into account both organisational and social status factors. They

pointed out that although librarians spend a lot of time researching faculty opinions, faculty members "don't care much about librarian-faculty relations". Organisational culture, available resources (such as time and motivation), and knowledge of other fields are some of the factors that impede these partnerships (Franklin, 2013). Also, Wishkoski (2018) reported that one strategy for utilising librarians' abilities to mediate between faculties and students on campus in a sustainable manner is to position them as conveners of a learning community. Building trust and opportunities for collaboration with academics, as well as identifying the barriers to these partnerships, have long piqued librarians' interest. Although some faculty and librarians work closely together, it might be challenging to change their duties to include offering suggestions for assignments.

Due to disparities in their objectives, areas of knowledge, prestige, and nature of work, academics and librarians continue to primarily operate independently (Christiansen, Stombler, & Thaxton, 2004; Shen, 2012). Academics' job focuses on producing and disseminating knowledge through research and teaching, whereas librarians' work is primarily focused on assistance and service provision. The problem of self-positioning and institutional culture implicates the unequal power connection between both communities. (Pham and Tanner, 2014). Thi Lan and Tuamsuk (2018) conducted a study on factors influencing faculty-librarian collaboration in Australian and Vietnamese universities. The study revealed that collaboration was hampered by the cultural differences between academic institutions and libraries. The results of the investigations showed that while the library culture was quick, energetic, cooperative, structured, detail-oriented, and team-oriented, the faculty had an independent and autonomous style, flexible time and space, independence in decision-making, and reluctance to change.

Methodology

A descriptive survey research design was employed for the study, a process that requires gathering data and analyzing information on the current situation of the topic under investigation. Seventy-nine (79) respondents (librarians and faculties) from ten (10) universities in Osun State, Nigeria participated in this study. A structured Google form questionnaire was administered to the respondents via WhatsApp groups in each of the universities. This was done with the help of librarians in the universities studied. Questionnaires were sent to individual faculty by email and

WhatsApp numbers. The instrument was adjudged to have face and content validity by tests and measurement experts and the reliability of the instrument was also ensured.

Results and Discussion

Table 1: Demographic Information

Demographic Variables	Frequency	Percentage
Name of Institution		
Obafemi Awolowo University	12	15.2
Osun State University	9	11.4
Federal University of Health Sciences	5	6.3
Joseph Ayo Babalola University	9	11.4
Bowen University	6	7.6
Adeleke University	9	11.4
Redeemers University	8	10.1
Fountain University	9	11.4
Kings University	6	7.6
University of Ilesha	6	7.6
Category of research collaborators		
Faculty Members	26	32.9
Librarians	53	67.1
Highest Academic Qualification		
Bachelor	3	3.8
Master	44	55.7
MPhil	6	7.6
PhD	26	32.9
Designation		
Assistant Lecturer / Librarian II	40	50.6
Lecturer II / Librarian I	22	27.8
Lecturer I / Senior Librarian	7	8.9
Senior Lecturer / Principal Librarian	7	8.9
Associate Professor/ Deputy University Librarian	3	3.8
Gender		
Male	34	43.0
Female	45	57.0

Age bracket		
20-29 years	2	2.5
30-39 years	38	48.1
40-49 years	17	21.5
50-59 years	22	27.8
Total	79	100.0

Table 1 presents the results of 79 respondents across 10 universities in Osun state which shows that Obafemi Awolowo University has the highest representation in the sample, with 12 respondents, making up 15.2% of the sample, while the Federal University of Health Sciences has the least representation with 5 (6.3%) of the respondents. Librarians make up the majority of research collaborators, with 53 respondents (67.1%) of the sample, while faculty members represent 32.9% of the sample, with 26 respondents. Master's degree holders are the largest group, comprising 44 respondents (55.7%) of the sample, followed by PhD holders with 26 respondents (32.9%). Assistant Lecturer / Librarian II is the most common designation, with 40 respondents (50.6%), while Associate Professor / Deputy University Librarian is the least represented designation, with only 3 respondents (3.8%). Female respondents make up the majority of the sample, with 45 respondents (57.0%), while male respondents account for 34 respondents (43.0%). The 30-39 years age bracket is the largest, with 38 participants (48.1%), accounting for nearly half of the sample followed by the 50-59 years age group with 22 participants (27.8%), while the 20-29 years group is the least with only 2 participants (2.5%).

Table 2: Have you attended any training or professional development section provided by your institution on research collaboration?

Response	Frequency	Percentage
No	24	30.4
Yes	55	69.6
Total	79	100.0

Table 2 reveals that a majority of the participants 55 (69.6%) have attended training or professional development sessions on research collaboration provided by their institution. In contrast, 24 (30.4%) reported that they had not attended any such sessions. This distribution suggests that institutional support for research collaboration, in the form of training or professional development, is relatively accessible and utilized by most respondents. However, there remains a significant portion of the sample that has not engaged in these opportunities, indicating potential room for enhancement of such programs.

Table 3: Have you benefited from research support services provided by your library?

Response	Frequency	Percentage
No	31	39.2
Yes	48	60.8
Total	79	100.0

Table 3 indicates that many of the respondents 48 (60.8%) have benefited from research support services provided by their library. Meanwhile, 31 (39.2%) reported not having benefited from these services. This suggests that the library's research support services are positively impacting a significant portion of users, with over half of the respondents acknowledging the benefits. However, a substantial minority of participants have not experienced these benefits, which may indicate limited awareness, accessibility issues, or potential gaps in the library's service offerings that could be addressed to reach a broader audience. The result of the study also indicates a significant portion of participants have a good understanding of the library's research support offerings. This result highlights the potential for increasing outreach and engagement to ensure more users are aware of and can benefit from the library's offerings.

The result is in tandem with Thi Lan and Tuamsuk (2018), that there are several variables that contribute to calls for faculty-librarian collaboration, which will improve the quality of education, the university's standing, and the accomplishment of the institution's mission. The result of the study reveals that there are potential opportunities for fostering more consistent engagement in collaborative research efforts. This result corroborates Christiansen, Stompler, and Thaxton (2004) that, librarians' skills, such as communication, collaboration, and information management; can positively influence research collaboration with faculty member. The result of the study also indicates that the library's research support services are positively impacting a significant portion of users, with over half of the respondents acknowledging the benefits. However, a substantial minority of participants have not experienced these benefits, which may indicate limited awareness, accessibility issues, or potential gaps in the library's service offerings that could be addressed to reach a broader audience. This result corroborates with Borrego et al (2018) that in addition to conducting research within their particular field of

expertise, librarians can obtain important experience in the workings of research by collaborating with faculty members on research projects. With this information, library research support services can be improved

Table 4: How familiar are you with the research support services provided by your library?

Rating	Frequency	Percentage
Not familiar at all	5	6.3
Not familiar	19	24.1
Moderately familiar	18	22.8
Familiar	21	26.6
Extremely familiar	16	20.3
Total	79	100.0

Table 4 presents the degree of familiarity with research support services provided by the library among respondents. The result shows that nearly half of the sample 37 (46.9%) describe themselves as familiar and extremely familiar with these services. This indicates a significant portion of participants have a good to strong understanding of the library's research support offerings. This result highlights the potential for increasing outreach and engagement to ensure more users are aware of and can benefit from the library's offerings.

Table 5: How often do you collaborate with librarians or faculty members on research projects?

Rating	Frequency	Percentage
Never	8	10.1
Rarely	11	13.9
Sometimes	20	25.3
Often	22	27.8
Always	18	22.8
Total	79	100.0

Table 5 presents the levels of involvement of research collaboration between librarians and faculty members on research projects. The result reveals that 22 (27.8%) collaborate often, and 18 (22.8%) collaborate always indicating that nearly half of the participants frequently engage in collaboration with one another. This result points to potential opportunities for fostering more consistent engagement in collaborative research efforts.

Table 6: How important do you think research collaboration between librarians and faculty members is for advancing research in your field?

Rating	Frequency	Percentage
Not important at all	2	2.5
Not important	3	3.8
Moderately important	8	10.1
Important	28	35.4
Extremely important	38	48.1
Total	79	100.0

Table 6 shows the perceived importance of research collaboration between librarians and faculty members for advancing research in various fields. Many of the respondents 38 (48.1%) believed it was extremely important, and 28 (35.4%) it was important. This result indicates that most participants recognize the high value of such collaboration for advancing research. This suggests a strong consensus on the value of such partnerships in enhancing research outcomes in the field.

Table 7: Types of Research Projects Collaborated

Response	Frequency	Percentage
Grant Proposal	19	24.0%
Literature review	39	49.4%
Data management	26	32.9%
Information literacy instruction	27	34.2%
Scholarly publishing	62	78.5%

Table 7 shows the distribution of types of research projects that participants have collaborated on. The result reveals that scholarly publishing 62 (81.6%) is the most frequent type of collaboration, followed by literature reviews 39 (51.3) and data management 26 (34.2%). This suggests that research projects with a focus on publishing and reviewing literature are more common, while fewer participants engage in grant proposals or information literacy instruction. With the total number of responses of 173 exceeding the number of respondents indicates that some participants are involved in multiple types of research projects which leads to multiple responses per participant. The multiple responses per participant indicate that collaboration across several project types is common.

Table 8: Types of research support

Response	Frequency	Percentage
Data management support	44	55.7%
Grant proposal development support	35	44.3%
Information literacy instruction	56	70.9%
Literature search	61	77.2%
Scholarly publishing support	58	73.4%
Reference and bibliographic support	58	73.4%
Collaboration tools and platforms	46	58.2%

Table 8 presents the types of research support that participants have received. The result shows that the most common types of research support received by participants were literature search 61 (77.2%), reference and bibliographic support, scholarly publishing support 58 (73.4%) and information literacy instruction 56 (70.9%), with many participants receiving support in multiple areas. This suggests that research support services, particularly in publishing and research skills, are frequently accessed by the respondents. The total number of responses is 358, which exceeds the total number of participants (79) because many individuals received support

in more than one area, leading to multiple responses per participant. This reflects the high level of support across various research areas..

Table 9: Facilitators of research collaboration

Response	Frequency	Percentage
Institutional support	76	96.2%
Availability of resources	57	72.2%
Effective communication	60	75.9%
Shared research interest	64	81.0%
Culture of Collaboration	53	67.1%

Table 9 reveals factors that facilitate research collaboration among the respondents. The result shows that institutional support is the most frequently cited facilitator, with 76 (96.2%) responses, indicating that nearly all respondents believe institutional support plays a crucial role in facilitating collaboration. This is followed by shared research interests with 64 (81.0%) responses considering common research interests a key factor in successful collaboration. Effective communication 60 (75.9%) respondents agreed to the importance of clear and open communication in fostering successful research partnerships. Also, availability of resources 57 (72.2%) and culture of collaboration 53 (67.1%) are important facilitators of research collaboration. The result of the study indicates that institutional support for research collaboration, through training or professional development, is largely accessible and utilized by most participants. However, the fact that a significant portion of respondents has not taken advantage of these opportunities highlights the potential for improvement in these programs. The result is in line with the submission of Christiansen, Stombler, and Thaxton (2004) that institutional support and a culture of collaboration were important factors in promoting research collaboration. Similarly, Kotur (2023) highlight how important it is for institutions to acknowledge and encourage the variety of roles librarians play in collaborative research. s

Table 10: Hindrance to Research Collaboration

Response	Frequency	Percentage
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Lack of time	47	59.5%
Lack of institutional support	61	77.2%
Differences in disciplinary cultures	60	75.9%
Lack of shared research interest	60	75.9%
Inadequate collaborative tools	64	81.0%

Table 10 outlines the factors that hinder research collaboration among the respondents. The result shows that inadequate collaborative tools 64 (81.0%), lack of institutional support 61 (77.2%), differences in disciplinary cultures and lack of shared research interests 60 (75.9%) were the most common hindrance to research collaboration among the respondents. The finding suggests that lack of institutional backing is a key obstacle to successful collaboration, without common research goals or themes, collaboration becomes difficult for many respondents and that lack of proper tools for collaboration, such as software or platforms, prevents effective teamwork.

Table 11: Experience gained in research collaboration

Response	Frequency	Percentage
Allows cross-fertilization of ideas with faculty members	4	22.2%
Not very encouraging	3	16.7%
Differences in the discipline of studies can sometimes confer strains on the quality and smooth process of collaboration	3	16.7%
Lack of time	3	16.7%
Fruitful because the librarian and faculty members shared a common interest.	3	16.7%
Enhances diversity and proficiency	2	11.1%
Total	18	100.0%

Table 11 presents the experiences of 18 participants in research collaboration. Most of them 4 (22.4%) agree that research collaboration allows cross-fertilization of ideas with faculty

members, 3 (16.7%) reported that research collaboration is not encouraging and there is a lack of time to collaborate on research. 16.7% of respondents believes that research collaboration is fruitful because librarians and faculty members share common interests, it can also confer strains on the quality and smooth process of collaboration as a result of differences in discipline of studies. This suggests that participants' experiences with research collaboration are mixed. While some find it enriching, particularly when ideas are shared with faculty or when there are common research interests, others highlight challenges such as differences in disciplinary cultures, time constraints, or a lack of encouragement, which can negatively affect the collaboration process.

The result of the study indicates that the library's research support services are positively impacting a significant portion of users, with over half of the respondents acknowledging the benefits. However, a substantial minority of participants have not experienced these benefits, which may indicate limited awareness, accessibility issues, or potential gaps in the library's service offerings that could be addressed to reach a broader audience. This result corroborates with Borrego et al (2018) that in addition to conducting research within their particular field of expertise, librarians can obtain important experience in the workings of research by collaborating with faculty members on research projects. With this information, library research support services can be improved. The result of the study also indicates a significant portion of participants have a good to strong understanding of the library's research support offerings. This result highlights the potential for increasing outreach and engagement to ensure more users are aware of and can benefit from the library's offerings. The result is in tandem with Thi Lan and Tuamsuk (2018), that there are several variables that contribute to calls for faculty-librarian collaboration, which will improve the quality of education, the university's standing, and the accomplishment of the institution's mission. The result of the study reveals that there are potential opportunities for fostering more consistent engagement in collaborative research efforts. This result corroborates Christiansen, Stompler, and Thaxton (2004) that, librarians' skills, such as communication, collaboration, and information management; can positively influence research collaboration with faculty members

Recommendations

Based on the findings of the study, several practical recommendations are suggested to further strengthen research collaboration between librarians and faculty members in universities across Osun State, Nigeria.

1. Firstly, there is a need for universities to formalize collaborative frameworks by establishing clear institutional policies or agreements that define the roles and expectations of both librarians and faculty in joint research initiatives. This will provide a structured approach to collaboration and ensure accountability on both sides.
2. Secondly, university libraries should make deliberate efforts to enhance the visibility of their research support services. This can be achieved by promoting services such as literature search assistance, reference management, and data analysis support through faculty meetings, departmental presentations, and university newsletters.
3. In addition, organizing regular joint training sessions and workshops is essential. These programs should focus on research methodologies, emerging scholarly tools, academic publishing standards, and grant writing, and should be designed to benefit both librarians and faculty members equally.
4. Also, the establishment of dedicated research support desks or units within the library. These units can serve as one-stop points for research assistance, providing services like citation support, plagiarism checks, and publication guidance, thereby making collaboration more efficient and accessible.
5. To actively encourage collaboration, universities should also consider funding small-scale interdisciplinary research projects that include librarians as co-researchers. This approach will not only recognize the contributions of librarians but also help build a culture of inclusiveness in academic research.

Conclusion

This study underscores the importance of institutional support in fostering research collaboration, particularly through accessible training and professional development programs. While many participants recognize and utilize these resources, a notable percentage remain disengaged, indicating a significant opportunity for enhancement in outreach and service delivery. The positive impact of library research support services on users highlights their value,

yet the awareness and accessibility issues faced by some respondents call for further attention. Overall, the findings align with existing literature, affirming that robust collaboration between librarians and faculty can enhance research outcomes and contribute to the institution's mission. By addressing gaps in awareness and engagement, institutions can better leverage the diverse roles of librarians, ultimately enriching the collaborative research environment.

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