Librarians' Attitudes towards Collaboration with Faculty Members at Six Public Universities in Jordan: A Survey

Nidal Al-Ahmad, Atif Yousef *

ABSTRACT

This study aimed to explore librarians' attitudes towards collaboration with faculty members at six public universities in Jordan during the first semester of the academic year 2012-2013. And to determine if there were statistical differences at the (ą=o.o5) level in the librarians' attitudes attributed to study variables; gender, job title, academic qualifications, specialization, and years of work experience. The study population constituted of (345) librarians, of whom (155, or 45%) responded. The survey research method was used. Data collected by a structured questionnaire. Semi-structured interviews were also conducted with ten (10) librarians to solicit additional relevant information. The study results revealed that respondent librarians have a positive attitude towards collaboration with faculty members. Analysis of results indicated there were no statistical differences at the (ą=o.o5) level in the librarians' attitudes towards collaboration with faculty members attributed to all of study variables. The study recommends the support, and the establishment of relevant programs that would enhance collaborations between the two parties.

Keywords: Librarians, Attitudes, Faculty, University Libraries, Collaboration, Jordan.

INTRODUCTION

This study investigated attitudes of university librarians in Jordan toward collaboration with faculty members. The Concept of "collaboration" implies that two or more parties work together to achieve a common goal. Attitudes are very critical as they influence the person's commitment to perform his/ her activities. Both Librarians and faculty members are involved in supporting the mission, goals and objectives of their parent institution. Working together to achieve a common goal, both librarians and faculty members can enhance the role of the academic library in supporting the teaching-learning process in the university.

Attitudes could be positive, negative or neutral. So, investigating librarians' attitudes is very necessary in order to assess their acceptability of working with their academic partners. A number of authors, (cf., for example, Feldman and Sciammarella, 2000, Rader, 2001; Lippincott, 2002; Dickenson, 2006; Wijayasundara, 2008) stress the importance of collaboration between

academics and librarians.

Areas of collaboration between librarians and faculty are vast. In addition to services provided to faculty members, collection development and user education are also two main areas of collaboration. According to Shen (2012, p.1) "at the university level, while the collaboration needs to cover the areas of book selection, evaluation, preservation, weeding, and cancellation, it should also rely on campus-wide workshops as an effective way of improving collection development and professional training".

In addition, both parties are involved in assisting students in finding appropriate information for assignments and projects. They are also expected to provide students with skills to prepare their research papers and projects. Hollander et al. (2004) mentions the benefits of librarian-faculty partnerships for instruction. They want students to:

- Become information literate and technology fluent;
- Become effective writers, problem solvers, and critical thinkers;
- Become self-directed, lifelong learners; and
- Contribute to the social and learning community on campus.

In addition to designing and implementing collaborative

instruction, both librarians and faculty members are concerned with the library functions and activities; such as collection development and user services.

The literature indicates university librarians can play an important role to support teaching and learning. They are expected to welcome both students and faculty in the library. Librarians serve both groups to read, borrow material, and get answers to their questions. Librarians are also expected to provide them with information skills through library instruction. In fact, librarians, faculty and students are involved in such activities. According to Gilchrist and Oakleaf (2012, p.4) "Librarians are essential partners in efforts to improve student learning. Both independently and in collaboration with campus colleagues, librarians articulate learning outcomes, craft instructional experiences, assess student achievement of learning goals, use assessment results to identify practices that impact learning, and employ those practices in future instruction". Yousef (2010, p.1) also indicates that "Collaboration between faculty and librarians is essential to enhance students learning and research, and help them develop their information competencies".

Success in fostering their collaboration depends on understanding of the attitudes and perspectives of each other. This study intended to find out whether the librarians are willing to collaborate or not. According to Schulte and Sherwill- Navaro (2009, p.1) "studies examining how librarians perceive working with faculty in general paint a grimmer picture."

However, the role of academic librarians, in the age of information technology, and the shift of teaching methods, which have become student centered, should be thoroughly investigated. The literature stresses the need for strengthening collaboration between academic librarians and faculty members, and still, it is an area which requires more investigation. Library literature encourages librarians to "rethink their role and to build partnerships with faculty" (Ducas and Michaud-Oystryk, 2004, p. 335).

The objectives of this study were twofold. First, investigate the attitudes of librarians towards collaboration with their academic partners. Second, to determine if there are differences in the attitudes of librarians due to gender, position, academic level, specialization, and experience.

Public University libraries in Jordan

The public administration in Jordan gives much attention to the education sector. During the last two decades, the sector witnessed a prominent development as well as progress evidenced by the increasing number of institutions of higher education. A brief on Higher Education sector in Jordan issued by the Ministry of Higher Education and Scientific Research (2010, p.1) indicates that, "the number of public universities as a result has reached (10), besides (17) universities that are private."

The establishment of libraries in these universities is unavoidable. All of the libraries were established along with the establishment of their mother universities. The universities differ in size, numbers of students and numbers of faculty members. So, these libraries differ in size, number of staff members, and numbers of collections. The libraries in these universities have become members of the Governmental Consortia and the Centre of Excellence. This centre is responsible for managing the information network of official university libraries in Jordan. Horizon has been running this system since 2006.

These libraries have websites. Their websites provide information about their missions, goals, activities, area, collections, and numbers of staff members, and other relevant information. Table (1) provides some relevant information on the participating universities and their libraries.

Table (1)

Numbers of Colleges, Faculty Members, Librarians, and collections of the Libraries of the Participating Universities

University	No. of Colleges	No. of Faculty	No. of Librarians	Collections of the library
The Univ. of Jordan	18	1539	85	100,8000 library mat. 171,ooo bounded volumes of Journals
Jordan Univ. of Sc. and Tech.	12	859	36	180,000 books and 50,000 bounded volumes of journals 69,000 e-Books access to 41 databases

University	No. of Colleges	No. of Faculty	No. of Librarians	Collections of the library
AL al-Bayt University	09	313	44	194,000 lib. Mat. 3,200 bounded volumes of periodicals. 45,000 e-books
AL-Hussein Bin Talal Univ.	08	247	32	48,000 library items 75,000 electronic books 500 current journal subscriptions bound issues of 3500 volumes
Mutah University	13	498	83	More than 700,000 print and electronic books. About 300 print journals (in Arabic) Subscription to 15 electronic databases.
AL-Balqa Applied Univ.	07	432	65	35.800 books 7 international databases

Review of the Literature

Feldman and Sciammarella (2000) conducted a study surveying six community colleges at the City University of New York. The study revealed that librarians and teaching faculty often have different perceptions of the roles of the library and the librarian in undergraduate education. The study reveals that there was much room for improvement in the interrelationship between librarians and teaching faculty. More effective communication and mutual respect would enhance the educational experience for students and provide a richer learning environment.

Ducas and Michaud- Oystrych (2004) conducted a study of the faculty- librarian partnership at the University of Manitoba. The study results showed that faculty highly rate the librarians' role in the university and endorse a greater level of interaction. Levels and types of interaction between librarians and faculty were examined. Both groups ranked information services as the highest point of interaction and research as the lowest. Although in all areas of investigation, tra-ditional functions ranked high, responses indicated that some librarians are forging ahead in new directions, thus demonstrating that there are opportunities for more effective collaboration with faculty. More than two-thirds of the librarians indicated a strong willingness to work with faculty on research projects, and a similar number wanted to participate in departmental curriculum committees.

In their article Owens and Bozeman (2009) concluded that provision of library services to online students required more collaboration with instructors than in the face-to-face classroom. Collaborative efforts must usually be initiated by the librarian. This paper discussed relationships with faculty, methods of developing relationships, ways to collaborate in the online environment, techniques to expand collaborative opportunities, and how librarians must prepare to be effective collaborators.

Mynoft's (2002) study aimed to find out how librarians view their role in providing training and education to healthcare professionals working in the NHS. The main findings were that: the respondents clearly felt that they expected to be involved in some form of user education and believe they have an educational role. While a small majority, (53%) agreed strongly or agreed that librarians should be involved in critical appraisal training, 37% of the respondents remained unsure. The study found that 91% of the librarians questioned think that user education raises the profile of the librarian.

Gaspar and Wetzel (2009) carried a case study in collaboration to assess academic librarian/faculty partnerships. The study intended to measure the impact of the library partnership on undergraduate student learning at the George Washington University. The survey was administered annually to explore faculty perceptions and monitor trends. Responses to the survey identified significant strengths resulting from this collaboration as well as specific topics needing further attention. Each year, the resulting discussions had extended understanding between library and faculty partners and enhanced opportunities for collaboration. Ultimately, students benefited as their writing courses blended

perspectives and skills from a collaborative team.

Figa, Bone Macephersson (2009) carried a study on faculty-librarian collaboration for Library Services in the Online Classroom. This research presents the results of an initiative called "Librarian in the Classroom" (LITC). This three-year collaborative project was designed to meet the reference needs of students enrolled in online courses. Two researchers and the designated LITC librarian worked together to develop an immersive, library-centered teaching-learning experience for online students. Three years of pre- and post-course survey data revealed student perceptions, outcomes, and the impact of the service.

Bhatti (2010) conducted a study to evaluate user-education Programs in the university libraries of Pakistan. The study was concerned with the opinions, attitudes and perceptions of librarians and experts in administration within higher education institutions and their libraries The study results indicate that one restriction to the success of such programs in Pakistan was the absence of interaction between the library staff and the faculty. It was found that there is little consultation with faculty in the planning and implementation of such programs. Some resistance had been reported from the faculty who think that library staff members lack teaching experience and the necessary subject knowledge. Library staff members had to go a long way towards building the sense of confidence in which the faculty trust the capabilities of library staff and motivate their students to attend the user education course.

In their paper Christiansen, L. et. Al. (2004) evaluated librarians' perceptions of faculty and vice versa in sociological framework. Librarians and faculty failed to connect because of differing expectations and inaccurate perceptions. Librarians as a group valued collaboration; faculty valued independence and ownership. Faculty did not perceive librarians as educators, nor as experts in a particular subject discipline. Faculty viewed librarians as service providers, not information producers like themselves, a less highly valued place in the academic pecking order. Librarians, on the other hand, believed faculty often lack current search and information technology skills.

The literature review indicates that collaboration between librarians and faculty members is very important for a successful teaching and learning process. The literature also indicates that this issue has been investigated in certain areas of collaboration. Such studies tend to emphasize that collaboration between the two parties yielded encouraging results. Further study is needed to fully explore this topic, and get an overall assessment of librarians' opinion about collaboration. Studies concerned with librarians' attitudes toward collaboration with faculty members are rare. No studies on this topics were carried out in university libraries in Jordan. This makes it necessary to carry out such a study in this academic environment.

Methodology
Research Design and Sample

The study employed the survey research design. Surveys are suitable for collecting information about the perceptions and attitudes and opinions of people. Questions in the survey were grouped in two sections. The first section aimed to determine librarians demographic characteristics. The second section of the questionnaire intended to collect information about their perceptions and attitudes. For this purpose 20 statements were provided. The librarians were asked to rate each statement on a five-point Likert scale ranging from 1, "strongly disagree", to 5, "strongly agree". Respondents were asked to choose an option that went with their opinions regarding the 20 statements about their perceptions and attitudes. In addition the were requested to add any possible statements which could reflect their perceptions and attitudes toward collaboration with faculty members; and to rate such statements, if any.

It was distributed to all public university libraries in Jordan either by hand and/ or by e-mail. Six libraries responded 300 questionnaires were distributed the librarians, and 155 (52%) valid questionnaires were used for analysis. In addition, semi-structured–interviews were conducted.

Research Questions and Aims

This study aimed at investigating the university librarians' attitudes toward collaborating with faculty. To achieve this purpose of the study, the researchers sought to answer the following questions:

- What are the overall attitudes of university librarians toward collaboration with faculty members in Jordanian Universities?
- Is there a statistical difference at the (ą=o.o5) level in the librarians' attitudes towards collaboration with faculty members attributed to gender, job title, academic qualifications, specialization, and years of work experience?

Participants

The population of this study consisted of all university librarians in Jordanian Public Universities during the second semester of the academic year 2012-2013. Six libraries out of ten participated in the study. Any questionnaires received after the deadline (30/3/2013) were excluded.

The study population constituted of (345) librarians, of whom (155, or 45%) responded. Table 2 shows the demographics of participating librarians. The demographic data of the librarians who participated in this study covers frequency and percentage distribution of the respondents according to gender, highest academic qualification, specialization and working experience as a librarian. Table 2 shows that there were 84 (53.5%) male and 72 (46.5%) female respondents. About half of the respondents, that is 72 (46.5%) held BA/ BSC. Degree. Only 55 (35.5%) were qualified librarians.

Table (2)
Demographics of participating librarians (n =155)

Variable	No	(%)
Gender		
Male	83	53.5
Female	72	46.5
Academic Qualifications		
Secondary Certificate	27	17.4
Two-year Diploma	36	21.6
BA/ BSC.	72	46.5
Master	17	11.0
PhD	03	01.9
Specialization		
Library and info science	55	35.5
Other	100	64.5
Experience (years):		
<5	25	16.1
5-10	42	27.1
>10	88	56.8

In this study, there were 25 (16.1%) respondents who had working experience below 5 years, 42 (27.1%) 5-10 years, 88 (56.8%) above 10 years.

Instrument

A survey questionnaire developed by the researchers was utilized to collect data in order to investigate the librarians' attitudes toward collaboration with faculty members. The instrument consisted of 20 statements. The first draft of the questionnaire was sent to eight referees (educational psychology and library and information science) to determine its reliability and validity. Suggested modifications were taken into consideration. Questionnaire validity was confirmed by referees and its reliability was determined by Alpha-Cronbach, as (r=0.81). The twenty statements of the questionnaire were divided into three main sections, which are:

1. Six statements (1, 4, 5, 6, 7, and 8), to measure their perceptions and attitudes concerning faculty collaboration with regard to collection development.

2. Five statements (12, 13, 14, 18, and 19) to measure their attitudes concerning faculty collaboration with regard to library literacy?

3. Nine statements (2, 3, 9, 10, 11, 15, 16, 17, and 20) to measure their attitudes concerning faculty collaboration with regard to public services.

The score of the 20 statements goes from 20-100, which is the number of statements multiplied by the lowest grade (1= strongly disagree) and by the highest grade (5= strongly agree). The score 60 of the total score for each statement measures whether the librarian has a positive or negative attitude.

Findings

The responses were tabulated and analyzed using the SPSS statistical package. The findings of the study were

as follows:

1- Respondents were asked to indicate their attitudes toward each of the twenty items of the questionnaire. Table 3 summarizes their attitudes. It includes the rank of each statement, the mean and standard deviation. Data in Table 3 shows that eight statements out of twenty have got mean scores above 4 out of five. Statement number 1 which states: "I like to cooperate with faculty members to select information sources required for teaching purposes" ranked first with a (Mean=4.26). While statement number 7 which states,"I think it is necessary to

find out the opinions of faculty members about the strength and weakness of the library resources that support the courses they teach." got a mean score of 3.48, which is still in the range of positive attitudes.

These results generally show that respondents have a positive response to all the attitude statements, with means ranging from 3.48 to 4.26. The overall attitude mean toward collaboration was 3.89 out of 5. The mean is higher than the midpoint 3. This means that respondents have positive attitudes toward collaboration with faculty members.

Table (3)

Rank, Mean, and standard deviation concerning the statements of the Questionnaire

Rank	No	Statement	Mean	SD
1	1	I like to cooperate with faculty members to select information sources required for teaching purposes	4.26	.75
2	20	I am willing to help faculty members find the required information	4.20	.89
3	2	I am ready to prepare lists of information sources (bibliographies), whenever needed by the faculty member	4.12	.70
3	6	I feel it is necessary to inform faculty members about book exhibitions and specialized publishers, and encourage them to visit such places and select relevant information sources	4.12	.86
3	12	I would like to accompany faculty members when they introduce their students to the relevant material in the library	4.12	.89
3	13	I enjoy working with faculty members in guiding students on how to use reference and basic materials relevant to their study	4.12	.89
7	11	I tend to communicate with faculty members who want to place their course materials on the reserve shelf at the beginning of each semester	4.06	.96
8	16	I do not hesitate to cooperate with faculty members to answer students' questions, whenever needed	4.05	.94
9	18	I prefer to work with faculty members for library instruction purposes, and library orientation tours	3.97	.99
10	5	I inform faculty members about information sources which students would like to have them available in the library	3.94	.89
11	17	I am willing to inform faculty members about recently-received information sources on a regular basis	3.91	1.02
12	14	I am willing to help faculty members and guide their students in searching for relevant information to carry out their research	3.87	.97
13	3	I would like to coordinate with faculty members to collect relevant information that supports the taught courses	3.84	.92
14	15	I think I have to inform faculty members about the latest developments and activities of the library	3.76	1.06
15	19	I like to liaise with faculty members to help students consult relevant information sources to do their assignments	3.75	1.02
16	4	I think it is necessary to provide faculty members with publishers' catalogues, and help them in acquiring the selected material	3.71	.98
17	9	I am ready to prepare abstracts of information sources whenever faculty members ask for them	3.69	.97

Rank	No	Statement	Mean	SD
18	8	I feel I have to consult faculty members to assign keywords that might identify information sources for collection development cataloguing, indexing and classification purposes, whenever needed	3.65	1.06
19	10	I prefer to work with faculty members when asked to put the content of a learning material on the library's website	3.56	1.09
20	7	I think it is necessary to find out the opinions of faculty members about the strength and weakness of the library resources that support the courses they teach	3.48	1.07
		Total	3.89	.94

Librarians' Attitudes and Ranking of the Areas of Collaboration

The twenty statements of the questionnaire represented expected attitudes toward collaboration in three main areas (collection development, library literacy and library services). The majority of the respondents in this study tended to express positive attitudes in all of the three areas toward collaboration with faculty. However, the means show some differences between these areas. It seems that more positive attitudes toward collaboration with faculty in the area of library literacy than in the other two as shown in Table 4 which gives the ranking of the three areas of collaboration: information literacy (M=3.96), library services (M= 3.88), and collection development (M=3.86).

Table (4)
Calculated means and ranking of the three areas of collaboration

Area	No. of statements	Calculated means	Means out of 5	Rank
Collection development	6	23.15	3.86	3
Library literacy	5	19.78	3.96	1
Library services	9	34.90	3.88	2

The data suggest that there is a greater attitude toward collaboration in the area of library services than the other two.

2- Demographics of librarians and their attitudes toward collaboration

The study also intended to find out whether the demographics of the librarians had any effect on their attitudes toward collaboration with the faculty members. Gender, specialization, academic qualifications, and experience, have been considered as independent variables, while the dependent variable was the librarian's attitudes of the statements. The second question of the study was:

Are their attitudes influenced by demographic factors such as, gender, specialization, academic qualifications, and experience?

2.1- The effect of gender on attitudes of librarians' toward collaboration with the faculty members.

To test for gender differences in the librarians' attitudes toward collaboration with the faculty members, a t-test was used to compare those of males and females. With a 0.05 level of statistical significance, no difference was found with the overall 20 statements. Table (5) shows the results.

Table (5)
T-Test for Comparing Means of Librarians' Attitudes According to Gender

Gender	Number	Mean	SD	t	Significance
Male	83	77.1807	11.674	-.72	.475
Female	72	78.5694	12.479		

2-2- The effect of specialization on attitudes of librarians' toward collaboration with the faculty members.

To test for specialization differences in the librarians'

attitudes toward collaboration with the faculty members, a t-test was also used to compare those of whose degrees were in library and information science and those holding a degree in some other discipline. With a 0.05 level of

statistical significance, no difference was found with the

overall 20 statements. Table (6) shows the results.

Table (6)
T-Test for Comparing Means of Librarians Attitudes According to Specialization

Gender	Number	Mean	SD	t	Significance
Male	55	79.6909	11.104	1.44	.153
Female	100	76.8000	12.452		

2-3- The effect of academic qualifications on attitudes of librarians' toward collaboration with the faculty members. There were five groups ranging from secondary Certificate to PhD. To test whether the differences between the five groups is significant or not, ANOVA test was used. The results of running a One-way

ANOVA showed that no statistically significant mean difference existed [F (1.0576) = .3797, p>.05] as shown in Table 7. The result implies that academic qualification does not significantly influence librarians' attitudes toward collaboration with faculty members.

Table (7)
ANOVA of Mean Scores on Librarians Attitude Scale, by academic qualifications *(N = 155)*

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	4	611.8000	152.9500	1.0576	.3797
Within Groups	150	21692.4967	155.4824		
Total	154	22304.2968	144.6166		

2-4 The effect of experience on attitudes of librarians' toward collaboration with the faculty members. There were three levels of experience. To test whether the differences between the three groups is significant or not,

ANOVA test was used**.** The results of running a One-way ANOVA showed that no statistically significant mean difference existed [F (.7228) = .4871, p>.05] as shown in Table 8.

Table (8)
ANOVA of Mean Scores on Librarians Attitude Scale, by Experience *(N = 155)*

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	2	210.1193	105.0596	.7228	.4871
Within Groups	152	22094.1775	145.3564		
Total	154	22304.2968			

The result implies that experience does not significantly influence librarians' attitudes toward collaboration with faculty members.

Interviews

In addition to answers from the questionnaire, the researchers interviewed 10 university librarians working in two university libraries, at different times. The qualitative data collected from these interviews provided additional information and clearer points of view that were not easy to obtain from the close-ended items, or even the open – ended questions of the questionnaire.

Ten academic librarians were interviewed. Each librarian was asked the same set of five questions:

1- What do you think about collaborating with faculty members in your university?

2- Have you collaborated with faculty members in the last semester?

3- Can you describe the types of interaction you had with a faculty member?

4- What would you say were some hindrances in partnering with faculty members?

5- In your opinion, how can this partnership be improved?

The participants were given the freedom to provide any relevant information they wished. The interviewers asked some other questions whenever necessary for clarifying the answers of the respondents.

All of the interviewed librarians (100%) have attained a high level of positive attitudes toward collaboration with the faculty members. However, the majority of them (80%) think that level of collaboration is still less than

expected and requires much more efforts. All of the participants mentioned that they have collaborated with faculty members in the last semester in some way or another. Types and methods of collaboration varied widely. Two librarians in two different libraries indicated that they prepared lists of information resources for several faculty members carrying out research purposes, as examples of collaboration. Three librarians mentioned that they coordinated with faculty members to help students carry out their course projects. Seven of the interviewed librarians (70%) mentioned that they used to notify faculty members about new library materials of potential interest.

Participants were also asked if they encountered any hindrances in partnering with faculty members in the last semester. Five librarians (50%) commented on lack of time to carry out activities with faculty members. According to one respondent, "I believe that lack of time to liaise with faculty members hinders my efforts to collaborate, since scheduling meetings with faculty members is not easy." Some other librarian mentioned that, "students do not listen carefully to him while he was explaining how to use reference material at two orientation visits."

Other comments from the answers to the interview questions were related to teaching. One respondent commented that "I would like to work with faculty to design course assignments, and help the students use library services and resources. But I am not familiar with course material. This depends on the teaching faculty to identify my role. It is possible to select the appropriate books and articles and help the students reach these resources and use them. This is what I can do."

Another librarian agreed with this statement and added, "subject specialists, with at least a master's degree can collaborate with faculty on research projects, and in the establishment of new academic programs required to help students develop their information literacy skills." Two other librarians emphasized the role of library literacy in encouraging the students to visit the library and make use of its services and resources. They also mentioned that some faculty members need to learn how to search the databases. According to these two librarians, "collaboration starts with library literacy. Information awareness and skills can solve all the problems. Library literacy paves the way for reliable collection development and provision of effective library services."

The participants provided several ideas that could foster collaboration with faculty members. They mentioned that such collaboration requires planning from the beginning of the academic year. Orientation tours for the first year students should be regarded as very important. Such activities strengthen the partnership with faculty members.

Library sessions should be incorporated into the curriculum. This could provide a place for librarians to take part in teaching students how to locate, assess, and use information. Then librarians and faculty share the responsibility and work together to support teaching-learning process.

Discussion

The major purpose of this study was to investigate the attitudes of university librarians toward collaboration with faculty members in public universities in Jordan. As shown in Table 3, means and standard deviations of the 20 statements range between 3.48 - 4.26 and 0.70 - 1.07, respectively. The findings revealed that all of the respondents in this study tended to express generally positive attitudes towards this collaboration, with a mean score of 3.89 out of 5.

The results of this survey concur with similar surveys. It is in partial agreement with Mynoft's (2002) study which aimed to find out how librarians view their role in providing training and education.

And with the survey conducted by Ducas and Michaud- Oystrych (2004) which provides that more than two-thirds of the librarians indicated a strong willingness to work with faculty members.

However, Table 3 outlines differences in respondents' agreement with the statements. This finding meant that the librarians had some different points of view regarding the importance of the statements. The results revealed that the means of seven statements (1, 20, 2, 6, 12, 13, 11) had a value above four. This means that such statements could be regarded as the core areas of collaboration between the two partners.

Statement number 1, "I like to cooperate with faculty members to select information sources required for teaching purposes", was ranked as the first in its importance to the librarians. This ranking may be attributed to fact that they considered collaboration with faculty members as very essential in order to best serve the needs of their user communities. This point of view is supported with the results obtained from the interviews,

which found that all of the interviewed librarians (100%) had attained a high level of positive attitudes toward collaboration with the faculty members. Further on, the standard deviation was just (0.75) which indicates that the variance between the respondents was low.

The lowest mean value (3.48) was recorded for statement number 7, indicating that the librarians are willing to find out the opinions of faculty members about the strength and weakness of the library resources that support the courses they teach. The mean of the statement indicates a strong agreement, but at the same time, the standard deviation is neither high nor low at (1.07), which could be affected by the relatively high number of low answers on the statement.

The mean scores of the other eighteen statements were higher than (3.48), with a standard deviation less than (1.07). This means that librarians who responded to the survey are willing to collaborate with faculty members.

The study also tended to find out how the librarians favored the three areas of collaboration. The study revealed that they have more positive attitudes toward collaboration with faculty members in the area of library literacy with a mean of 3.96 out of 5.

To test if there were any statistical significant differences between independent variables namely, gender, specialization, highest qualifications, and experience; and the librarians' attitudes as a dependent variable, Independent sample t-test and One-way Analysis of Variance (ANOVA) were used to determine differences. No statistically significant difference were found in the librarians' attitudes due to the independent variables.

Conclusion

Findings reveal that university librarians in Jordan have positive attitudes toward collaboration with faculty members. They appreciate to collaborate with their partners in the three main areas of collaboration: library literacy, library services, and collection development. Demographic variables had no statistically significant difference in the librarians' attitudes.

Recommendations

Based on these findings and conclusions, the researchers suggest:

1- Universit librarians, with such positive attitudes, need to be fully involved in the teaching - learning process in the university.

2- A significant effort is required to increase awareness of the role of the librarians in the academic environment. Administrators and faculty members are targets for such effort.

3- Replication of the present study with suitable modifications, if necessary in private universities in Jordan, which might help in validating the findings of this study.

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اتجاهات المكتبيين نحو التعاون مع أعضاء هيئة التدريس في ست جامعات رسمية في الأردن: دراسة مسحية

نضال أحمد، عاطف يوسف

ملخص

تهدف هذه الدراسة إلى الكشف عن اتجاهات المكتبيين نحو التعاون مع أعضاء هيئة التدريس في ست جامعات رسمية في الأردن، خلال الفصل الدراسي الأول، من العام الجامعي 2012-2013. وإلى معرفة في ما إذا كانت هناك فروق ذات دلالة إحصائية عند مستوى (ą=o.o5) في اتجاهاتهم قد تعزى إلى متغيرات الجنس، والمسمى الوظيفي، والمؤهل الأكاديمي، والتخصص، وعدد سنوات الخبرة في العمل.

واشتمل مجتمع الدراسة على جميع العاملين في المكتبات الست، وعددهم (345) فرداً، أجاب منهم 155، أي (45%). استخدم المنهج المسحي وجمعت البيانات باستخدام استبانة مقننة، تم تعزيزها بمقابلات شبه مقننة مع عشرة من المكتبيين للحصول على معلومات إضافية مناسبة.

وقد أشارت نتائج الدراسة إلى أن اتجاهات المكتبيين المشاركين في هذه الدراسة، كانت إيجابية نحو التعاون مع أعضاء هيئة التدريس. كما بينت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى (ą=o.o5) في اتجاهاتهم، أي لا تختلف باختلاف متغيرات الدراسة جميعها.

وتوصي الدراسة بإعداد ودعم تلك البرامج التي من شأنها العمل على تعزيز التعاون بين الجانبين.

الكلمات الدالة: المكتبيون، الاتجاهات، أعضاء هيئة التدريس، المكتبات الجامعية، التعاون، الأردن.