

## **The relationship between the school library media specialist's teaching qualification, Leadership Self-Efficacy (LSE), involvement in school life and Teacher-Librarian Collaboration (TLC) / Ruth Ash-Argyle**

### **Abstract**

Teacher-Librarian collaboration (TLC) is one of the most meaningful components for elevating a library resources center's contribution to the promotion of teaching and learning processes in schools. In fact, it is a necessity to improve student achievement. TLC is crucial for preparing students to cope with the information world and the skills needed for the twenty-first century.

This research examines the possible connection between teaching qualification, leadership efficacy, librarian involvement in school and TLC style. There are three assumptions in this research. The first is that there will be different styles of TLC (minimal, traditional, progressive) among school librarians that defer in their qualification and role in school (no teaching qualification, teaching diploma, teacher-librarian). The second is that there will be a correlation between different styles of TLC and levels of leadership-self-efficacy of school librarians, and levels of leadership efficacy perception by principals and teachers. The third is that there will be a correlation between different styles of TLC and levels of librarian's school involvement (pedagogical, social involvement and communication with school staff).

The research sample included teachers, principals, and school librarians, most of them from Public, Jewish, elementary and high schools. The data was collected quantitatively using an online survey.

The findings of this research show a positive correlation between librarians' leadership efficacy, the degree of school involvement, and the progressive TLC style. The correlation shows that librarians with high perceived leadership self-efficacy, and high levels of school involvement are engaged in progressive TLC.

The progressive TLC style has been perceived lower among those librarians with no teaching qualification, likewise the research discovered a correlation between the type of librarian's qualification and higher levels of school involvement. Teacher-librarians were found as the most involved in pedagogical and social school



life. Furthermore , they were perceived by the teachers of having the higher leadership efficacy and therefore they have better chances to develop a progressive TLC style.

The findings of this research indicate that the lack of teaching qualifications reduces the chances of librarians to develop a progressive TLC style, and also lessens their ability to take an active part in the teaching process.

One of the major conclusions of this research is that placing teachers in the library resources center can increase the chances of having a progressive TLC. The role of the school librarian or the educational information scientist has to be seen as an integral part of teacher's professional development and enrichment, that can expand their influence on the learning and teaching processes in school.

In light of the above mentioned, there is a necessity to make a fundamental and practical change in the positioning of the school librarianship studies, integrating them in the faculty of education and teaching.

Another recommendation is to build a special leadership development program that will be integrated into the school librarianship or the educational information specialist program. By doing so, it will help empower the librarian's leadership efficacy.

The contribution of this research emphasizes on school involvement and leadership among school librarians, as well as the importance of teaching in the librarian's qualification.

Further investigation is to be carried out to examine the potential of leadership in continuing education programs. This is important to bring about a significant improvement in the awareness and leadership skills among school librarians. This can contribute to better chances for a progressive TLC, and by that can gain an improvement in students' achievements.

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