

Information Resource Evaluation for Information Provision in University Libraries in the North Central Zone of Nigeria

By

James Mato Gwang(Ph.D)

Abstract

This study was to ascertain the extent of information resource provision in universities in the North Central Zone of Nigeria, and to determine the influence of evaluation on the provision of library resources in universities in the North Central Zone of Nigeria. In line with this, two research questions guided the study; what is the extent of library resource provision in universities in the North Central Zone of Nigeria? And what is the influence of evaluation on the provision of library resources in the universities in the North Central Zone of Nigeria? The research design adopted was Ex post facto research. All the ninety nine librarians and all the twenty five chief and assistant chief library officers in the university libraries in all the six state, four federal, and four private- owned universities in the North Central Zone of Nigeria were the population and also the sampled population. The finding among others revealed that evaluating how each resource of the library helps to achieve the goals of the library had a significant influence on information resource provision in the university libraries. The study concluded that proper application of evaluation in critical areas such as those relating to selection, acquisition, processing, lending, preservation and use was very critical.

Introduction

Information resources represent a category of library resources which are indispensable to effective library service delivery. They make up part of the framework upon which library services are regulated and used (Gwang, 2013). Information resources are the different formats of recorded knowledge, including books and journals in hard and soft copies, which libraries select, acquire, organize and then make available to their users. University libraries hold rich collections of books, journals and other varieties of information resources in both print and electronic forms, as well as maps, manuscripts, pictures, incunabula and real objects. Provision of information resources makes possible in-house reading as well as lending for use away from the confines of the library building. In addition, the university library selects and subscribes to key databases, a task beyond the competence and economic scope of individual users. It makes them available providing appropriate guidance as to their usage. Moreover, through linkages with other libraries near and far, the university library engages in cooperative acquisition of vital information resources, thus saving cost and enhancing its financial ability to purchase more with the funds available. Certain inadequacies are evident regarding information resource provisions in Nigerian universities which need correcting in favour of effective service delivery in the university libraries. For instance, book and journal collections in both print and electronic versions are small, and worn out and reading spaces are congested with students endlessly scrambling for information resources

scattered on the shelves and reading tables with few library staff to give the users attention. Other inadequacies observed include delays in completion and maintenance of library infrastructural resources and shortage of library staff (Sani and Tihamiyu, 2005; Ogunola and Okusoga, 2006; and Sharma, 2009). The university libraries' collections are dominated by imported information resources, especially from Europe, to the detriment of locally produced information resources (Ejiko, 1980). The foreign-sourced information materials cost much more to acquire due to the high exchange rate involved. An overwhelming majority of academics in Nigerian universities have urgent need for library materials which are not immediately available and academics find library materials unsuitable for research and much more unsuitable for teaching (Bozimo, 1993). Library buildings are the most heavily used facilities in any university campus without corresponding plans by the universities for libraries to accommodate increases in student intakes, and approval for increased reading space takes long to secure; equipping the library is usually shelved by university hierarchy in budgetary planning while rising cost deepens problems of obtaining university commitment to sustained funding of library materials (Raseroka, 1999). Of concern also is the fact that university library buildings are constructed without regard to standard (Ifidon, 1999). All these problems prompted Agboola's (2000) conclusion that there is a depressing absence of growth, especially in qualitative terms concerning stock. Consequently, there is the need to determine the influence behind this situation so

as to find ways to improve it, and thus help the university libraries assume their rightful place in enhancing the core functions of their universities. This implies that university libraries should combine their resources optimally, so that through proper interaction of the resources the desired services can be generated for users. Management is the medium for combining the resources of libraries. According to Drucker (2001), management is the guidance, leadership and direction of a group's efforts towards organizational objectives. Management consists of various functions which include planning, organization, staffing, evaluation and control. Others are coordination and motivation, directing and leading, and communication (Connor 1978; Koontz, O' Donnell and Wheirich, 2002; and Ifidon and Ifidon, 2007). These functions, known as managerial variables, are the elements through which management works. Evaluation operationally means appraisal or assessment of functions or outputs, based on the library's goals. Evaluation is aimed at assessing the effectiveness and efficiency of a library in reaching its goals and objectives, and helps to determine the quality of outputs, extent of attainment of set goals and any factors hampering performance.

Statement of the Problem

Information resources are indisputably vital to provision of robust library services in universities, yet it is observed that their quality and quantity leave much to be desired. The collections of books and journals are small, as compared to the teeming number of users. This situation is exacerbated by cases of obsolescence, and dilapidation arising from overuse, which altogether negates the universities' mandate on teaching, learning and research, among others. Funding inadequacies are often indicted for this ugly state of affairs given that a library's funds can determine the scope and grade of its facilities, books and journals, and staff. But merely throwing money at a problem does not always solve the problem. Low funding cannot therefore constitute a sufficient justification for the gaps in information resource provision. The researcher's library work experience and pre-research discussions with fellow librarians suggest that there are certain managerial variables that are inhibiting the effective provision of information resources in the universities; these include evaluation. However, the lack of empirical evidence for these suggestions prompted the present study. The purpose of this study was to ascertain the extent of information resource provision in universities in the North Central Zone of Nigeria, and to determine the influence of evaluation on the provision of library resources in universities in the North Central Zone of Nigeria.

In line with this, two research questions guided the study:

1. what is the extent of library resource provision in universities in the North Central Zone of Nigeria?
2. what is the influence of evaluation on the provision of library resources in the universities in the North Central Zone of Nigeria?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

H₀: There is no significant influence of evaluation on the provision of information resources in universities in the North Central Zone of Nigeria.

Scope of the Study

The present study is limited to fourteen university libraries functional before June 2012 in the North Central Zone of Nigeria, which is made up of six states: Benue, Kogi, Kwara, Nasarawa, Niger and Plateau States (National Universities Commission, 2012). The study is limited to the North Central Zone of Nigeria because in the researcher's opinion the fourteen universities available in the zone constitute a sufficient number of universities for the study. In terms of content scope, the present study's focus is on the determination of the influence of evaluation on the provision of library resources in universities in the North Central Zone of Nigeria. It is also delimited to information resources.

Methodology

The research is an Ex post facto research designed to determine the influence of evaluation on the provision of library resources in universities in the North Central Zone of Nigeria. The area of the study is the North Central Zone of Nigeria which is one of the six geo-political zones created by the Federal Government of Nigeria. The zone consists of six states with as many as fourteen functional universities at the time of the study whose ownership cuts across federal, state and private authorities. The six states are Benue, Kogi, Kwara, Nasarawa, Niger and Plateau States. In the researcher's opinion, this number of states and universities is sufficient for a study of this nature. The North Central Zone of Nigeria is found in Central Nigeria and forms the predominant portion of the geographical expression called the Middle Belt which, although lacking designated borders, constitutes a human geographical term encompassing the vast agricultural region of Central Nigeria stretching across the country longitudinally (Wikipedia). The Middle Belt in which the North Central Zone is located is a convergence of the principally Islamic Hausa North and the more secular Christian/Animist Igbo and Yoruba South. Domination of the minorities in Nigeria by the three major tribes in the country has

usually gingered unity and political solidarity amongst the diverse peoples of the Middle Belt as exemplified by the emergence of the United Middle Belt Congress in the wake of Nigeria's political independence from Britain in 1960. The Middle Belt has played and continues to play a significant role in the unity and political development of Nigeria.

Population of the Study

The population for this study is all the ninety nine librarians and all the twenty five chief and assistant chief library officers in the university libraries in all the six state, four federal, and four private- owned universities in the North Central Zone of Nigeria. Chief library officers and assistant chief library officers are included in the study because by virtue of their ranks in the library officer cadre, they also discharge some management functions especially at the middle and lower levels of management involving tasks carried out by staff other than professional librarians. The use of the entire population as a sample, rather than a small proportion of it, is allowed in a situation where the population, such as the one in the present study, is too small to limit the collection of data to a proportion of it. (Osuala, 2005; Nworgu, 1996).

The instruments for collecting data for this study were questionnaire and personal interview coupled with observation. The method of data analysis was that Mean and Standard Deviation were used to answer research question 1 and Pearson's Product Moment Correlation Coefficient (PPMCC) was used to establish the relationships for research questions 2, while the hypothesis of the study was tested at 0.05 level of significance by multiple regression analysis using the Statistical Package for the Social Sciences (SSPS).

Results

A total of 124 copies of questionnaire distributed, 109 copies were properly filled and returned representing 87.9%.

Table 1 depicts the information resources provided in the universities based on the researcher's observation and interview. Of note, each of the libraries contains books and journals in print and non print formats as the dominant type of information resources, which are strongest in federal universities where student populations are the largest.

NOTE: a tick indicates availability of resources while numbers recorded for information resources held are in thousands.

Data to provide the answers to the above research question are depicted in Table 2 above. The table shows the mean ratings of the respondents on the extent of library resources provided in the

university libraries, namely, information resources, infrastructural resources, financial resources and human resources.

Mean ratings on extent of information resources

Table 2 shows the information resource provision in the universities, based on the observation made and interview conducted. The results of the data analysis depicted in Table 2 further reveal that the specific information resources provided to a large extent in the university libraries are printed books ($\bar{x}=3.39$), printed journals ($\bar{x}=3.09$), government documents ($\bar{x}=2.69$) and research reports ($\bar{x}=2.71$). The respondents indicated concerning items 3, 5, 6, 7, 9 and 11 that the federal university libraries provide printed books to a very large extent ($\bar{x}=3.17$) while printed journals, government documents, conference/seminar/workshop papers and research projects are each provided to a large extent ($\bar{x}=3.04$; $\bar{x}=2.65$; $\bar{x}=2.58$ and $\bar{x}=2.76$ respectively) as against maps ($\bar{x}=1.78$), pictures ($\bar{x}=1.75$), manuscripts electronic documents ($\bar{x}=2.35$), and real objects ($\bar{x}=1.71$) each of which are provided to a small extent. The respondents similarly agreed that the small extent of information provision as it affects maps, pictures, manuscripts, electronic documents, and real objects is not peculiar to the federal university libraries but cuts across the state and private university libraries as well. This is in the light of the state university libraries' provisions for maps ($\bar{x}=2.07$), pictures ($\bar{x}=1.88$), manuscripts ($\bar{x}=1.90$), electronic documents ($\bar{x}=2.24$) and real objects ($\bar{x}=1.83$) as against the mean ratings of 2.54, 2.31, 2.08, 2.69 and 2.46 for the same information resources respectively among the private university libraries.

Furthermore, the respondents indicated that in the state university libraries studied, information resources exist to a large extent on the issues of printed books ($\bar{x}=3.17$), printed journals ($\bar{x}=2.98$), government documents ($\bar{x}=2.54$) and research projects ($\bar{x}=2.76$). This is similar to the situation in the private university libraries which provide printed books, printed journals and government documents to a very large extent ($\bar{x}=3.69$; $\bar{x}=3.69$ and $\bar{x}=3.31$ respectively) while conference /seminars/ workshop papers are available to large extent ($\bar{x}=2.69$) as against research projects which exist to a small extent ($\bar{x}=2.31$). Only the state university libraries provide conference/seminar/workshop papers to a small extent ($\bar{x}=2.17$). The overall analysis for the extent of provision of information resources reveals that the information resource provisions are done to a large extent ($\bar{x}=2.43$).

Table 2: Information Resources Held by University Studied

| Name of university | INFORMATION RESOURCES | | | |
|--|-----------------------|---------|----------|--------|
| | Books | Serials | Gov Docs | Others |
| University of Jos | 170,000 | 21,000 | 20,000 | ✓ |
| Univ. of Agric Makurdi | 68,500 | 9,000 | 12,000 | ✓ |
| Fed. Uni. Of Technology, Minna | 67,000 | 11,000 | 15,000 | ✓ |
| University of Ilorin | 156,000 | 17,000 | 17,500 | ✓ |
| Fed. University, Lafia | | | | ✓ |
| Fed. University, Lokoja | | | | ✓ |
| Benue State University, Makurdi | 31,000 | 5,000 | 9,000 | ✓ |
| Kogi State University, Anyiba | 27,000 | 290 | 2,500 | ✓ |
| Kwara State University, Ilorin | 13,500 | 251 | 2,700 | ✓ |
| IBB University, Lapai | 17,000 | 350 | 3,500 | ✓ |
| Nasarawa State Univ. Keffi | 25,000 | 410 | 1,300 | ✓ |
| Plateau State Uni. Bokkos | 6,000 | 210 | 750 | ✓ |
| Bingham Uni. Karu | 18,000 | 215 | 1,000 | ✓ |
| University of Mkar, Mkar. Benue State | 14,000 | 85 | 500 | ✓ |
| Al-Hikma University, Ilorin. Kwara State | 5,400 | 15 | 285 | ✓ |
| Salem University, Lokoja. Kogi State | 6,500 | 25 | 700 | ✓ |

Table 2: Mean ratings of respondents on extent of library resources provided in the library

| | | Federal University Library (N= 55) | | State University Library (N=41) | | Private University Library (N=13) | | Overall (N=) | | Decision |
|----|------------------------------|------------------------------------|-------------|---------------------------------|--------------|-----------------------------------|-------------|--------------|-------------|-----------|
| | | \bar{x} | SD | \bar{x} | SD | \bar{x} | SD | \bar{x} | SD | |
| | Information resources | 2.40 | .635 | 2.36 | .5035 | 2.78 | .473 | 2.43 | .581 | SE |
| 1 | Printed book | 3.47 | .573 | 3.17 | .863 | 3.69 | .630 | 3.39 | .719 | LE |
| 2 | Printed journals | 3.04 | .744 | 2.98 | .880 | 3.69 | .480 | 3.09 | .800 | LE |
| 3 | Government documents | 2.65 | .865 | 2.54 | .977 | 3.31 | .751 | 2.69 | .920 | LE |
| 4 | Confer./Seminar/Workshop | 2.58 | .975 | 2.17 | .946 | 2.69 | .751 | 2.44 | .957 | SE |
| 5 | Research projects | 2.76 | .981 | 2.76 | .969 | 2.31 | 1.25 | 2.71 | 1.012 | LE |
| 6 | Maps | 1.93 | 1.103 | 2.07 | 1.034 | 2.54 | .877 | 2.06 | 1.061 | SE |
| 7 | Pictures | 1.78 | 1.049 | 1.88 | .872 | 2.31 | .947 | 1.88 | .979 | SE |
| 8 | Manuscripts | 1.75 | 1.075 | 1.90 | .944 | 2.08 | .954 | 1.84 | 1.011 | SE |
| 9 | Electronic documents | 2.35 | .886 | 2.24 | 1.019 | 2.69 | .947 | 2.35 | .946 | SE |
| 10 | Real objects (Realia) | 1.71 | .994 | 1.83 | .919 | 2.46 | .967 | 1.84 | .983 | SE |

NOTE: VLE- Very Large Extent; LE- Large Extent; SE- Small Extent, VSE- Very Small Extent, SD-Standard Deviation, D- Decision. See APPENDIX VIII for Decision Mode

The data from which to derive the answers to the question above are given on tables 3, 4 and 5 below:

Table 3: Mean ratings of respondents on influence of evaluation on the provision of library resources

| Type of Library | Factor | Mean | SD | Decision |
|-----------------|-----------------------------|--------|--------|----------|
| Federal | Evaluation practised | 2.6045 | .72997 | LE |
| | Information resources | 2.4018 | .63494 | SE |
| State | Evaluation practised | 2.6402 | .84280 | LE |
| | Information resources | 2.3537 | .50354 | SE |
| Private | Evaluation practised | 2.9038 | .44824 | LE |
| | Information resources | 2.7769 | .47285 | LE |

Table 4: Correlation table on influence of evaluation on provision of library resources

| | | Evaluation practised in the library | Information resources | Infrastructural resources | Financial resources | Human resources |
|-----------------------|---------------------|-------------------------------------|-----------------------|---------------------------|---------------------|-----------------|
| Evaluation practised | Pearson Correlation | 1 | .194* | .375** | .515** | .184 |
| | Sig. (2-tailed) | | .053 | .000 | .000 | .055 |
| | N | 109 | 109 | 109 | 109 | 109 |
| Information resources | Pearson Correlation | .194* | 1 | .430** | .429** | .348** |
| | Sig. (2-tailed) | .053 | | .000 | .000 | .000 |
| | N | 109 | 109 | 109 | 109 | 109 |

Table 3 presents the mean ratings of the respondents on the issue of influence of evaluation on the provision of library resources. According to the table, the influence of evaluation on the provision of library resources is to a large extent for the federal university libraries, state university libraries and the private universities libraries (\bar{x} =2.60; \bar{x} =2.64, and \bar{x} =2.90 respectively). The table further shows the mean ratings for information resources, infrastructural resources, financial resources and human resources for the federal university libraries as \bar{x} = 2.40; \bar{x} =2.57;

\bar{x} =2.39, and \bar{x} =2.32 respectively; state university libraries as \bar{x} =2.35; \bar{x} =2.60; \bar{x} =2.24 and \bar{x} =2.25 respectively, and private university libraries as \bar{x} =2.78; \bar{x} =2.79; \bar{x} =2.60, and \bar{x} =2.15 respectively.

Table 4 above presents the correlation between evaluation practised and provision of library resources for three classes of university libraries in the study, namely, federal university libraries, state university libraries and private university libraries.

HYPOTHESIS: There is no significant influence of evaluation on the provision of information resources in the universities in the North Central Zone of Nigeria

Table 5: Standardized beta coefficients of influence of evaluation on library resource provisions

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-----------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | .989 | .350 | | 2.826 | .000 |
| Information resources | -.093 | .123 | -.075 | -.756 | .451 |

Independent Variable: Evaluation Practised

Table 5 shows the result of the regression analysis for testing the hypothesis which stated that there is no significant influence of evaluation on the provision of information resources in the universities in the North Central Zone of Nigeria. The hypothesis was tested with multiple regression analysis. The calculated t test shows that information resources = - 0.756, was obtained in the study at probability level of 0.05.

A significant observation of the table distribution indicates that information resources was not statistically significant (B= -0.075; P<.0.451). Therefore the null hypothesis is accepted for provision of information resources.

Discussion of the findings

The study found that information resources were provided by the university libraries to a small extent. Furthermore, evaluation was found not to have a significant influence on information resource provision in the university libraries. Evaluation had the highest influence on information resource provision among the private university libraries, while their federal and state counterparts followed each other almost at par.

Findings of the study are discussed under extent of library resource provision in the university libraries and influence of evaluation on the library resource provision.

Extent of library resource provision in the university

Generally, information resources were provided to a small extent in the university libraries. Information resources are available to a large extent only in private university libraries. From the researcher's observations and discussions, the lean information resource provisions in the university libraries are associated with growth in numbers of universities, and increases in user populations, particularly in federal and state universities, arising from continuous growths in student enrollment and university staff statistics which do not pay attention to information resources situations in the university libraries. The private university libraries are least

affected by the predicament. This is partly because the populations in the private universities are controlled to reflect available resources. Furthermore, all the university librarians decry the lack of keenness among the university administrators to approve requests for improved provision of information resources. These factors, coupled with limited provisions for resource conservation facilities like binderies, and reprographic facilities, increase the user demands on the continuously overstretched information resources. Importantly, deepening security and environmental challenges affecting the northern states, such as ethno-religious conflicts, flood disasters and desert encroachment, constitute additional budgetary burdens on proprietary Governments, thereby contributing to reduced budget releases to state universities and their libraries. However, all these revelations did not come as a surprise. Studies, including the ones by Ochogwu (2007) and Sharma (2009), had shown that university libraries in poorly developed economies, including Nigeria, are perennially under serious pressure to provide resources to users. This accounts for the findings by Bozimo (1993) which had earlier revealed that an overwhelming majority of academics in Nigerian universities had urgent needs for library materials which were not immediately available. The library resource provision in the universities would have been worse without the intervention by the Education Trust Fund (ETF), now Tertiary Education Trust Fund (TETFund), which provides annual funding to public- owned universities prioritised projects like books, and ensures strict adherence to due process in fund utilization (Agunbiade, 2006).

Influence of evaluation on provision of library resources

Data analysis in table 3 shows the influence of evaluation on the provision of resources in university libraries in North-Central Zone of Nigeria. The observed difference in the mean ratings of librarians was due to the influence of evaluation ($\bar{x} = 2.65$). This finding is expected because evaluation cuts across all aspects of the

organization such as library. These aspects include outcome, output and input. Evaluation is concerned with determining how each resource of the library helps to achieve the goals of the library. In a university library, these resources include those related to information. An explanation of the non-significant influence of evaluation on information resource provision may be deduced from the fact that evaluation is hardly applied to resource allocation, provision and development in African libraries. For instance, Ngalla's (2007) investigation into the management problems of university libraries in Cameroon identified inadequate management of funds or haphazard fund allocation, lack of staff development policies and obsolete information resources as some of the specific observable management problems of university libraries in Cameroon. These problems were largely due to near absence of evaluative criteria for performance monitoring in fund allocation, staff development and collection building.

Implications of the study

The results of the study show that despite the fact that information resources are provided in the university libraries investigated, there was no significant influence of evaluation on the provision of information resources. An important implication for the various stakeholders in library and information science is the imperative for on-the-job management training for practicing librarians, chief library officers and assistant chief library officers all of whom perform management functions to varying degrees in university libraries. University librarians should expectedly take advantage of such implications and create in-house training workshops, seminars and other training activities for their management staff in order to improve their evaluation skills. Also implied is the necessity for restructuring of the management training programmes of the relevant bodies in the library and information. Such relevant bodies include the International Federation of Library Associations and Institutions (IFLA), the Librarians' Registrations Council of Nigeria (LRCN) and the Nigerian Library association (NLA). Furthermore, the study's findings have implications for restructuring of the curricula of library and information science schools in Nigeria. Another important implication of the findings is for increased funding of schools of library and information science as well as university libraries running training programmes for their staff. This will enable the training bodies provide and maintain the requisite teaching and learning equipment. The NUC and TETFund should take a cue from this and give special attention to library staff development in their funding provisions to university libraries.

Conclusion and Recommendations

This study showed that there was no significant influence of evaluation on the provision of library resources in universities in the North Central Zone of Nigeria. This finding emphasises the importance of efficient and effective management of information resources in university libraries in the North Central Zone of Nigeria through proper application of evaluation in critical areas such as those relating to selection, acquisition, processing, lending, preservation and use.

Within the context of the findings and implications of this study, it is recommended that stakeholders in library and information science should organize appropriate management training programmes for university librarians and other staff of the university library to critically evaluate the resources, and schools of library and information science in Nigeria should restructure their curricula in such a way as to strengthen their management contents

REFERENCES

- Agboola, A. T. (2000). Five decades of Nigerian university libraries: a review *Libri* 50:280-289
- Agunbiade, S. O. (2006). "Quality Assurance and the Role of Education Trust Fund (ETF) Intervention in Nigerian University Library System" A Paper Presented at the National Workshop on Quality Assurance in the Management of the Nigerian University Library Held at NUC, Abuja, 4th May 2006, pp.1-7
- Bozimo, D. (1993). Nigerian university libraries: a study of expressed library needs of academics as a basis for cooperative planning *Journal of Librarianship* 15 (2): 15-22
- Connor, P. E. (1978). *Dimensions in modern management*. Dallas: Houghton Mifflin, p. 8
- Drucker, P. F. (2001). *The essentials of Drucker*. New York: Harperbusiness, pp.11-12
- Ejiko, E. O. (1980). Collection development in Nigerian university libraries: problems and prospects *Nigerian Libraries* 16(1-2): 60-72
- Gwang, J. M. (2013). *Influence of managerial variables on the provision of library resources in universities in the North Central Zone of Nigeria*. Nsukka: Department of Library and Information Science, UNN, PhD Thesis, 136p.
- Ifidon, S. E. (1999). *Essentials of African university library management*. 2nd ed. Lagos: National Library Press, Pp. 153- 184
- Ifidon, S. E. and Ifidon, E. I. (2007). *New directions in African library management*.- Abuja: Spectrum,

- Koontz, H., O'Donnel and Wehrich, H. (2002). *Management*, 8th ed.- Auckland: McGraw-Hill, p. 154
- National Universities Commission (June 2012). *Monday bulletin: a publication of the office of the Executive Secretary* 7(25):24- 28
- Nworgu, B. G. (2006). *Educational research; basic issues and methodology*.- 2nd ed.- Nsukka: University Trust,
- Ochogwu, M. G. (2007). The internalities and externalities of library and information delivery services in Nigeria by the year 2015. *Nigerian Libraries* 40: 15- 26
- Ogunsola, L. A. and Okusaga, T. O. (2006). Developing countries and the need for virtual libraries: problems and prospects *Journal of Social Science* 13(3): 221- 229
- Osuala, E. C. (2005). *Introduction to research methodology*.- 3rd ed.- Onitsha: Africana-First Publishers,
- Raseroka, H. K. (1999). The Role of university libraries in African universities Association of African universities. AAU Occasional paper no. 3. Accra North- Ghana: Association of African Universities p. 10- 19
- Sani, A. and Tihamiyu, M. (2005). Evaluation of automated services in Nigerian universities *The Electronic Library* 23 (3): 274- 288
- Sharma, R. N. (2009). Technology in academic libraries in developing nations: key notes *ICAL 2009- Technology Policy and Innovation*: 229- 236
- Wikipedia, the free encyclopedia*. Retrieved from: <http://en.wikipedia.Org/wiki/Middle-Belt> Downloaded on 18/06/2012

APPENDIX

INFLUENCE OF MANAGERIAL VARIABLES ON PROVISION OF LIBRARY RESOURCES IN UNIVERSITIES IN THE NORTH CENTRAL ZONE OF NIGERIA QUESTIONNAIRE (IMVOPOQ)

Section A: Demographic Data (Please write down the answer).

Name of library-----

Appointment (Rank)-----

Highest academic certificate-----

Section B: Provision of Library Resources

Please indicate by a tick () the extent to which the library resources listed are provided in your library.

NOTE: VLE- Very Large Extent; LE- Large Extent; SE- Small Extent, VSE- Very Small Extent.

S/N Provision of Library Resources VLE LE SE VSE

A To what extent are the following types of information resources provided in your library?

- 1 Printed books
- 2 Printed journals
- 3 Government documents
- 4 Conference/ Seminar/ Workshop papers
- 5 Research projects
- 6 Maps
- 7 Pictures
- 8 Manuscripts
- 9 Electronic documents (e.g. CD- Rom, Databases subscribed to.)
- 10 Real objects (Realia)

B To what extent are the following types of infrastructural resources provided in your library? VLE LE SE VSE

- 11 Spaces for shelving
- 12 Reading rooms
- 13 Spaces for storage
- 14 Office spaces
- 15 Space for exhibition
- 16 Toilets
- 17 Reading tables
- 18 Reading chairs
- 19 Office furniture
- 20 Computer systems
- 21 Computer accessories
- 22 Other ICT equipment e.g.
- 23 Library shelves
- 24 Photocopying machines
- 25 Laminating machines
- 26 Scanners
- 27 Standby generators
- 28 Bindery equipment

C What is the extent to which the following aspects of financial resources are provided in your library? VLE LE SE VSE

- 29 Book vote
- 30 Funds for subscription to journals
- 31 Funds for subscription to databases
- 32 Funds for purchase and maintenance of library equipment
- 33 Staff salaries and allowances
- 34 Staff training and development
- 35 Funding support from donors
- 36 Internally generated revenue

D To what extent are the following types of human resources provided in your library? VLE LE SE VSE

- 37 Trained librarians
- 38 Staff of the library officer cadre
- 39 Staff of the library assistant cadre
- 40 Staff below rank of library assistant

- 41 Professional staff other than librarians
- 42 Messengers and clerical staff
- 43 Security personnel
- 44 Cleaners
- 45 Gardeners
- 46 Plumbers

Section C: Managerial Variables Practised

Please indicate by a tick () the status of the following managerial variables practised for the provision of library resources in your library.

| <i>S/N</i> | <i>Status of Managerial Variables Practised</i> | VLE | LE | SE | VSE |
|------------|---|------------|-----------|-----------|------------|
| A | <i>To what extent is each of the following aspects of planning practised in your library</i> | VLE | LE | SE | VSE |
| 1 | The library has a direction in which it wants to execute its activities | | | | |
| 2 | The library has a projection of its means of achieving what it aspires to be in future | | | | |
| 3 | The library has a plan to examine its environment to identify its inherent strengths, weaknesses, opportunities and threats | | | | |
| 4 | Preparation of a collection development policy | | | | |
| 5 | Developing a building programme which is like a road map that guides the architect as to its requirements | | | | |
| 6 | Preparing a budget for personnel cost | | | | |
| 7 | Library has a budget for buildings and equipment | | | | |
| 8 | Developing a plan for generating internal revenue | | | | |
| 9 | Developing a plan for attracting donor funds | | | | |
| 10 | A policy is available on staff recruitment | | | | |
| 11 | A policy is available on staff training and development | | | | |
| 12 | Articulating conditions of service for its staff | | | | |
| B | <i>To what extent is each of the following aspects of organisation practised in your library?</i> | VLE | LE | SE | VSE |
| 13 | The information materials are processed by means of cataloguing, classification, indexing and abstracting | | | | |
| 14 | The information materials are grouped according to their formats | | | | |
| 15 | The library practises a subject arrangement | | | | |
| 16 | The library building is centrally located in the university to achieve fair access to it from lecture areas, laboratories and hostels | | | | |
| 17 | Library budget is done under different sub- heads | | | | |
| 18 | Assignment of tasks is done according to the skills, experiences and competencies of the staff | | | | |
| 19 | Schedules of duty are designed for the staff | | | | |
| 20 | The structure of authority in the library is clearly defined | | | | |
| 21 | Library has a clear structure of authority and responsibility for the staff | | | | |
| 22 | There is communication to the staff about things which staff need to know as it affects their duties | | | | |
| C | <i>To what extent is each of the following aspects of evaluation practised in your library?</i> | VLE | LE | SE | VSE |
| 23 | Evaluation of the information materials | | | | |
| 24 | Appraisal of library processes like those of organization of knowledge, lending and security | | | | |
| 25 | Appraisal to ascertain the quality and quantity of library outputs in the context of the library's goals | | | | |
| 26 | Appraisal to determine the adequacy of the library's inputs for the library's activities | | | | |
| 27 | Appraisal to determine the effectiveness of library processes | | | | |
| 28 | An examination of the library's environment so as to help highlight its strengths, weaknesses, opportunities and threats | | | | |
| 29 | Appraisal of the library buildings to ascertain their adequacy | | | | |
| 30 | Appraisal of the library equipment to determine its adequacy | | | | |