REDUNDANCY AND IT'S INCIDENCE ON THE SCIENCE AND HUMANITIES COLLECTION OF THE LIBRARY OF COLLEGE OF EDUCATION, AKWANGA

BY

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DECEMBER, 2002

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MLS THESIS

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DECEMBER 2002

DECLARATION

I, Markus Makon Jiriko declare that this thesis submitted for the award of Master of Library Science Degree is a record of my research work. All sources of information used in the study are properly acknowledged by means of reference.



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CERTIFICATION

This Thesis titled "Redundancy and it's Incidence on the Science and Humanities collection of the library of College of Education Akwanga" by **Markus Makon Jiriko,** meets the regulations governing the award of a Degree of Master of Library Science of Ahmadu Bello University Zaria and is approved for it's contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my wife Pauline Jiriko and my Children Nyena and Chun Jiriko for their endurance and encouragement during this research work.

It is also dedicated to my Father and Mother Makon and Mairaba Jiriko for making me and what I am today.

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My Parents, Mr and Mrs Jiriko despite their old age always reminded me by saying "when are you going to Zaria "This gingered me to endure to the end of this work.

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ABSTRACT

The purpose of this study was to find out the redundancy and it' s Incidence in the Science and humanities collections of the library of college of Education Akwanga.

The documentary and observation Research methods were adopted for conducting the study. The documentary observation and questionnaire were the instruments used to collect data. Data was analysed using percentages, tables and the chi square.

The findings revealed that.

(1) The lecturers and students used the library either occasionally or at least daily.

(2) Books constitute the major source of information in the library.

(3) Most of the lecturers and students were not involved in the selection of information resources to be acquired into the library.

(4) The science collections (45.16%) were more redundant than the humanities (37.97%) with Geography and Mathematics being the most redundant of them.

(5) Non-involvement in selection process, lack of information on availability of information resources

and lack of recently published materials were the major reasons for redundancy.

(6) Lecturers and students should be adequately informed of the availability of materials in the library by displaying recently acquired information resources.

(7) Only recently published information resources should be acquired into the library so as to reduce or eliminate redundancy of the library collection.

It is concluded that the collection is not qualitative enough for proper learning, research and teaching

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Generally, libraries are engaged in selecting, acquiring, processing, preserving, and disseminating information resources to their users. The performance of these by any library could be measured by the available services and resources.

The collection of academic libraries may be said to be made up of the following

i. Subject collection

ii. General books

iii. Reference books

iv. Serials

v. Recreational reading materials.

vi. Audio Visual materials

The subject collections are the standard works in the relevant subject fields. They could be both current and retrospective. The general books cover current as well as background materials, which cut across academic disciplines. The reference books consist of books for

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consultation and bibliographic investigation. Recreational reading materials include contemporary fiction, drama, poetry, essay and so on while the serials are made up of journals, newspapers, magazines, and pamphlets

Librarianship is based on the concept of service. Professional librarians should therefore select, acquire, process, organize and disseminate all relevant information resources in order to satisfy both present and future library users.

Libraries are important in all academic institutions for any meaningful pursuit. It is obligatory therefore for academic libraries to meet the research and learning needs of all members of their institutions. The activities of the library affect all the other activities in the institution through the supply of relevant information. The absence or non-availability of relevant information can disrupt or even paralyze activities of any department of the institution.

There ought to be a strong relationship between the prime library users and the library itself. In colleges of education, the prime user of the library ought to be the student, who has to use the library to enhance his lecture

notes and write his assignments. It is also to provide him with materials in disciplines other than his own because learning or knowledge is not supposed to be restricted to disciplines or subjects alone. The student expects the library to be a place for him to update his knowledge of developments in the social, political and economic situations in his society and the world at large. The library in a college of education is also expected to provide light-reading materials that would broaden the student's mind to respect and appreciate his culture and to develop his moral and intellectual horizons.

Another major user of the college library is the lecturer (academic staff) who is particularly keen on keeping himself abreast in his subject field. He expects the library to provide him with materials to enhance his teaching and research.

CONCEPT OF REDUNDANCY

Every library should do everything possible to encourage the use of materials acquired into the library. In a broad sense, a collection or a book is said to be redundant if it has never been utilized since its acquisition into the

library. Burns (1978:3) Several reasons can be deduced for the presence of redundancy in academic libraries.

For example, if a book is written either above or below the educational level of the user, certainly it will not be useful to him, so it will become redundant.

Another possible reason for redundancy is the age of a publication. If a book was published a long time ago, the information contained in it would have become obsolete. This can make it redundant, especially in the sciences where the date of publication accounts for usage or redundancy (Kelland 1985: 38, Avranmescu 1979: 296).

The language used in a book can make it redundant. For instance, if a French book is acquired for an English-speaking group of users, it is sure that the book would not be utilized as was found out by Fitgibbons (1980) and Shehu (1986).

Other reasons that could account for redundancy are non-involvement of users in the selection of materials acquired into the library. If users are not involved in the selection, it is possible that the librarian would select and acquire those books that are not relevant to the needs

of the users and so all such books selected would become redundant.

It is possible also that if users are not adequately informed about the presence of books and their location in the library, they may not know of their existence and so may not utilize them, therefore making them redundant.

There are a number of ways or patterns which library materials are utilized. These are in-library and out of library use. The in-library use occurs when books are removed from the shelves, consulted, and left on the surfaces of tables or chairs in the library after consultation. The user does not take them out of the library. Out of library use occurs when books are borrowed out of the library to be consulted and returned to the library latter. The out of library use of individual books is seen in the date labels of books as shown by the date due stamps on the book slips.

COLLECTION DEVELOPMENT PRACTICES

While it may be possible for the librarian to achieve a great deal without the wholehearted support of the rest of the academic staff in academic institutions, there is no

doubt that the success of library services and the quality of the librarian depend on their support. The librarian can indeed select materials but the right edition, level of treatment and the most popular authors' works are best known to those concerned with the teaching of the subject. The participation of academic staff therefore is necessary if their information needs are to be met. If librarians do most of the selection of books acquired into the library it would mean that the books selected by academic staff are being relegated to the background or perhaps they do not even participate in the selection process. But it is opined by Ifidon (1985: 106) that in theory every member of academic staff and student body should participate in the book selection process. It therefore means that in an academic environment book selection is not the sole responsibility of librarians. In fact, participation in book selection should increase the quality of the collection. Books selected by lecturers should be better suited for the courses taught in the institution than those selected by the librarian. The collections of libraries of colleges of education could be improved by acquiring

relevant and up to date titles recommended by the academic staff and students

COLLECTION EVALUATION PRACTICES

The evaluation of library collections has for quite sometime now become a routine library operation. The study of a library's collection could be useful for a number of reasons among which are:

i. To identify titles used or portions of the collection that can be retrieved to less accessible and less expensive storage areas.

ii. To identify a core collection of books likely to satisfy some specific percentage (say 90%) of all circulation demands within the near future.

iii. To identify subject areas in a collection that are used less than expected and subject areas used more than expected, in order to improve on collection development policies.

iv. To identify individual titles that are heavily used and which therefore require duplication or treatment in some way to improve their availability (Lancaster 1982: 16).

To better illustrate the use of a book in a library and its importance, Burns (1978:4) suggests that something so costly as a folio of Shakespeare has no value to its owner other than its intrinsic, artificial or historical value, until it meets a user. Only then does it develop a third set of value called user value; it is only then that it becomes useful.

Principally, the evaluation of a library's collection is to ensure quality. There are three (3) major approaches to collection evaluation. These are:

i. The subjective approach, where a subject specialist does the evaluation of a collection. In this approach, the subject specialist becomes in some sense an external standard against which the collection is measured because he is assumed to have sound knowledge of the various subject areas and more importantly of the literature.

ii. External standard approach, where the collection is checked against some list. The list is accepted as the external standard. The list may be a pre-existing one. For example, the holdings of another library presumed

to be strong in a particular subject or it may be prepared specially for the purpose of the evaluation.

iii. Valued type of use approach, where the collection is evaluated in terms of the volume and type of use it is receiving or has received in the immediate past (Lancaster,1993: 5)

It is this valued type of evaluation that is to be used in this study. Clearly, there is a basic assumption underlying attempts at evaluating a collection in terms of how it is used. The assumption is that present use is a good predictor of future use. An analysis of which books have been borrowed from a library in the past or which books are borrowed now within a specified period of time can yield data useful in a number of ways.

People have for long been aware of the fact that there could be some books in the library that might not be used. For example in 1902, the president of Harvard University C.W. Elliot forecasted a topic for research which has become controversial. He presented a paper titled "The Division of the Library into Book in Use, and Books not Used, with Different Storage Methods for the Two Classes of Books". His reason for advocating such division in the

library was that he foresaw a gloomy future for the funding of libraries. He suggested that in periods of reduced funding, there should be a means of distinguishing between books with heavy use, those with little use and books that are redundant. He stated that it was not good for institution to enlarge their buildings if the required space could be acquired by discarding redundant books and that it was not an economic policy to increase the cost of care, cleaning and service in an unfrequented library (Elliot 1978:73).

Hadesty (1976: 294) says Harvie Branscomb in "Teaching with books" observed that very limited number of titles are used in academic libraries. He therefore advised librarians to listen to the writers on collection use and that they should also develop measurable goals and objectives for collection development. The utilization of any book in the library is still the most valid measure of the worth of the book to a library; it remains one of the primary criteria for retaining any book on the shelves of libraries. Bakewell (1997: 167) says a library should try to acquire materials and information resources, which can reasonably

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be asked for by its intended clientele in the course of their work.

Beginning with an assumption that much of the materials acquired by academic and research libraries are redundant, a team from the university of Pittsburgh led by Prof. Allen Kent designed a study to measure which books were redundant and the cost of such redundancy. This study (Pittsburgh study) analyzed the records of the Hillman library system of the university from 1968 to 1975. Schad (1979: 60) summarized the objectives of the study to include:

i. To answer questions regarding materials infrequently or never used.

ii. To learn how to improve the selection process.

iii. To broadly determine the cost of providing in-house library services.

The finding was that an astonishing 40 percent or 14,697 of the 36,869 books and monographs originally added to the Hillman collection in 1969 had never circulated externally during their first seven years on the shelves (Trueswell, 1979: 68).

Axford (1981: 326) in lending his support for collection use studies remarked that the blunt reality is

that most institutions will have to make do with less than they have had. This unpleasant reality poses an impossible budgeting problem for institutions of higher education, unless there is a willingness to explore new approaches to resource allocation.

After the oil boom of the 1970s Nigerian public institutions continued to witness a shortfall in their financial resources. The economic conditions in the country today have affected all public institutions including libraries, who have continued to witness a reduced level of funding in the face of increasing demands for books and journals by the clientele. For this reason Schad (1979: 30) observes that responsible library managers must both acknowledge and do something about it. There is then the need for collection use studies so that these libraries could be cost effective.

COLLEGE OF EDUCATION AKWANGA LIBRARY COLLECTION DEVELOPMENT PRACTICES

The College of Education Akwanga library is the largest among the colleges of education in northern Nigeria at least in terms of physical size according to Bawa (1999:

6). The college library was established along with the institution at a temporary site in Jos on the 31st January 1977. It was then called the Advanced Teachers College Akwanga. The college started with six (6) pioneering staff including a staff for the library (library Assistant). The library has had a prime of place from the inception of the college. Both in Jos and at Akwanga, the library was housed in temporary buildings. It was not until the 7th April 1990 that it moved to its permanent building.

The collection of the library is made up of about 19,000 volumes of books (according to the accession register). According to the Advanced Teachers College Akwanga bulletin (1982), the library exists to provide extensive materials for the benefit of both staff and students of the College among others. Staff and students of the college can use the library but only those who are registered can borrow from it. Academic staff registered can borrow as much as six (6) books at a time for one (1) month while students can borrow two (2) books at a time for two (2) weeks.

The college library also offers services such as inter-library loan, photocopying, binding, and lending.

The collection development policy of the library (1986) says that staff and students of the institution can make recommendation of books to be acquired into the library to the college librarian for acquisition. However, the college librarian reserves the right as to whether such book(s) would be acquired or not .The library is also expected to buy at least two (2) copies of any publication for the library.

1.2 **STATEMENT OF THE PROBLEM**

The collections of libraries in colleges of education are expected to be used by both lecturers and students in order to achieve the objectives of teaching and learning. This use could be in-library or out of library. When users retrieve books from the shelves, consult them, and leave them on tables in the library it is in-library use. Out of library use occurs when users borrow books from the library take them out and return them to the library when they had consulted them. This out of library use is important (desirable) because users who do not have time to sit and utilize books in the library can borrow the books and return them to the library when they have consulted them.

The collections of libraries of colleges of education are supposed to be made up of books, journals and audio-visual materials. The users of these libraries include academic staff, non-academic staff, and students. Services provided by libraries of colleges of education include inter-library loan, photocopying, binding and lending services, where users can borrow books, consult them and later return them to the library after a period of time.

The use of libraries in academic institutions is expected in order to justify the money spent on them and also to improve the quality of teaching, learning, and research. The need for this justification has led to some studies among which are Middlesworth (1951)? Ochai (1979), Shehu (1986), Ibrahim (1988), Ladagu (1990), and Tukur (1995).

Despite the fact that libraries try as much as possible to acquire those books that readers would ask for and utilize, it has been observed that some science and humanities books in the College of Education Akwanga library are not utilized, resulting in redundancy.

It could be attributed to the nature of the collection; there should be an extent to which the collection is

redundant. The redundancy level in all the subject areas of the sciences could be different, certain reasons could be responsible for the redundancy of science and humanities books, some measures ought to be taken to eliminate or reduce the incidence of redundancy of books in the science and humanities collection of the library? In the light of these problems this study was therefore conceived to seek answers to the problems.

1.4 **RESEARCH QUESTIONS**

The following research questions are advanced for this study:-

1. What is the nature of the science and humanities collections of the college library?
2. What is the extent of use of the science and humanities collections in the college library?
3. How does the library evaluate its collection with particular reference to the science and humanities collections?
4. To what extent are the books in the science and humanities subject areas redundant in the library understudy?

5. What are the factors responsible for the redundancy of the books in the science and humanities subject areas?
6. What measures should be taken to reduce or eliminate the incidence of redundancy of books in the science and humanities collections of the college library?

HYPOTHESIS

1. There is no significant difference between the redundancy of science collection and the humanities collection.

1.5 OBJECTIVES OF THE STUDY

The objectives of this study are:

1. To determine the nature of the science and humanities collections of the college library.
2. To find out the extent of use of the science and humanities collections of the college library
3. To ascertain whether the library has any method of evaluating its collection with particular reference to the science and humanities collection.
4. To determine the extent to which books in each science and humanities subject areas are redundant.

5. To find out those factors responsible for the redundancy of books in the science and humanities subject areas.
6. To determine the appropriate measures to be taken to eliminate or reduce the incidence of redundancy of books in the science and humanities collections of the library.

1.6 SIGNIFICANCE OF THE STUDY

It is obligatory for every academic library to meet the research and reading needs of all members of the institution that it forms part of. This study would be significant because it will determine whether the science and humanities collection of the library is meeting the research and reading needs of the students and staff of the science and humanities departments. It will place the librarian, the College Management and researchers in a position to know whether the resources of the library are meeting the needs of the users.

Similarly, since every library is to try everything possible to encourage the use of acquired materials, this research will determine the redundancy of science and

humanities materials in the library. This will help the librarian and the College to know the percentage of materials acquired by it which are never used and the cost of such acquisition, which would have been a savings for it.

The study will provide clues as to which books are redundant. This will help the librarian to quickly know what to do with them. The subjects would be compared and their incidences of redundancy also compared. This will enable the library Managers to know subjects that are more redundant than others.

Since this study will find out the reasons for this redundancy, solutions would be offered so that the incidence of redundancy could be minimized and use of acquired books increased.

Finally, the study will add to the literature of redundancy of materials in academic libraries.

1.7 **ASSUMPTIONS OF THE STUDY**

The study is based on the assumptions that:

1. A significant percentage of the science and humanities books acquired into the College library are redundant.

2. When a book is borrowed out of the library as shown on its date label, it is said to have been used.
3. The participation of staff and students in the selection of science and humanities books to be acquired into the library enhances the building of a qualitative library collection.
4. When the science and humanities collection of the library is used, it is assumed to be cost effective and a cost beneficial collection.

1.8 **SCOPE OF THE STUDY**

The study covers only the redundancy of science and humanities books acquired into the College of Education Akwanga library between January 1993 and December 1998. This period is chosen because in between these years the College had witnessed two (2) accreditation exercises from the National Commission for Colleges of Education (NCCE) and books was normally acquired to meet accreditation needs during such periods.

The science and humanities collection here means books on the subject covered by the 500 class of the Dewey Decimal classification scheme (DDC) and those classified as humanities generally in the 200, and 900 class of DDC. The

study will cover only those books on the shelves of the library. Although the applied sciences of the 600 class of DDC are interwoven with the 500 class of the DDC, this study covers only the pure sciences of the 500 classes. Specifically, the subjects are Biology (Life Science) 570; Mathematics 510; Chemistry 540; and Physics 530; C.R.S and IS.S 200; and Geography and History 900.

Only books were examined in this study because in this library only books are borrowed out and have book slips to indicate so. Audio visuals and journals are not included because they are used within the library only.

The study also does not cover those books borrowed out at the time of the sampling as well as those books in the reference and reserve sections of the library. Since they are not always allowed to be borrowed out.

The constraint of time, cost, and convenience has necessitated the choice of only these classes of the pure science and humanities for the study.

1.9 **OPERATIONAL DEFINITIONS OF TERMS**

In the context of this study, the following terms are defined as follows.

REDUNDANCY

A book would be said to be redundant if it has never been consulted by being borrowed out of the library, while it was on the shelves of the library as shown on the date labels on the book.

USE

A book is said to be used if it was ever consulted by being borrowed out of the library, while it was on the shelves of the library as shown on the date label on the book.

SCIENCE COLLECTION

Science collection here refers to the looks found in the 500 class of Dewey Decimal classification scheme which are classified as pure science and they are Biology, physics, mathematics and chemistry.

HUMANITIES COLLECTION

These are the books classified under the 200 class of Dewey Decimal classification scheme as Religion and 900 class of Geography and History. These subjects are Christian Religious Studies (CRS), Islamic Religious Studies (IRS), Geography and History.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review literature related to the problem under investigation. The chapter is organized into two major sections namely: conceptual/theoretical framework and a review of previous studies.

2.1 CONCEPTUAL /THEORETICAL FRAMEWORK

COLLECTION DEVELOPMENT PRACTICES

Libraries generally select, acquire, process, preserve, and disseminate recorded knowledge for the purpose of communicating information to their users. In libraries selection of materials to be acquired is done in some instances by the librarian in consultation with users of the library, who in the academic institutions include both the students and lecturers while in the other instances by the librarian alone. But in most cases the librarian has the final say as to what book is to be acquired into the library. While some people are of the opinion that the library user knows what he requires to meet his need and so he alone should have the responsibility of selecting information to be acquired into the library. The

Librarian's input is not needed as he is said not to know what the peculiar user needs are.

Other people are of the opinion that the librarian by his training knows what users will require and so are in the best position to select materials for them. He does not necessarily need to consult any user for his input in the selection of information resources to be acquired into the library. Ifidon (1985:106) expresses the popular views that in theory every member of the faculty staff, administrator and student body should participate in book selection. However, we discover that in practice the librarian and his staff including the faculty staff do not show any appreciable interest. Even the interest of the faculty staff is often taken for granted, since only few of them are actively committed to book selection. This may account for why in some Nigerian universities, polytechnics and colleges of education libraries, collection development is a sole responsibility of the library. It is believe that the building of any collection in the library should be a shared responsibility between the librarian and the teaching team. The responsibility of the teaching staff should be the keeping of the collection in their respective

subject field alive and to fill in the gaps. The participation of teaching staff and students in book selection should increase the quality of the collection. The librarian should make the teaching staff to realize their obligation in book selection. Where this fails, the library staff should come to the rescue by selecting materials that are inter-disciplinary in nature, so as to develop a well rounded collection. In the above circumstances the library staff should be guided by among others, the educational aims and objectives of institutions, the trend in departmental and total enrollment, the pattern of curricula development and the amount of money available.

In a study, Ibrahim (1988:60) investigated to find out whether staff of Kaduna Polytechnic were ever invited to select books for acquisition into the library, found out that 66.7% of the academic staff were never involved or invited to select materials to be acquired for the library. Even the 33.3% who said they were involved in the selection of library materials, 33.3% of them said they had never seen any material they selected on the shelf of the library. It meant that library gave less regard or

neglected materials selected by academic staff. If such happens the academic staff can get frustrated; this can affect the appropriateness of the materials in the library and consequently the use made of them.

It is obligatory that academic libraries should meet the research and reading needs of their users. Library services are essential for the attainment of academic excellence in educational institutions. This can be achieved through the presence of relevant information. And absence of this relevant information can disrupt the goals and objectives of these institutions.

Students and academic staff of educational institutions should have a close relationship with the library. Every library should therefore try to encourage the use of resources, because it ought to be the prime reason for their acquisition into the library in the first place. However, it is possible to discover that some library books or collection are not used. The non-utilization of a book or collection results in redundancy.

2.2 **REDUNDANCY IN LIBRARY COLLECTION**

A book or a collection is said to be redundant, if it has never been utilized since its acquisition into the library. Redundancy of library materials is a negative thing in the desires of librarians. If it occurs the money used to acquire those materials is considered wasted, because it could have been used in other ways. It is also a waste in the man-hour used in processing these materials to get them to the shelves. Also the space they occupy in the library could have been occupied by materials that are useful.

Several reasons could be deduced for the non-utilization of materials acquired into the library resulting in redundancy. Some of these could be:

i. Level of treatment of a book
ii. Date of publication
iii. Language used in the publication
iv. Non-involvement of users in the selection process
v. Lack of knowledge of availability of materials in the library.
vi. Ease of the use of the library
vii. Immediate availability of books in the library.

(Avramescu 1979, Fitgibbons 1980, Kelland 1985, Shehu 1986)

Several ways exist for knowing the redundancy of library materials. One of these is through in-house use, where books used and left on tables, chairs and other surfaces in the library are collected and identified. Another way of noting redundancy which is similar to what would be used in this study is by looking at the date due slips in books. If the date labels on the books are stamped , it means they were borrowed out. Based on this, we can assume that the book was utilized. However, not every book stamped and borrowed is utilized. But if no stamp appears in the book, it means that the book has not been borrowed since its acquisition by the library and is therefore redundant. This type of use is called out of library use.

The date of publication of a book could make it redundant. In most libraries current information resources are more likely to be used than older one. If the utilization of a book reduces with the currency of a material then we should be able to discard materials on the basis of age, at least old materials to less accessible and less costly storage areas (Kelland 1985:38).

The redundancy of information resources in the library can be influenced by the availability of materials. A readily available material is chosen and used. Goehlert (1978:369) said that factors which can affect the availability of books include.

i. The popularity or level of demand for a book.

ii. The number of copies available in the library.

iii. The length of loan period allowed by the library.

Redundancy could occur due to the level of treatment of a book. If a book is treated higher than the educational level of the users of the library definitely it would lie unused in the library, resulting in redundancy. Likewise if a book is treated lower than the educational level of users of the library, it would lie waste and become redundant. So materials should be acquired to meet the educational level of users of the library.

In the same vein, the language used in the publication of a document or book can determine whether it is redundant or not. If a book is written in a language other than the one used by users of the library, it would lie wasted, not being used resulting in redundancy (Shehu 1986). The non-

involvement of users in the selection process of procuring books for the library can result in redundancy. It is possible that materials acquired without the input of the users of the library may not be relevant to the need of users and so would remain redundant. (Ibrahim 1988, Ladagu 1990.)

Another factor that can motivate a user to use a book or collection would be how easy it would be to use the library. Its importance is manifested if a user is contemplating using a library. This led Moers (1960:11) to formulate a law called Moers' law which states that "an information retrieval system would tend not to be used whenever it is more painful and troublesome for a user to have information than for him not to have it". Ease of use is sometimes ranked ahead of quality or quantity of information expected from a particular source. The way to enhance ease of use of library materials is to provide library catalogue guides to library collections and adequately shelved books.

If therefore a library contain redundant materials it would not be patronized by users and the financiers of the library will begin to question the rationale for the

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existence of the library, since the purpose of establishing it is primarily that the materials contained in it should be utilized.

In College of Education libraries, the presence of redundant materials would mean that teaching staff and their students do not find materials what meet their needs. Bakewell (1997:167) says that a library should acquire books and information which can reasonably be asked for by its clientele in the course of doing their work. It also seems reasonable according to Lancaster (1993:52) to suppose that we learn much about a collection from the study of what is borrowed from it. We can use the result to identify the strength and weakness of the collection from present pattern of use, thus leading to a modification in collection development policy to increase the relevance of the collection to the needs of users.

2.3 **PREVIOUS STUDIES ON HOW TO REDUCE INCEDENCE OF REDUNDANCY.**

The controversy on collection use studies was flagged off with the publication of the preliminary findings of a long-term collection use study conducted in the Hillman

library of the University of Pittsburgh (Kent et al 1979). It began with the assumption that much of the materials acquired by academic and research libraries are seldom used or redundant. A team of researchers from the University of Pittsburgh designed a study to measure which library materials were redundant and the cost of such redundancy. It analyzed the records of the University of Pittsburgh libraries from October 1968 to December 1975. The objectives of the study were to answer questions regarding material that were infrequently used or redundant, learn how to improve the selection process and more broadly to determine the cost of providing in-house services (Schad 1979 :60; Truewell 1979 : 65). The study found out that an astonishing 40% or 14,697 of the 39, 869 books and monographs originally added to the Hilman collection had never circulated externally during the first seven years on the shelves of the library. The finding presupposed that academic and research libraries invest very substantial funds to purchase books and journals that are rarely or never called for. The study therefore recommended a weeding policy after every seven years. The study is relevant to this present study because it started with a similar

assumption: that the science and humanities collection of the College of Education Akwanga library are not used or redundant. The only difference is that this study is limited to the science and humanities collection only as against that of the Pittsburgh University, which covered the whole collection. This study also uses records from the library and physical examination of books on the shelves as its method of collecting data.

Ochai (1977) as cited by Shehu (1986:17) examined the adequacy or otherwise of the library collection of the Kashin Ibrahim library (Ahmadu Bello University Zaria) and its use by students of the University. Among others, he found out that generally science books were borrowed more frequently meaning that they were less redundant when compared with other books in the library.

The study is relevant to this present study because this study also intends to find out if science books of the College of Education Akwanga library are borrowed frequently or are less redundant as supposed.

Also, in a study of the social science collection of Kashin Ibrahim Library (Ahmadu Bello University), Shehu (1986:67) replicated the Pittsburgh study taking into

consideration the societal differences between the United States of America and Nigeria. He attempted to find out if the resources selected by librarians met the needs of faculty members and students of the University with particular emphasis on the lecturers of the faculty of social sciences. He wanted to find out the proportion of books used and those that were redundant. Using the survey and documentary evidence methods to collect data, date due slips were examined to determine the redundancy level of books. He found out that 49% of the collection was redundant, since they were placed on the shelves between 1979 and 1983. It was also discovered that the older a book was, the more likely it was that it would be redundant. He therefore recommended a weeding policy based on five years. His study was limited to books loaned out as indicated by the date due slips inside the books. This study is relevant to the present one in the sense that the methodology of collecting data is the same and the library this study is using is also an academic library.

AVAILABILITY OF RESOURCES

One other thing that can account for redundancy in libraries is the probability that a reader will find a book he seeks on the shelves of the library immediately he enters the library. This is because some readers would want a book only if it is immediately available and cannot wait for it to be retrieved from the store. Conducting a study on the general collection of Punjab University main library to measure the rate of availability of documents needed by actual users Bashir and Rehman (1993:188) did a detailed analysis of the items not found by users to find out the extent to which operational policies and procedures were responsible for the non-availability of books. They found out that 58.7% of the documents wanted could not be located by users and therefore could not be borrowed resulting in redundancy. This study is relevant to the present study in the sense that they are all studying academic libraries even though theirs was a University library.

ACCESS was a system of service conducted by Gohlert (1978:369) at the Indiana University library. The service was a system for the retrieval and delivery through borrowing of books from the general collection at the

request of individual lecturers. The **ACCESS** provided an excellent opportunity to conduct an examination of the redundancy of books in the library during a specified span of time. Using different dates of publication, the results of the study showed that 57% of the books requested were not immediately available and so could not be borrowed and therefore could not be used, resulting in redundancy. The study suggests that if a library can achieve an eventual non-availability rate of between 5-7% it would be a proof of the library's ability to satisfy user demand and reduce incidences of redundancy.

Other factors that can affect the redundancy of documents in a library are popularity or level of demand of a book available in the library. Gohlert (1978: 374) says that it is obvious that the less popular a book is, the more likely it is that it would be found on the shelves if desired for borrowing or use by users. It equally seems obvious that additional copies of a book will improve the availability of such a book, but sometimes the buying of additional copies of a book will make only a marginal difference in the level of availability. When properly viewed, availability is the most single determinant of the

over all extent of redundancy of a book. Both perceived technical quality and availability of a book influence the selection of materials to be acquired in libraries.

METHODS OF LIBRARY USE

In a study on the correlation between books borrowed and books utilized within the library in South Louisiana University McGrath (1971:285) wanted to determine the appropriateness of the circulation count as an indicator of total use of the library.

He conducted two studies during which he counted books left on the reading tables and other surfaces and correlated their subjects with books charged out. The results showed .86(86%) and .84 (84%) correlation respectively. The conclusion was that out of library circulation totals were valuable within reasonable confidence limits to predict totals use and used within subject area.

The study also gave other uses of collection use studies to include.

i. Stack allocation

ii. Shelf assignment

iii. Seating arrangement

iv. Collection development

v. Cost-effectiveness

The above study is relevant to this present one in the sense that this present study would also find out the level of redundancy within or between subjects of the science and humanities collection of the library.

AGE OF PUBLICATIONS

It is most likely that current information sources are likely to be used more than the retrospective ones. If newer titles are used more frequently than older ones, it may mean that the dates of publication of information sources affect the redundancy level of materials. In a study at the Federal University of Technology Yola library, Tukur (1995: 59), using a sample of 330 students and 165 lecturers, found out that lecturers and students were interested in utilizing current information sources than older ones. She added that majority of them preferred to use information sources that are less than 10 years old. She also found out that between 93% and 96% of the lecturers and students used books as against other formats of information sources. The study is relevant to this present one because all are finding out about the relationship between date of publication of documents and

the incidence of redundancy in the collections of academic libraries. Both her study and this study use both lecturers and students as their study population.

Midlesworth (1951) as cited by Tukur (1993: 240) using a sample of 1,234 titles drawn from the shelf list of four (4) subject areas to determine the use made of each title since it was acquired into the library, found out that a book's rate of use decreased with time. He said a positive correlation existed between the rate of circulation during the first five (5) years after acquisition and the rate of use during later years. The study is relevant to this present study except that his was on a social science collection and the present study is on a science and humanities collection.

Proving also that the date of publication of a book is a factor in redundancy, Kelland (1985:38), evaluating the vertebrate zoology collection at the R.M. Copper library of Clemson University, compared the date of publication of Ichthyology, herpetology, ornithology and mammology sub-disciplines, and their circulation frequencies. He found out that books published in the 1970s and 1980s were used the most. It was also discovered that 37% of the books in

the collection were redundant during the 6 years' period of the study. His study was on a science collection, just as this present study is, moreso that the inter- disciplinary comparisons are also going to be made.

OBSOLESCENCE

Closely related to the date of publication of materials is obsolescence, which when applied to library materials referred to the decline in the use of materials as they get older. Avramescu (1979:296) says that if redundancy increases with age of materials, one should be able to discard items to less accessible or less costly storage areas. The Pittsburgh study established that computer science and physics books become redundant more frequently while books more than 10 years are still used at significant levels in chemistry and 20 years for mathematics according to Schad (1979: 61). Shehu (1986: 70) also reaffirms in his study of the social science collection of Kashim Ibrahim library (Ahmadu Bello University Zaria) that the older a book is the less likely it is that it would be used and recommended the weeding of

any book that stays on the shelf for 5 years without being used to make room for useful books.

INVOLVEMENT IN SELECTION

The redundancy of library materials could also be attributed to the non-involvement of users of the library in the selection of books. Ifidon (1985:106) says that in theory, every member of the academic environment; staff or student ought to participate in book selection. We discover that in practice the users of the library in most instances are not involved in the selection of materials to be acquired into the library. Assuming that the participation in book selection by academic staff and students should increase the quality of the collection; and beginning with an assumption that lower level of participation by the lecturers of Kaduna Polytechnic could lead to redundancy of library materials, Ibrahim (1988: 76) in a study among lecturers of Kaduna Polytechnic found out that 66.7% of the lecturers were aggrieved with the way they were relegated to the background in the selection of library materials. He concluded that it could be said that the books selected by lecturers were better suited for the courses taught in the

institution than those selected by the librarian. The study is relevant to this present study because it also seeks to find out the level of the involvement of lecturers and students in the selection of materials to be acquired for the library of a similar institution.

In a study on the use of Ramat Polytechnic library, Ladagu (1990: 168) found that most of the lecturers do not participate actively in the library programme, which among others include suggesting book titles for acquisition. She therefore recommended that the total collection of a library should be improved by acquiring relevant and up to date titles recommended by the lecturers. Tukur (1995: 54) in a study of the use of the Federal University of Technology Yola library suggested that lecturers and students should be involved in the selection of books to be acquired for the library. The study is relevant in the case of this present study because it was a study of a science-based library just as the present study is on a science based collection of the college of Education Akwanga library.

2.4 **SUMMARY**

This chapter reviewed literature on redundancy of library collection and some factors which can cause redundancy of library materials. The review showed that despite the fact that if a collection is utilized it justifies the amount of money spent to acquire it, we still find that some books in the library are not utilized resulting in redundancy. It has also shown that there are some studies of university library collection, but there has been no known study of redundancy of library information resources within libraries of colleges of education in Nigeria. It is for this reason therefore that the present study will be undertaken to examine the redundancy of the science and humanities collection of the College of Education Akwanga library.

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CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to describe the research methods adopted for this study: the population of the study, sampling procedure and the sample size, instruments used to collect data, procedure for collection of data and procedure for analysis of the data so collected.

3.2 RESEARCH METHODS ADOPTED FOR THE STUDY

To achieve comprehensiveness in the study, survey research method was employed because records of the library were examined to obtain information like the accession number of books, date received, the amount of use made of a book from the date labels, the class marks of the books, date of publication, price of the book as well as the language of the publication of the books.

Observation as a method was also used because the documents in the library were observed and information about them recorded.

3.3 **POPULATION FOR THE STUDY**

The population for the study comprised of all books in the subjects of Mathematics, Chemistry, Physics, Biology, History, Geography, C.R.S and I.R.S., that were acquired into the library between January 1993 and December 1998 and all academic staff and students of the above mentioned departments of the College of Education Akwanga as at October,2000

Subject of the study as shown by this break down are as follows.

SUBJECT OF THE POPULATION - N0

1.	Mathematics	-	395
2.	Chemistry	-	90
3.	Biology	-	101
4.	Physics	-	124
5.	History	-	286
6.	Geography	-	203
7.	C.R.S	-	367
8.	IRS	-	129
	TOTAL		**1,695**

The total number of staff and students that comprised of the population for this study was 200 made up of 165 students and 35 lecturers.

3.4 SAMPLING PROCEDURE AND SAMPLE SIZE

The systematic sampling procedure where the sample was determined by the number of a book as it was placed on the shelf was employed to produce the sample to be used for this study i.e. every 2^{nd} book on the shelves. This is because the books are already arranged on the shelves based on their class marks thereby making it ideal for picking the sample. Every second (2^{nd}) book on the shelf in the science and humanities collection that was found to have been received between 1993 and 1998 was physically examined.

As for the academic staff and students, all the staff and students in the departments were used for the study, since the total number of staff and students is manageable in size as can be seen in table 1 according to the College of Education Akwanga statistical report, July, 2000.

TABLE: 3.1

STAFF AND STUDENTS SAMPLE SIZE

Department	Students population	Sample size	Staff population	Sample size
Mathematics	21	21	5	5
Physics	9	9	4	4
Chemistry	14	14	3	3
Biology	20	20	5	5
Geography	28	28	4	4
History	20	20	4	4
C.R.S	28	28	6	6
I.R.S	25	25	4	4
TOTAL	165	165	35	35

As indicated by table 1 above, the sample size for staff and students to be used for this study is two hundred (200), comprising 165 students and 35 members of staff.

3.5 INSTRUMENTS FOR DATA COLLECTION

Two instruments were used to collect the data for this study. These are the documentary observation and questionnaire. The documentary observation was used because documents in the library were examined. If a book falls within the sample, it was examined from the date label on it and relevant information to this study recorded in the specially designed form for this purpose (see appendix III) The information to be recorded included the accession

number of the book, the date received, the amount of use made of the book, the date of publication and the language of the publication of the book. In order to get the price of the books, the accession register was consulted.

After the examination of the documents, the questionnaire, another instrument for data collection was used to complement what the documentary evidence had found. The first was for the College Librarian and the head of the collection development department of the library (see appendix Ila). The questionnaire items were aimed at finding out if the library has a book selection policy and who is responsible for book selection; what problems are encountered in developing a collection that will meet the need of the College Science and Humanities community.

The second set of questionnaire was for academic staff and students of the departments covered by this study (see appendix IIb). The questionnaire items were aimed at finding out whether they were involved in selecting books for their various subjects, whether or not they co-operated adequately with the librarian in the selection process. It also tried to find out why they thought certain science and humanities books in the library may not be used, what was

responsible for such redundancy and finally, what they thought should be done to reduce, if possible, eliminate redundancy of science and humanities books in the library.

3.6 PROCEDURE FOR DATA COLLECTION

At particular dates the science and humanities books on the shelves of the library in the 500 ,200 and 900 class of Dewey Decimal Classification scheme (DDC)were examined personally by the researcher. Every second book on the shelf was scrutinized to see if it was acquired between January 1993 and December 1998. If it was, then on the specially designed form for recording information about the books was recorded the following: the accession number, date acquired, the price, amount of use received, the date of publication, language and class mark.

The questionnaire for the College Librarian and Head of Collection Development Department was delivered personally. Completed questionnaire were also collected from them personally.

The questionnaire for academic staff and students of the science and humanities departments were given to the heads of departments covered in the study personally by the

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researcher. The heads of departments were then to give them to the staff and students concerned. Completed questionnaire were also returned to the heads of departments from whom the researcher collected them personally.

3.7 **PROCEDURES FOR ANALYZING DATA**

To analyze the data collected from this study, various statistical methods were employed. This was with a view to seeing whether results expected occurred according to the rules of probability. That would enable inferences to be drawn on the basis of the results obtained.

The research questions and hypotheses were analyzed using tables, percentages, ratios and chi-square. After the analysis of the data collected for the study, the results and their implication were discussed.

3.8 **PRE-TESTING QUESTIONNAIRE.**

After designing questionnaire II 'A' and 'B' for this study, it was pre-tested at the College of Arts, Science, and Technology Keffi library. The pre-testing was necessary in order to determine whether the questions could answer all the research questions advanced for this study

REFERENCE

COLLEGE OF EDUCATION, Akwanga (2000) statistical report,

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

The objective of this chapter is to present analyze and discuss the data collected for this study. The data was collected from 35 lecturers and 165 students who were covered by the study. It also involves the presentation analysis and discussion of the 655 textbooks in the library, which formed the sample for the study.

4.1 RESPONSE RATE

Two hundred (200) copies of the questionnaire were administered on both the lecturers and students. All the copies were responded to. This gives a response rate of one hundred percent (100%). This high rate of response was possible because the researcher was in the College and administered the questionnaire personally.

4.2 DATA ANALYSIS AND DISCUSSION OF FINDINGS

This study tried to find out the redundancy rate of books in the science and humanities collection, and responses from lecturers and students in the subjects covered by the study are discussed below.

4.2.1 USE OF LIBRARY

The researcher tried to find out how often the respondents use the library.

TABLE 4.1 USE OF LIBRARY BY RESPONDENTS

FREQUENCY OF USE	RESPONDENTS			
	LECTURERS		STUDENTS	
	NO	%	NO	%
Daily	4	11.43	70	42.42
Once a Week	1	2.86	9	5.45
2 - 4 Times a Week	8	22.86	49	29.70
Occasionally	22	62.86	36	21.82
Never	-	-	2	1.21
Total	**35**	**100**	**165**	**100**

Table 4.1 above shows that a majority of the lecturers 22 (62.86%) use the library occasionally as only 4 (11.43%) use the library daily. On the other hand a majority of the students 70 (42.42%) use the library daily and only 9 (5.45%) use the library at least once a week, whereas only 2 (1%) of the students indicated that they never used the library.

The occasional use of the library by a majority of the lecturers for their teaching and research work as against the high daily use of the library by the students for their studies presupposes that all is not well with the humanities and science collections of the library.

The students ascribe their high daily use of the library for their studies to the fact that they have no option since they cannot afford to buy the books they need. The lecturers on the other hand said the irrelevance of the science and humanities information resources in the library for their teaching and research needs is responsible for its non-use. They could afford to go elsewhere and get the information resources or even buy them if the need arose.

4.2.2 USE OF LIBRARY COLLECTION

The library collection is made up of mainly books, journals, newspapers and audio-visual materials.

TABLE 4.2 USE OF INFORMATION RESOURCES BY TYPE BY RESPONDENTS

The researcher tried to find out the information resources most or least used.

INFORMATION RESOURCES	RESPONDENTS			
	LECTURERS		STUDENTS	
	NO	%	NO	%
Books	29	82.88	157	95.15
Journals	4	11.43	5	3.03
Newspapers	2	5.71	3	1.82
Total	**35**	**100**	**165**	**100**

From table 4.2, it could be said that a majority of the lecturers 29 (82.88%) use books in the library for their teaching and research. They serve as background reading materials. Newspapers with 2 (5.71%) were the least used information source by the lecturers. Journals and newspapers were least used because the journals were outdated and the newspaper supply was inconsistent.

Majority of the students 157 (95.15%)used books and less of the newspapers 3(1.82%)because of the inconsistency in its supply as well as outdated journals.

The audiovisual resources were not used because they never knew they existed and also were not encouraged to use them.

4.3.2. LECTURERS AND STUDENTS' INVOLVEMENT IN THE SELECTION OF INFORMATION RESOURCES.

The College of Education Library Akwanga Selection Policy (1986) stipulates that lecturers and students shall be involved in the process of selecting information resources to be acquired into the College Library. It is believed that their involvement would make the library to acquire information resources that both the lecturers and students would need.

The extent to which lecturer and student are involved in the selection of resources is shown below.

TABLE 4.3 EXTENTS OF LECTURERS AND STUDENTS INVOLVEMENT IN THE SELECTION OF INFORMATION RESOURCES

RESPONDENTS	FREQUENCY			
	YES	%	NO	%
Lecturers	10	28.57	25	71.43
Students	70	42.42	95	57.58
Total	80	40.00	120	60.00

Table 4.3 shows that 25 (71.43%) of the lecturers indicated that they were not involved in the process of selecting information resources to be acquired into the library. Only 10(28.57%) said they were involved in the selection process.

A majority of the students 95 (58%) indicated that they were involved in the process of selecting information resources for the library.

However, the selection policy gives the librarian the power to accept or not to accept any request for acquisition from both the lecturers and students (College of Education Akwanga Library Selection Policy, 1986).

Discussion with the librarian, lecturers and students revealed that acquisitions are at most times hurriedly done and irregular such that there is no time for consultations.

Donations formed a major source of acquisition in the library as very little funds were released to the library. These funds are used to buy newspapers and some other things for the library.

4.2.4 ACQUISITION OF INFORMATION RESOURCES SELECTED BY LECTURERS AND STUDENTS

We have seen from table 4.3 that some lecturers and students indicated that they were involved in the process of selecting information resources for acquisition into the library. It is possible that what they selected may not be acquired into the library by the librarian.

The rate of acquisition of recommended texts is shown below:-

TABLE 4.4 ACQUISITION OF INFORMATION RESOURCES SELECTED BY LECTURERS AND STUDENTS.

RESPONDENTS	**FREQUENCY**			
	YES	**%**	**NO**	**%**
Lecturers	2	20.00	8	80.00
Students	28	40.00	42	60.00
Total	30	38.00	50	62.00

As shown by table 4.4, about 8(80%) of the lecturers who indicated that what they recommended for acquisition by the College Library is not seen on the

shelves. Only 2(20%) say the information resources they selected were acquired.

A majority of the students 42(60%) indicated that what they selected for acquisition by the College Library were not seen on the shelves. 40% (28) indicated that what they recommended were seen on the library shelves.

From discussions with the librarian, lecturers and students, it is observed that the non-acquisition of what is selected is due to the hurried nature acquisition of information resources is done. This is because it is only when there is an inspection of the library says for accreditation that money is provided and the librarian therefore has no time to communicate with publishers of desired books so that they can be acquired. Instead, he goes for purchases from the nearest bookshops.

4.2.5 REDUNDANCY IN SCIENCE AND HUMANITIES COLLECTION

Every book covered in the sample was examined to determine whether it was utilized by being borrowed out within the period covered by the study. Any book borrowed from January 1993 to December 1998, if it was, it was considered "used". If it was never borrowed as shown by the book-slip, it was marked as "redundant".

All the 655 books covered in this study were physically examined for the details, which were recorded in a specially designed form (see appendix III).

The extent of use and redundancy of the science collection is shown below:

TABLE 4.5

REDUNDANCY OF SCIENCE COLLECTION

SUBJECTS	NO OF BOOKS EXAMINED	BOOKS FOUND USED		BOOKS FOUND NOT USED	
		FREQUENCY	0/0	FREQUENCY	0/0
A Mathematics	151	73	48.34	78	51.66
B Physics	62	39	62.90	23	37.10
C Biology	53	35	66.04	18	33.96
D Chemistry	44	23	52.27	21	47.73
Total	310	170	54.84	140	45.16

As shown by table 4.5, Biology books are the most used in the science collection with 35 (66.04%), while Mathematics collection is the least used 73 (47.73%).

Table 4.5 also shows that Mathematics collection 78(51.66%) is the most redundant while Biology 18 (33.94%) is the least redundant in the sciences.

The extent of use and redundancy of the humanities collection is shown below:

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Table: 4.6

REDUNDANCY OF HUMANITIES COLLECTION

SUBJECTS	NO OF BOOKS EXAMINED	BOOKS FOUND USED		BOOKS FOUND NOT USED	
		FREQUENCY	0/0	FREQUENCY	0/0
A History	110	61	55.45	49	45.55
B CRS	118	80	67.80	38	32.20
C ISLAMIC STUDIES	37	32	86.49	5	13.51
D GEOGRPHY	80	41	51.25	39	48.75
Total	345	214	62.03	131	37.97

In the humanities collection as also shown by Table 4.6 Islamic Studies books were the most used 32(86.49%) while Geography had the lowest used 41(51.25%)

Table 4.6 also show that Geography is the most redundant while Islamic Studies 5(13.51%) score is the least redundant.

From Table 4.5 and Table 4.6 it would be seen that a substantial percentage of the information resources in the humanities and science collection of the library are redundant. Many reasons could be adduced to be accountable for the shortcoming.

4.2.7 REASONS FOR REDUNDANCY IN SCIENCE AND HUMANITIES COLLECTION

It has been established that every subject covered in this study is redundant to some level. Some reasons must then exist for the redundancy. This is shown below in Table 4.7

The reasons that respondents think are responsible for redundancy are below:

TABLE 4.7 REASONS FOR REDUNDANCY IN SCIENCE AND HUMANITIES COLLECTION

REASONS FOR REDUNDANCY	RESPONDENTS			
	LECTURERS		STUDENTS	
	NO	%	NO	%
Year of Publication	8	22.86	42	26.45
Lang. Used in the Publication	-	-	22	13.33
Level of Treatment of a Book	5	14.29	19	11.52
Lack of Awareness of Availability	3	37.14	41	24.85
Non-Involvement in Selection Process	9	25.71	41	24.85
TOTAL	**35**	**100**	**165**	**100**

From Table 4.7, most lecturers (37.14%) indicated that lack of awareness of the availability of information resources and their non-involvement (25.71%) in the selection process accounted for why the books acquired are redundant while only 14.29% ascribed it to the level of treatment of a publication.

Most students 42(25.45%) indicated that the year of publication of a book, lack of awareness of the availability of the books 24.85% and non-involvement in the selection process are responsible for redundancy. A few of the students 11.52% indicated that it is the level of treatment of the book that made it redundant.

The researcher's discussion with the respondents discovered that the collections are irrelevant. This can be seen from the fact that most of the acquisition into the library during the period covered by the study were donations. The donation from the Book Aid International (BAI) may be current by Nigerian standard but a majority of them are irrelevant to the needs of the College of Education Akwanga.

The outdatedness of the collection is also one of the reasons why the collection is redundant. Most of the books in the library were published in the 1970s and 1980s. Lack of utilization resulted in redundancy. As indicated by the respondents, their lack of knowledge of the availability of the information resources in the library debar them from using them and thus the collection becomes redundant.

Another reason for redundancy of the science and humanities collection in the library is the absence of the provision of current awareness services (CAS) and Selective Dissemination of Information (SDI), where library users would be informed of the arrival and presence of information in the library.

The non - involvement of users in the process of acquisition of information resources for the library as shown by the respondents and non-acquisition of recommended resources by the respondents into the library is also responsible for the redundancy of the collection. The

Islamic Studies information resources are therefore the most relevant and up to date.

4.2.8 MEASURES TO REDUCE/ ELIMINATE THE REDUNDANCY OF THE COLLECTION

Since redundancy exists, and reasons for its existence here been advanced, there should be ways by which it can be reduced if not entirely eliminated. The ultimate aim of any library collection is that it should be utilized.

Measure which respondents think can reduce or eliminate redundancy are as below:

Table 4.8 SUGGESTED MEASURES TO REDUCE/ ELIMINATE LIBRARY COLLECTION REDUNDANCY

Measures	Lecturers		Students	
	No	%	No	%
Acquire Recently Published Books	14	40.00	75	45.45
User Involvement in Selection Process	6	17.14	30	18.18
Information on Availability of books	15	42.86	60	36.36
Total	35	100	165	100

Table 4.8 above indicates that 150 (42.86%) of the lecturers feel that if users have information on the availability of materials, the incidence of redundancy in the library would be reduced/eliminated. On the other hand

only 6 (17.14%) of them suggested that they should be involved in the selection process of books to be acquired into the library.

Regarding the students, 75(45.45%)of them suggested that the acquisition of recently published books is the major way of reducing/eliminating redundancy. However, only 18.18% (30) felt that the involvement in the selection process would reduce or eliminate redundancy.

The presence of outdated books in the library and the lack of awareness of the existence of the books are what the respondents felt that if they knew that books are available and recent information recourses have been acquired into the library, redundancy would be reduced or eliminated.

The findings of this study are in line with those of Kent (1979) Shehu (1986) and Tukur (1995) who reported that a significant percentage of the books acquired into academic libraries are redundant. However, the redundancy of the science and humanities collections could be reduced if the recommendations made in this study are taken into consideration.

The chi-square was used to test the hypothesis and see weather the results occur according to the rules of probability.

TABLE: 4.9

STATISTICAL TEST FOR REDUNDANCY IN SCIENCE AND HUMANITIES COLLECTION

Redundancy	Subjects				
Science Col.	A 0=78 E= 65.61	B 0=23 E= 31.51	C 0= 18 E= 11.88	D 0= 21 E= 31.00	140
Humanities col.	0=49 E=61.39	0=38 E=29.49	0=5 E= 11.12	0=39 E= 29.00	131
Total	127	61	23	60	271

Chi- square at 5% level of significance.

$\chi^2 = \Sigma \frac{(O-E)^2}{E}$ where $E = \frac{\text{Row total} \times \text{column total}}{\text{Grand total.}}$

$$\chi 2 = \frac{(78-65-61)^2}{65.61} + \frac{(23-31.51)^2}{31.51} + \frac{(18-11.88)^2}{11.88} + \frac{(21-31.00)^2}{31.00}$$

$$\frac{(49-61.39)^2}{61.39} + \frac{(38-29.49)^2}{29.49} + \frac{(5-11.12)^2}{11.12} + \frac{(39-29.00)^2}{29.00}$$

$\chi 2 = 2.34 + 2.30 + 3.15 + 3.23 + 2.50 + 2.46 + 3.37 + 3.45$

= 22.80

Degree of freedom = (m - 1) (n -1) = (4 -1) (2 -1) = 3

$\chi 2 = \chi o.05, 3 = 7.82.$

Note that $\chi 2$ calculated > χ^2_α tabulated, therefore we reject the hypothesis and conclude that there is significant difference between the redundancy of the science collection and the humanities collection.

The result of the statistical test showed that there was a significant difference between the redundancy of the science and humanities collection.

When a comparison is made between the science and humanities collection one will find out that the science collection (45.16%) is more redundant than the humanities collection (37.97%)

The difference of more than 8% is great enough in (Shehu 1966). But this study contradicts that of Ochai (1979) who found out that the Science collection was more redundant.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The purpose of this chapter is to summarise the finding of this study on the redundancy of Science and Humanities collection of the College of Education Akwanga library and provide conclusion(s) based on how to reduce/eliminate redundancy of the collection. The chapter is organised into the following sections: summary of the findings, conclusion and recommendations.

The study examined 655 book in both the science and humanities collection to see whether the were used or redundant. In the same vein 35 lecturers and 165 students filled the questionnaire given out. Out of 655 books examined 445 and 310 were in the humanities and science collection.

5.2 SUMMARY OF FINDINGS

The findings for this study can be summarised as follows.

1. All the lecturers used the library either every day or at least occasionally. Very neglible numbers of students never used the library at all.
2. Books constitute the major source of information in the library for both lecturers and students while lecturers used more journals than students.

3. Most of the students and their lecturers are not involved in the selection process for books acquisition. Even those who indicated that they were involved said they never found what they selected on the library shelves.
4. The science collection is more redundant then the humanities collection, with Mathematics being the most redundant in the collection and Islamic Studies the least redundant.
5. The non- involvement of users of the library in the selection process, lack of proper information on the availability of books in the library as well as the lack of recently published material are the main reasons for redundancy of the science and humanities collections in the library.
6. The creation of awareness on the availability of materials in the library as well as the acquisition of recently published and relevant books are the major means of reducing/ eliminating redundancy in the library collection.

5.3 CONCLUSION

Based on the findings of the study, it can be deducted that a significant percentage of books in the science and humanities collection are redundant.

The collection is therefore not qualitative since a significant number of books in the library are redundant. A quantitative collection is not what is required in any library as a book on the shelves of a library is expected to be utilised.

5.4 RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:-

1. Lecturers and students should be adequately informed of the availability of materials in the library by displaying recently acquired books.
2. Recently published books should be acquired into the library to reduce/eliminate redundancy in the library collection.
3. Users should be encouraged to be versatile in more than one language so that information resources in other languages could be effectively used in the library.
4. The library environment should be made conducive for reading i.e. the lighting, should be improved upon, also the provision of air conditioners would encourage readers to come into the library.
5. The size of the collection should be increased systematically and consciously, so that users can have more information resources to read from.

5.5 RECOMMENDATION FOR FURTHER STUDIES

The following recommendations for further study are made.

1. Further studies should be done on other collections in the library.
2. Redundancy studies should also be conducted in other Colleges of Education libraries in Nigeria to find out their redundancy levels.

APPENDIX I

REPORT OF PRE-TEST OF THE QUESTIONNAIRE

This study advanced one hypothesis and six research questions as follows:-

HYPOTHESIS

1. There is no significant difference between the redundancy of science collection and the humanities collection.

RESEARCH QUESTIONS.

1. What is the nature of the science and humanities collection in the library?
2. What is the extent of use of science and humanities collection in the library?
3. How does the library evaluate its collection with particular reference to the science and humanities collection?
4. To what extent are the books in the science and humanities subject areas redundant?
5. What are responsible for the redundancy of the books in the science and humanities subject areas.

6. What measures should be taken to reduce or eliminate the incidence of redundancy of books in the science and humanities collection of the library?

Based on the result of the pre-test of the questionnaires it could be said that the hypothesis could be answered by responses obtained in the special form designed under the amount of use column

On research question one, the answer could be obtained from questions 3 in questionnaire II 'A'. Research question three's answer could be obtained from item 9
on appendix II a.

Research question 5 could be answered by responses from item 8 of appendix II a and item 7 of appendix II b.

As for research question six, items 10 of appendix II a and item 8 of appendix II b. would answer it.

APPENDIX II[A]

QUESTIONNAIRE "A"

QUESTIONNAIRE FOR COLLEGE LIBRARIAN AND HEAD OF COLLECTION DEVELOPMENT DEPARTMENT.

1. Name of the library.....
2. Year of Establishment.....
3. What materials do your library have?
   (a) Books only
   (b) Audio visual materials only
   (c) A & B
4. Does your library have a book selection policy?
   (a) Yes.....
   (b) No .....
5. Who has the responsibility of selecting books for your library?
   (a) Librarian only
   (b) Staff and students only
   (c) A & B
6. Who has the final say in the book selection?
   (a) the librarian
   (b) staff and students

(c) all of the above

7. Have you observed that there are some books that have never been used?

(a) Yes

(b) No

8. If yes, what do you think is responsible for their redundancy?

9. What are the means that you normally employ to evaluate your collections, especially the science and humanities collection?

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10. What do you think should be done to stop the incidence of redundancy in your science and humanities collection.

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APPENDIX II[B]

QUESTIONNAIRE 'B'

QUESTIONNAIRE FOR STAFF AND STUDENT

1. Name of institution .....

2. Department .....

3. Status:

   a. Staff

   b. Student

4. Are you normally involved in the selection of books to be acquired into the library?

   a. Yes

   b. No

5. If yes, are the books you recommended normally acquired into the library?

   a. Yes

   b. No

6. Have you observed that there are some books in the library that are not used?.

   a. Yes

   b. No

7. If yes, what do you think is responsible for such redundancy?

   a. Date of publication

   b. Language of the publication

   c. Your non-involvement in the book selection.

   d. Any other reason (specify) .....

8. What measures could be taken to reduce redundancy?

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APPENDIX III

SPECIAL FORM FOR REGISTERING INFORMATION ABOUT BOOKS SAMPLED

S/N	Accession no	Date received	Class mark	Language of publica-Tion	Date of publica tion	Amount of use

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