THE PROVISION AND UTILIZATION OF NON-BOOK MATERIAL IN SELECTED NIGERIAN UNIVERSITY LIBRARIES

BY

STEPHEN AJAYI AMUNE B.L.Sc (Hons)

A thesis submitted to the Postgraduate School, Ahmadu Bello University, Zaria, in partial fulfillment of the requirements for the degree of MASTER IN LIBRARY SCIENCE

Department of Library Science,
Faculty of Education,
Ahmadu Bello University, Zaria.

JUNE, 1983.

APPROVAL P..GE.

This thesis has been approved for the Department of Library Science, Ahmadu Bello University, Zaria.

By

Main Supervisor

External Examiner

Second Supervisor

Head of Department

ACKNOWLEDGEMENT

I wish to express my gratitude to Dr. G.T. Onadiran and Professor A. Mohammed (Supervisors) who read through the scripts critically and painstakingly and offered constructive suggestions which helped immensely in seeing this work through.

A special word of thanks is due to Mrs. Alhata G. Mayberry formerly of the Educational Technology Centre who at the initial stage helped in modifying the title of this work. My thanks also go to Drs. D.A. Balogun and Adebayo Ogunbi of the Department of Education and Educational Technology Centre respectively who read through the proposal with lots of constructive comments. My thanks also go to Messrs Michael Wise and Anthony Olden who at different stages read through the work and made some suggestions.

Several colleagues deserve mention for their active roles in this work. Especially promenient among them are Mr. Tunde Lakoju of the Institute of Education, Messrs Peter S. Seriki and Moses A. Omoniwa, all of Kashim Ibrahim Library, Mr. Olukayode Okanlanwon of Veterinary Medicine Library, Mr. Charles Opara of Chemical Engineering Department and a special thanks also goes to my brother, Dr. Patrick Amune of Uniben who constantly writes to ask - "Brother, how is your Master programme, you are getting late you know ".

Further more, a special gratitude goes to the authorities of Kashim Ibrahim Library for permitting me to attend all the M.L.Sc. Course work lectures.

Infact, at this juncture I may have to contradict myself on the issue of rank ordering as all the contributions made by the individual mentioned above would have amounted to nothing but for my wife, Juliana who was with me at every stage of this project.

If there is anything in the wise saying that: "behind every successful man is a woman", that is it. To her and our children who were constantly asking "Mummy where is Daddy now?", I am grateful.

Finally, my thanks go to Miss Gladys Ogunleye who typed this work on draft, Mr. A. Audu and Mallam M.S. Shaibu who typed the final work on stencils.

To all others who contributed and whose names are not mentioned here, I say 'AVQSQ NINI BO!

ABSTRACT

Problem:

The central problem of this study was to find out the factors affecting the provision and utilization of non—book materials and equipment in the five selected University libraries.

The study was directed to provide answers to the following-questions:

What factors facilitate or hinder the provision of the non—book materials in the selected Nigerian University libraries?

What are the constraints on non—book material use by faculty members in the selected Nigerian University libraries?

What are the sources from which faculty members obtain information about non—book materials which are available for their use in the libraries?

Procedures:

The population for this study consisted of five solected Nigerian University libraries, their main campus libraries and 560 faculty members. Geographical location was the main criteria used for the selection of the Universities.

The data for the study were collected by means of two sets of questionaire; one set of the questionaires was designed for the librarians incharge of the non-book materials in the selected University libraries while the second set was designed for the faculty members. The two sets of questionairos covered the major facets of the provision and utilization of non-book materials in University libraries viz} personnel, finance, materials and equipment, selection and acquisition storage and preservation, cataloguing and classification, use users, constraints on use, sources of information about their availability, maintenance and publicity.

Data collected were analysed using tables and percentages where necessary.

Findings:

Most of the personnel incharge of non-book materials in and individual University libraries were not audio-visual specialist.

Funds for the provision of non-book materials by any standard was inadequate in all the University libraries.

In the selection of now titles of non-book materials, interested faculty members were involved. Majority, the librarians incharge and the acquisition Librarians were incharge of the selection of now titles for acquisition. As regards the available materials and equipment, no one University Library has the highest collection of all the materials and equipment. A University Library was either strong in this and weak in that.

Closed access policy in the storage of non-book materials was used by all the University Libraries in the study. There was low use of the materials by the faculty members.

Recommondat ions:

The non-book material section of the library should be sufficiently publicised through exhibitions, University calendar, guide, seminars and workshops, catalogue and selective Dissomination of Information

Sufficient complement of personnel should bo made available to provide efficient and effective services.

An independent budget for non-book materials is recommended as adequate materials and equipment are essential. The main library should maintain a union catalogue of the non-book materials held in the various branch libraries and by individual faculty members.

Conclusion

one glaring conclusion in this study is that lack of fund for non-book materials was the main cause of insufficient provision of the soft and hard wares and that lack of sufficient publicity of the available non-book materials was the main cause for low use of them.

DEDICATION

TO

THE MEMORY OF MY FATHER,

LATE PA OLADELE AMINE.

TABLE OF CONTENTS

		PAGE
Approval Page		ii
Acknowledgements		III
Abstract		V
Dedication		viii
List of Tables		xi
CHAPTER I:	INTRODUCTION AND STATEMENT OF THE PROBLEM	
1:1	Introduction	1
1:2	Statement of the problem	2
1:3	Scope and Limitation	3
1:4	Justification for the Study	4
1:5	Hypotheses	4
1:6	Definition of key term	5
1:7	Organisation of the study	7
	Summary	8
CHAPTER II:	REVIEW OF RELATED LITERATURE	
2:1	Introduction	10
2:2	Materials and equipment	10
2:3	Acquisitions and Organisation	11
2:31	Selection and acquisitions	11
2:32	Cataloguing and Classification	13
2:33	Storage and preservation	16
2:34	Maintenance	19
2:4	Use and Users	21
	Summary	22
	References	23
CHAPTER III:	PROCEDURES FOR DATA COLLECTION	
3:1	Introduction	27
3:2	Population	27

		PAGE
3:3	Data gathering Instrument	27
3:4	Questionaire	27
3:5	Instrumentation	28
3:6	Questionaire for Librarians incharge	29
3:7	Questionaire for Faculty members	30
3:8	Pre-testing the Instrument	30
3:9	Administration of the questionaire	31
	Summary	33
	References	33
CHAPTER IV:	DATA PRESENTATION AND ANALYSIS	
4:1	Introduction	34
4:2	Analysis of response to questionaire items .	34
4:3	Testing of hypotheses	74
	Summary	79
CHAPTER V:	SUMMARY, FINDINGS AND RECOMMENDATIONS	
5:1	Introduction	80
5:2	Findings	81
5:3	Recommendations	88
5:4	Conclusion	94
SELECTED BIBLIOGRAPHY		95
APPENDICES:		
A.	Introductory letter from the University librarian, Kashim Ibrahim Library	103
B.	Author's letters to University librarians	104
C.	Author's letters to Faculty members.	105
D.	Questionaire for librarians incharge of Non-book materials.	106
E.	Questionaire for Faculty members.	112
F.	Speciment of Request forms for Non-book Materials.	115
G.	Unedited Comments from Faculty members.	117
H.	VITA	120

LIST OF TABLES

TABLE			
Ia	-	Faculty Demographic distribution	31
IIa	-	Questionaires returned.	32
I	-	Rate of growth and the development of NBM in selected Nigerian Universities Libraries.	35
II	-	Sources of finance for NBM.	36
III	-	Average expenditure on NBM for 1980/81 Session	37
IV	-	Personnel incharge of NBM.	38
V	-	Selection of NBM in the selected libraries.	40
VI	-	Sources of acquisitions of NBM.	41
VII	-	NBM available in the libraries.	46
VIII	-	Non-book equipment available for use in libraries.	46
IX	-	Filing of catalogue cards of NBM.	48
X	-	Classification schemes used in libraries.	49
XI	-	Time of opening NBM section to users.	50
XII	-	Statistics of use of NBM in Ahmadu Bello University Library.	53
XIII	-	Statistics of use of NBM per week.	54
XIV	-	NBM available on loan to faculty members.	56
XV	-	Method of storage for NBMs in the libraries.	57
XVI	-	Storage facilities used for NBM.	58
XVII	-	Means of publicising available NBM in the libraries.	61
XVIII	-	Faculty members responding to the questionaires from various Departments.	63
XIX	-	Use of the library by the faculty members.	64
XX	-	Frequency of used of NBM by faculty members.	65
XXI	-	Previous experience in the operating NBM equipment.	66
XXII	-	Effects of previous experience of the operation of NBM equipment on frequency of use of NBM.	67
XXIII	-	Likely constraints on NBM use by Faculty members.	68
XXIV	-	Source of information about available NBM.	70
XXV	-	Recommendation of NBM for purchase in the library.	72
XXVI	-	Purpose for using the NBM.	73

.CTUPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM*

jfotrjj tfaot.ion*

Libraries havo existed through the ages to storo$_t$ proservo and provide on request materials used for recording and transmitting knowledge. Those materials for dissominiation of information have taken various forms at **a**ifferont periods viz: olay tablets, papyrus and par- chrnent wore used in Egypt, Babylon, Greece and Rome during the anoiont times, books from medieval to the modern period and records, films ..aid microforms during the later part of the 19th and early part of the 20th centuries* Those media resources which evolved in the later part of the 19th century has started to gain recognition in University libraries,

The concept of media according to Nwachukwu is linked in people's minds with mass communication like the radio, newspapers and the television whereas the term embraces more materials like sound and visual resources such as films, video tapes, sound tapes, phonorecords; transparencies such as microfilms and microfiches; opaque materials such as microcards and ultrafiche, wall—chart, etc etc.

One satisfactory word to describe these arrays of materials according to Aun;'-lo^2 $_{ftaa}$ $_{no}$-fc evolved* Expressions such as media resources, new media facilities, non-book, non-print and audio—visual materials are not sufficiently explicit. To the librarians, printed and other non—print materials which aro traditionally handled 'by the library are unquestionably media*

In this study, the terms non—book, non—print, audio—visual and new media have been used interchangeably to designate all materials that are not in the traditional book format*

Yes, it is true that the librarians are interested in all communication

media, therefore, the provision of non-book materials and its services should have equal weight, concern and support of the library administration and staff as to those of printed materials. The stress on equal weight, concern and support is important. Meyer supported this view when he said:

> "The extent and effectiveness with which audiovisual materials are used by students and teachers in the process of learning and teaching is conditioned by the amount, kind and quality of information concerning audiovisual materials available to them"[3].

In support of Meyer's view, the investigator observed during his visitation to the selected libraries that atimes, the library administration and some members of staff do not show much concern and support in the provision of non-book materials and services based on them hence perhaps there is lack of publicity and consequently, lack of awareness of the existence of services based on non-book materials in few of the selected University libraries.

STATEMENT OF THE PROBLEM.

The central problem of this study was to find out the factors affecting the provision and utilization of non-book materials and equipment in the selected institutional libraries.

Specifically, this study was directed to provide answers to the following questions:

(a) What factors hinder or facilitate the provision of non-book materials and equipment in the selected Nigerian University libraries?

(b) What are the constraints on non-book material use by faculty members in the selected Nigerian University libraries?

(c) What are the sources from which faculty members obtain information about non-book materials which are available for their use in the library?

SCOPE AND LIMITATION

To investigate the provision and utilization of non-book materials in all the current functioning thirteen Nigerian University libraries will be a 'Herculean teask', this indeed goes to show that some limitation of scope is necessary hence selection becomes essential.

In the Nigerian University libraries, the non-book material section of the library existed mainly to promote research, teaching and to store bulky print materials reproduced in microforms. It also existed to save space and to provide facilities for individual and group uses. These non-book materials are to large extent informational and instructional. The materials include microforms, films, filmstrips, slides, audiorecordings and phonorecords. Video recordings, maps specimens , realia etc are not included because during the investigator's visit to the libraries, he observed that none of the libraries stocked video tape/cassette and much attention was not given to the collection of maps, realia etc. in the non-book material section of the library.

The selected University libraries for this study included Kashim Ibrahim Library, Ahmadu Bello University, Zaria; University of Benin Library; Oluwasanmi Library, University of Ife, Ile-Ife; University of Ibadan Library and Nnamdi Azikiwe Library, University of Nigeria, Nsukka. In each of these libraries, there are branch libraries affiliated to the main libraries. It was only the main libraries of these Universities that were considered for this study.

The investigator's criteria for selection was mainly geographical location. The investigator chose to work on the former four regions of Nigeria. The selected institutions on the basis of this were University of Benin, Benin City for the former Mid-Western Region; University of Ife, Ile-Ife for the former Western Region; University of Nigeria, Nsukka, for the former Eastern Region while Ahmadu Bello University, Zaria is for the former Norhtern Region.

However, the University of Ibadan, was selected because it was the first higher Institution of University status in this country.

For a detailed work on this study, two different types of questionaires were administered, and the collection, the gathering of data and its analysis was limited to the scope of the questionaires and personal oral interviews.

Justification for the study.

This investigation may be justified on the following ground:

Firstly, it will provide some information on the availability of different kinds of software and hardware in the selected institutional libraries. This could generate clear cooperation among the libraries and possibly extend to other institutional libraries that might be interested.

Secondly, this study could affect some desirable changes in the quality of services and resources through the data collected if compared by staff of the studied University libraries.

Thirdly, it will highlight the various factors that contributed to the effective or ineffective use of non-book materials in these libraries.

Fourthly, it will serve as a guideline to the new University libraries who might be contemplating introducing non-book materials services in their Universities.

HYPOTHESES.

For this study, the following hypotheses were formulated and will be tested.

1. Institutional factors such as budgetary provisions and personnel have substantial influence on the provisions of non-book materials and services.
2. Faculty members with previous experience in the use of new media facilities will record a higher frequency of use than their counterparts without previous experience.
3. Faculty members who have access to more sources of information about non-book materials which are available in the library will record a higher frequency of non-book material use.

4. With less perceived constraints on the use non-book material, the frequency of its use by faculty members will be high.

DEFINITION OF KEY TERMS.

For the benefit of readers of this study, the following definition of key terms have been provided. In some cases, the source of definition is identified.

Audio-record: This is a recording of sound, which could be in any form like cylinders, discs, rolls wires and tapes.[6]

Audio-visual Materials: These include everything providing information such as sound recordings, visual items or a combination of the two forms.

Catridge: The case containing film, microfilm, motion picture and audio-or video tapes in an endless loop format, that is, it plays continuously.[7]

Cassette: A case with two small reels used to hold film or tape. Each of the ends of magnetic tape is attached to a separate reel which enables it operate without removal of the film or tape.

Constraints: The state of being held back, restricted, limited or compelled to avoid or perform some action.[8]

Equipment: Items of non-expandable nature which retain their basic identity and utility over a period of time.

Faculty Members: This include the academic staff (ie. the teaching staff) members of the selected universities.

Film loop: A standard 8mm or supper 8mm film loop of a short length or duration which is sealed in a plastic container in such a way that the beginning and end of the film are joined. It plays continously.[9]

Filmstrip: A filmstrip is a continous strip of photographic pictures containing a series of joined still pictures intended to be viewed separately.

Filmstrip Projector: It is an electrically operated machine or device designed to project filmstrips. It is usually of 35mm.

Frequent Usage: It is represented by the total number of times each item was used.

Material: This term is used to describe the complete range of physical forms for the recording of information carried by the media, for instance books, phonodiscs recordings, video recording, microform etc.[10]

Micro card: It is an opague card usually 3"x5" on which pages of publications have been reproduced photographically. Its prints are positive.

Microficho: A sheet of microfilm containing multiple microimages of at least 60 pages in a grid pattern, it usually contains a title which can be read without magnification.[7]

Microficho reader: Viewing equipment for microficho.

Microfilm: A roll of film containing an image greatly reduced to 16mm, 25mm wide and of any length depending on the number of exposures.

Microfilm reader: Viewing equipment for microfilm

+ Microform: Reproduction in miniature on transparent or opaque stock of printed materials which can not be utilized without magnification. The various forms available include microfilm, microficho (both transparent) microcards and microprint (both opaque).[11]

Microform reader: Viewing equipment for microficho, microfilm or microcard.[12]

Microform reader-printer: Viewing equipment for microforms (microfilm and microficho) providing the option of printing selected pages from the microform.[12]

Non-book Materials: The materials which are not printed in the form of a book, pamphlet, leaflet etc which can mainly be used with the aid of readers such as microreaders, viewers, projectors and which can only be listened to as record player and tape recorders.

+ Overhead-Projector: It is a very effective device which uses a light source to shine through a transparency-usually 10"x10" sheet of transparent

acetate containing printed, written or drawn materials which is placed on the platform of the projector. The image is then projected onto the screen behind the machine.[9]

Phonograph recorder or phonodiscs: It is a disc on which sound has been recorded which can be played back at the speed at which the disc was recorded.

Record Player: It is a machine with a built-in amplifier and speakers which reproduces sound from gramaphone records.

Screen: A light reflecting surface usually white on which images may be projected. Screens may be portable or fixed installations.[12]

Slide: It is a single picture on film or transparent material bound to a 2"x2" or $2\frac{1}{4}$x$2\frac{1}{4}$" or $3\frac{1}{4}$x4" frame for viewing through a slide viewer or projector.[11]

Slide Projector: A device designed to project slides or transparencies mounted in small frames usually 2"x2".[7]

Slide Viewer: A device equiped with a built-in viewing glass or rear projector screen for veiwing slides.[7]

Study booth/carrels: These are individual reading cubicles which are meant to serve as private areas in which the user may work alone undisturbed by other users of the study carrels or by the other users of the library.

Synchronization: The matching of sound and image on a film or other medium.[7]

Tape recorder: It is a machine which records and plays back sound on a magnetic tape.[13]

Transparency: This is an image produced on transparent material and designated for use with over head projector.[6]

ORGANISATION OF THE STUDY.

The work contains five chapters. Chapter 1 introduced the study under the following sub titles: Introduction, statement of the problems, research questions, justification of the study, Hypothesis, scope and limitations of

the study and definition of key terms.

Chapter II Presented the review of related and pertinery literature of the study. It covered Literature on material and equipment, acquisition, organisation and use and users.

Chapter III presented step by step description of the methods and procedures used in collecting and treating the data for this study.

Chapter IV analyses the responses to the questionaire. Hypotheses were tested. Lastly chapter V gave summary, findings, recommendations and conclusions of the study.

Summary

This chapter covered the background for the study. It discussed the concept of non-book materials. It touched on the statement of the problem, scope and limitations as well as justification for the study, Hypotheses, and the definition of key terms.

REFERENCES.

1. NWACHUKWU, C. Dan.
"The potential of Non-book media in Education" New Nigerian. May 14, 1980 p.20.

2. AUNGLE, Ann.
"Non-print media." In Libraries in higher education, the user approach to service. Edited by John Cowley, London, Clive Bnigley, 1975. p.66.

3. MEYER, Judith, A.K.
"An analysis of the reviews of audiovisual materials in selected periodicals." Ed. D. (thesis) Indiana University. In Dissertation Abstracts International Vol. 37 (8) Feb. 1977. p. 4795-A.

6. SALISU, Taofiq M.
"New media and the libraries: an appraisal of the present situation and prospects in the University of Lagos Library:" paper present at the

University of Lagos Library Staff Seminar in June 29, 1978. p. 19.

7. DOAK, Wesley A.

"Definitions and glossary" In How to start an audio-visual collection. Edited by Myra Nadler, London, Scarecrow Press, 1978. p. 117, 128, 136, 146, and 148.

8. ROSENBERG, Kenyon C. and John S. Doskey.

Media equipment: a guide and dictionary. Littleton, Libraries Unlimited, 1976. p. 104.

9. WEBSTERS, third New International dictionary of the English Language unabridged. London, G Bell and Sons Ltd. 1966. p. 489.

10. FOTHERGILL, Rand Ian Butchart.

Non-book materials in libraries: a practical guide. London, Clive Bingley, 1978. p. 10.

11. HICKS, Warren B and Alman M. Tillin.

Developing multi media libraries. New York, R.R. Bower Co. 1970. p. 146, 168.

12. ELY, Donald P.

"Definition and terminology." In Reader in Media technology and libraries. Edited by Margaret Chisholm, Englewood, Microcard Editon Book, 1975 p. 15, 16 and 17.

13. DOVE, Jack.

The audiovisual: the availability and exploitation of non-print material with special reference to libraries. London, Andre Deutsch, 1975 p. 169.

CHAPTER II

REVIEW OF RELATED LITERATURE.

Introduction.

The main purpose of this chapter is to examine the various published articles and research works relevant to the our present study.

It should be noted that not much research has been carried out on the provision and utilization of non-book materials (NBMs) in Nigerian University Libraries. There are, however a few unpublished works in this field and these include the works of Imogie,[1] Olumati[2], Adavba[3] and Salisu.[4] In addition, there are also a few journal articles mainly on the importance of NBMs in higher institution.

On the other hand, there are more published works and Journal articles related to this study that have been produced in the developed countries. This shows their long awareness of the importance of the application of instructional technology. A critical appraisal of the findings of such studies was attempted and related to the Nigerian situation.

For convenience, this review has been subdivided as follows: Materials and equipment, acquisitions and organisation; and use and users.

Material and Equipment.

Non-book materials with the exception of the few which are not included in this study are useless without their projector, viewers and play back machines. The range of equipment for reading, viewing and playing back NBMs vary from stationary screens and to the highly complex electrical apparatus like the microfilm reader, record players, synchronizer, microcard viewers etc.

Comprehensive lists of non-book materials useful in academic libraries have been drawn up in two working papers 5 and 6. However, the types of non-book materials and equipment covered in this investigation are in conformity with some of what Chandler[7] has in his Doctoral Dissertation. Chandler claimed that what he listed as non-print media are usually found in instructional centres

As indicated in chapter one under the Sub-heading scope and delimitation, we will be concerned with non-book materials which are mainly used for research purposes and leisure. These include: microforms, (microfiche, microfilm, microcards, and ultrafiche); films, filmstrips, slides and audio records ie. cassette, tapes, and phonodiscs. For the supply of these materials and their equipment, it has been observed that the size of the library's budget is a determining factor.

Veit[8] observed that by the very nature of the microforms (and films), the communication carried by them is reduced to such a degree that it can not be read or viewed by the unaided eye. Readers and viewers are therefore needed to make the message legible.

ACQUISITIONS AND ORGANISATION.

Forthergill and Butchart observed that:

> "The Librarian has to acquire materials. This involved among other problems identifying sources of supply. Having acquired them, consideration has to be given to cataloguing, classification and indexing so that the user can find what he needs from the collection through the catalogue. Making materials available means the Librarian has to store them."[9]

This piece of information summaries what this section of the study is all about. For convenience, this section is further sub-divided into selection and acquistions, cataloguing and classification, maintenance, storage and preservation.

Selection and Acquisition.

Manson[10] claimed that a book is selected for the library because of its expected use; the selection of films (and any other non-book material) must be based on the same criterion.

Selection in academic libraries is most effective when done in cooperation with the faculty members of the institution. This will increase the use of the materials as the academic staff are likely to use them and recommend to their students. Regrettably, this has not often been the case as most lecturers do not seem to have time for selection. In a recent survey of research libraries, Reichmann[11] found evidence confirming the fact that faculty members' participation in selection is declining. To the faculty members it makes sense that the librarians, skilled in evaluating materials should as Pringle[12] suggested take the leadership in collecting audiovisual and similar materials. The Librarian should however encourage faculty members to offer suggestions by making catalogues and other selection aids available to them. In support of Pringle, Agbodike believed that:

> "In handling of books, librarians are armed with comprehensive book lists, definite bibliographies and wealth of experience, they are not so lucky in the case of non-book materials because there are not enough listings of available materials, there are however few critical reviews and even less professional literature about the selection, processing and dissemination of Non-book materials[13]."

To support Agbodiko, Fothergill and Butchart observed that:

> While there is an excellent bibliographic system for published books and a well tried distribution network, there is no system for Non-book material, merely hundreds of separate publishers catalogue and list.[14]

Indeed, acquisition of NBM is not as easy as acquisition of books. Comprehensive guides on books according to Wise[15] are available for use, for instance British Books in Print (BBIP) British National Bibliography (BNB)

Commulative Books Index (CBI) Books in English, Library of Congress Catalogue and other Current Publishers Catalogue. However, the organisation of similar lists of sources of non-book materials which gives a partial coverage of few types are now available. These include microform in libraries, a reader's guide; the guide to microform in prints; subject guide to microform in print; International Microform in Print; Library of Congress National Register of Microforms; British National Film Catalogue; NICEM index to over head transparencies; Library of Congress Catalogue Motion Pictures and Film strips etc....

The list of selection tools for non-book materials like books are mainly foreign publications, hence Nigerian NBM Librarian is sure to run into difficulties when he attempts to select local non-book materials for his library. This problem is also partially true of books as the only indigenous documented source of selection of book is the National Bibliography of Nigerian which according to Momoh[16] was last received in Kashim Ibrahim Librar ABU. Zaria in 1979. Thus according to Momoh, access to the bibliography for purposes of reference, selection and cataloguing of Nigerian materials has not been easy.

The NBM librarian in Nigeria, therefore depends mostly on reviews or non-book material journals like the Audio-visual Librarian, film reviews etc. He also depends on few publishers catalogue and Susses Tapes. Some few Newsletter are also available for use, for instance Microfiche Foundation Newsletter. Some of these selections sources listed above have selected list of equiptment for reading and viewing of the materials.

Cataloguing and Classification.

Having acquired these materials, consideration has to be given to cataloguing and classification which enables the users to locate them. The whole idea of cataloguing and classification according to Dove[17] is to be able to retrieve relevant information with accuracy and minmum of delay,

despite the medium. This challenge faced by librarians was succuingtly put by Foskett as "One of ensuring that individuals who need information can obtain it with minimum of cost and without being overwhelmed by large amount of irrelevant matter"[18]

The process of obtaining this relevant information from the library collection is mainly through the use of the catalogue after having known the author or title of the particular non-book materials in question. In addition to the provision of the catalogue, the "natural" of some users could be overcome by bringing the existence of these materials to the attention of the University community via displays, seminars, posters, and newsletters.

Mathews[19] believed that information about the existence of non-book materials in libraries could be achieved by the provision of an integrated catalogue even though the NBMs may be separated from the print materials on the shelves and in cabinets according to format.

In support of Mathews, Salisu concluded that:

> Since an integrated catalogue has been seen to be profitable and to facilitate services, it is pertinent to note therefore that for the catalogue to be successfully integrated, the same cataloguing principles should apply to all media[20].

The main cataloguing codes used in Nigerian University Libraries for NBMs include Anglo-American Cataloguing Rule 1967 (AACR Part III, the International Standard Bibliographic Description for NBMs (ISBD(NBM) 1977 and the LA/NCET which is a revision of AACR Part III. The new Anglo-American cataloguing Rule is yet to be used. It is currently being studied in most libraries.

Having catalogued the materials, they must then be classified for easy location on the shelves or cabinets. The whole idea of

Classification or indexing as indicated by Foskett is re-echoed by Dove[21] as to be able to retrieve relevant information with accuracy and minimum of delay. He observed that the method of classification to be used on NBM depends largely on the size of collection, the larger the collection, the greater the need for detailed classification. In most cases, the NBM collection is a reflection of the University lib. collection, hence there is need for detailed classification of the NBM. In another instance, a reel of micro-film may contain different subjects and to enable the attendant retrieve the information on demand, detailed classification is necessary.

Salisu[22] observed that in many libraries involved in new media (NBM) two types of classification systems were currently being used for organising the materials; they are accession number and subject classification system; subject classification prefers concrete subject. The accession number system according to Hicks and Tilman[23] uses a number that records the chronological order in which that particular item carrying such a number was added to the library collection.

Books are not shelved by accession number as this will mean that books of the same subject would be separated on the open shelves but Non-book materials are not normally on open shelves hence they are better filed by accession number. The number should be consistent and should not be re-allocated even if the original materials is destroyed.[24]

However, the use of accession number for Non-book materials has several disadvantages in that materials on the same subject would not be housed together as there is no relationship between call numbers and subject matter and individual library assigning their own numbers will make, centralized cataloguing a different task.

The investigator observed that much of the classification of NBM depends on the local situation and it is inevitably tied to the manner of storage adopted by the individual library.

STORAGE AND PRESERVATION.

Daily[25] for example is of the view that NBMs regardless of kinds should be housed in locations separated from book collections. Many University libraries subscribe to this view.

However, some Librarians and learned scholars are of the opnion that NBMs should be shelved together with books. The arguments infavour of this integration is that users will be able to know that such materials related to their field in non-print materials are available when shelved along with related books.

In support of this view, Carrol[26] argued that ideally microforms in a particular discipline should be housed adjacent to the hard copy material in that same discipline. He contended that centralization of NBMs in one location may effectively discourage their use and that the most heavily used microforms are those located near related macrotex materials.

To further support this, Miller believes that:

> "Physical separation of learning is an antique idea and is not compatible with the concept of media library. Integration is the key note and it is essential in the promotion of cross media learning".[27]

Davies[28] believes that in shelving phonodisos under ideal conditions, records should be located with or near the printed materials it supplements; meaning that music records should be shelved in the music section of the book collections, spoken word records near the book collections.

Daily who does not support Carrol, Davis and Muller as shown above observed that:

> "Experiments with the storage of materials amid the books in open stack libraries have shown that non-print materials require special handling if it is not to be damaged or lost. Unbreakable phonodiscs not only force the shelving into space wasting patterns but also results in broken phonodiscs regardless of the claims of the manufacturers".[29]

Collins[30] agreed with McNally[31] who suggested four major methods of storage for audiovisual materials which is more of a summary of what we have discussed above. These methods are:

(a) All materials are kept in closed access and shelved according to Media and within this by accession number retrievable only via the catalogue. This ensures security but as already maintained this will discourage heavy use.

(b) All materials are available on open access but as a separate collection classified and arranged on the shelves as an audiovisual library. This according to Doves' thesis, has been successfully experimented in Conventry College of Education where the book and audiovisual libraries are located in different buildings.

(c) All audiovisual materials are on open access but shelved separately by Media. Daily, as discussed previously had advocated this method.

(d) Audiovisual materials are on open access and are classified and interfiled with books on the shelves, thus bringing together all materials on a subject regardless of format. We have noted that Daily was against this method of storage while Davis, Carrol and Muller believe that it is an efficient and workable method.

The first method is the one currently in use in most of the University libraries in the study. It gives a clear picture of what particular NBMs is most heavily used. It ensures security of the materials. Theft of the materials is reduced because no reader should have been near them. This method guarantees the users continuous availability of the materials when they are needed.

Whatever method of storage is used, fairly rigid conditions of temperature, humidity, dust, and air control are required in order to preserve the materials.

Non-book materials according to Quinly[32] should be stored in areas likely to have high humidity or in locations which tend to become unusually warm.

Fothergill and Butchart[33] supported Quinly by observing that the major hazards to Non-book materials are extremes of temperature and humidity, dust and magnetic fields. They maintained that abnormally high humidity encourages bacterial and fungal growth in photographic emulsions. They therefore suggested that the advice of photographic experts should always be sought. Non-book materials are best stored in even temperature and dust free environment. However, many academic libraries in Nigeria suffer from an unusually warm environment because of lack of air conditioning system to moderate the heat. Although most academic libraries in Nigeria are centrally air conditioned, the system does not fit into our climate. This is because it has been observed that none of the University libraries in the country with central aidconditioners has functioned for more than eight months consecutively. Most Nigerian Hotels which are centrally air conditioned face the same problems.

Provision for storing and preserving NBMs depend on its types for instance Microfilm is supplied in boxes, which are numbered and titled. In addition specially designed metal filing cabinets are available for storing microfilms. They could also be stored in desk drawers. Microfiche on the other hand are stored in envelopes and filed in card file drawers. Slides may be filed in shallow vertical file cabinets or drawers with space bars. Slides may also be filed in boxes of various sizes supplied by camera shops. All slides should be inserted into the plastic container for protection.

Like slides, filmstrips may be filed in shallow drawers filing cabinets with space bars. The canisters in which they are kept can be accessioned.

Records should be stored in an upright position on shelves, cupboards or in specially designed cabinets, or browserbins.

The tape is enclosed in a cassette or sealed container. They can be housed in free-standing shelves.

Maintenance.

If equipment is to give maximum performance for as long a time as possible, Fothergill and Butchart[34] maintained that a system of regular maintenance is essential and that the frequency of this will naturally be with use; and suggested that there should be weekly checks, monthly cleans ups and yearly inspections.

Berry further observed that:

> "Audio-visual hardware is expensive, it is expensive to buy, expensive to maintain but most expensive to replace. The life of a machine and the effective operation of a machine are primarily dependent upon the care and maintenance it receives. A machine that is neglected will probably run well for a relatively short time".[35]

It is therefore advisable to have a pre-planned schedules for the servicing and replacing of worn out or broken parts.

Berry[36] maintained that dirt is an enemy of any audiovisual machine. He observed that the life of a machine can be extended if it is kept covered for protection from dust when it is not in use. He concluded that the machines will give longer and better services if the machine is cleaned regularly according to the manufacturers directions.

The investigator believes that for the effective running of machines, maintenance must be regular. There should be a simple and effective policy on maintenance. This should be set and be followed conscientiously.

Berry, who supported this idea divided maintenance into three levels viz:

(1) The simple maintenance done by the owner or the operator.

(2) The maintenance done by a shop technician.

(3) The maintenance done at the factory or factory authorized service centre.[31][37] Similarly, good care and maintenance of film materials,

magnetic tape and plastic materials respectively should, according to Fothergill and Butchart,[38,40] be concerned with the following:

(A)

1. Film Material.

   Storage out of sunlight is important because all chemical bleach if exposed to sunlight.

2. Abnormally high humidity encouraged bacterial and fungal growth in photographic emulsions. This is difficult to remove when established and advice should be sought from photographic specialists.

3. Grease marks from fingers often with accompanying dirt readily adhere to both surfaces of the film, careful rubbing with lint-free tissue may assist in erasing the damage, etc.

(B)

Magnetic Tapes.

1. The tape must be reeled flat and smoothly. No part of the tape should be twisted, bent or creased.

2. All tapes should be played periodically to prevent the magnetic print-through of the message from one layer to the next.

3. Tapes should be kept in a dust-free atmosphere as far as possible.

4. High humidity causes dampness to form between the layers of tape. Fungal growth is encouraged and the tape layers tend to stick together.

5. Because the recording on the tape is the result of a magnetic process, it is important to store tapes away from the influence of magnetic fields.

(C)

Plastic Materials.

1. Wiping dust with anti-static cloth is helpful and various other devices like anti-static pistol.

2. The materials must be flat to operate officiently. Warping and twisting under excessive heat or distorting pressure should be avoided as this sort of damage is irreparable.
3. Dampness encourages fungal growth and may arise in conditions of high humidity. Surfaces may adhere together through water tension. Specialists help should be sought if this occurs.
4. If dirt gets into groves, various liquid cleansing agents may be used to loosen it. The record must be thoroughly dried afterwards.

USE AND USERS

The type of storage adopted by a library affects the use of the materials. According to Carrol, Davis and Muller if materials are integrated with books in the open shelves, the use might be more as readers are aware that such materials which are related to their field of study are available in non-print format. This view on integration as noted earlier was not supported by Daily, and McNally respectively.

On the use of Non-book materials, Carrol[39] observed that the negative attitudes of the librarians and the majority of the academic staff of the Universities relegate microforms to "second class citizenship" among library materials; the library administration therefore finds little support or encouragement when it attempts to build a consistent and viable collections. He concluded that as librarians and scholars come to accept microforms (NBMs) as legitimate learning materials, the acquisitions of the materials and their utilization will increase.

In confirmation of this observation Paula Dranor[40] claimed that the librarians incharge of audio visual materials' negative attitudes contribute to lack of its acceptance by users as they frequently have made microform use more difficult and more inconvinient than it actually is. He observed that their negative attitude has been communicated unconsciously to library patrons

and reflected in the relegation of microforms and microforms reading equipments to be in the out - of - the way locations in the library, such locations that are frequently unattractive to the library patrons are enough to discourage patrons from returning.

The form of publicity on the availability of non-book materials in libraries and the hours of opening to users affect the use of the materials. In support of this view, Meyer claimed that:

> The extent and the effectiveness with which audiovisual materials are used by students and teachers in the process of learning and teaching is conditioned by the amount, kind and quality of information concerning audiovisual materials available.[41]

This goes to show the importance of publicity on the availability of existing materials in the libraries. This could be brought about through exhibitions of audio visual materials.

In most institutional libraries, non-book materials are treated strictly as reserve materials or special materials that need special treatment. Where this is practised, non-book materials are not loaned out to users outside the library, consequently reducing the use of the materials. To make maximum use of non-book materials and equipment, Mathew[42] suggested that the materials should be made for home use as well as within the library.

Summary

This chapter reviewed intensively periodical articles, projects, seminar papers and text books relating to the problems of the provision and utilization of non-book materials in general and specifically in Nigeria. It drew attention to certain conclusions relevant to the core problems of the study.

REFERENCE

1. Imogie, Abraham Inanoya.
"Instructional media use by faculty members of Ahmadu Bello University, Zaria: a study of factors related to educational innovations in Nigerian University context." Unpublished Ph.D. thesis. Michigan State University, 1979. 175p.

2. OLUMATI, Kingsley W.
"A study of the extent of use of audio-visual materials in the Departments of Library Science, Education and Physical and Health Education A.B.U., Zaria." BLS Project, Dept. of Lib. Science, A.B.U. 1978. 74p.

3. ADAVBA, Mathew Braimoh.
"The handling of Non-book materials in the Kashin Ibrahim Library, A.B.U. Zaria." BLS Project. Deptor LS, Science, A.B.U. 1978. 117p.

4. SALISU, Taofiq M.
"New media and the library: an appraisal of the present situation and prospects in the University of Lagos Library." Paper presented to the Uni. of Lagos. Staff Seminar June 29, 1978.

5. GLIBERT, Leslie and J.W. Wright.
Non-book materials: their bibliographic control: a proposed computer system for the cataloguing of audio-visual materials in the United Kingdom London. NCET. 1971. p. 13-15

6. LIBRARY ASSOCIATION: Media cataloguing Rules Committee. Non-book material cataloguing Rules working Paper No. 11, NCET. 1973 p.9.

7. CHANDLER, Richard D.
"An investigation of students services and loan practices of selected college and university institutional Media Centre." Unpublished Ph.D. thesis. University of Oregon, 1973 p. 56.

8. VEIT, Fritz. "Microforms, microform equipment and microform use." Library

Trends. vol. 19 (4) April 1971. p. 454.

9. FOTHERGILL, P and Ian Butchart. Non-book materials in libraries: a practical guide. London, Clive Bingley, 1978 p. 135.

10. MASON, Donald. A primier of Non-book material in libraries. London, Association of Assistant Librarians. 1959. p. 36.

11. REICHMANN, Felix. 'Purchase of out -of - print materials in American Universities." Library Trends. vol. 18 (3) Jan. 1970 p. 332.

12. TRINGLE, Eugene A. "Audio-visual materials and college objectives." Choice. vol. 3 Feb. 1967. p. 1108.

*13. AGBODIKE, Emma O'Dike. "The use of Non-book materials in Libraries: "a paper presented at the Annual Conference of Nigerian Library. Association at Kaduna: Nov. 30, 1977. p. 7.

14. FOTHERGILL, P and I. Butchart. Op. cit p. 139.

15. WISE, Michael, " Audio visual in Libraries." (Lecture 5): Selection of software. Handout Dec. 1978. p. 1.

16. MOMOH, Kosoko Adu. "The use of the National bibliography of Nigeria in k.I.L., A.B.U." Unpublished MLS independent study. Zaria: Dept. of Library Science, A.B.U. 1981. p. 8.

*17. DOVE, Jack. The audio-visual: the availability and exploitation of non-print material with special reference to libraries. London, Trinity Press, 1975. p. 189.

18. FOSKETT, A.C. The subject approach to information. London. Clive Bingley, 1977 p. 1.

19. MATHEWS, John op cit. p. 9.

20. SALISU, Taofiq M. Op. cit p. 11.

21. DOVE Jack. op cit. p. 205

22. SALISU, Taofiq M. op. cit. p. 8.

23. HICKS, Warren B and Alma M. Tillin. Developing multi-media libraries New York, R.R. Bowker Co. 1970 p. 62.

24. HARRISON, Hellen P.
Film library techniques. London Focal Press, 1973. p. 114.

25. DAILY, Jay E. "The selections, processing and storage of Non-print materials." Library Trends. vol. 16 (2) Oct. 1967 p. 284-5.

26. CARROL, Edward. "Some problems of microform utilization in University collections." In Readers in Media Technology and libraries. Edited by Margaret Chisholm. Englewood Micro-card Ed. Books 1975 p. 211.

27. MULLER, Roberts, "Multimedia shelving." Library Journal vol 95 (4) Feb. 15, 1970 p. 750.

28. DAVIS, Chester K. "Record collections." Library Jorunals Survey of Facts and Opinion. 1960.

29. DAILY, Jay E. "Non-print materials." In Encyclopedia of Library and information Science. vol 20. New York, Marcel Dkker Inc. 1977 p. 113.

30. COLLINS," Timothy. "Handling Non-book materials at University college Galway. The Irish Library: an Leabharlann. vol 8 (2) Summer 1979 p. 29.

31. MCNALLY, Paul. Non-book materials: a guide for te chers and Librarians. Sun Book 1973.

*32. QUINLY, William J. "Audiovisual materials in the library." Library Trends. vol 5 (2) Oct. 1956 p. 298.

34. FOTHERGILL R. and Ian Butchart. Op. cit p. 116.

35. BERRY, Revd B. "Maintenance of audiovisual hardware." International Journal of Instructional Media. vol. 6 (1) 1978-79 p. 47.

36. BERRY, R.B. Ibid. p. 47.

37. BERRY, R.B. Ibid p. 49.

38. FOTHERGILL, R and Ian Butchart. Op. cit. p. 58-60,

39. CARROL, Edward, Op cit. p. 120.

40. DRANOV, Paula. Microfilm: the librarians view 1976/77. White plains. New York, Knowledge Industry Publications, 1976 p. 6.

41. MEYER, Judith A.K. "An analysis of the reviewed of audio-visual materials in selected periodicals Ph.D. thesis." Indiana University 1977. In Dissertation Abstracts International vol 37 (8) Feb. 1977 p. 4795 - A.

42. MATHEWS, John. Op. cit. p. 18.

CHAPTER III

PROCEDURES USED FOR DATA COLLECTION:

Introduction:

The purpose of this chapter is to present step by step description of the methods and procedures used in collecting and treating the data for this study. This chapter is organised under the following subheadings: Population; data gathering instrument. and administration of the questionaire.

Population:

The population for this study, comprised faculty members in the main campuses of the selected Universities. The selected Universities included Ahmadu Bello University, Zaria; Universities of Benin, Ibadan, Ife and Nigeria, Nsukka. The criteria for this selection were mainly geographical. The former four regions of Nigeria was the geographical criterion used for the selection. However, the "premier" university - University of Ibadan was included. The faculities included in the study from these universities were determined by the librarians incharge of non-book materials (NBM). Faculities who by nature of their subjects need the non-book materials were included.

Data gathering instrument.

Data needed for this study were obtained from three main sources viz: Librarians incharge of non-book materials, faculty members responses and personal interview with some faculty members, librarians incharge of non-book materials and with some other university librarians particularly for questions not adequately answered.

Questionaire.

Two different sets of questionaires (see Appendices D and E for copies of the questionaires) were developed for data collection for this study. One set of the questionaires was designed for the librarians incharge of

Non-book materials in the selected University Libraries while the second set was designed for the randomly selected faculty members in the Universities. These two sets of questionaire were used to obtain the basic data needed for the study.

The questionaires for the librarians incharge contained 10 sections which were categorised to provide answers for the hypotheses. The questionaires for faculty members contained 4 sections, part of which also provided answers to the hypotheses.

The background information with regard to the construction of these questionaires were determined by examining various questionaires used to collect similar information. Dr. Imogie's[1] questionaire for his Ph.D. Dissertation was partly adapted for the set of questionaire meant for faculty members. The investigaters few months personal experience as the Acting Head of the Non-book material Unit of Kashim Ibrahim Library helped him in producing part of the questionaire meant for the librarians incharge. The other questions were formulated from ideas and opinions found in the literature relating to the provision and utilization of non-book materials.

Prior to the administration of the questionaires, the questions and the lay out were critized by the investigaters main supervisor and some experienced members of staff with regard to their validity and reliability as research instruments. Suggested changes were made in wordings and content and a revised form was then produced.

Instrumentation.

The instrument used were two separate sets of questionaires;one set was meant for the librarians incharge of NBMs, while the second set was meant for the faculty members. The questionaires were designed to determine the extent to which Non-book materials were used by faculty members and also [illegible] to examine how budgetary provisions and the provision of

personnel influenced the provision of non-book materials. The questionaires were also administered so as to ascertain the extent to which services rendered by means of educational films, filmstrips, recordings and other non-book materials within the scope of this study have been developed.

Questionaire for librarians in-charge

SECTION A. is designed to collect information about the library and the rate of growth of their non-book material collections.

SECTION B. is designed to determine the financial support NBMs received from the administration. The answers would show how budgetary provisions affected the provision of non-book materials.

SECTION C. consists of questions designed to gather information on the strength of staff in the library and particularly in the Non-book material Unit or section. This is to determine the interest shown by the administration in the NBM section of the library.

SECTION D. is designed to find out who selects the NBMs, the selection tools mostly used and how these materials are acquired.

SECTION E. is designed to determine the strength of the holdings of the available materials and the equipment in each library.

SECTION F. is designed to know if the NBMs are catalogued and classified, the codes and schedules used.

SECTION G. consists of questions designed to know the time of openining, the frequency of use by faculty members, the loaning system adopted and also the materials frequently loaned out.

SECTION H. is designed to know how the materials are stored and preserved, the adequacy of the storage facilities and under what atmospheric conditions they are stored.

SECTION I. consists of questions designed to know if the unit or section was originally designed with the library or that the library building was modified to create the unit.

SECTION J. is designed to determine the means through which the availability of non-book materials in the library are made known to the potential respondents.

Questionaire for Faculty Members.

SECTION A. consists of questions designed to collect personal data on the individual respondents.

SECTION B. consists of questions to determine the frequency of use of selected non-book materials. It also solicits to know if the respondents have prior experience in operating the non-book materials equipment and if they do, whether it has affected their frequency of use or not.

SECTION C. consists of questions on likely constraints on the use of NBMs by faculty members. The questions are designed to find out the reasons for the frequency or the infrequency of the use of NBMs by faculty members.

SECTION D. is designed to know the sources from which the faculty members obtain information about the availability of NBMs in their respective libraries. Their suggestions as regards the improvement of this section of the library are solicited for.

Pretesting the Instrument.

For the sake of proximity, the questionaire for faculty members was pretested on few academic staff in Ahmadu Bello University, Zaria. Kashim Ibrahim Library was used for pretesting the questionaire meant for the librarian incharge of Non-book materials. The questionaire meant for the faculty members was distributed to few of them to fill while the one for the librarian incharge was given to the non-book material librarian in Kashim Ibrahim Library. Responses to both questionaires were encouraging.

They were found satisfactory and so no changes either in the wordings or the structure of the questionaire were necessary. The questionaires were then ready for administration.

Administration of the questionaires.

In each University, all the names of faculty members of the included faculties in the main campuses of the selected Universities were counted and given numbers. The numbers were cut separately. The 1979/80 University calenders of these Universities were used. The 1980/81 University calenders were not used as it was only those of Universit of Ife and Ahmadu Bello University were available in the library. Each number cut was squeezed. All the numbers of each faculty was mixed and put in the basket and twenty from each faculty were randomly handpicked. Names of the selected numbers from each faculty were then written. See table below for the number of faculty members selected in each University and the number of questionaires returned from them.

Table 1a -- Faculty Demographic Distribution[1]

UNIVERSITY	NO OF FACULTIES	FACULTY MEMBERS[2]	TOTAL SELECT[3]	PERCENTAGE
UNIBELLO	6	650	120	18.5
UNIBEN	4	250	80	32
UNIBADAN	5	650	100	15.6
UNIFE	6	700	120	17.3
UNINIGERIA	7	600	140	23.3
TOTAL	28	2850	560	19.6

[1]Source: 1979/80 calender of each University

[2]Academic (teaching) staff of University to the nearest 50

[3]Academic staff (Faculty members) selected and given questionaire

Table IIa – Questionaires Returned

UNIVERSITY	NO OF FACULTIES	FACULTY MEMBERS	TOTAL SELECT	PERCENT	TOTAL QUES.	PER. OF RETURN
UNIBELLO	6	650	120	18.5	84	70
UNIBEN	4	250	80	32	56	70
UNIBADAN	5	650	100	15.6	58	58
UNIFE	6	700	120	17.3	72	60
UNINIGERIA	7	600	140	23.3	70	50
TOTAL	28	2850	560	19.6	340	60.7

Realising the delay often caused in posting letters, the attitudes of respondents to questionaires and the untrustworthiness of responses to questionaires if at all, the investigator decided to distribute the questionaires personally, hence the need to visit the respective Universities.

A questionaire with a letter of introduction was given to each faculty member selected; where a faculty member was not available, the questionaire was either dropped in his letter box or given to the Departmental Secretary to be given to such members. A separate note of appeal stating that the investigator would be back to collect the questionaire the following day further accompained the questionaire. A few lecturers who claimed that they were busy promised to mail back the questionaires when completed. Such questionaires left to be mailed back to the investigator were 84 in number and this amunted to only 15% of the total questionaires distributed and 70(12.5%) of such questionaires completed have been returned.

The investigator discovered that about 20 foreigners–Britons, Americans, Indian etc in the selection which formed only 3.6% of faculty members selected either filled their questionaires on the spot or sent them back

after filling as arranged with the investigator or as requested in the note of appeal that accompanied the questionaires. There was 100% feedback in this respect.

Each librarian incharge of Non-book material in the University libraries under study was given 10 questionaires meant for faculty members to be given to those that frequently use the library's NBMs. The list of faculty members randomly handpicked from each University was shown to such librarians to avoid repetition. Each librarian was requested to select faculty members from different Department included in the selection. The response was encouraging, the librarians submitted 32 (64%) completed questionaires to the investigator. Generally, response to the questionaires from both the Librarians incharge and the faculty members was high. One of the reasons for this high response was that the investigator distributed the questionaires himself. In few cases he was around when the questionaires were being filled but despite that, he did not influence the respondents on what to fill.

Summary.

This chapter gives a detailed account of all the methods and procedures that were used in conducting the study.

Reference.

1. IMOGIE, Abraham Inonaya.
"Instructional media use by faculty members in Ahmadu Bello University, Zaria: a study of factors related to educational innovations in a Nigerian University context". Unpublished Ph.D. thesis, Michigan State University, 1979. 175p.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

Introduction:

In this chapter, data are presented, analysed and interpreted as they relate to the study. The research questions are answered and the working hypotheses tested. The instruments used in the collection of data were the two different sets of questionaires. Where the statistics involve comparing with the faculty members, column 11 of table 1 of chapter 111 showing the faculty members of the selected universities will be used.

Questionaires to the Librarians incharge

SECTION A - General

This section was designed to find out the particulars of the library. Responses to questions 1-3 gave the historical background of each library. The responses revealed that the Ahmadu Bello University Library known as Kashim Ibrahim Library was established in 1963 while its non-book material section was officially started in 1976 in the new building. Prior to this date, there was skeletal service provided to the users of microfilms. It revealed too that the University of Benin Library was established in April 1970 while the audio-visual unit of the Library started in 1979. The University College of Ibadan Library was opened in 1948 and its non-book material section was partially started the following year when the three microfilm readers that were placed on order arrived. The University of Ife Library now known as Oluwasaumi Library was established in its main campus at Ile-Ife in 1967. Microfilms were available in the library as indicated in one of the first Calender of the University for the 1968-69 session, it states that:

> In the field of African studies generally, a very wide range of works is provided, but particular attention is now being given to the need for

> acquiring primary sources both from within Nigeria and from outside. This must mainly be in the form of microfilm.[1]

Lastly, the University of Nigeria, Nsukka Library known as Nnamidi Azikiwe Library was opened in September 1960 while its non-book materials section started in 1962.

Question 4 was designed to find out the rate of growth and development of non-book material collections. Three choices were given viz rapid, moderate and slow as shown in table 1 below:

Table I – Rate of growth and the development of non-book materials in selected Nigerian University Libraries.

UNIVERSITY	RAPID	MODERATE	SLOW
UNIBELLO		X	
UNIBEN			X
UNIBADAN	X		
UNIFE			X
UNINIGERIA			X

Table 1 shows the rate of growth and development of non-book materials in Universities of Benin, Ife and Nigeria libraries was slow while the rate of growth and development in Ahmadu Bello University Library was moderate. It shows too that the rate of growth and development in the University of Ibadan Library was rapid.

SECTION B – Finance:

Questions in this section were designed to know how the non-book materials in each University Library was financed.

Non-book items vary in cost. The replay equipment on which they depend for their retrieval is very expensive. This means that a high

rate of financial investment is required.

Question 5 of this section which seeks to know how the non-book materials in each University was financed provided three proable choices.

Table II – Sources of Finance for NBM

SOURCES	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
The general book vote	X	X	X		
Independent Budget				X	X
Others (Specify) Equipment			X		X

Table II shows that Ahmadu Bello University, Universities of Benin and Ibadan libraries have no separate financing for non-book materials. All non-book materials are purchased from the general book vote. But; in addition, the Ibadan University Library has a special vote which is used to finance general equipment as well as providing non-book equipment whilst the University of Ife Library has separate budget. However, the University of Nigeria Library, has both an independent budget and "other operating expenses" vote. The librarian incharge explained that the materials for his section was financed from an independent budget while the equipment has since been from the operating expenses vote. The operating expenses vote, according to him includes any other thing in the library that is not books, serials and non-book materials.

Question 6 seeks to know the average amount spent annually on books, periodicals, non-book materials and others.

Table III: Average Expenditure on NBM for 1980/81 Session

	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
	₦			₦	₦
Books	294,590	5% of the total University vote.	Not indicated.	900,000	119,000
Periodicals	152,900				473,000
Non-book materials				349,088	6,500
Others	10,568				16,250

During the course of investigation, it was observed that in the Nigerian Universities where currently there is strigent financial policy and the library budget stretched to the limits, books and periodicals take precedence over other types of materials. Where there is other operating expenses vote as indicated in table III the vote is sometimes divided among the various University Departmental Libraries. A very large proportion of this operating expenses vote is atimes held in reserve to purchase materials of interest of the University at large thereby neglecting equipment or non-book materials required by the libraries.

From table III, it is not fair to make a comparison of the annual expenditure on books, periodicals with that on non-book materials as Universities of Benin and Ibadan Libraries did not state the amount spent. However, the University of Ife Library spent ₦349,008 on its non-book materials and journal subscriptions. The University of Nigeria, Nsukka Library uses its other operating expenses code to acquire its non-book materials. In Ahmadu Bello University Library the amount spent on non-book materials was clearly spelt out. The figure shows an amount spent on non-book materials in the session and not an amount voted for non-book materials.

SECTION C – Personnel in the NBM Section

> Provision of library is not enough. A collection of books and other learning aids becomes a library only when a competent and effective library staff is present.[2]

Question 7 of this section therefore seeks to know how many persons of each categories of staff listed are in non-book material section of the library. Ideally, the required staff to run a non-book material section of a library should be at three levels viz: the median librarian who works in close cooperation with the other professional colleagues in the library. He is required to provide professional expertise needed for acquisitions, documentation and exploitation of non-book materials. The next level is the library attendants, assistants and clerical staff who process and type on cards respectively. The technical expertise required to service and maintain the equipment is the third level.

Table IV – Personnel incharge of Non-book Materials

TYPE OF PERSONNEL	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
Audio-Visual Librarian	1	1	–	–	1
Audio-Visual Technician	1	–	2	1	–
Library Assistants	2	1	3	2	–
Library Attendants	2	1	2	2	1
Clerks	1	–	–	–	–

Table IV shows that three University libraries – Ahmadu Bello University, University of Benin and University of Nigeria have audio-visual librarians who are directly incharge of the non-book materials. Two University libraries-University of Ibadan and Unifersity of Ife have no audio-visual librarians directly incharge of the non-book materials.

At the University of Ife library, the materials are integrated with the research materials and a reference librarian is incharge of both. At the University of Ibadan library, the materials are scattered, for instance, the microfilms, microfiche, microcards and transparencies are preserved separately in the microform room but under the control of the reference librarian who is neither a professional librarian nor an audio-visual librarian. Other non-book materials like the phono-records, cassettes and films are under the control of the reprography section. The table also shows that Ahmadu Bello University library has an audio-visual technician, University of Ibadan library has 2 audio-visual technicians while University of Ife library has one. The audio-visual technicians at Ibadan look after the microform equipment in the microform room and also the other equipment in the reprography section. The University of Ife library technician was said to be able to service and maintain the equipment, but where major repairs are required they have to be done by an expert. In Ahmadu Bello University Library, the audio-visual technician is able to repair and service the equipment. It is only in extreme cases of damages that external hands are required.

Table IV shows that 4 (80%) of the five libraries have library assistants:- University of Ife Library has 2, University of Ibadan library 3, University of Benin library one, while Ahmadu Bello University library has 2. As for the library attendants Ahmadu Bello University library has 2, University of Benin library has one, University of Ibadan library 2, University of Ife library 2 and University of Nigeria library has one. It is only the Ahmadu Bello University library that has a clerk who types on cards the hand written cards of the processed materials.

SECTION D - SELECTION AND ACQUISITION OF NON-BOOK MATERIALS.

This section focused on selection and acquisition of non-book materials. Question 8 seeks to know who selects non-book materials in each University library. It has four probable choices.

Table V. Selection of Non-book Materials in the selected libraries.

	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNILAGERIA
a. Faculty Members	X	X	X	X	X
b. The Librarians	X	X			X
c. Interested Library staff	X	X	X	X	
d. Others (specify) - Acquisition			X	X	

Table V shows the responses to question 8. It shows that some faculty members of the five institutions are involved in the selection processes of non-book materials. It also shows that interested library staff are involved in 4(80%) of the five selected institutions. It shows too that 3(60%) of the University libraries with audio-visual librarians were intensively involved in the selection of their materials. The table also shows that in Universities of Ibadan and Ife libraries, acquisition librarians are very involved in the selection of the non-book materials. The investigator feels that this is because these two libraries have no median librarians who liase with their colleagues in the library and the faculty members.

Question 9 which is next seeks to know the main non-book material selection tools used in each library. Responses to this question shows that University of Ife library has the following:- Choice, British Book News, New Technical Books, New York Review of Books, Publishers Catalogue; University of Benin Library has Publishers Catalogue, Sussex tapes,

publishers announcement and Advanced Information; Ahmadu Bello University Library has publishers catalogue, International Microfilm In Print, L.C. catalogue of NBM and Audio-visual librarian and University of Nigeria, Nsukka Library has publishers Advertisement, Journals like the audio-visual librarian, Sussex tapes and published NBM catalogue. University of Ibadan Library indicates that there are no specific selection tools. As listed above, the selection tools at Unife Library were more of books than of non-book materials. Publishers catalogue was a common selection tools used by 3 of the libraries. Sussex Tapes as selection tool was also used by 3 libraries.

The significance of this finding as will be seen in table VII, is that where there are no adequate selection tools for non-book materials, the library collection in this respect will be rather poor. The findings also show that of all the selection tools available for non-book materials in the libraries none is produced locally.

The next question (10) which seeks to know how each library acquires its non-book materials and equipment has 3 choices as probable answers.

Table VI -- Sources of Acquisitions of NBM

	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
Through the local market in the country		X			
Through foreign markets			X		
Combination of a and b	X			X	X
Others (specify)					

Response to question 10 as indicated in table VI shows that Uniben acquires its materials through the local markets in the country. By this it means that some microfilming is done within the country. University of Ibadan indicated that it acquires its materials and equipment

mainly from foreign markets while the remaining three University libraries acquire their Non--book materials through both local and foreign markets.

Through personal inspections of the holdings of these University libraries, it was disheartening to see that more than 85% of the phono--rdcord collections were by foreign artists. However, many Nigerians records were available in Unife and Unibadan libraries. The collections at Unibadan and UniNigeria libraries were encouraging. The Nigerian phono--records at Unibello library was not upto 15 titles out of the current holding of 405 titles.

The next question (11) was asked to find if the audio--visual unit of the individual library produces any material for its use. Responses to the question shows that 3(60%) of the University libraries responding to the question produce most of their materials themselves. For instance, Universities of Ibadan, Ife and Nigeria libraries undertake microfilming of some Nigerian Newspapers, theses and other documents. At the Universities of Ibadan and Ife libraries, facilities also exist to assist in making and printing of slides. The reprography section which is part of the Non--book material section in the two libraries also provides photocopying services to the library users. University of Ibadan library has long been known for this noble service. The response also shows that audio--visual section of the University of Ibadan library makes cassette recording for the clientelle.

Recording on cassettes for the blind students of the Ahmadu Bello University was recently introduced in the non--book material section of the Kashim Ibrahim Library. This service is provided free of charge.

SECTION E -- COLLECTIONS.

This section is designed to find out how much non-book materials and their equipment are available in each library. Table VIII shows the responses to question 12 which is on collection of non-book materials. The table revealed the total holdings of non-book materials in the selected University libraries.

Table VIII - Non-book materials available in the libraries

Materials	UNIMAID	%	UNIBEN	%	UNIBADAN	%	UNIFE	%	UNILG.	%	TOTAL
Microfilm	8498	38.8	400	1.8	5769	26.6	2404	11.3	4768	21.8	21910
Microfiche[+1]	429	9.3	120	2.6	605	13.1	205	4.4	3252	70.5	4611
Microcard	221[illegible]	1.5	-	-	200	1.3	13992	94	480	3.2	14093
Films	17	7.8	44	20.1	60	27.4	25	11.4	73	33.3	219
Filmstrips	77	25.6	8	2.7	79	26.4	55	10.3	82	27.2	301
Slides[+1]	68	17.1	102	25.7	146	36.8	40	10.1	41	10.3	397
Cassettes	271	41.3	25	3.8	230	35.1	50	7.6	80	12.2	656
Open reel	16	14	2	1.8	47	41.2	5	4.4	44	38.6	114
Video Cassette	5	100	-	-	-	-	-	-	-	-	5
Phonography[+1]	405	29	120	8.6	400	28.6	345	24.7	127	9.1	1397
Cartridge	-	-	300	87.3	-	-	-	-	45	12.7	355
Others (specify)Video cassettes	6	100	-	-	-	-	-	-	-	-	6

+ Figures are given in titles

An examination of table VII shows that there are a total of 21,910 rolls of microfilms, 4,611 title of microfiche, 14,893 microcards, 219 films, 310 filmstrips, 397 titles of slides, 656 cassettes, 1,397 titles of phonorecords, 5 video cassettes and 355 cartridges in all the included institutional libraries.

A further examination of table VII shows that the largest total number of microfilms, cassettes and phonorecords is held by Ahmadu Bello University library with a collection of 8,498 (38.8%) microfilms 271 (41.3%) and 405 (29%) titles of phono-records. The largest number of microfiche and filmstrip is held as indicated in the table by University of Nigeria library with a collection of 3,252 (70.5%) titles of microfiche, and 80 (27.2%) filmstrips. The University of Ibadan library has the largest collection of slide and open-reel tapes with a collection of 146 (36.8%) slides and 47 (41.2%) open-reel tapes while University of Ife library has the largest collection on microcards with a collection of 13,992 (94%). Only two institutions indicated they have cartridge in their collections. Of these two University libraries, University of Benin library has 310 (87.3%) while University of Nigerian, Nsukka library has 45 (12.7%). The investigator could not determine the growth rate of the collections as there was no record to show the previous year collections.

University of Benin library which is the youngest among the libraries under study has the least collection of non-book materials. For instance it has 400 (1.8%) microfilm, 120 (2.6%) microfiche, 44 (20.1%) films, 8 (2.7%) filmstrips, 102 (25.7%) slides etc. However, as indicated above it has the largest collection on cartridges with a collection of 310 (87.3%).

Most NBMs require some device which allows the user access to their contents; therefore, the availability of such device for each format is very important if the users are to have full advantage of the materials in the collections as shown in table VIII.

Table VIII which is the summary of the response to question 14 revealed the non-book equipment by type available for use in the included institutional libraries.

A thorough examination of table VIII in relation to table VII will indicate that although Ahmadu Bello University library has large number of films and filmstrips it is lacking in film and filmstrip projectors which are necessary for the effective use of the films and filmstrips. Similarly it is observed that University of Nigeria Library has microcards with no microcard viewers while University of Benin library has microcard viewer without microcards to go with it. University of Benin and University of Ife libraries have slides but have no slide viewers; however, they have slide projectors. University of Ibadan library has filmstrips in its collections but like Ahmadu Bello University library, it has no filmstrip projector.

Currently, it is only Ahmadu Bello University library that provides video tape services to faculty members and students of the institution.

In the "other" column, it is only University of Benin library that has a microfilm/microcard reader as well as an ultrafiche reader. Checking through table VII, it was observed that University of Benin has no ultrafiche in its collections. This shows that the equipment is not currently being used.

SECTION F - Cataloguing and Classification of NBM

Having acquired the materials listed in table VII above, consideration has to be given to cataloguing and classification so that the user can

Table VIII - Non - Book equipment available for use in libraries.

EQUIPMENT	UNIBELLO	%	UNIBEN	%	UNIBADAN	%	UNIFE	%	UNINIGERIA	%	TOTAL.
Microfilm reader	2	7.7	4	15.4	10	38.5	7	27	3	11.5	26
Microfilm-reader printer	2	15.4	2	15.4	1	7.7	5	38.5	3	23.1	113
Microfiche-reader	1	4.4	1	4.4	16	69.6	2	8.7	3	13	23
Microfiche-reader printer	1	16.7	-	-	1	16.7	1	16.7	3	50	6
Microfilm/microfiche reader	1	12.5	1	12.5	1	-	-	-	6	75	8
Microfilm/microfiche-reader printer	1	25	-	-	-	-	-	-	3	75	4
Microcard Viewer	1	16.7	2	33.3	2	33.3	1	16,7	-		6
Film Projector	-	-	6	400	4	26.7	3	20	2	13.3	15
Filmstrip projector	-	-	2	25	-	-	4	50	2	25	8
Slide viewer	1	91.	-	-	4	36.4	-	-	6	54.5	11
Slide protector	1	8.3	3	25	4	33.3	2	16.7	2	16.7	12
Cassette player	2	1.8	2	1.8	4	23.6	7	42.2	2	11.8	17
Cassette player-recorder.	1	5	8	40	2	10	7	35	2	10	20
Reel to reel tape player	1	10	2	20	1	10	2	20	4	40	10
Cassette copier	-	-	1	10.7	3	50	-	-	2	33.3	6
Record player	1	11.1	1	11.1	1	11.1	2	22.2	3	33.3	9
Ultrfiche reader-	-	-	1	100	-	-	-	-	-	-	1
Overhead Projector-	-	-	1	33.3	-	-	-	-	2	66.7	3
Video	1	100	-	-	-	-	-	-	-	-	1
Television set	4	100	-	-	-	-	-	-	-	-	4

find what he needs from the collections. This could be done through the catalogue. This section therefore seeks to know if the materials in the individual University library are catalogued and classified. It is also our intention to find out the catalogue codes and the classification schemes used by those libraries.

Replies to question 15 which asked if NBMs in each University library was catalogued shows that it is only University of Benin Library that has no catalogue cards for its non-book materials. This is not surprising because in table IV above it was explained that the section has only one professional librarian rather than an audio-visual librarian. This is one of the reasons why the materials are not catalogued. Replies to the question shows that the other University libraries catalogued their materials.

Response to the second part of the question shows that University of Benin library has no cataloguing code. This is a confirmation of response to question 15 which shows that University of Benin library does not catalogue its non-book materials. The problem of retrieval of the materials by the faculty members and students is reduced as the library occassionally published the list of available non-book materials. The collections are arranged on the shelves alphabetically and those in cabinets are arranged according to accessioning numbers. The response shows that it is only the University of Nigeria Nsukka library that uses LA/NCET while three other libraries use AACR Part III codes. The use of AACR Part III as cataloguing code is common among academic libraries in Nigeria. This is because the rules cover the description and entry of all NBMs commonly collected in University libraries. It is of value to experienced cataloguers and also to those who find themselves for the first time cataloguing non-book materials.

A follow-up question was designed to find out how the catalogue cards of NBMs in the libraries were filed. Two choices were provided and the respondents were requested to tick as applied.

Table IX – Filing of catalogue cards of NBM

	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
Integrated with the book catalogue	X	No card yet	X	X	X
Separate from the book catalogue	X				X
Others (specify)					

The University libraries in the study have predominantly adopted closed access storage policy for their non-book materials. Table IX confirms this. The table shows that A.B.U., Ibadan, Ife and University of Nigeria libraries have their catalogue cards for NBM integrated with the main book catalogue. From sample opinions taken on the spot and from the responses in the questionaire sent to the faculty members, the investigator found that intrograting the NBM catalogue cards with the main catalogue serves as a strong means of publicising the availability of such materials in the library.

The above table shows that A.B.U. and University of Nigeria libraries have duplicate cards for their NBM Units. Items in the duplicate catalogues are arranged in alphabetical order by author as in the main catalogue.

The separate Unit catalogue enables the attendants to answer quickly and easily questions about their holdings. Response from University of Benin library indicated "No Cards Yet".

Question 18 seeks to know if the NBM of the respondents are classified. Table X shows the response.

Classification of non-book materials like the classification of print-materials (books) makes easy the retrieval of the materials on the shelves.

For instance according to Bateman[3] if the non-book materials are classified, no matter what sequence they are shelved, the author catalogue or the classified catalogue and or the subject index to the materials will answer the classic questions. Has the library this; and where is it to be found?

Response to the question shows that 2 of the University libraries in the study classify their materials while the remaining three do not. When asked how the materials are retrieved by users if they have not been classified; Universities of Ife and Nigeria libraries indicated that they use accession number while University of Benin library compiles a list of all its NBM for use of clientele. The study revealed that Universities of Ife and Nigeria libraries arrange their materials on the shelves and in cabinets by accession numbers while University of Benin library arranges them strictly in alphabetical order.

Question 19 which is a follow-up to question 18 seeks to know the classification schemes used by the Universities that classify their materials. Table X shows the response to the questions.

Four different classification schemes generally used in libraries were provided and the respondents were requested to tick as applied. This was essential as the investigator will be able to know if there was uniformity in the schemes used as this will aid standardization in future.

Table X - Classification schemes used in libraries

	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
Dewey Dec. Class scheme					
Lib. of Congr. class scheme		X		X	
Bliss Class scheme				X	
Uni. Dec. Class scheme					
Others (specify)					

Table x. shows that Unibello library uses the Library of Congress Classification Scheme while Unibadan Library uses the the Bliss Classification Scheme and the Library of Congress Scheme. The Unibadan library is currently changing from the Bliss Scheme to the Library of Congress Scheme. Its materials that were classified with the Bliss Scheme remains but the new arrivals are classified with the library of Congress Scheme.

SECTION G - USE AND USERS

This section was designed to find out the time of opening the NBM section to the public, frequency of use by faculty members; loaning system adopted and the materials frequently loaned out.

Question 20 of this section seeks to know if the NBM Unit was open to readers daily. The replies to the question show that A.B.U. Library, Universities of Ibadan, Ife and Nigeria libraries open the Unit to the readers daily. However, in A.B.U. Library, the librarian incharge indicated that the Unit is open daily only on week-days. University of Benin library indicated that it does not open daily. Further explanation as regards the reasons for not opening daily was simply given as shortage of staff.

The second part of question 20 sought to know from the respondents what time of the day the Unit was open to the public. The response to the question is shown in table xi.

Table xi - Time of opening N.B.M. Section to users.

TIME	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIG.	TOTAL
8am-3.		OPEN				
3pm.	X	ANY-				
6am-6pm.		TO				
8am-9pm		USERS	X	X	X	
Others (Specify)						
Total serving hours per week.	37hrs	80	79	86	89	371.5
Perce	10.1	21.5	21.3	23.1	24	100

The Ahmadu Bello University library opens from 8am – 11pm during the week days and from 8am – 9pm during the week ends. This totalled 97 hours a week during the session, but the NBM Unit as shown in table XI is open from 8am – 3.30pm during the week days and is closed during the week ends. It has a total 37 hours 30 minutes service hours in a week.

At Universities of Ibadan, Ife and Nigeria libraries, the time of opening the NBM section to the public is as applied to the time of the main library. These University libraries are open during the session for the following hours per week, University of Ibadan for 79 hours, University of Ife for 86 hours and University of Nigeria Nsukka for 89 hours. University of Benin library which indicated that its NBM section is open anytime to users is open to readers during the session for 80 hours a week. As regards the service hour in the non-book materials section of the selected University libraries, table XI shows that Kashim Ibrahim Library of A.B.U. has the least total number of service hours per week. It has a total of 37 hours 30 minutes (10.1%). The librarian incharge indicated that the time of opening to users has a negative effect on the use of the materials. She observed that no access to the session is possible after 3.30pm.

Section III of question 20 requested the librarians incharge to give reasons for choice of time as indicated in table XI. Ahmadu Bello University library indicated that it is as a result of shortage of staff which makes it impossible for the Unit can not run shift. The librarian incharge at University of Benin did not give any reason but her comments as shown in table XI "open anytime to users" shows that the time of opening the Unit is the same as that of the main library. The University of Ibadan indicated that it is the normal period while University of Ife

library simply stated that it is as applied to the main library. The University of Nigeria librarian on the other hand indicated that "the materials are packages of information and should be accessible to readers as long as the library is open".

Following this is question 21 which seeks to know how adequately met are the non-book materials needs to the faculty members. Probable choices were provided and the respondents were requested to tick as applied. The five respondents replied that the faculty members needs are moderately met.

The Librarian incharge of NBM in University of Benin indicated that services provided in University of Benin are not encouraging. She attributed the reason to the present location of some of the materials and equipment which have not been moved from the Ekenwan campus to the permanent site at Ugbowo campus and hence requests from faculty members are not readily met.

The next question 22 was therefore designed to find out if the NBM service in the library was meant mainly for the faculty members or for the students. Response to the question shows that at A.B.U., University of Benin and University of Nigeria, NBM services (such as taping, dubbing etc) is best described as being provided primarily for the faculty members. It does not actually mean that the undergraduate students of these institutions are neglected. They have access to the NBM only with notes of recommendation from either their lecturers or their Heads of Department. The location of the materials are in restricted areas open only to the research fellows. This is why an undergraduate interested in using the area has to be recommended. The non-book materials section of Kashim Ibrahim Library goes beyond the traditional functions of the unit. The extra function it performs as previously mentioned is the recording on tapes for the blind students of the University. Portions required by the blind students from their next books are recorded on tapes provided by them. This service is free.

The next question 23 was designed to find out the opinions of the librarians incharge if the materials are adequately exploited.

Response to the question shows that the materials are not adequately exploited. The respondents from Unibello, Uniben, Unife and UniNigeria libraries indicated that the materials are not adequately exploited. To the investigator, the term adequately exploited has no yardstick, what is adequate exploitation was left to the discretion of the librarians incharge who know much of their use. The respondent for University of Ibadan library however indicated that their non-book materials are adequately exploited.

The second part of the question requested the respondents to give the average statistics of use per week of the NBM. On the spot checks by the investigator, he was not satisfied with the attitudes most librarians incharge of the materials show towards the documentation of the use made of the materials. However, the librarians incharge of Unibello and UniNigeria recorded the use of their collections. In University of Nigeria, there was a total of 398 hours of film projections, 578 hours of recording and 898 hours of microfilm usage for the 1980/81 session; statistics for the previous years were not given as there has been none recorded.

In Ahmadu Bello University Library, there was accurate statistics of use of the materials from 1976 upto the present time.

Table XII - Statistics of Use of Non-book materials in A.B.U. Library+

October 1976 - September 1977	179.
October 1977 - September 1978	392.
October 1978 - September 1979	205.
October 1979 - September 1980	123.
October 1980 - September 1981	121

+ [illegible] Oct. 11, 1977.

However, there was no way to determine the number of faculty members, undergraduate or postgraduate students who used the materials. Interviewing the librarian incharge, she indicated that the Shakesparian plays on records or cassettes are frequently used by the undergraduates.

As shown in table XII above, there was rise in use of the materials upto September 1978 and a decline was recorded from October 1978. The main reason attributed to this decline was the time of opening the NBM section which was as applied to the main library was 8am to 11pm, but since October 1978, the time of opening as shown in table XI was not in the interest of the academic staff who according to the librarian incharge have sent a delegate to complain to the University Librarian over the issue.

Some of the faculty members have also expressed their views over the time of opening through the suggestion book.

Table XIII – Statistics of Use of Non-book materials per week

Universities	Faculty Members		
	Total Fac. Member	Faculty Users	%
UNIBELLO	84	18	5.3
UNIBENIN	56	14	4.1
UNIBADAN	58	23	6.8
UNIFE	72	16	4.7
UNINIGERIA	70	20	5.9
TOTAL	340	81	26.8

Table XIII shows that the use of non-book materials per week in each University is low. This is confirmed by table XVIII on page 64 which shows the materials were not adequately exploited. This low utilization was partly attributed to lack of comprehensive catalogue entries of the available

materials in the main catalogue and partly due to inadequate publicity of what is available. Another reason for low use of the materials which was only peculiar to Kashim Ibrahim Library of Ahmadu Bello University is the time of opening to users which is 8am - 3.30pm (Table x1).

Following this is question 24 which was designated to find out if Non-book materials are loaned out to faculty members.

Most libraries do not circulate their NBM. Indeed, circulation of NBM especially the microforms might not be necessary as the reading equipment are usually heavy and cannot easily be borrowed with them.

Response for the question revealed that Universities of Benin, Ibadan and Ife libraries do not loan out NBM to faculty members. The respondents indicated that the materials were for reference only. Uniben iddicated that the materials "can only be used on the spot and left in the library". However, University of Nigeria, and Ahmadu Bello University libraries do loan out NBM to faculty members.

The second part of the question seeked to know the conditions under which NBM are loaned out to faculty members. This part of the question was only answered by the two libraries that reported they circulate NBM. The two libraries that circulate their materials have strict regulations binding them. As reported in the questionaire, both indicated that safety must be guaranteed and that duration must not be more than a week. Furthermore, with the University of Nigeria, lecturers apply officially for films through their heads of Departments; if approved by the Media Librarian, a member of staff from the Unit accompanies the lecture to mount the equipment in the lecture room. The staff where need arises helps to operate the machines. (A sample copy of the request form in use in this University is included in the appendix p)

Following this is question 25 which aimed at knowing the types of Non-book materials loaned out by the individual libraries. It has a list of a number of materials usually found in a multi-media library. The respondents were requested to tick as applied.

Table XIV - Non-book materials available on loan to faculty members

Available types of NBMs	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
Microfilm	X				X
Microfiche					X
Microcard					
Films					
Filmstrips					X
Slides	X				
Audio cassettes	X	NONE	NONE	NONE	X
Open reel	X				X
Phono records	X				X
Video cassettes					
Overhead transparencies					X
Learning packages					
Cartridges					X
Others (specify)					

Table XIV shows that A.B.U. and University of Nigeria libraries can loan out NBM to faculty members. The librarian incharge at University of Nigeria library indicated that his section maintains an extensive lending system with the Departments of Music, Agriculture, English and Engineering while A.B.U. maintains lending and exchange system with only the Centre for Educational Technology, and lending system with the Departments of Adult Education, Library Science and English. Very many individuals from the Department of History make intensive use of the non-book materials.

Discussion with the librarian incharge of the materials in the five Universities revealed that with adequate publicity machinery utilization of the materials may increase.

SECTION H - Storage and Preservation.

This section was designed to find out how the materials were stored; adequacy of storage facilities and the conditions under which they are stored.

Question 26 of this section requested the respondents to indicate from the lot of choices provided how the NBM were stocked in their respective libraries. Table xv shows the result of the responses.

Table XV - Method of storage for Non-book materials in the libraries.

	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
Open access in separate unit.					
Closed access in separate Unit.	X	X	X		X
Integrated with books in the open shelves.					
Integrated with books in the Research Unit.				X	

Table xv shows that closed access policy is adopted in one form or the other in all the University libraries. Reasons for adopting this policy were given as security and lack of suitable public space for the collections. Response to question 3 showed that the Non-book materials section of the libraries were created several years after establishment of the library. For instance the NBM section of Kashim Ibrahim Library started functioning in its truest sence in 1976 whereas the library was established 1962.

As a result of lack of space in the University of Nigeria, Nsukka library, the Audio-visual and their equipment section is located at the ground floor while the microform room is in the third floor. This obviously has serious consequences on the formulation of specifications for locations, size, design, utilization, fittings and equipment of microform facilities. At Unibadan library, the microform and their equipment are stocked in one room at the ground floor while the audio records and their equipment are being controlled in separate location by the head of Reprography Unit. Unlike the Universities of Ibadan and Nigeria libraries, Kashim Ibrahim Library has a large separate Unit in the first floor for her NBM. At Uniben library, the NBM are in closed access in separate unit. It is located in the basement of the library building. Unlike the other four University libraries, the University of Ife library has its processed materials integrated with the books in the research section of the library. The materials are intershelved with print materials.

The next question aimed at finding out where the given list of NBM are stored.

Table XVI – Storage facilities used for N.B.M.

	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
Microfilm	Steel-cabinets			Steel-cabinets	Steel cabibets
Microfiche	Jackets in steel cabinets.	Tempo-rary in our A/V room	AS IN UNIBELLO		cabinets
Filmstrips	conistors in steel cabinets	and another room.		shelves	
Slides	loose leaf folders in cabinets				Steel cabinets
Cassettoe	Racks				Racks
Tapes	cabinets				Racks
Phonorecords	Cupboards				Racks

Table xvi shows that Unibello, Unibadan and UniNigeria libraries have identical storage facilities. However, while Unibello and Unibadan store their phonorecords in cupboards, UniNigeria stores its in racks. The librarian incharge at Uniben indicated that the list of materials in table xvi are currently stored "in our aduio-visual room and another room until we can move them to our permanent site and have them arranged". Unife librarian indicated that they have steel cabinets for storing microfilms and there was no indication on how the other materials were stored. This report confirms Unife library practice shown in table xvi which stated that Unife library stock its processed materials in the research section of the library and that the NBM materials are intershelved with the print materials.

Next to this is question 28 which seeks to know if the materials and their equipment are stored under air conditioned atmosphere. The five institutions responding to the question reported they store their materials in air condition rooms. This shows that the institutions are aware of the adverse effects should the materials not be preserved under air conditioners. For instance the central air conditioners of Kashim Ibrahim Library are out of order most of the time. As the audio-visual materials were deteriorating, two units air-conditioners were provided and fixed in January, 1981. At Unife, UniNigeria and Uniben libraries, only the audio-visual rooms are airconditioned while other public sections of the libraries may not have functioning air conditions. At the time of the researcher's visit to Unibadan for collection of data the Unit air conditioners for the microform room were off and on. The librarian incharge indicated that the Unit air-conditioners will be functioning soon.

Ideally, microforms and audio-visual materials and their equipment need air conditioners/if they are to perform well and if they are to last long.

SECTION I - SPACE ALLOCATION.

Question 29 of this section was aimed at knowing if the library was originally designed to provide facilities for Non-book materials.

Response to the question shows that 3 (60%) Universities indicated that the library was originally designed to provide facilities for Non-book materials while 2 (40%) indicated that provision of NBM facilities was not initially considered in the design of their libraries.

The second part of the question requested the respondents who answered question 29 (a) in the negative if they have future plans for inclusion of facilities for NBM. The two Universities that answered in the negative included Universities of Nigeria and Benin libraries. The present new library for university of Benin has its NBM section at the basement of the building while the yet unoccupied new library for University of Nigeria has a very large section at the first floor for Non-book materials.

The next question (30) seeks to find out if there was any provision for individual study booth or carrel for users of NBM. The responses to the question showed that 3(60%) of the institutions indicated that there was provision for individual study booth or carrels for use of non-book materials. It also shows that 2(40%) institutions indicated that there was no provision for such facilities. The available number of such carrels or booths in each library was not indicated. However, the respondents for University of Nigeria library indicated that facilities were included in the new library building which was near completion. The respondent emphasised that this lack of viewing booths or carrels has serious consequences on the use of microform facilities and the audio recordings and that this situation does not lend itself to a serious atmosphere expected of a research room.

This leads us to question 31 which seeks to know if there was any provision for large group use of the materials.

Responses to the question show that 2 of the institutions indicated that there was provision for large group use of Non-book materials while 3 indicated that there was no such provision However, the respondents for University of Nigeria indicated that such provision was also included in the new library building.

Kashin Ibrahim Library recently carved out a space for viewing the video tapes. This newly carved out room is not used for projection and viewing other non-book materials.

SECTION J - PUBLICITY.

Lastly, question 32 of this section was deisgned to know the probable means through which the materials available in the library were publicised. Seven different choices were provided and the respondents were requested to tick as applied. Table xvii shows the responses.

Table XVII - Means of publicising available NBM in the libraries

	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
University Library Bulletin	X	NONE YET	X	X	X
Library special correspondence to faculty members			X	X	X
Mount occasional Media Exhibition	X			X	X
Catalogue	X		X	X	X
University Bulletin				X	
Display of New arrivals Library Notes and News			X	X	

Table xvii shows means through which the materials available in the library are publicised. The table shows that each University library has at least 3 different ways of publicising the availability of NBM.

From the table above University of Ife has the highest means of publicity. It has 6 different means while Universities of Ibadan and Nigeria have 4 each. Ahmadu Bello University has only 3 and University of Benin indicated in the question that there was none yet.

Out of the seven probable sources given above, the catalogue and the University library Bulletin were used by 4(80%) of the institutions.

The analysis of the last question (32) leads us to discussing the responses to the questionaire meant for the faculty members of the selected institutions.

Questionaires for the Faculty members.

In this section 560 questionaire were distributed to faculty members and out of this, 340(65%) were returned. As in the questionaire for the librarians incharge, response to each question will be reviewed in detail and illustrated with tables drawn from the questions which will lead to testing the working hypotheses.

SECTION A - General Data.

The first two questions in this section were meant for identification of the respondents. They have no statistical value to the study.

Responses to question 3 which was designed to find out the current academic grades of the respondents showed that 3 were readers, 40 Senior Lecturers and 27 Assistant lecturers. (At the time of writing, the term lecturer means both lecturer 1 and 11).

Question 4 was designed to find out the Departments of the respondents. It will help to find out the Departments that make the greatest use of the library, and consequently the NBM section in each University library. Table

XVIII shows the responses.

Table XVIII – Faculty members responding to the questionaire from various Departments.

Department	UNIBELLO	UNIBEN	UNIBADAN	UNIFE	UNINIGERIA
Adult Education	4	–	4	–	–
Applied Arts	4	–	–	–	6
Biological Science	4	4	3	4	5
Chemical Engineering	8	8	–	–	6
Chemistry	5	6	4	5	9
Economics	4	8	2	8	–
Education	8	4	6	3	5
Educational Management	–	–	4	–	–
English Language	10	9	5	8	6
Fine Arts					
Geography	4	6	5	5	–
History	6	4	6	8	2
Library Science	3	–	5	–	–
Mathematics	4	–	3	5	4
Microbiology	4	2	4	8	8
Music	6	–	–	3	8
Physics	4	3	3	6	4
Political Science	6	2	4	3	7
Theatre Arts	–	–	–	6	–
	84	56	58	72	70

Table xviii shows the various Departments and the faculty members from each University responding to the question.

Following this is question 5 which seeked to know if the respondents were registered members of the University library. All the respondents replied that they were registered members of their respective University libraries. With this, one would probably think that the NBM section which was either a section in the library or affliated to the research section of the library would be regularly used.

The next question (6) seeks to know "how often do you use the library?" Three probable choices were provided and the respondents were requested to tick as applied.

Table XIX - Use of the library by the faculty members.

UNIVERSITIES	Regularly	%	Occasionally	%	Not at-all	%	Total
UNIBELLO	49	58.3	35	41.7	-	-	84
UNIBEN	26	46.4	30	53.6	-	-	56
UNIBADAN	38	65.5	20	34.5	-	-	58
UNIFE	42	58.3	30	41.7	-	-	72
UNINIGERIA	47	67.1	23	32.9	-	-	70
TOTAL	202	59.4	138	40.6	-	-	340

Table xix shows that all the respondents used the library. It shows that 202(59.4%) faculty members out of the 340 that responded to the questionaire used the library regularly while 138 (40.6%) used it occasionally.

SECTION B - Frequency of use of Non-book materials.

Section B was designed to find out the frequency of use of NBMs by faculty members, and also to find out the effect of previous experience on the use of NBM .

Question 7 was designed to find out the frequency and the number of faculty members using each item of NBM provided in the questionaire in a 10 - week academic term.

Catagories of frequencies of probable use were included. They were requested to check the number that most closely described their use of the non-book materials during the 10 - week academic term.

Table XX - Frequency of use of Non-book materials by Faculty members.

Materials (items)	No of Times used in a 10 - week terms										
	10+		7-9		4-6		1-3		0		Total
Slides	-		57	16.8	72	21.2	80	23.5	131	38.5	209
Filmstrips	-		57	16.8	63	18.5	81	23.8	138	40.6	202
Motion pictures	-		45	13.2	32	9.4	80	23.5	183	53.8	157
Overhead Transparencies	-		40	11.8	18	5.3	20	5.9	262	77.1	78
Audio-tapes	-		32	9.4	44	12.9	67	19.7	149	43.8	191
Microfilms	80	23.5	77	22.6	53	15.6	79	23.2	51	15	289
Microfiches	49	14.4	68	20	40	11.8	70	20.6	113	33.2	227
Microcards	-		-		-	49	49	14.4	291	85.6	49
Phonorecord	53	15.6	-		77	22.6	63	18.5	147	43.2	193
Photocopying	53	15.6	38	11.2	75	22.1	62	47.6	12	3.5	328
Others (Specify)	-	-	-	-	-	-	-	-	-	-	-
Total									1784		1956

Response to the question as indicated in table XX shows that the most frequently used NBM in a 10 week academic term was microfilm, 80(23.5%) respondents used it 10+ times per term while 77 (22.6%) respondents used it for 7-9 times. Only 53(15.6%) respondents indicated using the material 4-6 times a term and 79(23.2%) respondents indicated using the material 1-3 times per term. It was observed that only 51(15%) reported never using microfilm at all.

Following microfilm in usage (10+) were phono records and photocopying 53(15.6%) each and microfiche (14.4%). From the zero times column, one would conclude that there is low usage of some of the materials.

The most affected include over head transparencies, microcards, motion pictures/films, etc. The reason for the low usage of these non-book materials was discussed in questions 13 and 14 meant for the librarians incharge.

The results of the discussions were shown in tables viii and ix. It was fully compared with question 14.

Next is question 8 which was designed to find out if previous experience in the operation of non-book equipment would have effect on the frequency of use of the materials.

Response to the question showed that 228(67.1%) had previous experience in the operation of non-book equipment while 110(32.4%) has no previous experience. Two respondents, one from A.B.U. and the other from Unife ie. (6%) left the space vacant. No reason was given.

Table XXI - Previous experience in the operation of NBM equipment.

UNIVERSITIES	Previous Exp.	%	No Previous Exp.	%	Total
UNIBELLO	56	16.5	27	7.9	83
UNIBEN	38	11.2	18	5.3	56
UNIBADAN	39	11.5	19	5.6	58
UNIFE	48	14.1	23	6.7	71
UNINIGERIA	47	13.8	23	6.7	70
TOTAL	228	67.1	110	32.4	

The next question (9) seeks to know if response to question 8 has affected the frequency of the use of non-book materials in the library ? The respondents were requested to answer yes or No.

Table XXII - Effects of previous Experience in the operation of non-book equipment on frequency of use of NBM

	YES	%	NO	%	TOTAL
UNIBELLO	18	5.3	66	19.4	
UNIBENIN	12	3.5	44	12.9	
UNIBADAN	12	3.5	46	13.5	
UNIFE	16	4.7	56	16.5	
UNINIGERIA	15	4.4	55	16.2	
TOTAL	73	21.5	267	78.5	

Table xxii shows the details of the responses from each University. It shows that 73(21.5%) respondents indicated that previous experience in the operation of the non-book material equipment has effect on their frequency of use of the materials while 267(78.5%) indicated that previous experience in the operation of the equipment has no effect on their frequency of use of the materials.

SECTION C - Likely constraints on NBM use by Faculty members.

Responses to question 5 shows that all the faculty members are registered members of the main libraries. Responses to question 6 also shows that the faculty members either use the library frequently or occasionally (table xiii). It was also observed that all the Non-book material sections of the University libraries included in the study were located in the main library. Question 10 was therefore asked to identify the likely constraints on non-book materialuse by the faculty members. Ten likely constraints identified were given. The respondents were requested to note each constraints as either major, moderate or minor. The terms major, moderate and minor were relative; what was a major, moderate or minor constraints was left to the discretion of the individual faculty members responding to the question. This gives room for freedom of choice.

Table XXIII - Likely constraints on Non-book materials use by Faculty members.

Perceived constraints	Perceived degree of constraints						No of Fac. members
	MAJOR		MODERATE		MINOR		TOTAL FAC. EMB.
	Fac. members	%	Fac. members	%	Fac. members		
a. Teaching load not allow enough time to plan to use NBM	95	27.9	33	9.7	40	11.8	168
b. Lack of information about available non-book materials	143	42.1	89	26.2	32	9.4	264
c. Lack of material in my subject area.	79	23.2	85	25	42	12.4	205
d. Often lack of technical assistance from staff members when using the materials	20	5.9	37	10.8	40	11.8	97
e. No previous experience in the operation of the NBM equipment	25	7.4	6	1.8	31	9	62
f. The time of opening the Unit is not appropriate	66	19.4	56	16.5	25	7.4	147
g. Lack of enough reading machines	15	4.4	75	22.1	54	15.9	144
h. Lack of regular electricity supply	65	19.1	83	24.4	30	8.8	178
i. Lack of reading booth/carrels	30	8.8	43	12.6	30	8.8	103
j. Others (Specify) location of equipment.	8	9	2	6	-	-	5

Table xxiii above shows the respondents rated constraints on the use of Non-book materials. The constraints were rated major, moderate and minor. For purposes of accurate comparison, figures were used. The percentages were also used as the figures were based on a common denomination. The reasons attributed for not using the Non-book materials as shown in table xxiii above include: "Lack of information about available Non-book materials". This had 143(42.1%) respondents as major, 89(26.2%) as moderate and 32(9.4%) as minor. This was followed by "teaching load does not allow enough time to plan to use Non-book materials". This had 95(27,9%) respondents as major, 33(9.7%) moderate and 40(11.8%) minor. Next to this was "lack of materials in my subject area which had 79(23.2%) respondents as major, 85(25%) as moderate and 42 as minor. This was followed by "the time of opening is not appropriate" - this had 66(19.4%) respondents as major, 56(16.5%) moderate and 25(74%) minor. Others include "lack of regular electricity supply, lack of reading booths/ carrels etc.

As portrayed in this analysis, lack of awareness about the available materials is the major constraint . No wonder, some respondents (five A.B.U. and two in Uniben) claimed that they did not know that such unit called Audio-visual/Non-book materials ever existed in their University libraries.

A more detailed analysis shows that lack of enough reading machines and the time of opening the Non-book materials Unit (tables xiii and xi) respectively) were given as major constraints by the respondents from Ahmadu Bello University Zaria. Lack of previous experience in the operation of the Non-book material equipment was a minor constraint as faculty members withoutprovious experience as indicated in table xxi (80.9%) use the materials regularly.

Lack of reading booth/carrels was a major constraint in University of Benin. Table x confirms this. It was only in University of Benin that 5 respondents indicated that "the location of the equipment" was a constraint on Non-book material use. The analysis of question 21 supported this.

SECTION D - SOURCES OF INFORMATION ABOUT AVAILABLE NON-BOOK MATERIALS.

Question eleven of this section was designed to find out the various sources of information used by the librarians incharge to inform the faculty members about available non-book materials. Ten possible sources of information on Non-book materials were identified.

Table XXIV - Sources of Information about available Non-book materials.

Source of Information	UNIBELLO		UNIBEN		UNIBAD.		UNIFE		UNINIG.		TOTAL	
	No	%	No	%	No	%	No	%	No	%	No	%
a. University Library Bulletin	5	1.5	-		37	10.9	29	8.5	25	74	96	.28.2
b. Library's Special Correspondence to faculty members	3	9	-		19	5.6	10	2.9	41	12.1	73	21.5
c.Mount occasional Media Exhibition	19	5.6	-		13	3.8	10	2.9	6	1.8	48	14.1
d.University Bulletin	-				9	2.6	31	9.1	-		40	11.8
e.Distribution of manufacturers/ publishers cat. to faculty conference Halls					13	3.8	5	1.5	2	.6	20	5.9
f.Display of new arrivals in the new arrival corner of the library					11	3.2	15	4.4	3	.9	29	8.5
g. Catalogue	50	14.7			37	10.9	44	12.9	42	12.4	173	50.9
h.Noneof the above sources	12	3.5			24	7.1	10	2.9	15	3.5	73	21.5
i. University calender	-				26	9.6	45	13.2	49	14.4	166	48.8
j. Others (Specify) Library Notes & News	-						32	9.4	21	6.2	53	15.6

Table xxiv shows that 173(50.9%) respondents indicated that they received information about available Non-book materials through the Library's catalogue. The University of Benin Library does not have this as a source. This is because as indicated by the librarian incharge (See tables IX and X) the unit does not catalogue its materials. Next to this source in importance is the University calender which has a total of 166(48.8%) respondents. Ahmadu Bello University calendar does not serve as a source because the section on the University library unlike the others has nothing to show that such unit ever existed.

The table shows that 73(21.5%) respondents did not get information from any of the first seven sources.

The table also shows that only Universities of Nigeria, Nsukka and Ife have "Library notes and News as a source of communication. University of Nigerian librarian believed that the use of "Library's special correspondence to faculty members" will be most useful to them. This special correspondence to faculty members will be in the form of Selective Dissemination of Information (SDI). He believed that if this was extensively used by all the libraries it would attract more users.

Mounting occasional exhibitions of Non-book materials was another source of information used by the faculty members. It has a total of 48(14.1%) respondents. The investigator believed that when properly used it could be another source to publicise the existence of such unit in the library. The least used source was distribution of manufacturers/publishers catalogue to Conferende Halls. Manufacturers/publishers catalogue on Non-book materials do not easily comeby like those of books. This may have been the reason why the distribution of it may be restricted.

The next question (12) was aimed at finding out the number of faculty members who are really involved in the use and operation of the Non-book materials in the University libraries.

Table XXV - Recommendation of NBM for purchase in the library

	YES	%	NO	%
UNIBELLO	32	9.4	52	15.3
UNIBENIN	21	6.2	35	10.3
UNIBADAN	22	6.5	36	10.6
UNIFE	28	8.2	44	12.9
UNINIGERIA	27	7.9	43	12.6

The question asked was: "have you ever recommended to the library any non-book material to be purchased ?

Table XXV above shows the result of the responses. It shows that in all the Universities included in the study faculty members were not too much involved in the selection of the materials. However, what was good was that in each case, few members were at least involved. This goes to confirm what was recorded on table v earlier on

The next question (13) was designed to find out the purposes for which the Non-book materials in the library were used. Four likely purposes were identified and the respondents were requested to tick as applied. Table XXV shows the result of the responses.

Table XXVI – Purpose for Using the Non-book materials

UNIVERSITIES	RESEARCH NO	%	TEACHING NO	%	LEISURE NO	%	NONE NO	%	OTHERS (SPECIFY)
UNIBELLO	48	14.1	14	4.1	6	1.8	20	53	None
UNIBENIN	30	8.8	13	3.8	3	.9	18	5.3	
UNIBADAN	42	12.4	23	6.8	10	2.9	19	5.6	
UNIFE	45	13.2	35	10.3	4	1.2	21	6.2	
UNINIGERIA	45	13.2	40	11.8	7	2.1	12	3.5	
TOTAL	210	62.4	125	36.8	30	8.8	90	26.5	

Table xxvi shows that 210(61.8%) respondents used NBM for research while 125(36.8%) indicated that the materials were used for teaching. It also shows that 30 (8.8%) faculty members use them on leisure basis while 90(26.5%) respondents claimed that they have not used the materials before. Unife had 21(23.3%) Uniben had 18(20%) while Unibadan had 19(21.1%). UniNigeria had the least of such categories. It has only 12(13.3%) respondents. From the above table therefore, one could conclude that the Non-book materials in each University were majorly meant for research.

Lastly, question 14 asked: "Do you have any additional suggestions which can enhance the development of non-book materials service in the library ? To answer this question five probable areas of interest to the investigator were identified and the respondents' suggestions against each were solicited for. The five probable areas of interest to the investigator included: Reading space, opening hours,personnel, storage facilities and equipment and materials. "Others" column was provided for further suggestions which were not identified by the investigator.

Responses to the question have been provided a place in the appendix which gave unedited comments made by the respondents to the two sets of questionaires. However, few comments in the "others" column worth mentioning here.

A faculty member from A.B.U. observed that: "Publicity must be intensified . Many materials which lecturers might need may also not be available in K.I.L. For this, reason, we need a reliable and efficient Educational Technology Centre capable of producing good slides, photographs etc. At the moment many people complained against the inefficiency of the centre".

From Uniben, a faculty member stated that: There is lack of information on the library's holding. Printed catalogues and posters should be produced to inform readers of the availability of such materials and of the facilities [illegible] accessisible to them"

From UniNigeria, a senior lecturer indicated that "A loans Department should be established in the library to facilitate borrowing of non-book materials from other sources wherever necessary. And from Unife, the respondents simply stated: "Publicity - notify staff of whats available" As previously stated more interesting comments from the respondents would be provided in the appendix.

TESTING OF HYPOTHESES.

As was indicated in chapter 1, of this study, four working hypotheses were formulated before beginning the investigation. These hypotheses will be tested, by using mainly data collected from responses to the questionaire items. The following therefore are the responses to questionaires items used to confirm or reject the hypotheses.

Hypotheses 1: Institutional factors such as budgetary provision and personnel can influence substantially the provision of non-book materials and services.

In testing the hypotheses responses to questions 5-7 meant for the librarians incharge of non-book materials seemed to provide the answer.

When asked how the non-book materials in each University library was financed, (question 5). It shows that 60% of the respondents i.e. Ahmadu Bello University, Universities of Benin and Ibadan indicated that their NBM were financed from the general book vote while 40% ie. Universities of Ife and Nigeria, Nsukka financed their NBM from an independent budget (table II). However, University of Ibadan library has an "other" vote from which non-book equipment are bought.

In an answer to question 6 which seeks to know the average amount spent on books, periodicals and Non-book materials shows that each University library tends to be more concentrated in spending for the provision of traditional print materials than the Non-book materials. For instance in 1980/81 session, the average amount spent on books and periodicals in A.B.U., University of Ife and University of Nigeria (table III) was ₦447,490; ₦900,000 and ₦592,000 respectively while the amount spent on non-book materials in the same University liberies was ₦10,568, ₦349,088 and ₦6,500 respectively. The ₦349,088 for University of Ife was meant for both non-book materials and "others". The exact amount spent on non-book materials was not known.

Yet, in an answer to question 7, it shows that 60% of the respondents i.e. A.B.U., University of Benin and University of Nigeria indicated that they have professional librarians. In actual sense, only A.B.U. and University of Nigeria libraries have audio-visual librarian directly incharge of the NBM and equipment. University of Benin library has only a professional

librarian incharge of the collections. Two University libraries (40%) ie. Universities of Ibadan and Ife have neither professional librarian nor audio-visual librarian incharge of the materials. (table iv). Positions of other members of staff available in each University Library needed to run an audio-visual library are shown in table iv.

Responses to question 5-7 as discussed above provided an end result in tables viii and ix which show non-book materials available and non-book equipment available in each University library respectively. Considering the periods each University library actually started providing non-book materials services to faculty members (question 3), the investigator can rightly conclude that the hypothesis is positive especially as 60% indicated that the rate of growth and development is slow, 20% indicated the rate of growth and development is moderate while another 20% indicated it was rapid (table i).

Hypothesis 2:

Faculty members with previous experience in the use of non-book material facilities will record a higher frequency of use than their counterparts without previous experience.

In testing this hypothesis, responses to question 8-9 meant for the faculty members provided the result.

Responses to question 8 which sought to find out if previous experience in the operation of non-book material equipment would have effect on the frequency of use of the materials shows that 228(67.6%) of the respondents had previous experience in the operation of non-book equipment while 110(32.4%) had no previous experience. (table xxi)

Furthermore, another question seeks to know if from the responses to question 8, it has affected the frequency of use of the non-book materials in the library. Response to this question as shown in table xxi shows that 75(22.1%) respondents indicated that previous experience in the operation

of the equipment have affected their frequency of use of the materials but 275(80.9%) respondents indicated that previous experience in the operations of the equipment have no effect on their frequency of use of the materials.

In conclusion therefore, the hypothesis is rejected.

Hypothesis 3

Faculty members who have access to more sources of information about NBM which are available in the library will record a higher frequency of NBM use.

In testing this hypothesis responses to question eleven meant for Librarians incharge was used. It was supported by response to question 7 meant for faculty members (table xx).

Question Eleven (11) which aimed at finding out the various sources of information used by the librarians incharge to inform the faculty members about available NBM had 10 probable different sources (table xxiv). The table shows that 173(50.9%) respondents indicated they received information about available NBM through the library main catalogue. Other sources include the University Calendar with a total of 166(48.8%) respondents, University Library Bulletin with a total of 96(48.2%) respondents, Library's special correspondence to faculty members with a total of 73(21.5%) respondents and mounting occasionally exhibition had a total of 48(14.1%) respondents. Other sources are as shown in table. The table also shows that only 73(21.5%) respondents did not receive information from any of the first seven sources in the table.

The analysis of the table given above shows that faculty members have many sources about NBM available to them. The table shows that

328(96.5%) respondents enjoy the photocopying services in the library. Following this in use is microfilm with a total of 289 (85%) respondents. Following microfilm is microfiche with a total of 227(66.8%) respondents . Others include slide 209(61.5%) respondents. Filmstrips 202(59.4%) respondents phonorecords 193(56.8%) respondents and audio-visual 191(56.2%) respondents.

With the foregoing analysis, the hypothesis is accepted.

Hypothesis 4

With less perceived constraints on non-book materials use, the frequency of non-book material use by faculty members will be high.

In testing this hypothesis, responses to question 10 meant for the faculty members was used. Also question No 23 meant for the librarians incharge of NBM was used to confirm or reject the hypothesis. Responses to question 10 which was posed to identify the likely constraints on NBM use showm that "lack of information about available NBM" had highest respondents (table xxiii). It has a total of 264(76.6%) respondents. Following this is "lack of materials in my subject area", it had a total of 205(60.3%) respondents. Another major constraints was "lack of regular electricity supply", it had a total of 178(52.3%) respondents. Following this closely is "Teaching load does not allow enough time to plan to use NBM", this had 168(49.4%) respondents. Another constraint worth noting here is "the time of opening the unit is not appropriate" this affected 147(43.2%) respondents. Other constraints include lack of enough reading machines 144(42.4%) respondents, lack of reading booths/carrels 103(30.3%) respondents. From this analysis it is implied that the frequency of NBM use will be low. To further

confirm the hypothesis table XII of question 23 was used. The table shows that in Kashim Ibrahim Library, the statistics of use was high from October 1977 to September 1979. At this period, the time of opening the Unit to the users as applied to the main library (8am - 11pm) during the weekday and from 8am-9.00pm during the weekends. Now the time of opening has been changed. It now opens to the readers from 8am-3.30pm. This has drastically affected the user statistics. For instance, the statistics of use from October 1977 to September 1978 was 392 while from October 1979 to Septeber 1980 it dropped to 123 (table XII). This confirms that with less perceived constraints on NBM use, the frequency of its use will be high.

Summary

This chapter presented an analysis of the data collected in the course of investigation. The responses to questionaire items were compilied, tabulated and analysed using simple percentages. The Hypothesis were tested using relevant data collected.

References

1. IFE, University
"Calender - Ile-Ife. The University of Ife, 1968-69" p. 70.
2. ONADIRAN, G.T.
"A study of School library resources in selected secondary schools in Nigeria" Unpublished Ed. D. thesis. Boston University School of Education 1977. p. 88.
3. BATEMAN, Robin.
"Integrated multi media libraries: at what stage the integration" The Audio Visual Librarian. Vol. 6(1) 1980. p. 16.

CHAPTER V

SUMMARY, FINDINGS AND RECOMMENDATIONS

Introduction:

The chapter presents the summary of chapters I-IV, the findings and the recommendations.

Summary:

The study attempted to find out the factors affecting the provision and utilization of non-book materials and equipment in five selected Nigerian University libraries. To this end, three specific questions were asked and to seek answers to the questions, four working hypotheses were formulated and tested.

The population of the study were the faculty members in the main campuses of the selected institutions and the librarians incharge of non-book materials in the same institutions.

To gather data from the faculty members and the librarians incharge of the non-book materials, two different sets of questionaires were structured, validated and administered. The investigator travelled to the respective Universities and distributed the questionaire himself to the randomly selected faculty members and the librarians incharge of the non-book materials. To give full answers to some of the questions in the questionaire, provision was made where necessary for respondents to provide answers to questions outside the suggested alternatives through the provision of "others" column. Two of the five University libraries were interviewed to explain further certain sections of the questionaire their librarians incharge of non-book materials could not give sufficient explanations, to the investigator. Some faculty members were randomly selected and interviewed.

The responses to the questionaire items were compiled and analyzed to test the working hypotheses. For the analysis of the responses, tables showing percentages were used.

FINDINGS

From the analysis of responses to the questionaire items, on-the-spot-visit to the related University libraries, interviews with some faculty members, some University librarians and the librarians incharge of non-book materials, the following major findings have been made.

(a) Personnel.

It was found that most of the personnel incharge of non-book materials in the selected University libraries were not trained. For instance, three libraries had professional librarians who were directly incharge of the non-book materials, while the remaining two do not have professional librarians incharge of their non-book materials. (Table IV)

Three of the University libraries had audio-visual technicians who could maintain the soft and hard wares. Four of the libraries had library assistants while all the five libraries had library attendants. It was only A. B. U. library that had a clerk who types on cards the classified materials. However, a deputy University Librarian at the University of Ibadan library indicated during an interview with him that efforts were been made to employ a professional librarian to take charge of the non-book material section of the library.

(b) Finance.

Adequate funding is necessary for the development and operation of non-book materials services. It was found that funding was inadequate

in all the University libraries. For instance, at the Ahmadu Bello University library, the Universities/ of Benin and Ibadan libraries, non-book materials was financed from the general book vote. On the other hand, the Universities of Ife and Nigeria, Nsukka libraries, non-book materials were provided for in their budgetary allocations. (Table II). It was also found that the average amount spent on Non-book materials in 1980/81 session by three of the University libraries was considerably low when compared to the amount spent on books. (Table III).

(c) Selection and Acquisition.

In selection of new titles of NBM, it was discovered that some faculty members in the selected University libraries were involved. It was found too that interested library staff were involved in the selection processes in 4(80%) of the five Universities. The professional librarians in the three University libraries mentioned above were intensively involved in the selection processes while the acquisition librarians in the two University libraries without professional librarians did the selection of both non-book and printed materials (books) (Table V) Furthermore it was observed that almost all the selection tools used by the different people involved were foreign.

In regards to the acquisition of the selected materials, University of Benin library acquired its own through the local market, while University of Ibadan acquires its own through foreign market, though, it does produce some for itself. It was found that Universities of Ife, Nigeria and Ahmadu Bello University libraries acquire their materials through both local and foreign markets. (Table VI).

Inspecting their holdings, it was discovered that more than 85% of their phonorecords collections were by foreign artists. However, at Universities of Ife and Nigeria, Nsukka libraries, Nigerian records were available in large quantity.

(d) Non-book materials available in the library.

The study shows that the largest total number of microfilms, cassettes and phonorecords was held by Kashim Ibrahim Library (A.B.U. Library) while the largest number of microfiche and filmstrips was held by the University of Nigeria library. The University of Ibadan library has the largest collection of slides and open-reel tapes. The University of Ife library was the largest holder of micro cards. The University of Benin library which is the youngest of the selected University libraries had the least of the non-book materials in stock. (Table VIII). It was however found that the Universities of Ibadan, Ife and Nigeria, Nsukka libraries could produce some of their materials themselves. For instance facilities exist for making and printing slides, microfilming of news papers and other vital documents. On request, Ph.D. dissertations and Masters theses could be run on microfilms.

It was also discovered that in Ahmadu Bello University library, it is a policy to transfer the highly demanding records onto cassettes for faculty members and students use.

(e) Non-book Equipment available in the libraries.

In the study, table VII shows that Ahmadu Bello University library has films and filmstrips but table VIII shows that the library has neither film nor filmstrip projectors which are devices for effective use of the materials.

The University of Nigeria library has microcards but it has no microcard viewers while University of Benin library has microcard viewers but has no microcards in its collections. University of Ibadan library has filmstrips in its collections but like Ahmadu Bello University library it has no filmstrips projector and University of Ife library has some collection of slides but without slide viewers (Tables VII and VIII).

The highest total number of microfilm readers, slide projectors and cassette copier was hold by University of Ibadan library. The largest holder of microfilm printers, cassette player and filmstrip projector was Ife library while Ibadan library was the largest holder of film projectors. It was only A.B.U. library that operates video. It had four television sets. It was found that University of Nigeria library holds the highest total number of over-head projectors, record players, slide viewers and microfilm/microfiche readers. (Table VIII)

It was discovered at Ibadan library that three microfilm readers and eight microfiche readers were out of order. At Nsukka library two microfilm readers and two microfilm/microfiche reader printers that were in good condition were not in use because of lack of space. In A.B.U., two microfilm readers were also out of order. The reader printer in use has its printing mechanism out of order. Universities of Benin and Ife libraries have two of their microfilm readers not functioning.

(f) Accomodation.

It was found that as a result of lack of space at the University of Nigeria, Nsukka library the audio-visual material section was located at the ground floor while the microform room was located in the third floor. At the University of Ibadan library, the microform and their equipment were stocked in one room on the ground floor while the audio-records and films were in separate locations. Eight of their microfiche readers were not in use because of lack of space. The University of Ife Reference Librarian did not complain of accomodation as the non-book materials were integrated with the print materials in the Research Section of the library. However, there is no accomodation for group use. Ahmadu Bello University library had accomodation but not for large group use of non-book materials other than for those using the video set.

It was found that there was provision for individual study carrels or booths for use of NBM in 3(60%) of the libraries while 2(40%) of them lack such facility (Table X). It was also discovered that only 2(40%) of the libraries had provision for large group use of NBM while 3(60%) did not have such provision.

(g) Cataloguing and Classification.

Cataloguing and classification of non-book materials like the cataloguing and classification of printed materials (books) is to enable the users retrieve information from the collections with accuracy and minimum of delay.

It was found in this study that only University of Benin library had no catalogue cards for its non-book materials. The study further revealed that three of the University libraries used AACR Part 111 as their cataloguing code while only one University library uses LA/NCET (Table X).

As for filing the catalogue cards, two University libraries integrate the NBM cards with the book catalogue cards. They, however, provide duplicate cards which are filed separately in the NBM sections for easy retrieval of the materials. Two other University libraries only integrate the non-book cards with the book cards but do not provide cards for use in their NBM section (Table IX). It was further discovered that two University libraries that do not classify their materials, use accession lists to retrieve the materials, while the remaining University library maintained only a list of the acquired materials. Regrettably, the non-book materials in this library were not arranged in any order at the time of the investigation.

(h) Method of storage of NBM in the University Libraries.

It was discovered that 4(80%) of the libraries maintain closed access policy in the storage of their non-book materials. It was only the University of Ife library that stocked its processed NBM in the section of the library where the NBM are intershelved with the printed research materials. (Table XV). The study also revealed that A.B.U., University of Ibadan and University of Nigeria libraries have identical storage facilities. (Table XVI). The study shows that all the libraries store their NBM in air conditioned rooms leaving the other public and staff working sections of the library without functioning airconditioners.

(i) Low use of NBM in University Libraries.

The statistics of use of non-book materials per week (Table XIII) shows that there was low use of the non-book materials available in the libraries. The use of NBM was highest at University of Nigeria. It was followed by University of Ibadan, Ife was next, while University of Benin followed. A.B.U. was the last in this order.

The study revealed that the most frequently used NBM were microfilms, phonorecords, microfiche, slides, filmstrips, motion pictures and the least used was the ultrafiche, (Table XX). The materials were not adequately used by the faculty members in four of the Universities. It was only in University of Ibadan library that faculty members showed their awareness of the existence of such service in the library (Question 23).

Reasons given for the low use of non-book materials were: lack of information about their availability, lack of awareness of the existence of such service in the library; Teaching load does not allow enough time

to plan to use the materials; location of equipment; irregular electricity supply; lack of of materials in subject area and the time of opening, etc. This last constraint was only peculiar to A.B.U. library which opens its NBM section to readers from 8am to 3.30pm while the main library opens from 8am-11pm. (Table XI). The study also revealed that lack of previous experience in the operation of non-book equipment did not constitute a hindrance on the use of non-book materials. This was supported by the fact that 228(67.1%) had previous experience in the operation of non-book equipment while 110(32.4%) had no previous experience (Table XXI). However 73(21.5%) respondents who had previous experience in the operation of non-book materials equipment indicated that it had effect on their frequency of use of the materials but 268_78.5%) respondents indicated that previous experience in the operation of the equipment had no effect on their frequency of use (Table XXII).

(j) Source of information.

The main sources of information on NBM mostly used by the faculty members in the study included: Public catalogue where cards for NBM are interfiled with the cards for books, - it has 173(50.9%) respondents. Following this is the University calendar which had 166(48.8%) respondents, although A.B.U., Zaria and University of Benin libraries did not indicate in their previous and current calendars any information on the availability of NBM in their collections, but Universities of Ibadan, Ife and Nigeria, Nsukka libraries did.

Other sources indicated University library Bulletin, library's special correspondence to faculty members; this source only applied by University of Nsukka library and lastly mounting occassional exhibitions (Table XXIV). The study also revealed that the more the faculty members

have access to information about NBM available to them, the more the frequency of using the non-book materials (Hypotheses 3).

(k) Publicity.

In the study, it was discovered that there were at least three different ways by which each University library piblicises the availability of its non-book materials. Unife library had six different means while Unibadan and UniNigeria libraries had each four different means. Ahmadu Bello University library had only three means while University of Benin library was yet to use any. Of all the means of advertisement of the availability of these materials, the catalogue and the University library Bulletin were used by four of the libraries while library's special correspondence to faculty members and occassional exhibitions were used by 3(60%) of the libraries. The University Bulletin was least used as agent of advertisement. (Table XVII)

RECOMMENDATIONS

From the highlights of the related literature and in the light of the above major findings and other less significant ones in the text but not mentioned in the findings, the following recommendations are made for improvement.

1. Advertisement.

The non-book material section in the respective libraries is new to most faculty members. The investigator therefore recommends that the section be sufficiently publicised to encourage their use through the following means.

(a) Exhibitions: Some of the materials and the newly arrived ones could be exhibited in an open place in the library. Posters advertising such exhibitions can be displayed on faculty, Departmental and other notice boards in the campus.

(b) Guide: There should be a published guide on non-book materials services provided in the library for its users.

(c) Seminars and workshops: There should be regular seminars, public lectures and workshops to promote the use of the non-book materials.

(d) Catalogue: Integrated catalogue is recommended with a separate catalogue for duplicate cards in the non-book material section.

(e) University calenders: In the library column, mention should be made about the existence of the non-book material services provided to the users.

(f) Selective Dissemination of Information: There should be periodic communication on new arrivals directed to selected groups and Departments.

ii. Personnel:

To run non-book material services efficiently, it is nedessary that there are trained personnel in all the units of the non-book material section, but table iv shows that two University libraries had audio-visual librarians directly incharge of the non-book materials while three of the libraries have audio-visual technicians. It is therefore recommended that a sufficient complement of personnel be available to provide efficient and effective organisation in terms of management, production, maintenance, repairs and services.

iii. Finance:

Adequate financing is necessary for the development and operation of non-book material services. By any recognised financial standard, most of the non-book material sections of the libraries in the study have no adequate fund for operation. An independent budget for non-book materials is therefore recommended as adequate equipment and materials must be purchased and trained personnel must be employed.

iv. Selection and Acquisition.

In chapter iv, it was found that some of the libraries in the study have only general selection tools which are meant for both books and non-book materials; still, those selection tools were not current.

It is therefore recommended that the non-book material libraries should keep abreast of new publications in the field and try to obtain up-to-date

copies of useful published lists, publishers catalogue and directories of resources which often evaluate media as well as give useful ordering details. It is also recommended that it should be made a policy that all materials on the campus as personal lecturers' or Departmental own collections should be copied for the library.

v. Provision of Non-book materials.

In the study it was observed that the problem of non-availability of NBM in certain subject areas was a major constraint of non-book material use by the faculty members. It is recommended therefore that purchases of materials should be increased by increasing the budget. It is also recommended that the Department of Educational Technology Centre in the Universities (where available) should be developed both in human and physical resources to be able to produce software of Nigerian background in the varying format.

vi. Provision of Equipment.

Since effective use of the non-book materials require the provision of equipment, it is recommended that a priority concern should be the provision of the necessary equipment. It is further recommended that in this times of economic strigency because of limited budget, combination equipment may be considered. For instance microfilm/microfiche reader printer, film/slide projectors etc. However, these could be more complicated and hence more difficult to maintain.

vii. Sources of Information about available non-book materials.

The study revealed that faculty members do not have enough access to information about relevant non-book materials available to them in their respective University libraries. The different means by which each University librarypublicised the availability of its non-book materials were not by any standard enough. The investigator therefore recommends the use of special correspondence in the form of selective Dissemination

of information (SDI) to faculty members on the available non-book materials in their respective subject interest. Mounting occassional exhibitions of newly arrived materials near the public catalogue or at the foyer in the case of Kashim Ibrahim Library is strongly recommended. Further recommended sources of information include: University Library Bulletin, the catalogue, the University Calendar, University Bulletin and the Library Notes and News.

viii. Circulation.

The study revealed that three University libraries do not loan out non-book materials to faculty members while the two that loan out their materials have strict regulations binding them. It was discovered that such restriction has effect on the use of materials. It is therefore recommended that faculty members be allowed to loan any of the materials available provided they can prove that they have access to suitable play-back equipment outside the library. Because of the fragility of the materials the faculty members should undertake to repair or replace the materials if it is damaged or lost.

ix. Catalogue Cards.

The study revealed that only some of the University libraries integrate cards of the processed materials with the main book catalogue. It is in this wise recommended that every processed item in the collection should have a card in the public catalogue so that the collections will not be "hidden". Items that are not yet processed should be listed to enable users have access to them on demand. It is further recommended that colour cards be used to differenciate the cards from the traditional white colour of those of the print materials (books).

x. Documentation of local materials.

The study revealed that most of the phonorecords holdings by the libraries in the study are foreign. Most of the Nigerian/African records

were not purchased for preservation. It is in this wise that it is recommended that Nigerian artists records be purchased. Popular records should be recorded on tapes and cassettes and be loaned out instead of the actual records. It is further recommended that our local festivals should be filmed and preserved before they disappear with the development of urbanization.

xi. Sources of power supply.

Lack of regular electricity supply was one of the rated constraints on non-book materials use by the faculty members (Table XXII). It is therefore recommended that each University library should have its own generator or be hooked to the University generator to ensure a continuous power supply should the public power fail.

xii. Accomodation.

The study revealed that accomodation was one of the major problems in most of the libraries. It is therefore recommended that there should be immediate expansion or re-adjustment of the non-book material section of all the University libraries.

xiii. Opening Hours.

As was reported in chapter iv. (Table XI) some of the University libraries do not open the non-book material section to readers as it obtained in the main library. It is therefore recommended that this section of the library that is not open to the public at the same time with the main library should reconsider their policy as faculty members from such institutions have complained about it.

xiv. Union Catalogue

It may be found that some faculty members of the selected institutions have collections of non-book materials of their own. It

Is therefore recommended that the main library should maintain a Union catalogue of the non-book materials held in the various libraries and the personal collections of individual faculty members. Branch libraries should send cards of their holdings to the mother library. This could extend to the Universities in one geographical areas. With this, the investigator further recommends the formation of a National University of Non-book materials Agency (NUNBMA). This body will be incharge of Nigerian Union catalogue of Non-book materials. Until this is done, academic libraries may continue to amass non-book materials which may remain largely unused.

CONCLUSION

From the findings, it is seen that it is wrong to assume that all the professional librarians in the Nigerian University libraries have positive attitude toward non-book materials; their negative attitude toward non-book material have led to locating the non-book material section in most cases in unattractive areas of the library. Thus, their negative attitude may have been communicated unconciously to the library users which have consequently affected the use of the materials; this must have also reflected in the poor maintenance of the equipment.

One very glaring conclusion in this study is that lack of fund for non-book materials was the main cause of insufficient provision of hard and soft wares.

Another glaring conclusion is that the idea of integrated collection (ie. non-book and traditional printed materials shelved together on same shelves) is not ideal as it will be "foolish" to pretend to outselves that we can attempt to get all the resources (both books and non-book materials) on one subject together on the shelves. All the resources on one subject can however be together in the main catalogue because according to Bateman[1], if all materials are classified, then no matter what sequence any one item is shelved with, the classified catalogue and the subject index to it will answer the classic questions; "Has the library this, and where is it found?" and what has the library on this subject and where is it to be found?".

Finally, from the findings of this study, recommendations were made, if effected, these recommendations will improve the provision of non-book materials, create forum for awareness of the existence of the services provided on non-book material and consequently will increase their use.

It is sincerely hoped that this study, although an academc exercise will be of practical application to the libraries concerned and to other University libraries in Nigeria.

Reference.

1. BATEMAN, Robin. Integrated multi-media libraries: at what stage the integration The Audio-Visual Librarian. vol 6(1) 1980 p.16

BIBLIOGRAPHY

PRIMARY SOURCES

ADEDIRAN, B.O.

"Centralization of University Library Services: some compelling factors in Nigerian Universities." College and Res. Libs. vol. 35(5) September, 1974. p. 360-363.

BATEMAN, Robin.

"Integrated multi-media libraries: at what stage the integration?" The Audiovisual Librarian vol. 6(1) 1980 p. 16-20.

BECHANAN, H. Gordon.

"The organisation of microforms in the library." Library-Trends vol. 8(3) January, 1960. p. 391-406.

BENNETT, Fleming.

"Audio-visual services in Colleges and Universities in the United States; Report of a survey by the AACR committee on Audio-Visual work." College and Research Libraries vol. 16(1) January, 1955. p. 11-19.

BERRY, Revd. B.

"Maintenance of audio-visual hardware." International Journal of Instruction Media. vol. 6(1) 1978-79. p. 47-50.

BRAINARD, Edith M.

"The use and administration of audiovisual material in colleges in the Pacific North West, Report of a Survey." College and Research Libraries. vol. 14(3) July 1953. p. 317-319.

CLERIDGE, P.R.P.

"Microfiching of periodicals from the users point of view." Aslp proc. vol. 21(8) August 1969 p. 303-311.

COLLINGS, Timothy.

"Handling nbms at University College Galway." The Irish Librarian Leabharlann vol. 8(2) summer 1979. p. 26-31.

DAILY, Jay E.

"The selection, processing and storage of non-print materials: a critique of the Anglo-American Cataloguing Rules as they relate to newer media." Library Trends vol. 16(2) October, 1967. p. 283-89.

DAVIS, Chester K.

"Record collections."

Library Journals Survey of facts and opinion, 1960.

DAVIES, Helen

"Storage of audio-visual materials in the library." Assistant Librarian. vol. 69(1) January 1976. p. 6-8

DIAMOND, Robert M.

"Academic redesign in higher education; matter of survival." Audio-visual Instruction. vol. 19(10) December, 1974.

EVANS, Lesley

"Establishing a resource collection for teachers of Technology in schools." The Audio-visual Librarian vol. 4(1) Autumn 1977, p p. 17-21.

GADDES, George

"Non-book materials in scottish libraries: the AUSCOT Survey." The Audio-visual Librarian vol. 5(4) Autumn 1979. p. 133-135.

GREGORY, Roma S.

"Acquisition of microform." Library Trends vol. 18(3) January, 1970 p. 373-80.

GUTTSMAN, W.L.

"New media facilities in American Universities and Colleges: a report of a study tour, September," 1970. Aslib A.V. Newsletter, July, 1971.

HARVEY, John F.

"Measuring Library audio-visual activities." Colleges and Research Libraries. vol. 18(3) May. 1957. p. 193-198.

HAWKEN, William R.

"Making big ones out of little ones: current trends in micrographics." Library Journal. October, 15 1977. p. 2127-2131.

HEWLETT, J.F.

"Audio-visual materials in medical libraries." The Book Trolley. vol. 3(12) December, 1973. p. 4-8

HOLLAND, H.E.

"Academic Librarianship in the three educational journals." College and Research Libraries, January, 1967.

HUDSON, R.B.

"New and future trends in the use of audio-visual materials." A.L.A. Bulletin. vol 58 January, 1964 p. 39-42.

LEA, Pamela

"Focus on Didsbury College of Education: audio-visual materials section." The Audio-visual Librarian. vol. 2(1) Spring 1975. p. 31-37

METCALF, K.D.

"Care and cataloguing of microfilm." A.L.A. Bulletin. vol. 31 February 1937. p. 72-74

MORIARTY, John H.

"New media facilities." Library Trends. vol. 16(2) October, 1967. p. 251-258.

MULLER, Roberts.

"Multi media shelving." Library Journal. vol. 95(4) February, 15, 1970. p. 750

NOLAND, John L.

"Audio-visual materials." Library Trends vol. 10(2) October, 1961. p. 261-272

NWAKUCKWU, Chidi Dan.

"The potential of non-book media in education." New Nigeria. May, 14, 1980 p. 20

PRINGLE, Eugene A.

"Audio-visual materials and college objections." Choice vol. 3 February, 1967.

QUINLY, Willison J.

"Audio-visual materials in the library." Library Trends. vol. 5(2) October, 1956. p. 294-300.

QUINLY, William J.

"The selection, processing and storage for non-print materials." Library Trends. vol. 16(2) October, 1967. p.

REICHMANN, Felix

"Purchase of out-of-print materials in American Universities libraries." Library Trends. vol. 18(3) January, 1970.

REID, B.J.

"Use of microforms in the library of the University of Aston in birmingham." Microdoc vol. 15(3) 1976. p. 89-96.

SIMONS, Wendell W.

"Choosing audio-visual equipment." Library Trends. vol. 13, 1964. p. 503-516.

STEVENS, R.E.

"The microform revolution." Library Trends. January, 1971. p. 379-395.

SULLIVAN, Robert C.

"Microform development related to acquisitions." College and Research Libraries. vol. 34(1) January. p. 16-28.

THOMPSON, Lawrence S.

"Microform as library resources." Library Trends. vol.8(3) January, 1960. p. 359-371.

VEENSTRA, John G.

"Micro-images and the library." Library Journal vol. 95 October, 1970. p. 3443-47.

VELT, Fritz.

"Microforms, microform equiptment and microform use in the educational environment." Library Trends. vol. 19(4) april 1971. p. 447-466.

WACHE, Clement L.

"Library services and audio-visual aids." Library Scientist. vol. 5, March 1978. p. 135-142.

WALKER, J.T.

"A survey of the use of audio-visual aid in further education." Visual Education. November, 1971 p. 10-11.

WEBER, D.C.

"How to store microfilm cheaply." Library Journal. vol. 81 Sept. 15, 1962. p. 1978-1980.

WISEMAN, Deura

"Audio-visual materials: the relationship between form content and medium." The audio-visual Librarian. vol. 5(2) Spring 1979. p. 51-55.

SECONDARY SOURCES

AUNGLE, Ann

"Non-print media." In Libraries in higher education, the user approach to service. edited by John Cowley. London. Clive Bingley. 1975. p. 65-82.

CABECEIRAS, James

The multimedia Library: materials selection and use. New York Academic Press, Inc., 1978. 275p.

CARROL, Edward C.

"Some problems of microform utilization in large University Collections." In Readers in Media Technology and Libraries. Edited by Margaret Chisholm. Englewood: Microcard Edition Book, 1975. p. 208-212.

DAILY, Jay E.

Organising non-print materials: a guide to Librarians. New York, Marcel Dekker, Inc. 1972. 190p.

DUNK, Wesley A.

"Definitions and glossary:" In How to start an audiovisual collection; Edited by Myra Nandler, London: Scarecrow Press, 1978. p.117, 128, 138, 146 and 148.

DOVE Jack

The audio-visual; the availability and exploitation of non-print material with special reference to Libraries. London, Andre Deutsch. 1975. 300p.

DRANOV, Paul

Microfilm: the librarians view 1976/77. New York, White plains: Knowledge Industry Publications. 1976. 101p.

ELY, Donald P.

"Definition and terminology." In Reader in Media Technology and libraries. Edited by Margaret Chisholm. Englewood, Microcard Edition book. 1975. p. 8-18.

ENRIGHT, B.J.

New Media and the library in education. London, Clive Bingley, 1972. 162p.

FOSKETT, A.C.

The subject approach to information: London: Clive Bingley. 1977.

FOTHERGILL, Richard and Ian Butchart

Non-book materials in Libraries, a practical guide; London: Clive Bingley, 1978. 256p.

GILBERT, Leslie A and Jan W. Wright

Non-book materials: their bibliographic control. a proposed computer system for cataloguing of audio-visual materials in the United Kingdom. London NCET, 1971. 63p.

GROVE, Pearce S. (Ed.)

Non-print media in academic libraries. Chicago. Ameran Library. Ass. 1975. 239p.

HARRISON, Hellen P.

Film Library techniques. London Focal Press. 1973.

HICKS, Warren B. and Alman M. Tillin

Developing multi-media libraries. New York: R.R. Bowker Co. 1970. 1970. 199p.

KENYON, Winifred

"Non-book materials : case-study of Lancaster University Library." In University Librarianship: handbooks on Library practice. edited by John F, Stirling. London, Library association. (nd) p. 61-82.

MCNALLY, Paul

Non-book materials: a guide for teachers and Librarians. Sun Book 1973.

NELSON, Donald

A primier of non-book material in libraries. London: Association of Assistant Librarians. 1959.

NADLER, Myra (ed)

How to start audiovisual collection London, Scarecrow Press, Inc., 1978, 157p.

ROSENBERG, Kenyon C. and John S. Doskey

Media equipment: a guide and dictionary. Littleton, Libraries Unlimited Inc. 1976. 190p.

SCHRAMM, Wilbur and Others

The new media; memo to educational planners. Unesco: International Institute for Educational Planning. 1967. 175p.

WEBSTERS third New International Dictionary of the English Languages, unabridged. London. G. Bell and Sons Ltd. 1966.

UNPUBLISHED MATERIALS

ADAVBA, Mathew Braimoh.

"The handling of non-book materials in the Kashim Ibrahim Library, A.B.U., Zaria." Unpublished B.L.S. thesis. Ahmadu Bello University. Zaria. 1978. 117p.

AGBODIKE, Emma O'Dike

"The use of non-book materials in libraries:" a paper presented at the Annual Conference of Nigerian Library Association at Kaduna. November., 1977.

AGUOLU, Christain Chukwunedu

"Libraries of Learning and research in Nigerian higher Education: emergence, role and responsibilities." Ph.D thesis, Berkeley. University of California, 1977. 685 leaves.

CHANDLER, Richard Devonshire

"An investigation of student services and Loan practices of selected college and University instructional media centre." Ph.D. University of Oregon., 1973 107p.

ELATUROTI, D.F.

"The library as a source centre." Paper presented at the annual conference of the Nigerian Library Associationheld at Kaduna, Nov. 29 - Dec. 2, 1977.

IFIDON, Samuel Ehimigbai

"A quantitative assessment of adequacy of Nigerian University Library collections in the humanities and the social sciences in relation to post graduate research." Ph.D. Ibadan, University of Ibadan, 1977. 268 leaves.

IMOGIE, Abraham Inanoya

"Instructional media use by Faculty members of Ahmadu Bello University, Zaria: a study of factors related to Educational innovations in a Nigerian University context." Unpublished Doctoral Dissertation. Michigan State University, 1979. 175p.

MATHEWS, John

"Library organisation of a/v materials and equipment for the user." College of Librarianship Wales, 1977. Students Project. No. 9, 38p.

MEYER, Judith A.K.

"An analysis of the review of audio-visual materials in selected periodicals." Ed.D. (thesis) Indiana University. In Dissertation Abstracts International vol. 37(8) February, 1977. p. 4795-A

MOMOH, Kosoko Adu

"The use of the National bibliography of Nigeria in K.I.L. A.b.U." Unpublished ML.S. Independent study. Zaria. Department of Library Science. Ahmadu bello University, 1981.

NJOKU, P. Azuwuine

"An address presented as a principal in the occasion of commisioning ceremony of the college media resource centre for Teacher's College Azaraegbulu, Owerri, June 10, 1977.

OJOABE, Andrey B.

"The Library as a resource centre." A paper presented at the Annual Conference of the Nigerian Library Association, held in [illegible], 29th November, - 2nd December., 1977.

OLUWATI, Kingsley W.

"A study of the extent of use of audio-visual materials in Department of Library Science, Education, Physical and health Education, Ahmadu Bello University Zaria." Bl.S. Zaria. Department of Library Science. Ahmadu Bello University. 1978. 74 p.

SALISU, Taofiq M.

"New media and the libraries: an appraisal of the present situation and prospects in the University of Lagos Library." paper presented at the University of Lagos Library Staff Seminar on June 29, 1978.

AHMADU BELLO UNIVERSITY
KASHIM IBRAHIM LIBRARY

Telephone : ZARIA 0-632-2553
Telegrams : LIBRARY UNIBELLO ZARIA
Telex : 75241 ZARABU NG.

ZARIA,
NIGERIA

Your ref :
Our ref :

12 June, 1981

The Librarian,

_____

_____

_____

Dear Sir,

Mr. Stephen A. Amune who is one of my staff is currently conducting an investigation on the provision and utilization of Non-book materials in selected Nigerian University Libraries and he may require some information from your library. I shall be grateful if you can assist him in his needs.

It is hoped that the findings will be communicated by him to all Nigerian University Libraries.

Thank you for your kind cooperation.

Yours faithfully,

K. Mahmud
University Librarian

UNIVERSITY LIBRARIAN

Kashim Ibrahim Library,
Ahmadu Bello University,
Zaria.

12th June, 1981.

The University Librarian,

Dear Sir/Madam,

I am currently conducting an investigation on the provision and utilization of Non-book materials in selected Nigerian University Libraries.

This study will focus on the existing practice as regards the provision of Non-book materials and equipment and patterns of Faculty members' use.

The probable factors influencing the provision and utilization of non-book materials in the selected University Libraries by faculty members of these Universities will also be looked into.

On the basis of this, I hereby solicit your co-operation in filling the attached questionaire.

The information supplied in this questionaire will be used wholly for the purpose of this study.

Thank you for your kind cooperation.

Yours faithfully,

Stephen A. Amune

Kashim Ibrahim Library,
Ahmadu Bello University,
Zaria.

12th June, 1981.

Dear Colleagues,

I am currently conducting an investigation on the provision and utilization of Non-book materials in selected Nigerian University Libraries.

This study focuses on the existing practice as regards the provision of Non-book materials and equipment and patterns of Faculty member's use.

The probable factors influencing the provision and utilization of non-book materials in the selected University Libraries by faculty members of these universities will also be looked into.

On the basis of this, I hereby solicit your co-operation in filling the attached questionaire.

The information supplied in this questionaire will be treated with absolute confidentiality and will be used wholly for the purpose of this study.

Thank you for your co-operation.

Yours faithfully,

S.A.C

Stephen A. Amune

Questionaire on "the Provision and Utilization of Non-book Materials in Selected Nigerian University Libraries".

LIBRARIAN INCHARGE OF NON-BOOK MATERIALS

SECTION A - GENERAL

1. Name of Library _____
2. When was the Library established? _____
3. When was the Non-book material (audio-visual) Unit of the library started? _____
4. How would you rate the growth and development of the Unit since it started? (Please tick (✓) one)
   (a) Rapid _____ (b) Moderate _____ (c) Slow _____

SECTION B - FINANCE

5. How is the Non-book materials Unit of the library financed? Please tick ( ) as applicable.
   (a) Through the general book vote.
   (b) Through an Independent budget.
   (c) Others, (Please specify).
6. What is the average amount spent on the following library materials annually?
   (a) Books.
   (b) Periodicals.
   (c) Non-book materials
   (d) Other - (Specify)

SECTION C.- PERSONNEL

7. How many persons of each categories of staff listed below are in the Non-book material unit of the Library?
   (a) Professional Librarians.
   (b) Sub-professional Librarians.
   (c) Audio-visual Technicians.
   (d) Library Assistants.
   (e) Library Attendants.

SECTION D - SELECTION AND ACQUISITION.

8. Who does the selection of non-book materials in your library? (Please tick (✓) as applied).
   (a) Faculty members.
   (b) The librarian incharge
   (c) Other interested members of the library staff.
   (d) Others (Specify).
9. What are your main selection tools? (Please list them) e.g. Sussex Tapes!
10. How does the library acquire its Non-book materials and equipment? (Please tick (✓) as applied).
   (a) Through the local market in the country.
   (b) Through foreign markets
   (c) Combinations of a and b.
11. Do you get materials on:
   (a) Rental basis? _____ Yes _____ No.
   (b) Free loans _____ Yes _____ No.
   (c) Exchange basis?_____ Yes _____ No.
12. Does the audio visual Unit of the library produce any materials for its use? _____ Yes _____ No.

SECTION E - COLLECTIONS.

13. Non-book materials available in your library by type. (Please give figures).

I. MICROFORMS.
   (a) Microfilm _____
   (b) Microfiche _____
   (c) Microcards _____
   (d) Others (Specify) _____

II. FILMS.
   (a) 8mm (llops)
   (b) 8mm (reels)
   (c) 16mm
   (d) 35mm
   (e) Others - (Specify) _____

III. FILMSTRIPS AND SLIDES.

(a) Filmstrips _____
(b) Filmstrips/tapes _____
(c) Slides _____
(d) Slides/Tapes _____
(e) Video cassettes _____
(f) Others (Specify) _____

IV. SOUND RECORDINGS.

(a) Cassettes _____
(b) Tape open reel _____
(c) Cartridge _____
(d) Phonography records _____

14. Non-book Media Equipment by type. (Please give figures).

I.

1. MICROFORMS.

(a) Microfilm reader _____
(b) Microfilm reader/printer _____
(c) Micrfilm reader _____
(d) Microfiche reader/printer _____
(e) Microfilm/Microfiche reader _____
(f) Microfilm/Microfiche reader/Printer _____
(g) Microcard reader _____
(h) Others (Specify) _____

II. FILMS.

(a) 8mm super loop projector _____
(b) 8mm reel to reel projector _____
(c) 16mm film projector _____
(d) 35mm film projector _____
(e) Others (Specify) _____

III. FILMSTRIPS/SLIDES.

(a) Filmstrip projector _____
(b) Filmstrip/slides projector _____
(c) Slides view screen _____
(d) Slide projector _____
(e) Slide viewer _____
(f) Others (Specify) _____

IV. SOUND RECORDINGS.

(a) Cassette player _____

(b) Cassette player/Recorder _____

(c) Tape player/Recorder _____

(d) Record player _____

(e) Cassette Copier _____

SECTION F - CATALOGUING AND CLASSIFICATION.

15. Are the Non-book materials in your Unit catalogued

Yes _____ No. _____

16. If answer 17 is Yes, which cataloguing code do you use? Please tick (✓) as applied.

(a) AACR Part III _____ (b) LA/NCET _____

(c) CLA _____ (d) ISBD(NBM) _____

(e) Others (Specify) _____

17. How are the catalogue cards of the Non-book materials arranged? Please tick (✓) as applied.

(a) Integrated with the book catalogue

(b) Separate from the book catalogue

(c) Both of the above.

18. Are the Non-book materials in your library classified?

Yes _____ No _____

19. If answer to question 20 is Yes, which of these classification schemes do you use? (Please tick)

(a) Dewey Decimal Classification Schemes.

(b) Library of Congress Classification Scheme

(c) Bliss Classification Scheme

(d) Universal Decimal Classification Scheme.

(e) Others (Specify) _____

SECTION G - USE AND USERS.

20. (a) Do you open the Non-book material Unit to readers daily? Yes _____ No _____

(b) What time of the day do you open to readers?

I. 8am - 3.30pm

II. 8am - 6pm

III. 8am - 9pm

IV. 8am - 11pm

(c) What reasons have you for choice of time? (Be brief)

_____

21. Non-book materials need to Faculty members are: (Please tick ( ) as applied).

(a) Adequately met _____

(b) Moderately met _____

(c) Inadequately met _____

22. The Non-book material service in the library is best described as providing:

(a) Primarily service to the Faculty members.

(b) Primarily service to the students.

23. (a) In your opinion, do you think the Non-book materials in the library are adequately exploited? ___Yes _____ No.

(b) Please give average statistics of use per week

Faculty members	Students

24. (a) Do you loan out Non-book materials to Faculty members?
Yes _____ No. _____

(b) Under what conditions do you loan out the noj-book materials to Faculty members? _____ (Please tick (✓) as applied)

a) Duration _____

b) Safety guaranteed _____

c) Expertise _____

d) Others (Specify) _____

25. Which of these Non-book materials does the library loan out? (Please tick (✓) as applied)

Microfilm _____ Audio cassettes _____

Microfiche _____ Audio tapes _____

Microcards _____ Phono records _____

Films _____ Overhead transparencies _____

Fimlstrips _____ Learning packages _____

Slides _____ Others specify .....

SECTION H - STORAGE AND PRESERVATION.

26. How are the materials stored? (Please indicate by a (✓)
    (a) Open access intershelved with books
    (b) Open access in separate unit.
    (c) Closed access in seprate unit
    (d) Combination of any of the above-specify
    (e) Others - Specify.

27. Where are the following non-book materials stored?
    (a) Microfilm ————————
    (b) Microfiche ————————
    (c) Fimlstrips ————————
    (d) Slides ————————
    (e) Cassettes ————————
    (f) Tapes ————————
    (g) Phonogecords ————————

28. (a) Are the materials and equipment stored under air conditioned atmsphere? Yes ——— No ———
    (b) If answer to question 28a is No, what are your alternatives for improvisation (Please State)
    ————————————————

SECTION i - SPACE ALLOCATION.

29. (a) Was the library originally designed to provide facilities for non-book materials? Yes ——— No ———
    (b) If the answer to question 29 a is No, do you have a plan for inclusion? ——— Yes ——— No.

30. Is there any provision for individual study booth or carrel? Yes ———— No ————

31. Is there any provision for large group use of the Non-book materials? Yes ———— No ————
    (a) University Library Bulletin ————
    (b) Library's Special Correspondence to Faculty members ——
    (c) Mount occasional Media Exhibitions ————
    (d) University Bulletin ————
    (e) Display of New Arrivals in the New Arrival Corner of the library ————

Please, feel free to make other suggestions which might be relevant to this study.

S. A. AHUNE
Department of Library Science
A.B.U., Zaria.

QUESTIONAIRE ON "THE PROVISION AND UTILIZATION OF NON-BOOK MATERIALS IN SELECTED NIGERIAN UNIVERSITY LIBRARIES".

FACULTY MEMBERS

SECTION A -- GENERAL DATA

1. NAME (May be omitted if desired)

   _____

2. Sex (Mark X as applicable)

   Male ————————

   Female ————————

3. Current academic grade (Mark X as applied)

   Professor ————————

   Reader ————————

   Senior Lecturer ————————

   Lecturer ————————

   Assistant Lecturer ————————

4. In what Department do you lecture?

   _____

5. Are you a registered members of the University Library?

   Yes ———————— No ————————

6. How often do you use the Library (Please tick (✓) one

   (a) Regularly ————————

   (b) Occasionally ————————

   (c) Not at all ————————

SECTION B - FREQUENCY OF USE OF NON-BOOK MATERIALS.

Mark (X) to indicate the average no of times you use each of the following non-book materials in the library.

7. Non-book material

Non-book material	No. of times used in a term.				
	10+	7-9,	4-6,	1-3,	0.
Slides					
Filmstrips					
Motion Pictures/films					
Overhead transparencies					
Video tapes					
Audiotape recordings					

Non-book materials	No. of times used in a term				
	10+,	7–9,	4–6,	1–3,	0.
Microfilms					
Microfiche					
Microcards					
Phonorecords					
Others (Specify)					

8. Have you any previous experience in the operation of non-book materials equipments? Yes ———— No. ————

9. If yes, has it affected the frequency of your use of the non-book materials in the library? Yes ———— No. ————

SECTION C – LIKELY CONSTRAINTS ON NON-BOOK MATERIA USE.

Please indicate (X) the degree at which you perceived each of the constraints.

10. CONSTRAINTS	DEGREE OF CONSTRAINTS			
	Major	Moderate	Mino	None
(a) Teaching load doest not allow time to plan to use non-book materials				
(b) Lack of information about available non-book materials				
(c) Lack of materials in my subject area.				
(d) Often lack of technical assistance from staff members when using the materials.				
(e) No previous training in the operation of the non-book materials equipment.				
(f) The time of opening is not appropriate.				
(g) Lack of enough reading machine.				
(h) Lack of regular electricity supply.				
(i) Lack of reading booths.				
(j) Others (Specify)				

SECTION D - SOURCES OF INFORMATION ABOUT AVAILABLE NON-BOOK MATERIALS.

Please tick (✓) the various sources from the following with which you obtain information about non-book materials from your University Librarian.

11. Sources of Information

(a) University Library's Bulletin ————————

(b) Library's Special Correspondence to Faculty Members ————

(c) Mount occasional Media Exhibition ————————

(d) University Bulletin ————————

(e) Distribution of manufacturers/publisher's catalogue to Faculty Conference Halls ————————

(f) Display of New arrivals in the new arrival corner of the Library ————————

12. Have you ever recommended to the Library any non-book materials to be purchased? Yes ———— No. ————

13. For what purpose do you use the non-book materials in the Library most? (Please tick (✓) one as applied)

(a) Research

(b) Teaching

(c) Leisure

(d) Combinations of a and b

14. Do you have any additional suggestions which can enhance the development of non-book materials services in the library? Please give your suggestions under the following:

(Use any available space)

(a) Reading space -

(b) Opening hours -

(c) Personnel -

(d) Storage facilities -

(e) Equipment and Materials.

(f) Others - (Specify) -

S. A. AMUNE
Department of Library Science
Ahmadu Bello University
Zaria.

KASHIM IBRAHIM LIBRARY
AHMADU BELLO UNIVERSITY

MEDIA UNIT SPECIAL BORROWING SLIP

AUTHOR.....
(SURNAME).

TITLE.....

CLASSMARK.....

ACCESSION NUMBER.....

NAME OF READER.....
(USE CAPITAL LETTERS).

DEPARTMENT/FACULTY.....
.....
.....

TO BE FILLED BY LIBRARY STAFF ONLY.

DATE ISSUED.....TIME.....

DATE DUE.....

DATE RETURNED.....

NAME OF STAFF.....

_____
S I G N A T U R E.

GRACE/

UNIVERSITY OF NIGERIA
NNAMDI AZIKIWE LIBRARY

APPLICATION FOR THE HIRE OF

.....

.....

Name of Club/association .....

Officer in charge or Secretary .....

Address .....

I wish to use the . ..... for .....
on ..... 19 ..... from ..... to .. ..

I agree to hire the ..... upon the terms set out below.

THE HIRER

1. Will pay ..... (cash in advance) and the cost of any damages done to the .....
2. Will complete an application form 48 hours in advance.
3. Will convey the equipments from and back to the library
4. Will ensure that ONLY officially assigned Library personnel operate the equipments.
5. Will not carry out or permit any unauthorised repairs to the equipments.

.....	.....
Signature of Adviser	Signature
.....	.....
Full Name of Adviser	Full Name
.....	.....
Date	Date

Approved/Not Approved by

.....

UN-EDITED COMMENTS MADE BY SOME OF THE RESPONDENTS TO THE QUESTIONAIRE MEANT FOR THE FACULTY MEMBERS.

I. "This is my first time of knowing that this type of facility is available in the library. I hope many are not like me. I suggest the information about this should be passed to each departmental Head who will in turn inform his staff members. Those materials available should also be communicated". (Annon, A.B.U.)

ii. "Reading space not sufficent. The room could be extended or an additional room required. Opening hours should extend beyond the present 8.00am to 3.30pm as had been in the recent past. Storage facilities is okay but the air conditioner should be operative, if possible for 24 hours. This has a definite effect on the life span of the films and other equipment.
New equipment and materials on the market could be acquired to great advantage. Some of the relevant documents - historical from the colonial office (C.O.) and the Rhodes House in London should be acquired. The machines should be kept in good repair". (Charles Gomyok, A.B.U.)

iii. "You used to ensure regular supply of electricity if your services are to be utilized by many readers. On several occasions I have been a victim of NEPA power cuts" (P.K. Tibenderann, A.B.U.)

iv. "I just didn't know all these facilities were available. Therefore, I ask for a publicity campaign that even an absent minded and blind academic cannot miss". (Alex Hooper, A.B.U.)

v. "Audiovisual Unit should remain open as long as the K.I.L. is open. More staff should be recruited for the audio-visual Unit.

More microfilm reader printers should be purchased.
Faulty equipment must be repaired without delay and regular maintenance arrangements should be made with the suppliers of any equipment before the library buys it". (Mahmoud Harman, A.B.U.)

"Inform readers of available non-book materials.
Conduct short workshops on the use of non-book materials.
Have Faculty representatives on an Advisory Committee for purchase and ordering of non-book materials". (John Dada, A.B.U.)

vi. "Maintenance is poor. Equipment are out of use for a long time because of lack of maintenance.
A qualified audio-visual librarian is needed for efficient operation of the Unit.
The section needs greater publicity". (Annon, Unife).

vii. "Methods of publicity should be varied and it should be frequently used". (Annon, Unife).

viii. "There is lack of information on the library's holdings. Printed catalogues and posters should be produced to inform readers of the availability of such materials and of the facilities accessible to them". (Annon, Uniben).

ix. "Detailed information on non-book materials available should be displayed at the index section/entrance hall of the library or alternatively an index rack of non-book materials (author/subject) should be built alongside the index for Books/Publications" (Annon, Uniben).

x. "More information should be provided on the availability of various types of non-book materials" (Annon, UniIbadan).

xi. "More competent personnel should be provided. Enough storage facilities should be provided. Equipments and Materials should be adequate and up to date". (Unibadan, G.O. Oguntomisi).

xii. "Reading space should be increased. The non-book material section should be open throughout the period that the library remain's open. Enough trained personnel should be engaged to run the section on shift basis.

Materials and equipment should be well housed and under good security measures to avoid loss. A steady increase in acquisition of new equipment and materials should be encouraged. This would require sufficient vote.

More information should be adopted to enable faculty members know about the available materials of subject basis. A loans department should be established in the library to facilitate borrowing of non-book materials from other sources wherever necessary." (C.S. Okeke, UniNigeria)

VITA

Name: Stephen Ajayi AMUNE

Date of Birth: December 21, 1946

Place of Birth: Igarra, Bendel State

Nationality: Nigerian

Permanent Home Address: No 14, Mission Road, Igarra, Bendel State, Nigeria.

Marital Status: Married

Secondary and Post Secondary Education:

a) St. Thomas' Teachers' College, Ibusa, 1965–1968
b) Ahmadu Bello University, Zaria, BLSc. 1973–1976
c) Ahmadu Bello University, Zaria, MLS. 1978–

Qualifications

a) Teachers' Grade II, 1968
b) G.C.E. O/L, 1970
c) G.C.E. A/L, 1972
d) Bachelor of Library Science, 1976

Working Experience

Teaching, Grade II – 1969–1973

Practicing Librarian – 1976 –

Publications:–

a) Library Services in selected Teachers Training Colleges in Bendel State of Nigeria. BLS Thesis, Zaria, Dept. of Library Science, A.B.U., 1976.

b) Undergraduate Project Reports in Science and Technology in A.B.U., 1965–1979. Zaria, K.I.L. A.B.U. 1979 270p.

c) Petroleum Industry in Nigeria: a selective annototed bibliography. Zaria, K.I.L., A.B.U. 1979. 284p.

d) A.B.U. in Perspective: Twenty years of Research Reports on the Ahmadu Bello University, Zaria, 1962 – 1982; a bibliography. 105p.