Reserve Collection Management for Undergraduate Studies in University Libraries in North Central, Nigeria

Musa, Abdulmalik
Abu Yusufu
and
Musa, Aminu Umar

[1] **University Library, Federal University Lokoja, Kogi State, Nigeria**

[2] **University Librarian, Federal University Kashere, Gombe State, Nigeria**

[3] **Kashim Ibrahim Library, Ahmadu Bello University, Zaria-Nigeria**

Abstract

This research examines reserve management for undergraduate studies in university Libraries in North Central, Nigeria. Survey research design was used for the study. Out of 17 universities located in the North central Nigeria, 9 were randomly selected to enhance representativeness and generalization using multistage cluster sampling technique. The population consists of (18) university librarians and heads of reserve units and twenty three thousand and fifty one (23051) library users in the area covered by the study. Questionnaire was the instrument used for data collection. Descriptive statistics was used to analyse the data. The study identified that ways of improving Reserve collection management involve training and re-training of library staff for effective and efficient services delivery, well-constructed accommodation with reading tables and chairs, absolute support from all the stakeholders especially from institutional management, as well as constant security appraisal of control measures in the library so as to reflect changing trends. It is therefore recommended that university Libraries in North Central, Nigeria should increase their reserve resources such as materials that are in high demand, rare materials that are out of print, as well as materials that are limited in copies through photocopying and digitization.

Introduction

In recent times, emphasis has been placed on management of information resources; reserve resources will not be an exception. A reserve collection has been defined as "material which are in great demand because of being placed on reading lists and on one side for very short limited periods or for an academic term, and then only for use on the premises or overnight" (Harrod, 1991). It could in fact be argued that the creation of the reserve collection occurs in the context of the incessant calls from faculty for solutions to the problems that result from the pressure of a large number of students using a restricted body of material prescribed by faculty. Lack of proper methods for safeguarding reserve collection could lead to their loss, which could inhibit proper and effective utilization of vital and endangered information resources

by large number of students. Therefore, conservations and preservation of the reserve collections need to be given proper attention. Reserve collection must be safeguarded against all types of disasters, whether natural or man-made, that may occur in the reserve units of the libraries, as the effect of not being prepared may lead to loss of materials in the reserve units. They must also be able to respond to disaster when it happens, and lastly be able to prevent those which are preventable through proper security measures. Asuzu (2000) emphasized that it is difficult to safeguard Library reserve resources because there are many enemies of Libraries who may attack and destroy these resources. Such enemies include man himself as thief, mutilator or destroyer; climatic conditions such as humidity, acidity and ultra-violet rays; and biological agents such as bookworms, ants and rodents' etc.

Management of reserve collection is a major concern for everyone so that all academic collection would survive and be available to users when required. It is on the basis of the importance of these vital information resources their conservation and preservation becomes highly important. Therefore, this study is set out to investigate how reserve collection are managed and measures put in place to safeguard reserve collections from mutilation and theft in university libraries in North Central States of Nigeria.

Statement of the Problem

The idea behind the establishment of reserve units in academic libraries is to disseminate vital but scarce academic information resources to library users. This allows the users to have equal access to resources that are limited in the library within a short period of time. One of the serious issues that have bothered librarians from the earliest times to the present is how to ensure the good management of these resources. In view of the challenges faced by libraries of most tertiary institutions in the developing world and particularly, it is expedient to ensure that available resources are safeguarded from any damage or loss.

A preliminary investigation and personal observation in some libraries of institutions of higher learning in Nigeria indicate that reserve resources are poorly managed and insecure. The effect is that students may have limited or no access to such resources. Despite the persistent problems of lack of effective management of reserve collections to safeguard them against any form of adversity in higher institutions of learning in North Central States of Nigeria yet, there appears to be no empirical study that seeks to investigate how university libraries are coping with the management of reserve collections. The scenario has created a gap that needs investigation to be carried out.

Objectives of the Study

The objectives of the study are to:

1. Determine how reserve collection are managed in the university libraries in the North Central States of Nigeria.

2. Find out measures put in place to safeguard reserve collections from mutilation and theft in the university libraries

3. Determine strategies for improving management of reserve collection in the libraries

Review of Literature

According to Ajegbomogun (2004), collections security encompasses a holistic approach at protecting resources against un-authorized removal or loss and disasters. Security features should be factored in from inception of library construction to the granting of access to clients. The construction of housing for library collections should involve a conscious effort to secure its holdings from delinquent users. It is just not enough to erect any structure to house library collections since it might not be able to provide adequate security for the stock it is intended to hold for its users (Thomas, 2000). These notwithstanding, many scholars discovered that security breaches are common security issues in academic libraries (Maidabino and Zainab, 2010; Lorenzen, 1996 and Holt, 2007). The most common amongst these breaches include theft, mutilation and book non-return, intentional mis-shelving, impersonation and vandalism (Maidabino & Zainab 2011; Ugah, 2007). According to some authors, the most dangerous, yet least reported cases of security breaches are those committed by library staff who are supposed to be the custodians of library resources and enforcers of regulations (Berlin, 2006; Holt, 2007; Griffiths and Krol, 2009). Bemoaning this situation, Ajegbomogun, (2004), posits that, having a laxed and lackadaisical staff who aid or indulge in the unauthorized removal of library resources pose huge risk and leads to the depletion of collections because they are often hardly suspected. This kind of theft is one of the hardest to prevent, since library employees know how to defeat the security system. As a remedy, Griffiths and Krol (2009) propose the establishment of stringent measures in the recruitment of library staff. (Kulkarni & Deshpande, 2012).

Similarly, Macomb and Dean (2004) emphasize on the need to conduct security risk assessment, development of security policy and the deployment of a plan to implement policy enacted in order to safeguard reserve collection form loss. A Security policy refers to "clear, comprehensive, and well-defined plans, rules, and practices that regulate access to an organization's system and the information included in it. Developing a good policy protects not only information and systems, but also individual employees and the organization as a whole. It also serves as a

prominent statement to the outside world about the organization's commitment to security" (National Center for Education Statistics, 2013; Avondale library, 2010; Udoumoh and Okoro, 2007; Brown and Patkus, 2007; the Association of College and Research Libraries, 2006; Purtell 2007; Saffady, 2005).

Research Method Adopted for the Study

The research design adopted for this study was a survey research design. The population of the study consists of total number of forty thousand (40000) Students and thirty four (34) library management staff (University Librarians and Heads of Reserve Units) in 17 universities in North Central States of Nigeria. Multi-stage sampling technique was employed. Nine universities were selected from the seventeen (17) universities in the North Central states. The total number of 18 library management staff and 23051 library users in the nine (9) selected universities formed the sample of the study. Questionnaire was the instrument used for data collection. Two sets of questionnaire were developed. The first set was administered to the university librarians and heads of reserve units of the respective libraries covered by the study. The second set of the questionnaire was answered by the users (academic and non-academic staff; as well as students) of the libraries covered by the study.

Out of the 18 copies of the questionnaire for the Library management staff, 13 copies (72.2%) were successfully filled and returned while 5 (27.8%) were not returned. For the users, 315 copies (83.55%) of the questionnaire were successfully filled and returned, the remaining 62 (16.45%) were not returned. Hence, 13 copies of questionnaire for the management staff and 315 copies for the library users formed the basis for analysis and interpretation of data for the study.

RESULTS

Measures for safeguarding reserve materials

The responses on the above varied across the available options with (16.6%) opting for "putting measures in place to safeguard the reserve collection from deterioration" and another (16.6%) opting for "putting security measures in place to protect reserve collection from theft and mutilation through proper checking while going out of the library"; 16.6% opted for development and deployment of security policy against loss and damage of reserve collection; another 16.6% opted for protecting information resources against unauthorized removal by staff and students; 12.9% opted for protecting reserve collection from loss and disasters; 11.1% opted for use of information and communication technology (ICT) to monitor security breaches of reserve collection through the use of clone circuit television (CCTV) surveillance cameras while 9.2% of the respondents opted for stringent recruitment criteria in order to ensure sanity amongst staff as possible measures for safeguarding reserve materials.

This study affirms the findings of Ajegbomogun (2004), Macomb and Dean (2004),

and Avondale Library (2010) who found that development and deployment of security policy against loss and damage of reserve collection is highly important.

Reserve Collections Management for Undergraduate Studies in the Institution's Library

On the respondents' perception on the methods of managing reserve collection management "employing qualified personnel, training and retraining of library staff for effective service delivery" and "Regular maintenance of reserve resources such as fumigating, rebinding of mutilated resources etc." each has 19.1% of the responses of the respondents. Similarly, making fund available for management to purchase devices that can be used for monitoring and surveillance of library collection made up 12.7% as well as "constant security appraisal and control measures in the library so as to reflect the changing trends in theft and mutilation of resource collection".

Strategies for Improving Management of Reserve Collection

The opinions of the respondents were sought on how to improve management of reserve collection.

Table 1: Strategies of Improving Reserve Collection Management

Methods	**Frequency of Users Responses**	**%**
Employment of qualified personnel, training and retraining of library staff for	**105**	**33%**
Well-constructed accommodation with reading tables and chairs	**55**	**17%**
Absolute support from all stakeholders especially from institutional management	**30**	**10%**
Making fund available for management to purchase devices that can be used for	**50**	**16%**
Constant security appraisal and control measures in the library so as to reflect the changing trends in theft and mutilation of resource collection	**25**	**8%**
Witten policy, rules and regulations to be observed by both library staff and users	**25**	**8%**
Regular maintenance of reserve resources such as fumigating, rebinding of mutilated resources among others.	**25**	**8%**
Total	**315**	**100%**

As depicted in Table 1, the methods of improving collection management are sorted from the respondents (library users). Employment of qualified personnel and training and the retraining of library staff for effective service delivery was most recommended by 33% of the respondents; 17% opted for the provision of well-constructed accommodation with reading tables and chairs; 16% opted for making fund available for management to purchase devices that can be used for monitoring and surveillance of library collection; 10% opined that absolute support from all stakeholders, especially from institutional management would do just fine in improving reserve collection management.

The finding of this study is in agreement with that of Nnadozie (2007); Ubogu and Okly (2011) who stressed that the employment of qualified personnel and training and retraining of library staff for effective service delivery are necessary reserve collection management. Similarly, the findings is in line with that of Kelly (2012) and Ajegbomogun (2004) who stressed that well-constructed accommodation with reading tables and chairs are equally important for effective reserve collection management.

Conclusion

Management of reserve collection has been a major area of concern to many libraries across the globe. This is because absence of best and good practices in the management of such vital resources may affect successful library operation due to the type and nature of such resources. Based on this study, it can be concluded that materials that are of high demand, materials that are limited in copies, rare materials that are out of print, materials kept at instances of professors, lecturers, and instructors and past questions papers from department as reference sources for students and staff were major materials found in the reserve units of the sampled university libraries. Therefore, management of such vital resources is highly critical for successful library operation and effective service delivery.

Consequently, it was concluded that constant security appraisal of control measures in the library to reflect changing trends in theft, and writing policy to be observed by both library staff and students are important for effective reserve collection management.

Recommendations

In view of the findings of this research, the following recommendations are made;

1. Establishment of the culture of putting stringent recruitment criteria; the use of electronic monitoring devices such as CCTV, Surveillance Camera, Parameter Alarm Radio Frequency Identification system for safeguarding reserve materials should be encouraged. Also, the use of barcode readers, magnetized doors, as well as deployment of security personnel at the exit need to be encouraged.

2. It is also recommended for the management of the libraries to improve their management of reserve materials to enhance utilization by undergraduates.

3. There is need for periodic appraisal of security control measures, well-articulated written policy, improved and regular maintenance in form of rebinding, turn out collections, dusting, fumigation, de-acidification etc. Should be encouraged.

4. Equally, the Reserve Units should have a standby generator to help improve the electricity and power challenge in Nigeria.

5. Lastly, Reserve Unit should have a conducive reading environment with air-conditioners, as well as enough space for both students and staff of the universities.

References

Adedeji, O. H., Odufuwa, B. O. & Adebayo, O. H. (2012). Building capabilities for flood disaster and hazard preparedness and risk reduction in Nigeria: need for spatial planning and land management. *Journal of sustainable development in Africa* 14(1) 45-58. Accessed on-line on January, 30, 2013 Ajayi I. A. & Ayodele, J. B. (2004). *Fundamentals of education Management,* Ado Ekiti, Green Line Publishers. R 2-8.

Ajegbomogun, R O. (2004). User assessment of Library Security: A Nigeria University Case Study, *Library Management 25* (8/9), 386-390.

Akintunde, S. A. (2004). Libraries as Tools for ICT Development. A compendium of papers presented at the 2004 NLA Annual National Conference and AGM, Akure,Junel0-18.

Alao, I. A. (2000) Theft and Mutilation of Library Materials by students in university Libraries. *Journal of Library and archival Securities*, 16 (1), 63-78

Amadi, E. (2006). Problems of book supply to libraries: A bookseller's viewpoint. In S. Rehman, (Ed.) *A treatise on library and information science.* Lahore: Punjab University Library Science Alumni Association.

American Library Association (2010). *Guidelines for University Library Services to Undergraduate Students*

Anyanwu, H. J., Zander, N. M, & Amadi,E. (2006). Problems of book supply to libraries: A bookseller's viewpoint. In S. Rehman, (Ed.).A treatise on library and information science. Lahore: Punjab University Library Science Alumni Association.

Attama R. O., Ezema, J. 1. (2002). Library and information services: A practical approach. Enugu: Mikon Press.Being a paper presented at the national conference of Nigeria Association of Education Administration and Planning (NAEAP). Enugu State University of Science and Technology, Enugu State.

Anyanwu H. J., Zander NM, Bond University (2010) *Library Collection Management and Access Policy.*

Carr, R. (2007). *The academic research library in a decade of change.* Oxford: Chandos Publishing.

Chancy, M. & Alan, R M. Ed. (1999). *Security and Crime prevention in Libraries,* London: Gower Hants.

Cunha, M. G. & Cunha, D. G. (2004). Conservation of Library materials: A manual and Bibliography, Metuchen, N.J. Scarecrow press.

Griffiths, R. & Krol, A. (2009). Insider theft: Reviews and Recommendations from

the archive and Library professional Literature. *Library & Archival Security,* 22(1), 5-18.

Horava, T. (2005). Access policies and licensing issues in research libraries. *Collection Building* 24(1).

Ibukun, W. O. (1997). *Educational management: theory and practice,* Ado-Ekiti: Green line Publisher.

Imam, A., Adeyoyin, S. O., Jegede R, & Adesanya, O. O. (2008). *Library and Information studies; an introductory text for students in tertiary Institutions.* Abeokuta, Egule Publishers.

ISO/IEC 27000; (2009) (E) Information Technology - Security Techniques - Information Security Management Symtoms - Overview and Vocabulary.

IEC.Kenneth, I. N. N. (2011). Measures of Library effectiveness in Nigeria Polytechnic Libraries with emphasis on user satisfaction (Unpublished Ph.D Thesis) University of Ibadan.

Khurshid, D. K. (2000). Planning and management of library and information services in Pakistan. Karachi: Library and Information Services Group.

Kothari, Chakravanti Rajagopalachari. (2004). *Research methodology: Methods and techniques:* New Age International.

Krejcie, Robert V, & Morgan, Daryle W. (1970). Determining sample size for research activities. *Educpsychol meas.*

Kumar, K. (2011). Library Administration and Management, New Delhi: vicas publishing house pvt ltd.

Lamb N. O. (2004). The complete guide to acquisition management Westport CT: Libraries Unlimited.

Lewendowski, D. (2015) Ranking of Library Materials-Available at https://arxiv.Org/pdf/l 511.08806.

Marisol, R. (2004) prevention strategies for small Collection in the Topic. http://athene.rivcsu.education/dhrvey/studentstull/mariso//web. Retrieved on 20/3/2009

McComb, M & Dean, E. (2004). Library Security. San Fransisco: RLS Inc.

Nnadozie A. C. (2006). Collection development activities in selected academic libraries in Nigeria. *Nigerbibilios,* 17 (l-2):22-27.

NUC (2014). *Data on enrolment by Institution, Sex and Category (2013/2014).* Nigerian Universities Commission.

Onwuka, A. (2012) Natural disasters elsewhere, man-made disasters in Nigeria, punch Newspaper, Friday July ppl 3-17.

Oregon Department of Education (2010) Using Split-half with tests .Retrieved on May 23, 2014, from http. //www.ode.State.org.us//teach learn/pte/Split-half, doc.

Pierce College (2012), *Libraries and Learning Resources: Collection Development and Materials Selection Policy.*

Thanuskodi, S. (2009). The Environment of Higher Education Libraries in India, *Library Philosophy and Practice.*

Ugwuanyi, A. (1998). *Use of the Library for Higher Education.* Ibadan, Wisdom Publishers.

Vicki, C. Y., Xiao L. B. & Bill, C. (2012). Toward a Tarn Paradigm: Using SERVOURLto measure library service quality. *C&RL* 58:237-351.