ACADEMIC STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES

A SURVEY OF PROFESSIONAL OPINION

BY

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APPROVAL PAGE

The undersigned certify that they have read, and recommended to the Faculty Board of Education for acceptance, a research thesis entitled "Academic Status of Librarians in Nigerian Universities: a survey of professional opinion" submitted by Edward Joseph Ampitan in partial fulfilment for the degree of Masters in Library Science.

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D E C L A R A T I O N

I here..by declare that this Thesis is original and is based on my own research work. It has not been submitted any where else for a higher degree or for publication. Quotations in the text are either indented or distinguished by quotafion marks, and their sources are duly acknowledged by means of text references.

Declared this day 25th August 1981

Signature ..... (E.J. AMPITAN)

D E D I C A T I O N

To my late Father, Elijah Dada Ampitan, who, inspite of his much love and interest in my progress did not live long enough to witness the fruits of his labour.

To his memory I dedicate this work.

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A B S T R A C T

"In the literature of librarian status-seekers, I read much of what librarians expect to achieve in the status package, less of what they are prepared to pay for it... unless librarian do what faculty do- teach, research and publish - they will not achieve true faculty status. If they, do then they are faculty, not librarians" Powell (1970).

This research was designed to ascertain the opinions or attitudes of professional librarians and faculty staffs in Nigerian Universities on the desirability or otherwise of according academic status to librarians working in Nigerian University libraries with the accompanying academic privileges an obligation.

The study was also aimed at finding out the opinion of the respondents on the importance of the library, the competence of the librarian in the provision of academic services for teaching and research purposes. Other criteria investigated included the criteria for according academic status, appointments and promotion of librarians, and whether both the librarians and faculty staffs are to be treated at par in terms of academic privileges and benefits.

A total of 65 librarians and 109 faculty staffs were involved in this study. The main intruments used in collecting relevant data and opinions were a written questionnaires and oral interview. This questionnaire was based on Likert - type scale except few instance where a question requires "Yes" or "Nop" answer.

The findings of the study showed that most of the librarians and faculty staffs were of the strong opinion that academic status should be granted to all professionally qualified {Graduate librarian) librarians working in Nigerian University libraries with all the accompanying academic privileges and benefits.

The analysis of the study indicated that there are still some librarians and faculty staff in Nigeria as well as in the developed and African countries who were still of the opinion that Librarians should not go academics. Instead this school of thought strongly advocated for a non-academic status or the terms "Librarians" or "professional" be retained; rather than tying them-selves on to the faculty or administrative segment. Hence is Nigeria like other parts of the world there is still lack of uniformity in what should be the status of professional librarians in Nigerian Universities.

As a Result of this lack of uniformity in the opinions of respondents on the status of the librarian, the researcher made his recommendations based on three areas: Recommendations on total support for academic status for librarians and its modes operadi, Secondly, recommendations on a non-academic status for librarians in Nigerian Universities and its implications. Last, but not the least is the researcher's recommendation on librarians maintaining their distinct, identity as "librarians" or "professional".

Finally, certain aress were suggested for further research to fill gaps that may exist. Such research can be programmed in to computer analysis.

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ABBREVIATION/GLOSSARIES

ASUU	-	Academic Staff Union of Nigerian Universities
ABU	-	Ahmadu Bello University
A&PC	-	Appointment and Promotion Committee
ACRL	-	Association of College and Research Libraries
BUK	-	Bayero University Kano
IMO	-	Imo State University
NYSC	-	National Youth Service Corps
OAU	-	Obafemi Awolowo University
%	-	Percentage
RESP.	-	Response
SCAUL	-	Standing Conference on African University libraries
UI	-	University of Ibadan
UM	-	University of Maiduguri

CHAPTER 1

I N T R O D U C T I O N

Definition

"Status refers to position in relation to something else. Thus in life every individual has several statuses for several relations"[1]. A father's status as the head of the family could be high, and at the same time his occupational status may be very low if he is a cleaner or messenger.

Everyone has a status be it a personal or social status, and at the same time an economic or occupational status, hence no one needs to search for status.

What social status does the librarian seek? Or more accurately, to what kind of life does he aspire?? The only deeply ingrained desire for the professional librarians in academic communities is to be accorded full academic status! That is "the formal recognition, in writing, by an institution's authorities, of librarians as member of the instructional and research staff"[2]. This recognition may takethe form, according to Thomas[3] (1964), eligibility for privileges enjoyed by faculty such as rank and titles, promotion criteria, sabbatical leave, rates of pay, participation in faculty governments and fringe benefits.

HISTORICAL BACKGROUND

Much has been written, both pro and con on the subject of status for librarians in university libraries. It has been widely discussed both in professional literature and in conversations among affected persons all over the world especially in developed countries where it has its roots.

Kurshid and Russel (1969) in their attempt to trace the history of modern librarianship had this to say "until a few generations ago, the librarian was identified with the custodial duties of his collection ... During most of its history, librarianship mainly concern itself with the advancement of library service. Consequently, its practioners, by and large, were better promoters of libraries and the cult of books than of their own status and place in the society."[4]

According to Davey: (1978) said, it was not until 1940, when the American Association of University Professors issued its statement of principles on Academic freedom and tenure that large numbers of institutions accepted tenure as the norm."

It was about the same time librarians began to feel that faculty status (and tenure) would also be desirable for them. In actual practice only very few librarians were granted entirely equal standing, but limited progress was made, and by the late 1940's some librarians held such titles as "with the rank of

professor or assistant professor". In 1956, the Association of Americal University Professors welcomed Professional librarians as members, a step that was significant in gaining teaching faculty's approval of faculty status for librarians.[2]

In the more recent past, the situation has however been improved in view of the fact that the academic nature of the work of the Professional librarians has been recognized. For example in 1972, "The Association of College and Research Libraries, Association of American colleges, and the Association of Americal University Professors issued a widely distributed joint statement on faculty status of college and university librarians which urges the granting of faculty status to librarians along with the same rights, privileges and responsibilities afforded other members of university faculties. Although, some institutions are yet to grant equality to their librarians viz-a-viz their faculty counterparts, the granting of equality has been the trend since the 1960s, and a large number of librarians now have at least most of the benefits and responsibilities of other faculty members.

In Great Britain, like the America, the library association has been working actively with the Association of university teachers in acquiring a

better salary status for the professional librarians in the university libraries. Joint statements have been issued by the two bodies in 1952, 1963 and in 1972. In the 1952 statement they agreed that "all posts in libraries of universities and university institution for which a university degree is an essential qualification should carry with them the salary of the appropriate gradd of the academic staff." In 1972 they stated that "academic library staffs in universities should be linked directly to university teaching staff salary scales and as closely as possible to their condition s of service, thus ensuring parity for all practical purposes"[6]
As a result of these joint efforts, a recent census by the library association has shown that senior library staff in the following universities are eligible to stand for election to the senates of their universities:- Bath, Birmingham,Cambridge,Lancaster, Sheffield, Southampton to mention few.

In developing countries, this same trend has been equally true of their library associations. "Unesco seminars held in various parts of the world lent their support to this cause. For example the one held in Delhi(October 1960) on the development of libraries in South Asia categorically recommended academic status with privileges acquiring with it,to the professional

staff of university libraries."[7]

In Nigeria the history of academic status has its roots from the university of Ibadan where it was generally assumed that librarians are members of the academic staff of the university. Here they had always been classed as such in the university calendar. However, in 1972 when one member of the library staff contested for a seat in the senate of the university, he was disqualified on the ground that he was neither a member of the teaching nor research staff. A lengthy protest was made and the whole matter was referred to the Council.[8]

From the above, one would rightly conclude that the question of academic status is universal in the profession of librarianship, yet it is somewhat confused and uncertain due to considerable differences of opinions among librarians and faculty members. A school of thought strongly believe that all professional librarians are academic and should be accorded full faculty privileges.

McAnally (1963) has observed that the basic criterion used for faculty appointments and promotions should be carefully defined for necessary adaptations and interpretations to suit the special circumstances of librarians.[9]

Another school of thought believes that it is only the top professionals such as the chief librarian or university librarian, his deputy and/or departmental heads that are eligible for academic status. This group adopted a stand for achieving academic status for selected members of staff. Typical was the view of Daniel J. Reed as quoted by Downs (1957) that "the majority, if not all, librarians should have faculty status, but they must be fully worthy of it ... university librarians must know something about the inside of books. I have no reservation about giving faculty status to this type of librarians."[10]

Yet another school of thought strongly believes that librarians are non-academic because of the nature of their work.

Downs further quoted Louis Kaplan of university of Wisoonsin a defender of a classified or civil service type of personnel set-up. He stated that, "State civil service gives us many advantages. It gives us ready-made a good set of rules with respect to hours of employment, sick leave etc." He was however sceptical for the top position where the formal rules of state civil service are a handicap, here he proposes given faculty status, though with some disadvantages of less regular salary promotions compared to the classified civil servants.

In the university of California libraries Berkeley, Los, Angeles, the library staff are part of the non-academic staff of the university, and are subject to the university non-academic personnel policy as administered by the personnel office.[12]

, Others who claim that librarians should be self-reliant and independent rather than been incorporated in to the teaching faculty. They should be termed library staff, and sub-divided into professional and non-professional. With respect to academic privileges, the professional group will rank equally with their counterparts in the faculty thereby taking pride in their own distinct and separate status as librarians.

Ellsworth remarked in a way "I agree with those who feel that the term librarians best describe us, that we should not seek other titles, but rather should insist that librarians have the same privileges and working condition the teachers do."[13]

In 1957 a survey of 11 leading American Universities, however revealed three patterns for the organizations of professional staff.

1. Academic or faculty status
2. Separate professional group which may be called administrative or professional or be without any special designation.
3. Civil Service or other classified service plan.[14]

From the above survey of conflicting views and situation, it is evident that there has never been any clear cut position for professional librarians throughout the whole world, and this is equally true for Nigeria.

The question of academic status for librarians in Nigerian Universities seem to fill the air. What positive action are librarians taking? Are all professional librarians and faculty members in favour of academic status for professional librarians? What do the other academic staff do which librarians do not do? These are question to be answered in this work.[15]

STATEMENT OF THE PROBLEM

There are at present about twenty two Federal and state owned universities in Nigeria including the Federal Universities of Technology (1982/83). The status establishing each of these universities gives a provision for the establishment of a university library to support the academic and other pursuits of the university. It is rather unfortunate that there has been no uniformity of opinions on the status of librarians in Nigerian universities. Some universities classify their librarians as administrative staff such as Bayero university, university of Ilorin, and Ahmadu Bello University whose status was not clearly defined until recently.

Some accorded their librarians with full status, e.g. university of Ibadan, while some partially accorded full academic status such as university of Benin.

In some of the universities in Nigeria which term their librarians as academics, serveral issues are still not yet considered along with the status such as research support, sabbatical leave, voice in the academic policy etc.

It is in the light of these background problems that the researcher intends to outline the opinions of librarians and faculty members on the status of librarians working in academic communities. An analysis of the problems facing librarians in their struggle to be accorded same status like their counterparts in the faculty, and the factors that militate against their achieving this objective. Some suggestions will be made which can probably help in achieving this objective.

RESEARCH QUESTIONS

This study is specifically seeking answers to the following questions:-

1. What are the librarians' opinions on academic status?
2. Why are there conflicting opinions among librarians on the subject?
3. What are the views of faculty members?

4. Are faculty members reluctant to recognise librarians as academics?
5. Are there any discrepancies in the privileges and obligations viz-a-viz their teaching counterparts?
6. Should the same criteria used for faculty appointments and promotions be used for the librarians?

OBJECTIVE OF THE STUDY

The purpose of this study is to establish the prevailing opinions among professional librarians and faculty members viz-a-viz academic status. It is thus, concerned with acquiring the data and analysing them to ascertain the opinion of professional librarians and fsculty members who:-

1. Prefer to classify librarians as administrators with the peculiar benefits and prospects.
2. Achieve full academic status with its accompanying privileges and obligations
3. Are indifferent, as to what librarians are classified.
4. Prefer librarians to be independent rather than being incorporated with the academics or administrators
5. To propose upon the findings of this study, make the likely trends recommendations for

achieving academic status or not in Nigerian universities.

BACKGROUND AND SIGNIFICANCE OF THE STUDY

This study will clearly establish the opinions of professional librarians and their faculty counterparts on the demand for academic status by the former. From this opinion survey, it would become clearer whether the question of academic status is worth pursuing or not by librarians by re-examining themselves on the arguments for and against academic status.

The outcome of this study will also help faculty members to ascertain whether librarians in Nigeriaan university libraries are by the nature of their work, their collegues or their assistants helping towards achieving the objectives for which the university is established.

Furthermore, this study will help university administrators, the Federal Government, and her agencies like the National Universities Commission on the career structure of librarians, or where the librarians rightly belong in the academic community.

Finally, I hope it will contribute meaningfully on the existing literature on academic status of librarians in Nigerian Universities.

ASSUMPTION

The following assumptions are expected to be proved or disproved in the study.

1. That there is a significant relationship between the role expectations of faculty members and the librarians.
2. There is no concensus opinion among professional librarians in Nigerian Universities.
3. That there is a preference by some professional librarians for an academic rather than administrative status.
4. That faculty members are not willing to recognize librarians as academics.
5. That it is only the university librarian (Chief executive) that is pushing other professional librarians into the academic camp.
6. Some professional librarians are at present not alligned with either of the two camps, but float in-between. Their position is therefore ambigous to say the least.
7. There is no significant difference between the criteria used for appointments and promotions for faculty members and librarians.

DEFINITION OF TERMS

1.	Academic Library:	This phrase means the university library.
2.	Academic Status:	It means holding and enjoying the privileges of faculty members in the university and are recognized and remunerated in the same way as par with them. The term is used interchangeably with faculty status.
3.	Developed country:	A country which is already advanced to a high economic state.
4.	Developing country:	A country which is advancing to a higher economic state.
5.	Professional Librarian:	Library staff who have at least a first degree in librarianship or a degree in any other subject with post graduate qualification in librarianship or other related discipline. The term is used interchangeably with graduate librarian.
6.	University Librarian:	The phrase refers to the chief executive of a university library.

7. Role expectation: The duties expected to be performed by a teaching staff or a professional librarian.

SCOPE OF THE STUDY

The researcher is concerned with finding out the opinions and attitudes of professional librarians and faculty members in the following selected Nigerian universities.

1. Ahmadu Bello University, Zaria.
2. Bayero University, Kano.
3. Imo State University, Etiti Owerri.
4. University of Ibadan, Ibadan.
5. University of Maiduguri, Maiduguri.

The above universities are selected based on the following criteria:-

1. They have been operational as at 1982/83 session and having proffessional librarians in their staff list.
2. The universities are scattered all over the country to reflect the national outlook as well as the educational development of Nigeria.
3. Each of the universities has a faculty of Arts/ Humanities; and faculty of Education where the Department of library science is located.

The professional librarians and lecturers in the sampled faculties of Arts/Humanities, and Education of

the five selected universities will constitute the population of this study. This implies that the attitudes and opinions of the sampled librarians and faculty members will reflect the opinions of the professional librarians and academic staffs in all the Nigerian universities; since the academic atmosphere in all the Nigerian universities are the same.

The inclusion of Faculty of Education will enable the researcher to gain an insight to the opinions of the teaching librarians viz-a-viz their practising counterparts on the question of status.

It is also hoped that the five selected universities would be adequate in providing answers to the research questions/assumptions already raised.

The study will be carried out by administering questionnaires to the professional librarians and faculty members. Only those who respond to questionnaires will be included for analysis. Variables of opinions to be tested include, the present status of librarians in Nigerian universities, criteria for according academic status, appointment and promotions of librarian, and the use and functions of library and librarians respectively etc.

The non-academic staff (Administrators, Technologiests, Accountantse etc) of the selected universities are excluded from the study, because it was felt that

librarians are seeking for academic status like their teaching counterparts. It was therefore reasonable to sample the views held by librarians and faculty members.

METHODOLOGY

A survey method and a documentary method were used in this study. The former method, the use of questionnaire and personnal interivew, and the latter an examination of relevant record so far available on the question of status for librarians.

First and foremost, the researcher wrote letters to the university librarians and Deans of Faculties of Education and Arts of the selected universities to inform them of being selected to participate in the research project.

In all there were two types of questionnaires administered: One to the professional librarians, and the other type to faculty members. The questionnaires were given to my supervisors to validate. Their suggestions were incorporated in the final draft which was administered to the respondents.

In administering the questionnaires, the researcher travelled to the selected universities to apply the sampling technique, administer and collect the questionnnaires personally.

Having sampled the required number of subjects to be administered with the questionnaires from the

libraries and faculties, the sampled staff were listed on a separate sheet of paper with their addresses or office numbers for identification purposes. This helped to locate the subjects and the questionnaires were administered to them by the researcher himself in their offices.

At times the researcher had to help the subjects by filling the questionnaires after reading the questions to them. It was not possible to collect all the administered questionnaires during the visits, hence the researcher had to arrange for the posting of those that could not be collected; and these were sent to the researcher early enough before he started the analysis of data. In addition, the researcher conducted some interviews to obtain first hand information from those concerned on the status of librarians in Nigerian universities.

The data collected and response from the respondents was carefully analysed and evaluated as whether to accept or reject the already stated assumptions.

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CHAPTER TWO

LITERATURE REVIEW

It can be said with some degree of truth that there is a vast amount of literature both published and unpublished on the status of librarians especially in developed countries; but few works had been done on this subject in developing countries.

Review of literature on the subject will be advised in to the following headings.

1. Status of librarians in developed countries.
2. Status of librarians in developing countries.

Discussions will be based on arguments for a total support for academic status, those who believe in a modified academic status, and those against academic status for librarians in academic communities.

STATUS OF LIBRARIANS IN DEVELOPED COUNTRIES

Various reasons have frequently been advanced to justify claims for academic status centred around the librarians professional role as a scholar considering the academic content of their work and its research value.

The University Libraries section of ACRL strongly recommended that professional librarians be granted academic status with corresponding faculty privileges, having recognized the essential educational character of the work of librarians and the mutual benefits by

Faculty members and the parent institution by integrating the library activities with teaching and research programmes.[1]

President Gilman of John Hopkins' university as early as 1895 claimed that, "the librarians offices rank with that of Professor ... he should be trained to dischanrge his duties, and should be rewarded, promoted, and honoured in proportion to the service they render."[2]

Moriarty, (1959) in his article "Academic indeed" does not believe in any quasi-form of academic status such as "with the rank of," or "librarian III, equivalent to Assistant Professor," but rather with the whole package, for example: "life science librarian: Associate Professor of library science." He believes in order to become academic indeed a director of libraries should act like a Dean or Departmental Head with all faculty perquisites attached.[3]

Also the American Association of University Professor[4] recognized this academic role and stated that "librarians of professional status are engaged in teaching and research" and as a result were eligible for membership in the association provided their own institution consented. Another school of thought

Downs a prolific writer on academic status for professional librarians as quoted by Kurshid and Russel in Encyclopedia of library and information science supported his arguements by listing the learned functions of reference and acquisition librarians and subject catalogu.rs,while the latter Perreault from the same source argued that the librarian "is in a sense the academic environment himself, and is accordingly pre-eminently academic"[5] While Merchant, (1962) indicates in his work that in order to resolve Faculty-library conflict, librarians should be given faculty status where this has not already been done.[6] DE priest, (1973) supported academic status for librarians. He dissagreed that status is an inordinate passion. He analysed critically the work of several writers who believe in varying degrees that librarians exhibit excessive concern for faculty status. His arguments are based on economic and professional reasons. Status is legitimate by the need for a freedom that a librarian must have that only faculty status can furnish.[7]

In Great Britain the Library Association has been working actively with the Association of University Teachers in acquiring a better salary status for the professional librarians in the university libraries.

In 1962, 1963 and 1972 the two bodies issued joint statements in support of academic status, for example in 1972, that "academic library staff in universities should be linked directly to university teaching staff salary scales, and as closely as possible to their conditions of service, thus ensuring parity for all practical purposes. . . "[8]

According to a recent census of senior library staff in many universities in United Kingdom librarians are aligible to stand for election to the senates of their universities.

There are others who not only believe in according academic status to librarians but did conduct a field survey to assess the real situation in college and university libraries. Among them are:-

Josey,(1972) who surveyed the New York state librarians on their views of the propriety and probability of achieving full faculty status. The result of his survey showed that an over-whelming majority of the 101 librarians who responded supported the preamble, 98 replied in the affirmative, and two gave a yes and no answer.[9]

While Downs,[10] (1964) in his address titled "the current status of university library staff" reviewed the present status of librarians on the basis of information provided by 115 leading American universities.

While Downs, [10] (1964) in his address titled "the current status of university library staff" reviewed the present status of librarians on the basis of information provided by 115 leading American universities. A preponderance of opinion favoured academic status for librarians. He quoted people like Stuart Baillie of University of Denver, and John Ottemiller of Yale University, who claimed that "professional librarians in a university should have academic status which includes all of the rights and privileges of the faculty and comparable salary scales." Others having the same opinion according to Downs are Kenneth Budde of Kansas University, Lewis Branscomb of Ohio University and so many others.

A survey by Hyman and Scholachter, [11] measuring the attitudes of 174 academic librarians in Southern California toward academic status found a high level of support for both the concept and the rights, privileges andresponsibilities of faculty status.

Another interesting study conducted by Madan and others found that where as almost two-thirds of the responding librarians considered themselves as having full faculty status, only about 14% actually met the criteria for full faculty status. [12] such as research leave/grant, faculty membership, sabbaticals etc.

McMillén,[13] (1940) discussed the status of librarians in 37 universities to ascertain what the practices are and the librarians' opinion. A great difference of opinion prevails on the question as to whether the library worker should be rated as a teacher or an administrative employee. Only 11 institutions have specific regulations on the matter, but four definitely have rules stating that their professional librarians are classed as member of the faculty. In seven universities, their library staff are considered as a special professional group and are therefore set apart from other administrative employees.

In 1964 improvement was noted among state universities. A survey was conducted by Wayne State University libraries in 1966, of 63 academic members of Association of Research Libraries. The survey revealed that librarians are considered to be members of the academic staff in over 80% of the major universities, but library staffs in toto have professional rank to certain categories of library staff, usually to library administrators.[14]

There is another school of thought which although believes in academic status for librarians, it strongly feels that it should be modified and specially interpreted to suit the circumstances of librarians' nature of work and training.

These include McAnally, (1963) in his work "privileges andobligations of academic status". He stated that "the application of faculty standards to librarians has required adaptations and interpretations to fit the special circumstances of librarians". He believes that academic status must have wider connotations than those found purely in university teachers.[15] This includes the professional and scholarly activities of acquiring and processing of library resources, compilation of bibliographies, abstracting, indexing and dissemination of information to library clienteles.

Also Lancour, (1961), in his article "The librarians search for status" not only believes in granting full academic status with professiorial rank such as being introduced as Professor Jones and his scale equivalent to his academic collegue; but to gain this recognitio the librarian has to convince the community in which he works and lives. He made a plea that there can be no finner title than 'librarian'. "Can we not keep the title 'librarians' a proud one bestowed with care. . . until it becomes eventually the highest status symbol that we can attain."[16]

A school of thought vehemently argues that librarians are non-academic because they are not ready to take on the responsibilities of research, publication and advanced degree which go with the

privileges of faculty status. Instead librarians should be striving for recognition as librarians rather than faculty. For example Robert Vosper of University of Kansas was quoted by Downs, (1957) as saying that "my personal conviction which may be somewhat old fashioned is that professional librarians should and can maintain a position of dignity and importance on thecampus simply as librarians and without necessarily tying themselves on to a faculty pattern." He believes that without too much overt effort librarians, simply as "librarians" can achieve whatever status they want if they can only display genuinely academic competence such as publishing, and could secure as many specific privileges as they may want.[17]

Mr. Vosper is by no means alone in his view, as Paul Buck a librarian of Harvard though not professionally trained, but a Historian by profession expressed it. "Librarians in a university should stand on their own feet as contributors of an essential element in the total educational function of the university." He went on to say that, "librarians should be recognized as skilled professional workers who must meet high standards to qualify for successful work in a complex research library. . ."
Mr. Buck's point of view according to Downs was endorsed by Guy Lyle of Emory, Eugens Wilson of Colorado, Benjamin Powell of Duke, John Berthe of Johns Hopkins and others.

The most conspicious illustration of arguments against academic status - a classified service for professional personnel prevails throughout the university of California's libraries. Here library staff are part of the non-academic staff of the university, and are subject to the university's non-academic personnel policy as administered by the personnel office. The professional library staff at California participated and agreed with the decision to include librarians in the category of non-academic personnel.

This is because library classifications and pay scales for both professional and non-professional are established by the President, and it is carried on by the non-academic personnel office in consultation with the library administrators. Donald Coney at Berkeley and Lawrence Powell at Los Angeles are confident that the plan provides a logical and satisfactory status for the university's professional librarians.

There may not be complete unanimity on the virtues of this system. For example the director of a university library in another region of the country, formerly associated with California, advised against permitting professional librarians to fall under the California type of non-academic personnel administration.[18]

Bailey, (1976) in his article "some effects of faculty status on supervision in academic libraries" is of the opinion that librarians are faced with several responsibilities such as supervision of staff, and students, publishing of papers, conducting research, or attending conferences.
While those in the faculty need only to concern themselves with teaching and research in order to gain promotion.

Also, the libraries are not always conducive to professional development because of their bureaucratic nature and the placement of great emphasis on the hierarchy of authority.[19]

Smith, (1970) believes that college and university libraries have not enjoyed overwhelming success in their effort to secure full academic status. With only a few exceptions the benefits have been superficial. Substantive areas such as salaries, research support, self direction in the job have not been touched. This is because librarians have not been able to demonstrate convincingly to the academic community and frequently even to themselves that they perform a function justifying full academic status. He concluded that, for librarians to achieve and deserve full academic status, they have to cause changes in the bureaucratic structure of libraries and in library education, and

provide professional service on a scholarly level.[20]

Blackburn, (1968) a professor of higher education in the university of Michigan as quoted by Ratcliff (1980)[21] expresses a non librarian view point. "The librarian seems to have an in ordinate passion for status... Faculty rank seems to be a sought-after goal, almost as an end itself." Later he notes that "Faculty hold certain positions of power in the college and that librarians are in a servant role." Even when accorded academic rank, librarians are seldom on educational policy committees or on the Faculty Personnel Committee. A strong support was given to this view in 1970 by Edred Smith a librarian critic of the passion for status as quoted above.

Cassata, (1970) in her article titled "Teach-in: the academic librarians key to status"? revealed that the only way librarians have of meeting the responsibilities of faculty status is through involvement in the formal instructional program of their own or other institutions. She conducted a study in thewinter of 1968/69 to examine the extent of participation of academic librarins in the formal instructional program of their institutions. The result confirmed the general finding in the literature that the status of the librarians is at best ambigous. Although 60% of the librarians reported that some member have been involved in formal teaching,

and two-third of the libraries surveyed showed that the criteria for the appointments and promotions of the librarians differed from the criteria of the faculty.[22]

English, (1982) conducted a survey of the 89 United State academic institutions of the Association of Research libraries regarding the personnel status of their professional librarians. The results revealed that 61.4% of the state institutions granted the majority of their librarians faculty status, 18.7% of the private institution had elected to do so. An interesting revelation was that the once popular thrust or yearnings for academic librarianship - a movement of considerable impetus in the 1960s and early 1970s had apparently run its course. Rather librarians were all moving in the opposite direction, from faculty status to a non- faculty or modified faculty status.[23]

English gave reasons for this shift by giving some situational reports of what is hakpening in some American universities. For example in the university of Utah, the academic senate of the university voted to approve an academic committee recommendation changing the status of the university librarians from faculty rank to a newly-created librarian rank.

Although all the tenured librarians retained faculty status, all the remaining librarian positions

switched enmass from tenure-track status to an academic, nom-faculty status. And all future librarian appointees at Utah were to be placed in the academic series.

Another case was that of the university of Houston, where in 1978 "a superb reference librarian" had been terminated for failing to meet the traditional faculty criteria for tenure. Theuniversity librarian with the support of the library staff approached the central administration with the proposal that, henceforth, library faculty appointees be evaluated by a set of performance criteria specifically fitted to librarians' activities and responsibilities. The administration countered with the proposal that all untenured librarians consider the option of switching their appointments to an existing non-faculty personnel classification. Nearly one-half of the library staff chose to switch their appointments to the the non-faculty category, to be evaluated by a set of professional criteria. A slight majority, including all the tenured librarians elected to retain faculty status, with the understanding that the criteria used for their evaluation would emphasize the traditional faculty tenure requirements.

The university of Colorado had earlier accorded faculty status to their librarians, but it was concluded

that faculty status might be inappropriate for librarians because the traditional faculty performance criteria appeared to be largely unsuited to librarians activities and responsibilties.

While in the university of Oregon the librarians were presented with the choice of remaining officer of instruction or becoming officers of administration. The purpose of the shift was to remove from professional librarians some of the burden of research and publication required of their teaching counterparts. According to the university librarian roughly 50% of the library staff elected to switch to officers of administration category.

In conclusion, the professional librarians in the developed countries have been accorded various statuses ranging from full faculty status through a modified faculty status to a non-faculty status. It is however interesting to note that latest developments as at 1983 have started to spring up such as in some universities the professional librarians have opted to retain simply the title "librarians" rather than tying themselves on to a faculty pattern.

STATUS OF LIBRARIANS IN DEVELOPING COUNTRIES

The question of academic status within the university community centres around the librarians professional role as a scholar.

There is a distinct difference in terms of service and privileges between academic and administrative staff.

In order to gain promotion the latter is primarily concerned with teaching and research and the former is based on satisfactory performance of administrative duties and years of experience. In terms of privileges the former (academic) far excels the latter (administrators) in terms of sabbatical leave, 30 days plus 26 days research leave, eligibility to contest senate elections, attendance at local and overseas conferences etc which are exclusively enjoyed by academic staff only. There are however some privileges that are being enjoyed by the two set of personnel such as research grant, and leave entitlement. Many librarians prefer to be grouped with the academic due to the academic content of their work and its research value, but they always end up with the obligations attached to achieving academic status. Such obligations including the possibility of having extra time outside the 40 working hours a week to do research, publish, compilation of bibliographies, indexing and abstracting, dissemination of information to clienteles, pursue of advanced degrees etc (McAnally 1963).

In 1961, the first issue of SCAUL News letter contained information regarding the salaries and status of librarians in 14 African universities.

These include the university colleges in Ghana, Makerere, Dar-as-Salam, Nairobi, Fourah Bay, Lagos, Ibadan, Ife, and Nsukka. Others are Zaria, Basutoland, Rhodesia, Zambia and Malawi. From the information given it would be assumed that at the universities of Nsukka and A.B.U., Zaria the librarians were treated as administrative. In Rhodesia and Fourah-Bay the librarian and Deputy were treated more as academic while the Assistant Librarians were treated as administrative. From other reports one would have been led to assume that librarians were considered academic in the other universities.[24]

In 1975, a questionnaire requesting information on the status of librarians and their eligibility for membership on the senate was despatched to several universities.

Reports from 14 African universities indicated that some of those which might have been considered to grant academic status to their librarians from the earlier SCAUL report have actually made no such clear declaration. From the replies, it is clear that administrative status is given in Asmar, Capetown, Cairo, Nsukka and Malawi, while the situation in Ghana (legion), Adisababa, Cape Coast and Nairobi is not clear.

Moreover in most of the other universities there is still some differences in leave arrangements for teaching and library staff, as well as membership on the university senate.[25]

Darch,[26] (1975) in his article titled "the status of professional librarians in African universities" is of the opinion that the question of status in American and Canadian colleges and universities still remains at least among librarians a subject of controversy (De Priest 1973). In Africa, however despite the importance of equal status for Librariams and faculty members in order to attract committed and dynamic graduates in to librarianship, relatively little attention has not been paid to the problem.

In an attempt to establish what value African universities place on their professional library staff, a questionnaire was sent to 40 member libraries of the Standing Conference of African university libraries. Replies were received from 23 libraries which revealed conflicting ranges of opinions. This is due to the answers he received to the question "Are librarians in your institution treated as administration, as faculty, or as a separate group?" Some of the answers he received were clearly contradicted by answers to later, more detailed questions.

This made him to conclude that it was possible that some librarians are deceiving themselves, through lack of a real analysis of what their status is.

While OlWwakuyide, (1971)[27] in his article, "status ! the problem of Nigerian librarians" agreed that librarians should be accorded full academic status, viz a-viz the lecturers, it is fair of them to exhibit high academic standard and efficient information service in order to enjoy parity with their teacher counterparts. He believes that the librarian should be specialist in a subject field and ought to be well versed in library teachnology (Onyechi (1973). He must be able to assert himself and meet his academic collegues on the same intellectual plane. This is however made difficult because faculty members carry out their teaching programme under conditions more favourable to intellectual self-development than librarian who had to work for 40 hours aweek in Nigeria. Thelibrarian though granted academic status is not so favourably treated. The correct approadh according to Oluwakuyide lies in changing the routine workin, hours of the librarian. Professionals ought to be granted afew hours weekly to devote to their study and research. Facilities such as grants, attendance at local and international conferences often available to lecturers should be extended to the library staff.

There is no uniformity in the concept of academic status for librarians in all the Nigerian university libraries.

Onyechi, (1975) in his article "Full academic status for Nigerian university libraries"(c.f. Oluwakuyide 1971) enumerates the status of librarians in the various Nigerian university libraries. He contended that their image is still too poor, and they are consequently unrecognized and without respect from or acceptance by academic collegues as equals. He gave five reasons for this poor image and lack of recognition:-

i) Librarians have allowed themselves to be saddled with much of the routine and clerical duties which could conviniently be left to library assistants and clerks (a mix-up of duties and staff categorization: Osundina 1972 and Eldred Smith 1979).

ii) The bureaucratic organizational pattern of university libraries with strict, vertical and unilateral authority. Little or no professional independence is allowed, and supervision is the rule rather than the exception. This is contrary to what is happening in the academic set up.)

iii) The patterning of university libraries in to "functional" departments such as circulation, cataloguing,acquisitions etc. does not leave room for the practice of many specialized or esoteric skills . With the exception of classification and bibliographic services,there is not much else in the practice of the profession that non professionals including non librarians can not handle as, and if not more efficiently than librarians.

iv) The compartmentalisation of university libraries by the traditional pattern negates the very objective for setting them up which is to support curricula and foster research in universities. Approach to knowledge in scholarly and research libraries is often by subject.

v) Lastly and not the least, this traditional compartmentalization implies that:-

a. Professional librarians are hardly ever seen by most users, and infact hardly ever need them. Hence users consider libraries indispensable but not librarians.

b. Because many duties of the librarian are repetition and boring,most of them show a strong dislike for cataloguing and classification, especially if performed for a length of time.

c. The majority of the librarians are in the backroom section, they are pre-occupied with the means rather than the ends of library practice giving the right book or information to the right user.

His corrective measure was the adoption and application of the Divisional library/subject specialist plan in Nigerian universities. This denotes a workable collections conprising books, journals, newspapers, pamphlets, encyclopedias,indexes, abstracts etc which are brought together and arranged in a convinient order by subject matter to serve groups of related departments of instruction, e.g. the Humanities, Social Sciences etc. Each of these divisional libraries is staffed by a corps of subject specialists who by education and training are qualified to perform all the necessary professional duties within the context of their special subject fields.[28]

It is however necessary to note that Onyechi's proposal to introduce the Divisional/Subject specialist plan recognizes at least the need for subject expertice, but unfortunately the researcher feels his reasoning is in the land of extreme theory. This is because the gap between his article and the Nigerian need is immense. He has interpreted the American literature on faculty status in terms of the very

different situation in Nigeria. The education and training of librarians in Nigeria is quite different to America. At this stage, the struggle for subject specialists is still at its embryonic stage, and the lack of double masters qualification by librarians in Nigerian universities makes his reasoning unpracticable as at moment.

Omoniwa,(1983) in a paper "Academic status for librarians in the university system: its implications for librarians in Nigerian universities" presented at the A.B.U. Library complex seminar reviewed some of the arguments for and against faculty status for librarians. He is of a strong opinion that faculty status is a legitimate demand. The pattern and nature of the struggle in Nigeria has been sporadic, uncoordinsted and limited to periods of salary reviews. This fact the writer strongly opposed, and insisted that librarians have to argue their case on the basis of their contribution to scholarship and learning through direct involvement in teaching, research, writing and publishing. He concluded that the failure or success of the struggle will depend to a very large extent on the librarians themselves.[29]

It is true to a certain degree, that the question of status for librarians varies from one university to another. To ascertain what was happening in other universities, Eboka (1982)[30] visited some of the Nigerian universities, and found that the status varied in the universities visited. 5 have academic status, while 4 have administrative status, and he was unable to find out the status of those in the university of Port Harcourt. The enjoyment of benefits accorded each status be it academic or administrative varies. For example Ibadan enjoys full benefits accorded academic such as sabbatical leave, have 30 days plus 26 days leave in a year and eligibility to contest for election to the senate. Others include attendance at local/ overseas conferences, eligibility to serve on university committees etc. While university of Ilorin does not enjoy the above benefits. The Libbrarians have similar remuneration and career structure, appointment and promotion as administrators.

Some seasoned librarians in Nigeria like Osundina (1972) have some reservations in advocating academic status for librarians. That is not to say that he does not believe in academic status for librarians, for example in his paper, "Academic status for university librarians: What is takes" had this to say.

> "What is happening to the university librarian in Nigeria today happened to his counterparts in the United States or Great Britain a few decades ago. But because of the age in which librarianship now thrives in Nigeria, it is logical that academic librarians should be fully academic in status so that they can identify with the academic objectives of our institution".

But his contention was that university librarians in Nigeria still have some way to go in order to achieve full success. Instead of concentrating efforts on more routine activities, emphasizing institutional goals, and adopting bureaucratic organizational goals (Olawakuyide 1971, Onyechi 1975), he must do more bibliographic work,more selective dissemination of specialised information and do research. In mutshell the librarian has to do what no one else can do who is not a librarian. But to accomplish this successfully Osundina advocated for changes in education for librarianship when he said,

> "Our library schools must begin to produce the rare hybrid that every academic library seeks, the librarian-scholar, either by divided graduate programmes or by courses in librarianship specifically defined for area specialization".[31]

Akhidime, (1981) in his M.L.S. thesis titled, "Publications by librarians in Nigerian university libraries as a support for academic status" used publication as the only criteria to judge librarians' qualifications in support of academic status. His findings prove that librarians wanted to be regarded as academic staff despite the fact that they do not publish like their faculty counterparts. This is because of too much professional responsibilities such as selection of library resources, acquisition, and cataloguing and classification of the aquired library materials. Others are bibliographic services, dissemination of information and provision of current awareness services through the use of indexes and abstracts. He however concluded that librarians would rather prefer qualification, satisfactory work experience and publication as first, second and third criteria respectively in determing their appointments and promotions.[32]

Akhidime excluded other criteria like administrative competence, professional activities etc to judge librarians qualification in support for academic status.

From the foregoing analysis, it can be concluded that the issue of academic status for professional librarians in universities both in the developed and developing countries has been very controversal,

uncertain as well as unresolved. It received total support from numerous librarians, some received it with a mixed feeling on the ground that the interpretation be modified to suit the librarians' conditions of service, while others strongly opposed it because of the obligations attached to it.

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CHAPTER III

THE PRESENT STATUS OF PROFESSIONAL LIBRARIANS IN NIGERIAN UNIVERSITIES

Universities are products of the social and economic millieux in which they operate. In the Nigerian University system personnel are generally classified into different categories. For example, Nsukka,[1] Lagos,[2] Maiduguri,[3] Ibadan[4] etc. classified their staff as academic and administrative staff. Ife[5] classified its staff as academic and non-academic staffs, while according to statute 8 of A.B.U. calendar (1981/82) members of staff are classified as academic and administrative staff.[6] Bayero university classified its staff as academic and administrative and professional staff.[7]

The above classifications can be generally grouped into two major segments: the academic and the non-academic. The academic segment consists primarily of faculty, research and/or academic service units who are engaged in teaching or research or academic supporting services. The other segment i.e. the non-academic consists of the administrators, professionals, technologists etc. who are engaged in administrative and professional duties in the universities.

There is a lack of uniformity in the status of librarians in Nigerian Universities despite the fact that they (librarians) belong to that specialist group who contributed immensely to the educational, research and other services of their universities.

The laws establishing the Nigerian Universities show that out of the first generation of federally owned universities, (Ibadan,Ife, Lagos, Nsukka and A.B.U. Zaria) only the librarians in Ibadan[8] and Ife[9] had academic status. Librarians in Nsukka[10] were treated as administrative staff, while the researcher had all along been regarding the librarians in University of Lagos academics until according to the University of Lagos calendar[11](1981/83) which categorically listed the librarians under administrative staff of the university. The case of ABU. was not clearly defined.

On the second generation of universities (established) in 1975 which consist of Kano, Jos, Sokoto,Maiduguri, Benin,Calabar and Ilorin the trend has not been very clear.

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1. The first generation of Universities are autonomous Universities that were established by the Federal Government in the 196.s.

Some of the universities accord their librarians academic status e.g. Benin, while the majority of the universities established in this generation accord their librarians administrative status, and in some universities such as Maiduguri, Jos, etc their status has not been clear.

The third generation of Universities (Federal and State owned (established in 1980 - 82) there is lack of uniformity in the status accorded their librarians. For example Bendel State University, Ekpoma; University of Technology, Bauchi,; University of Technology, Makurdi; etc. are regarded as academics, while universities of Technology, Yola, Akure, Obafemi Awolowo University, Ado-Ekiti, and accorded administrative status, while the status of librarians in Imo state university, University of Technology,Owerri has not been clear(see table 3.1).

In the statutes establishing these universities, it is clear that the university librarian is accorded a full academic status, being a Principal Officer of the university, and a member of the Senate which manages the educational affairs of the University

2. The second generation of universities are those that were established by the Federal Military Government in 1970s. Some were fomarly affiliated in form of campuses or college to the first generation of Universities.

and other important senate committees, and he is responsible for the administration of the library of the university in accomplishing its teaching and research objectives. He is on a salary equivalent to that of a professor. For example the late professor John Harris, former University librarian of Ibadan and Benin Universities had acted as Vice Chancellor in the two Nigerian universities.[12]

STATUS OF LIBRARIANS-PRE-UDOJI

Before the Udoji/Williams and Williams salary review commission, the Nigerian university library staff enjoyed parity salary and status wise with their academic counterparts. For example, the assistant librarian was at par with the assistant lecturer on the same salary of ₦2,140 while a university Librarian was at par with a Professor on salary ₦6,600 (see appendix 1 - Pre-Udoji status and salary comparison between Nigerian University Librarians and the teaching staff).

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3. The third generation of universities are [illegible] the Federal and State owned Universities established during the second republic by the civilian Government (1980 - 1982).

TABLE 3.1

STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES

	UNIVERSITY	ACADEMIC	NON-ACADEMIC	STATUS NOT CLEAR
1.	Ahmadu Bello University	X		
2.	Anambra State University		X	
3.	Bayero University		X	
4.	Bendel State University	X		
5.	Imo State University			X
6.	Obafemi Awolowo University		X	
7.	Ogun State University		X	
8.	Rivers State University of Technology		X	
9.	University of Benin	X		
10.	University of Calabar			X
11.	University of Ife	X		

	UNIVERSITY	ACADEMIC	NON-ACADEMIC	STATUS NOT CLEAR
12.	University of Ilorin		X	
13.	University of Jos			X
14.	University of Lagos		X	
15.	University of Maiduguri			X
16.	University of Nigeria		X	
17.	University of Port-Harcourt	X		
18.	University of Sokoto		X	
19.	University of Technology Abeokuta		X	
20.	University of Technology Akure		X	
21.	University of Technology Bauchi	X		

	UNIVERSITY	ACADEMIC	NON-ACADEMIC	STATUS NOT CLEAR
22.	University of Technology Makurdi	X		
23.	U iversity of Technology Minna			X
24.	University of Technology Owerri		X	
25.	University of Technology, Yola		X	

In Pre-Udoji period therefore, the university library profession was as attractive as the teaching career. Many people who obtained a good class of degrees and who did not like teaching jobs, but wished to continue in the academic line joined the university libraries. Having combined both academic and professional qualifications, they were in a better position to understand the needs of the teaching staff, and were able to assist the students in their search for knowledge.

UDOJI REPORT ON THE STATUS OF LIBRARIANS - 1974

In 1974 the Federal Military Government appointed a Public Service Review Commission under the chairmanship of J.O. Udoji to review the condition of service of staff in the public service. On librarians contrary to the hitherto position, Udoji provided as follows:[13]

Assistant Librarian	GL 08	Assistant Lecturer	GL 09
Librarian II	GL 09	Lecturer II	GL 10
Librarian 1	GL 10	Lecturer 1	GL 12
Senior Librarian ..	GL 10	Senior Lecturer ..	GL 13/14
Deputy University Librarian ..	GL 14	Reader	GL 15
University Librarian	GL 16	Professor	GL 16

The existing parity was lost as a result of the 1974 review of condition of service in the public services. It turned out that librarians who possessed the same qualification as their counterparts in the teaching line were "down graded" by a grade level salary and status wise.

The Udoji report was unsatisfactory and unacceptable not only to librarians but to other professions, individuals, unions and associations etc. in the public service. There were some anomalies detected, especially in the field of grading of individual posts and salary scales taking into consideration the procedure for conversion to those scales, job evaluation and/or analysis. The issues raised in several petitions received by the review panel centred around:

a) Grading review request
b) Too low a grade level
c) Changed organizational relationships
d) Organizationally inappropriate grading
e) Omissions from verified job listing
f) Unlisted job title
g) Change in relative status
h) Educational and training qualifications
i) Different entry points

j) Seniority as a factor in pay

k) Rate for the job[14]

The Government recognised that in a review exercise of that magnititude some anomalies were bound to arise especially in the field of grading of individual posts, hence the Government appointed a Public Service Review Panel under the chairmanship of Akintola Williams.

WILLIAMS REPORT

In 1975 the Williams and Williams commission was set up to examine petitions and complaints, and to reconcile some of the anomalies noticed in the implementation of Udoji Commission's Report.

On librarians, the Review Panel maintained the nomenclature and career structure as recommended by Udoji and thereby maintained the disparity.[15] The Williams recommendation however was an improvement over the Federal Military Government White Paper gradings from senior librarian and above.

(See table 3.2)

TABLE 3.2

COMPARISON OF THE WHITE PAPER AND WILLIAMS AND WILLIAMS GRADINGS

Post	White Paper Grading	Williams Grading
Assistant Librarian	GL 08	GL 08
Librarian Grade II	GL 09	GL 08
Librarian 1	GL 10	GL 09
Senior Librarian	GL 11	GL 12
Deputy University Librarian	GL 13	GL 14
University Librarian	GL 15/16	GL 16

EFFECT OF THE PUBLIC SERVICE REVIEW PANEL (AKINTOLA WILLIAMS) ON LIBRARY PROFESSION IN NIGERIA

The academic librarians of University of Benin sent a memorandum to the Vice-Chancellor's sub-committee on University libraries on Akintola Williams report as it affects the library staff.

The memorandum highlighted the adverse effects these gradings would have on library profession in Nigeria. The following facts and developments were highlighted:-

(a) A great number of interested candidates will not take up the profession because of the

bleak future of librarianship in Nigeria.

(b) Some professional librarians will be forced to resign their appointment and probably switch over to the teaching profession or other professions instead of being in the libraries.

(c) Because of the poor salary grading it would be difficult if not impossible to recruit young and fresh graduates into librarianship as assistant librarians or librarins-in-training.

(d) In the petition submitted by the academic librarians of the university of Benin, librarianship was compared with other profe-ssions in Nigeria like educations,medicine, law, etc. People with postgraduate professional qualifications are given enhanced points of entry at their levels of salary, but there is a glarring oversight or neglect in the case of librarianship. Graduates without professional qualifications and librarians with post graduate qualifications are place at the first step of salary level 08.[16]

This issue was however resolved at a meeting of the committee of University Librarians held in Lagos

on 1 November, 1975, and the committee agreed as follows:-

(i) Only graduates who have no professional qualifications should be appointed to the grade of assistant librarians.

(ii) Graduates with professional qualifications be given librarian II and appropriate point of entry on level 09.

The Committee also agreed with the recommendations made by the University of Lagos staff that a post of principal librarian which will be placed on grade level 13 be created as a promotion avenue for senior librarians to put them at per with the senior lecturer on grade level 13.[17]

COMMITTEE OF VICE-CHANCELLOR OF NIGERIAN UNIVERSITIES

The argument for according academic status to librarians was cogently put by the Committee of Vice-Chancellors in their comments on the Public Service Review Commission report on grading and pay that:

> "University library staff were erroneously shown under administrative staff," (see appendix II). "They are and have always been regarded as academic staff. If university libraries are to develop as the pivot of universities able to cope with teaching and research, they need professional staff who are themselves academically competent in various disciplines. They need to be conversant with various sources, be able to guide young research scholars, and assist the more experienced ones in locating these sources. They must be able to catalogue accurately, conduct research, publish indexes and annotated bibliographies which evaluate the academic merits of various publications in a

particular field. It is for this reason as for all academic staff, research and publications have always been made a basis for considering them for advancement. We therefore recommend that they be regarded as academic staff; the University Librarian, Deputy University Librarians, Senior Librarians, Librarian 1, Lecturer II, and assistant lecturer respectively."18

COMMITTEE OF UNIVERSITY LIBRARIANS OF NIGERIAN UNIVERSITIES

The Committee of University Librarians of Nigerian Universities held several meetings on Udoji and Williams and Williams aftermath as they affected librarians, (Enugu, March 1976; Nsukka, November 1976; Lagos June 1976 etc) and issued a lot of memoranda. Among other things noted and recommended include :-

(i) That all Nigerian Universities should accept librarians as academic staff rather than administrative staff where this had not been done.

(ii) The necessity for harmonizing of grades were also emphasized and the Vice-Chancellors were to be urged to take a standing decision on this.

(iii) That all library staff in the academic cadre below the grade of Deputy University Librarian were regraded a step or two below the gradings of other academic staff of the University with whom they were at par before the regrading.

(iv) That the parity which hitherto existed in the salary scales (see appendix 1) between academic library staff and teaching staff has been disturbed (see appendix III) whereas the qualification requirement for the different categories have remained at par. From appendix III it is glaring to note that after seven years of servicein that grade, the librarian 1 (₦6,432) does not earn as much as the beginning lecturer 1 (₦6,444). The resultant effect is that the librarian grade 1 is handicapped by his salary structure to compete effectively with a lecturer grade 1 with a better Naira power. This salary disprarity applies all through the other lower grades below the Deputy Librarian's post.

A recommendation was however made by the Committee of University Librarians as remeidal measure that all librarians below the rank of the Deputy Librarian should be moved to the next grade with effect from the date of the disparity, i.e. 1 April, 1974.

(v) That the grading has resulted in loss of seniority within the academic group for

On 10 May, 1976, the Committee of University Librarians was informed by the Committee of Vice-Chancellors that they (Vice-Chancellors) had made the following recommendations to the National University Commission to bridge the gaps created by Udoji and Williams with respect to the position of Librarians Viz-a-Viz their teaching counterparts.[20]

University Librarian	GL 16/17
Senior Deputy University Librarian	GL 15 (New Post)
Deputy Librarian	GL 14
Principal Librarian	GL 13 (New post)
Senior Librarian	GL 12
Librarian 1	GL 10
Librarian II	GL 09
Assistant Librarian	GL 08

The above structure (especially GL 13 and 15) came to being as a result of the failure of Udoji and Williams and Williams in treating librarians as neither academic nor administrative staff. Grade level 13 and 15 (including responsibility allowance) are exclusively enjoyed by the staff in the Bursary and Registry, while the librarians had only GL 12,14 and 16.

The Committee of University Librarians of Nigerian Universities in its meeting held in the University of

all library staff. Those who obtained promotion or appointment to the various grades with their teaching-staff counterparts are now thus lower in rank as a result. The following table helps to make the point. [19]

TABLE 3.3

COMPARISON OF THE GRADINGS OF LIBRARY STAFF VIZ-A-VIZ OTHER ACADEMIC STAFF

Library Staff	Grade Level	Other Academic Staff	Grade Level
University Librarian	GL 16	Professor	GL 16
Deputy University Librarian	GL 14	Associate Professor	GL 14
[illegible] n	[illegible]	Senior Lecturer	GL 13
Senior Librarian	GL 12		
		Lecturer 1	GL 11
Librarian 1	GL 10	Lecturer II	GL 10
Librarian II	GL 09	Assistant Lecturer	GL 09
Assistant Librarian	GL 08	Graduate Assistant	GL 08

Lagos on 12 June, 1976 discussed the above structure, and the necessity of maintaining parity between the Deputy University Librarian and the Associate Professor/ Readers. The creation of the post of Senior Deputy University Librarian on Grade Level 15 would forestall the chances of the Deputy Librarian moving to Grade level 15 when the Associate Professor/Reader move to that level as recommended by the Committee of Vice-Chancellors. The creation of too many positions would lengthen the career ladder of the librarians, and thus make it much longer to get to the top.[21] As a result of the above apparent advantages the Committee of University Librarians lobbied for the adoption of the career structure.

The National University Commission at that time did not however approve the creation of the post of Senior Deputy University Librarian on the basis that in the existing salary grade, no post exists on grade level 15 for the Librarian's cadre and the Commission cannot therefore, justify the creation of such a post for the University group of librarians alone.[22]

The commission however later changed its mind and approved the post of:-

GL 15 for Senior Deputy Librarian and

GL 13 for Assistant Chief Librarian.

This later led to a protest from the academic librarians of University of Benin especially on the introduction of the title "Assistant Chief Librarian."

It is imperative to note however that it was not all the Nigerian Universities that are in support of academic status for librarians in Nigerian Universities. For Example at a meeting of the committee of University Librarians held in Lagos on Friday 9 June, 1978 the University Librarian of University of Ilorin briefed members of the development in his University in which the senior members of library staff met at the instance of the Vice-Chancellor and unanimously agreed to be accorded non-academic staff status.[23]

The Librarians in University of Nigeria, Nsukka who had all along been considered as administrative staff indicated their willingness to continue to be so.

NATIONAL UNIVERSITIES COMMISSION

The National Universities Commission (a body charged with the responsibilities for co-ordinating higher education in Nigeria) in March, 1977 endorsed its support for according academic status to librarians because they (librarians) are professionals in themselves, and the library is as critical to the development of the University as any others; their conditions of service should be harmonised, because without encouragement only mediocres will opt to serve

in the library.[24]

On the new university institutions (1977) at Calabar, Ilorin, Kano, Maiduguri, Port Harcourt and Sokoto, the report of the Academic Planning Sub-Committee had this to say on the library staff.

> "The quality of library staff will reflect on the ability of the library to serve its feaders. Traditionally in Nigeria, the University Librarian carries therank of a Professor, and he is a man of high administrative skills with a good academic background. The position of a University Librarian should continue to be held at this high level, and all his professional staff should have status as academic staff, and be considered for appointment and promotion on the same basis as teaching staff. This is important if the universities are to be able to get the services of subject specialists who are of the utmost important in the development of collections such as in the selection of books in their areas of specialization, assignment of subject headings to newly received books". 25

CONTRIBUTION OF INDIVIDUAL INSTITUTIONS

Prior to 1974 (Udoji Commission), the struggle for academic status to librarians had been sporadic and unco-ordinated. Some were accorded academic status, while some were accorded non-academic staff status This trend could be viewed viz-a-viz their teaching counterparts in terms of academic qualifications.

In terms of professional librarians there has been no uniformity in the relevant qualifications a librarian should posses before he is promoted.

Not until recently professional librarians in ABU. needed only a first degree with the appropriate years of satisfactory work experience to rise to the top ladder. It was the same with other universities that accord their librarians administrative status. This trend has stopped in ABU., having being accorded academic status, an assistant librarian needs to possess a master$_s$ degree before he is promoted a librarian II like his graduate assistant counterparts moving to Assistant Lecturer Grade.

The same higher qualification requirement (Ph.D) is expected for one to be promoted to a Principal Librarian which is equivalent of a senior lecturer in the faculties.

While in Universities which already enjoy academic status for their librarians e.g. Ibadan, Masters degree is highly desirable for one to be appointed at all.

UNIVERSITY OF IBADAN

The premier university in Nigeria(i.e. University of Ibadan) not only recognized the soundness of according academic status to its professional staff, but also instituted a system of equivalence as between teaching staff and professional library staff as regards renumeration. This is however in conformity with the university Act (1962).

The guidelines on the regulations on appointments and promotion are based on the following criteria:

i) Success in teaching
ii) Professional competence and activity
iii) Research and publication
iv) Service to the University and outside university.
v) Administrative effectiveness.[26]

In all cases, but particularly up to the senior librarian grade, greater emphasis should be placed on professional competence and experience than on research and publication.

Professional ability and competence will be judged on the following:-

a) Nature of professional practice in an academic or research institution.
b) Work-load and level of productivity.
c) Nature of responsibility including ability to manage a sub-section of the library.
d) Activities in professional associations.

A minimum of two years since the last appointment or promotion to a grade shall be considered to fulfil the requirement of adequate experience at such level.[27]

The above criteria are promotional guidelines which have nothing to do with equivalences with their teaching counterparts. They are specially adopted for librarians to differentiate academic librarianship

from academics as applied to teaching staff.

AHMADU BELLO UNIVERSITY

For the purpose of appointments and promotions, the University is divided into complexes e.g. Science complex, Arts & Social Sciences complex, Administrative complex etc. The University library, although an academic service unit as well as the Bursary, Registry, Estate department etc. was until recently (1983) under the Administrative and other Services Complex under the chairmanship of the University Librarian. He is a member of the Senate, and he is being represented in the University Committees. The question at stake is what status is accorded his liutnants? Are they academics or -Administrators? The issue was taken up by the librarians with the Vice-Chancellor, and the latter referred it to the Appointments and Promotion Committee (A&PC).

At the 166th meeting of the A&PC. a letter was written to the chairman education complex sub-committee informing him that the library complex had requested to be redesignated academic librarians with adademic status. This was accepted by the A&PC after due consideration with a proviso that:-

i) They will be merged with your complex.

ii) The new condition guiding their appointment and promotion is stated below:-

TABLE 3.4

LIBRARY WEIGHTING OF FUNCTIONS

Library	Essential	Function		Desirable Function
Rating	A	R^2	T	C.S.
	50%	30%	15%	5%

A = Library duties carry 50% including research relevant to the profession.

R^2 = Original research backed up by data and modern techniques carry 30%

T = Teaching carry 15%

CS = Community Service carry 5%

For appointment and promotion of a fresh professional librarian, (assistant librarian) the candidate should normally possess a good honours degree in librarianship, science, humanities or social sciences not below second class lower from a recognised university. He should have completed NYSC. The above requirements definitely put the fresh librarians at par with their graduate assistants in the faculties.[28]

The interpretation and application of the above guidelines for appointments and promotions of the professional librarians from librarian II to Principal Librarian at the 1983 A&PC promotion exercise was not strictly adhered to.

For example, for a librarian II to be promoted to Librarian 1, "candidates should have served as Librarian II for at least three years with satisfactory performance and continuing efficiency as an academic librarian".

It is unfortunate to note that those librarians who were eligible to be put forward for promotion were turned down not on the ground that they have not spent the minimum three years required as librarian II, and performed their duties satisfactorily with continuing efficiency, but because they do not possess a higher degree at Masters level; despite the fact that they had not been given equal chance like their teaching counterparts in the faculties.

During the time the question of academic status was being discussed in ABU., the University Library Authority sent one of its Deputy Librarians (M.C.Eboka) to the Nigerian Universities to find out the situation as regards the status of their professional librarians. The trip (31 March - 6 April, 1982) revealed the situation in the following universities.

3. University of Ilorin:

Librarians here are administrative, and have similar renumerations and career structure, appointment and promotion as administrators. They go on 30 days leave and get their estacode when travelling out of the country. The Deputy University Librarian is on USS 13 and the

principal librarians are on USS 12. They do not contribute to ASUU's fund.

It is imperative to note that the librarians prefer joining the administrator's group which accepts them fully as equal rather than ASUU who do not treat them as equal.

4. University of Ife:

The University of Ife, like Ibadan is very academic. It is even written in the statute establihing the university. They enjoy equal benefits like the academics in their leave entitlements, opportunity to contest for senate elections, application for research grants, research leave, attendance at Overseas/local conferences etc. The University Librarian had acted for the Vice-Chancellor when both the Vice-Chancellor and the Deputy Vice-Chancellor were out of Ife.

Their promotion up to Senior Librarian, not much emphasis is placed on published papers, but one must show evidence of ability to do research and publish for the posts above that.

5. University of Benin:

The professionnal librarians are academics by statute but they do not receive all the benefits the academics get.

i) They go on 30 days leave, and do not have the extra 26 days research leave.

ii) They are eligible to get research grant, but nonehas even applied. (1982)

iii) They can serve on University Committees, e.g. as a member of senate, Hall Warden etc.

iv) Their career structure is different from that of academic. For example, their Deputy University Librarian is on USS 13 while Principal Librarians are on USS 1[illegible].

Other Univdrsities that accord their librarians academic status are University of Jos, Federal University of T chnology Bauchi etc. While Bayero University, Kano, University of Sokoto, University of Maiduguri etc. accord their librarians administrative status.[29]

3.8 Presidential Commission on Salary and Service Conditions of University staff - Cookey Report:

The Presidential Commission popularly known as "Cookey Report" was set up in 1981 to review the conditions of service of staff in Nigerian Universities. The commission recognised the fact that; "the librarian gives essential support to all the arms of the university... Most librarians are as qualified as the academicians, and failure to create for them job opportunities somewhat similar to those enjoyed by the academic staff may appear to be unjust."[30]

On momenclature, Cookey recommended the following designations.

University Librarian	USS 15
Deputy University Librarian	USS 14
Chief Librarian	USS 13
Assistant Chief Librarian	USS 12
Principal Librarian	USS 11
Senior Librarian	USS 09
Librarian 1	USS 08
Librarian II/ Assistant Librarian	USS 07

The above recommendation which was accepted by the Government (Federal Government white paper) showed a career structufe for librarians similar to what obtained in the Federal Civil Service and in line with the non-academic segment of the university.[31] Compared to Udoji and Williams and Williams, this designation is even worse and unsatisfactory both in terms of designation and career structure.

The academic librarians of the university of Benin however rejected the nomenclature along with many other members of the committee of university librarians. They suggested that the title chief librarian recommended should be struck off from the structure for librarians since it is not only anomalous and foreign to university library practice but also

superfulous because it is the equivalent of deputy librarian which is the preferred traditional title in the university library. Similarly the title assistant chief librarian which is equated with principal librarian should be struck off because of its superfluity and irrelevance.[32]

The Presidential Review Report however proposed a broadened career prospects for the professional librarians. It advocated for a post of director of libraries which should be rotated among substantive librarians and should attract an allowance. The director of libraries would handle all administrative matters affecting the university library complex as the dean handles all the general administration of the faculty.

Other highlights of the report included the following recommendations:

(a) The Librarian (Administration) on USS 15

(b) The Librarian (Technical Service) on USS 15

(c) The Librarian (College Library)on USS 15

(d) The Librarian (Campus Library) on USS 15

(e) Deputy Librarian - This is the next grade to that of the librarian, and a Deputy Librarian should be appointed for the following technical areas.

i. Deputy Librarian (Administration) on USS 14

ii. Deputy Librarian (Public Service) on USS 14

iii. Deputy Librarian (Technical Services) on USS 14

iv. Deputy Librarian (College Librarian) on USS 14

v. Deputy Librarian (Research Institute e.g. IAR) on USS 14

Other supporting staff from Assistant Librarians to Principal Librarians.[33]

It is however necessary to note that the implementation of the above proposals requires a whole change in the statutes of the universities which give provision for only one University Librarian. This proposal would need to be thoroughly discussed by the governing councils of the universities in conjuction with the Federal Government officials.

Secondly the proposal could be hindered by the current austerity measures as a result of the world-wide economic recession.

3.9 Employers of Labour in Nigerian Higher Institutions:

The Registry department of the Nigerian higher institutions which is responsible for the advertisements, screening, reviewing and employing staffs had in their various advertisements to fill vacant posts in their respective institutions proved that there is no uniformity in the status accorded professional librarians in Nigerian higher institutions.

The researcher made a comparative analysis of selected advertisements, for senior library positions which had appeared in Nigerian National Newspapers. A thorough examination of these dailies revealed that some employers of labour in our higher institutions do place librarians under "academic staff vacancies". Examples are, university of Ibadan, Ahmadu Bello University, Zaria: University of Ife, etc.

In the New Nigerian Newspaper of 29 January, 1980 Yaba College of Technology placed library department like other departments such as Engineering, Environmental studies etc. under "academic staff vacancies."[34] A letter was written by the researcher to the Registrar of the Institution for some clarification (see appendix IV). There was no reply however to indicate whether such was a policy or otherwise of the institute.

Some institutions however do not clearly state where the departments advertised really belong. For example, university of Sokoto in its advertisement in the New Nigerian of 5 January, 1981 simply listed all the departments where vacancies exist without further clarification.

On the other hand there are some higher institutions in Nigeria which classed their professional librarians as non-academic staff of their institutions.

For example, the Federal University of Technology, Makurdi, in its adverts of Thursday 5 January, 1981 in the New Nigerian placed library department with other administrative departments like V.C's Office, Registry etc.[36] In a reply to my letter the Registrar claimed that their librarians are academic staff, and the advertisement should be disregarded.

Other examples include college of Education Sokoto, and Bayero University Kano.[37] In response to my letter (appendix V) to the Registrar of the college of Education, Sokoto on the issue he claimed the library is part of academic service, and all the senior staff of the library are regarded as academic staff in line with the college conditions of service. On the publication referred to in the dailies, he claimed that it was just the convinence of that particular advertisement only. (see appendix VI)

As a result of my interview with the Registrar of Bayero University Kano held on the 24 February 1984, he categorically stated that the librarians in Bayero University are classed as administrators and according to him, this is in conformity with the National Universities Commission directives on the issue.

Conclusion:

From the foregoing analysis on the present status of professional librarians in Nigerian Universities it

can be concluded that the issue is still a subject of controversy. Chains of reaction either in support or against started with the Udoji report when the librarians lost parity in terms of status and salary wise with their academic counterparts.

Some schools of thought strongly believe that this disparity should be eliminated since both are in the same academic communities working towards the same goal and objectives. Such proponents include the committee of Vice-Chancellors, committee of University Librarians, National Universities Commissions, employers of labour etc.

There is however another school of thought that are of the opinion that librarians should not become academic, even among those that support the issue such opponents include the Ministry of Establishment, some professional librarians in the Universities and some employers of labour etc.

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CHAPTER IV

MEASUREMENT OF OPINION

Ond is aware that the measurement of opinion or attitudes is both difficult and complex, and that scales for the measurement of attitudes differ in construction, and the basis for interpreting scores. There are various methods a researcher could use in gathering data. The use of a particular method depends on some specific situations such as time. For the purpose of economy it is necessary that data should be gathered with minimum delay, but with maximum efficiency. In this work the Likert method called "Summated Ratings" is used . In this 5 points scale of Likert, subjects or respondents are asked to respond to each question in the questionnaires in terms of several degrees of agreement or disagreement; for example:-

(1) Strongly agreed
(2) Agree
(3) Undicided
(4) Disagree
(5) Strongly disagree

This at times has been slighly modified in terms of substitution of words, although the 5 degree of response is still maintained.

In addition to the Likert method used, some of the questions in the questionnaires consist of both open and closed questions which need yes or no answers.

POPULATION SAMPLING PROCEDURE:

The population to be tested in this study include all the librarians, and also teaching staff in the faculties of Education and Humanities of the following universities:

1. Ahmadu Bello University,Zaria.
2. Bayero University,Kano.
3. Imo State University, Etiti.
4. University of Ibadan,Ibadan.
5. University of Maiduguri,Maiduguri.

The total sample size of the librarians and lecturers from the selected universities was determined on the basis of their staff list for the 1983 /84 academic session.

TABLE 4.1

N Population of the selected Universities

	Universities	No.of Professional librarians	Fac.of Educ. Teaching Staff	Fac.of Arts/ Humanities Teaching Staff
1.	Ahmadu Bello Univ.	46	109	126
2.	Bayero University	15	26	54
3.	Imo State University	5	4	10
4.	University of Ibadan	16	101	126
5.	University of Maiduguri	12	34	40
Total population N =		94	274	356

It has been asserted that the size of sample and method of selection often affect the validity of a research. It is further argued that the larger the sample, the more likely it is to be representative of the population. In view of this fact, 30 subjects from each library or faculty is required as the desired sample size. Hence for the purpose of this study libraries and faculties where their staff do not exceed 30, questionnaires were administered to all of them. (i.e. less than the desired sample size). In places like ABU. library complex, or faculty of Arts of University of Ibadan, where the staff exceed 30 in number, a "Circular systematic sampling technique" as established by Leslie Kish was employed.

The list of librarians or the faculty staff as the case may be were regarded circular, the last unit was therefore followed by the first. Selection from the list consisted of taking every Kth sampling unit after a random start,r where N the population size represented the integral multiple of t e desired size n, and the required sampling interval $K = \frac{N}{n}$ was also an integer. The zonal length or interval for selecting other elements after the random start was calculated from the formular

$$I = \frac{N}{n}$$

Where I = interval

N = population size

n = sample size

For example when a number was drawn from 1 to K, that random start r, for the interval determined the unit which was selected in each implicit strata or zone. The intervalK divided the population into n zones of K units each, and one unit with same location in each zone was selected. Because the first number was drawn at random, from 1 to K each unit had the same probability $\frac{1}{K}$ of selection.

During the process of sampling whenever a non-target subject (name) appeared, such a name was disregarded and no selection was made until the following zone; where K = population size/sample size and K was made the next integer. For example in Faculty of Education in ABU. sampling was confimed to a population size of 109 lecturers and the required sample size was 30. According to "circular systematic sampling" procedure the first sample unit was picked randomly from the first 4 numbers (i.e. $\frac{109}{30} = 4$) and every other 4th number thereafter was selected until 30 samples had been chosen. Similar procedures were followed in selecting the target subjects in other selected universities where their staffs were more than the desired size (30).

4.3 SURVEY INSTRUMENTS:

Two separate sets of instruments were used to collect data from the subjects. Although the two instruments were both questionnaires, they differed in content and scope. Each instrument was designed to solicit specific information required to prove or disprove the already stated assumptions, and provide answers to the research questions (The questionnaires are reproduced in appendices VIII and IX.

In addition to the use of questionnaires, interviews were also conducted to elicit the opinions of some subjects on the issue.

4.4 ANALYTICAL PROCEDURE:

In this study the researcher used two methods of analysis complementary to one another. First is the likert-type scale technique which gives a five degree of agreement or disagreement to a question. In addition to the likert scale, percentage scores are also used to make the results easier to rate. Having already used the Likert scale' the percentage response combine the two outside extreme scales: strongly agree and agree (SA+A); disagree and strongly disagree (D + SD) as follows:

TABLE 4.2

PERCENTAGE SCALE ILLUSTRATED

SA + A	U	D + SD
%	%	%

The percentage scale approach supplements the Likert analysis in order to facilitate interpretation. It also helps to reinforce the observation and conclusions deduced from the Likert scale. Therefore, in the final analysis they are complementary.

4.5 DESCRIPTIVE ANALYSIS OF DATA:

An item by item descriptive analysis of the data will be based on the questions in the survey instruments to elicit the opinion of librarians and faculty staff on the desirability or otherwise of according academic status to librarians in Nigerian Universities.

4.5.1 LIBRARIANS:

The data received from librarians will be based and analysed on the following broad headings.

A. Librarians' response rate
B. Status of librarians in Nigerian Universities
C. Criteria for according academic status
D. Roles of librarians in the library
E. Functions or responsibilities of librarians in Nigerian University Libraries

F. Appointments and promotions of librarians

G. Privileges and benefits of academic status

H. Conclusion

A. LIBRARIANS' RESPONSE RATE:

A total sum of 78 questionnaires, were administered to selected professional librarians in the five selected universities; out of which 65 or 85.33% responses were received. (see table 4.3)

TABLE 4.3

RESPONSE RATE-LIBRARIANS:

Universities	Sample Size	No.of Response	% Return
1. Ahmadu Bello Univ.	30	25	83.33%
2. Bayero University	15	12	80%
3. Imo State Univ.	5	4	80%
4. University of Ibadan	16	13	81%
5. University of Maiduguri	12	11	91%
Grand Total	78	65	83.33%

STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES:

There is no uniformity in the concept of academic status for librarians in all the Nigerian University libraries. Some universities accord their librarians academic status, some administrative,while in some

universities the case has not yet been clear. This is due to the historical and independent administrative policies of the councils of each of the Nigerian Universities.

In order to ascertain the status of professional librarians in the selected universities at the time of writing this research and what in their own opinion should be the status of librarians in Nigerian Universities, the following responses were received - (see table 4.4)

TABLE 4.4

STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES

A. PRESENT STATUS OF LIBRARIANS IN EACH OF THE SELECTED UNIVERSITIES

Designation	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	%	No.of Resp.	%	No.of Resp.	%	No.of Resp.	%	No.of Resp.	%
Academic	23	93%	-	-	4	100%	13	100%	1	9
Administrative	-	-	6	50	-	-	-	-	4	36.3
Non-Teaching Staff	2	8%	2	16.67	-	-	-	-	3	27.2
Other Service Unit	-	-	1	8.33	-	-	-	-	3	27.2
Dont Know	-	-	2	16.67	-	-	-	-	-	-
Others	-	-	1	8 .33	-	-	-	-	-	-

B. WHAT SHOULD BE THE STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES

Designations	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	%	No.of Resp.	%	No.of Resp.	%	No.of Resp.	%	No.of Resp.	%
Academic	21	84%	10	83.33	4	100%	11	84.62	7	63.61
Administrative	-	-	-	-	-	-	-	-	3	36.36
Non-Teaching Staff	3	12	-	-	-	-	1	7.69	-	-
Other Service Unit	1	4%	1	8.33	-	-	1	7.69%	1	9.09
Dont Know	-	-	1	8,33%	-	-	-	-	-	-
Others	-	-	-	-	-	-	-	-	-	-

C. ELIGIBILITY FOR ACADEMIC STATUS FOR LIBRARIANS

Only the University Library & his Deputy	-	-	-	-	1	25%	-	-	1	9.09
From Senior Librarian and above	1	4%	1	8.33%	-	-	1	7.69%	1	9.09%
All professional Librarians	20	80%	9	75%	3	75%	12	92.31%	7	63.64%

AHMADU BELLO UNIVERSITY:

Librarians in Ahmadu Bello University (23 or 92%) indicated that the status of professional librarians is academic and a preponderance of opinions (21 respondents or 84%) felt that academic status should be accorded to all professional librarians in Nigerian Universities.

BAYERO UNIVERSITY:

The response from librarians in Bayero University showed that they had been regarded as non-academic staff, but the result of this research showed that majority of the professional librarians (19 or 83% supported being accorded academic status to all professional librarians like their counterparts in other Nigerian University libraries.

IMO STATE UNIVERSITY:

All the librarians in Imo State University (4 or 100%) agreed that they are academics, and of the strong opinion that all Nigerian universities should accord their professional librarians academic status.

UNIVERSITY OF IBADAN:

Librarians in University of Ibadan had been regarded as academics from the inception of the university in 1948 as indicated by 100% response that favoured being acedemics. The majority of the librarians in Nigerian Universities be accorded academic status.

UNIVERSITY OF MAIDUGURI:

Librarians in University of Maiduguri had been regarded as non-academic staff (other academic supporting unit), but the majority of the librarians (7 of 63.64%) were of the opinion that academic status should be granted to all graduate librarians in Nigerian Universities.

C: CRITERIAL FOR ACCORDING ACADEMIC STATUS:

The granting of academic status to both faculty staff and librarians entails some academic privileges and benefits. This is accompanied by its obligations or the criteria to be used for according such a status. The question is should the same criteria used for faculty staff (qualification, research, and publications) be used for librarians, or should they be modified or a different criteria be applied to the librarians? Having agreed that all professional librarians in Nigeria university libraries be accorded academic status, the question is what should be the criteria for according them academic status? The following criteria were suggested to be ranked in order of importance by the respondents: qualifications, experience, publications and research. Others are guidance to readers, formal or non-formal teaching, and community services. The following responses were received from the sampled librarians (see table 4.5).

TABLE 4.5

CRITERIA FOR ACCORDING ACADEMIC STATUS:

	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking
Qualifications	19	1st	9	1st	4	1st	8	1st	8	1st
Experience	13	2nd	5	2nd	2	4th	5	2nd	7	2nd
Publications	8	4th	4	4th	2	3rd	4	4th	5	4th
Research	9	3rd	4	3rd	2	2nd	5	3rd	6	3rd
Guidance	7	5th	3	5th	2	6th	6	6th	4	6th
Formal or non-formal teaching	9	6th	4	6th	2	5th	6	5th	6	5th
Community Service	18	7th	5	7th	4	7th	10	7th	7	7th

ABU.,BUK.,UI.,AND UNIVERSITY OF MAIDUGURI:

Librarians in the above universities felt the criteria for according academic status to librarians should be qualifications, experience and research in order of importance. Community servicewas however ranked least of importance by most of the librarians.

IMO STATE UNIVERSITY:

The librarians in Imo State University were of the opinion that the criteria for according academic status should be qualification,research and publications. That is the criteria should be identical with the practice in the faculty. The level of respondents however indicated one assistant librarian, a librarian One, One principal librarian and the university librarian.

D1. ROLES OF LIBRARIANS IN THE LIBRARY:

The University Libraries in Nigeria are established to help accomplish the teaching and research objectives of the universities. The librarians employed in these libraries are expected to perform certain roles in the university communities before these objectives can be realised. Such roles include the selection,acquisition and processing of library materials, dissemination of information to the library users in the form of current awareness services, reference service, guidance and assistance

to readers and researchers, selective dissemination of information in the form of abstracting,indexing and compilation of bibliographies. The question is to what extent are these roles being performed by the librarians? How academic do librarians consider their roles in the library to be, and how frequently are they involved in activities considered academic. The following responses were received.

ABU.,BUK,,UI., AND IMO STATE UNIVERSITIES:

The majority of librarians in the above universities (ABU., 19 or 76%; BUK 10 or 83.33%; U.I., 10 or 76.92%; Imo 2 or 50%;)felt that their roles in their libraries were not only extremely academic, but they were very frequently involved in activities that could be considered academic. It is necessary to note that librarians in Bayero university who are classified as "Other academic supporting Unit" claimed their role is very academic and do involve in activities that could be considered academic.

UNIVERSITY OF MAIDUGURI:

The librarians in University of Maiduguri agreed that their roles in the library were not academic, yet they indicated that they were frequently involved in academic activities. This may be due to the fact that they have been actually classified as non-academic staff;

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D2. The above question was put to the librarians in another way; How administrative do you consider your roles in the library to be.

Imo State University, UI., and University of Maiduguri:

The librarians in the above universities (or 100%; U.I. 7 or 53.85%; U.M. 6 or 46.19%) maintained that their roles are very academic i.e. not administrative at all; while librarians in university of Maiduguri still maintained that their roles are very administrative.

ABU., AND BUK:

The majority of librarians in ABU. 10 or 40% and BUK.,6 or 50% felt that their roles were extremely administrative contrary to their previous response to an earlier question. "How academic do you consider your duties/roles in the library to be?" (see table 4.6).

This may be due to the fact some of the librarians have not been clear whether they are academic or non-academic staff. The above response might not be suprising since in A.B.U. (until recently) and Bayero University the librarians were not clearly classified as administrative or academic staff. Some of the librarians in the two universities might therefore not actually understand roles that could be termed academic or administrative.

TABLE 4.6

ADMINISTRATIVE ROLES OF LIBRARIANS IN NIGERIAN UNIVERSITIES

	ABU(25)		BUK12)		IMO(4)		UI(15)		UM(11)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Ext.Admn.	10	40%	6	50%	0	0	4	30.77%	6	54.55
Administrative	6	24%	2	16.67	0	2	2	15.38	5	45.45
Not administrative at all	9	36%	4	33.33	4	100%	7	53.88	0	00.00%

D3. SELECTION OF LIBRARY MATERIALS

Selection of library materials is an important function of librariens in Nigerian universities. This important function is often carried out by both the librariars as well as the lecturers working hand in hand to biuld a balanced and complete collections covering subject matter of their inte[illegible]

The two are indispensable because of the lecturer's expertise in his subject field and the librarian's professional expertise in his selection of tools.

In order to find out the extent of librarian's contribution to this role, they were asked how t they often make recommendations for selection of library materials.

ABU. AND UI:

It was found that librarians in the above universities do most of the selection of library materials. The librarians in these universities had been enjoying academic status all along.

BUK., AND UNIVERSITY OF MAIDUGURI:

The librarians here were of the opinion that they do make recommendations for the selection of library materials. This opinion was confirmed by their ranking of selection of library materials as the most important function of a librarian to a later question which asked them to rank in order of preference some responsibilities of professional librarians.

IMO STATE UNIVERSITY:

The majority of librarians in Imo State University indicated that they only make recommendations occassionally.

TABLE 4.7

SELECTION OF LIBRARY MATERIALS:

Variables	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	% Resp	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Very frequently	15	60%	6	50%	1	25%	10	76.92%	9	81.80%
Occasionally	6	24%	4	33.33%	2	50%	2	15.38%	1	10.09%
Not at all	4	16%	2	16.67	1	25%	1	7.69%	1	10.09%

D4. SUBJECT SPECIALIZATION:

To achieve academic status Onyechi(1975)[2] suggested the introduction of subject specialization plan which recognizes at least the need for subject expertise. The subject specialist can be charged with selection, acquisition and processing of resources, and an in-depth and specialised library services to his clienteles within his subject areas. The question is to what extent is this practicable in the Nigerian Universities?

Hence this question was put to the librarians, Do you have an area of subject specialization?

The responses from all the universities sampled indicated that the majority of all the librarians have subject specialization(see table 4.8). The question as to what extent are the librarians knowledgeable in their areas of specialization is yet another issue.

TABLE 4.8

AREA OF SUBJECT SPECIALIZATION:

	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM911)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No. of Resp.	% Resp.	No.of Resp.	% Resp.
Yes	15	60%	9	75%	3	75%	12	92.31%	10	90.91%
No.	10	40%	3	29%	1	25%	1	7.69%	1	9.9%

The roles of the librarians cannot be over emphasized when one considers the weight and amount of teaching and research conducted in our universities. The librarians were asked how often are they consulted by the faculty members for the purpose of conducting research, and to what extent these faculty members were satisfied with their services?

ABU.,IMO STATE UNIVERSITY, U.I., AND UNIVERSITY OF MAIDUGURI:

Librarians in the above universities said that they were occassionally consulted by the faculty staff for the purpose of conducting research. (Table 4.9)

BAYERO UNIVERSITY:

The response from the above university revealed that librarians are very often consulted for the purpose of research by the faculty staff. On the satisfaction of services provided, it was discovered that librarians in A.B.U., Imo State University, U.I., and University of Maiduguri felt that the faculty staff are satisfied with their services, while librarians in Bayero University who were often consulted were of the opinion that the faculty staff are not satisfied with their services.

It is necessary to note however that consultation of librarians by faculty members for research purposes depends on where the librarian works. Librarians in public service areas like circulation, reference etc. will be more frequently consulted than librarians in technical services area such as cataloguing, collection development, etc.

TABLE 4.9

(a) CONSULTATION FOR RESEARCH PURPOSE:

	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Very Frequently	7	28%	7	58.33%	1	25%	4	36.77%	3	27.2 %
Occassionally	12	48%	2	16.67%	2	50%	7	53.85%	6	54.53%
Not at all	6	24%	4	33.34%	1	25%	2	15.38	2	18.1 %

(b) SATISFACTION OF SERVICES RENDERED:

Very Satisfied	14	56%	5	41.67%	4	100%	73.	53.85%	10	90.9 %
Not at all satisfied	4	16%	7	58.33%	0	0	5	38.46%	-	9.19%
Occassionally	7	28%	2	16.67%	0	0	1	77.69%	-	-

E. FUNCTIONS OR RESPONSIBILITIES OF LIBRARIANS:

In any university system, the librarians are charged with basic functions for the developments of the university library. These functions include selection and acquisition of library materials, cataloguing and classification, dissemination of information etc. to mention few. Librarians in the sampled universities were asked to rank the following responsibilities in order of importance, selection off library materials, acquisition, cataloguing and classification, dissemination of information and publications. Others are compilation of bibliographies, abstracting and indexing and reference service/assistance to readers. (Table 4.10).

TABLE 4.10 ORDER OF IMPORTANCE OF LIBRARIAN'S RESPONSIBILITIES

Responsibilities	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking
Selection of library materials	7	6th	6	1st	3	1st	5	2nd	8	1st
Acquisition	8	2nd	5	2nd	2	2nd	3	4th	6	2nd
Cataloguing and Classification	6	3rd	5	3rd	2	3rd	3	5th	7	3rd
Dissemination of Information	12	1st	4	4th	3	5th	4	3rd	5	4th
Publications	9	8th	7	8th	4	8th	4	8th	4	8th
Compilation of bibliographies	4	4th	5	6th	2	7th	5	6th	2	7th
Abstracting and indexing	6	5th	6	7th	3	4th	3	7th	3	6th
Reference Service / Assistance to Readers	5	7th	24	5th	2	6th	5	1st	4	5th

BAYERO UNIVERSITY, IMO STATE UNIVERSITY, AND UNIVERSITY OF MAIDUGURI:

The librarians in the above universities ranked selection, acquisition and cataloguing and classification as the most important duties of librarians.

A.B.U:

In A.B.U. dissemination of information was ranked first, acquisition second, and cataloguing and classification third, despite their earlier answer to a previous question that they (librarians) do most of the library selections. The inclusion of dissemination of information by A.B.U. librarians could be as a result of a recent change in their status.

U.I.

Librarians in University of Ibadan considered reference service/assistance to readers, selection of library materials and dissemination of information as the most important functions of librarians. Acquisition, unlike in the other sampled universities was ranked fourth. Publications were however ranked as of least importance by all the librarians in the sampled universities.

F. APPOINTMENTS AND PROMOTIONS OF LIBRARIANS:

The criteria often adopted for the appointment and promotion of faculty staff according to Hintz's

study[3] are as follows: success in teaching,research and publications, professional competence,service to the university,creative work and public service. Others, are advanced degree, length of service etc.

Darch (1975)[4] in his own study of African University libraries showed the overall criteria and ranking used for promoting librarians in descending order as follows: Professional competence,administrative effectiveness, length of service to the community, research and publications, advanced degree, and success in teaching.

In order to find out the situation in Nigerian University libraries, the following questions were asked to elicit the opinions of librarians whether they should be treated at par with faculty staff in terms of being appointed in parity or in line with their academic counterparts, experience, advanced degree, research and publications (see table 4.11).

A preponderance of opinion of librarians from all the sampled libraries strongly agreed that they should be treated at par with their teaching counterparts on the first three criteria i.e. fresh appointments, experience and advanced degree.

On research and publications, the librarians felt they should not be treated at par with their teaching counterparts (see table 4.11).

This response might be due to the fact that librarians in Nigerian universities felt that it was impossible to get time out of the 40 working hours per week to concentrate on any research and publications like their teaching counterparts who may not put in more than 7 hours lecture per week.

TABLE 4.11

APPOINTMENTS AND PROMOTIONS OF LIBRARIANS

	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(12)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Parity in fresh appointment	21	84%	10	83.33	4	100%	13	100%	9	81.82%
Experience	23	92%	9	7.75%	4	100%	13	100%	8	72.73%
Advance degree	19	76%	9	75%	3	75%	10	76.52	8	72.73%
Research	9	36%	5	41.67	1	25%	7	53.85	4	36.36
Publication	8	32%	2	16.67	1	25%	6	46.15	2	18.18

On whether the criteria for evaluation and promotion of librarians viz-a-viz faculty members should be identical, not identical or similar, all the librarians except those in Imo State University were of the opinion that criteria should not be identical.

TABLE 4.12

COMPARISON OF CRITERIA FOR EVALUATION AND
PROMOTION OF LIBRARIANS VIZ-A-VIZ FACULTY MEMBERS:

	ABU(25)		BUK(12)		[illegible]MO(14)		[illegible]I(13)		UM(11)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Identical	6	24%	4	33.33%	3	75%	3	23.08%	2	18.1 %
Not Identical	17	68%	7	58.33	1	25%	12	92.31	9	81.8 %
Similar	12	48%	5	41.67	2	50%	7	53.85	5	45.4 %

As a result of the above opposing views, should the same criteria be used or modified or an entirely different criteria be used for the evaluation and promotion of librarians? Hence the librarians were asked to rank in order of importance some suggested criteria they felt should be used for their evaluations and promotions.

ABU., UI., AND IMO STATE UNIVERSITIES:

The Librarians in the above universities ranked professional competence first, professional qualifications second, and advanced degree was ranked third etc. (see table 4.13).

BAYERO UNIVERSITY AND UNIVERSITY OF MAIDUGURI:

Librarians in Bayero University and University of Maiduguri whose status had been non-academic ranked professional competence first, length of experience second, and professional qualifications as the most important criteria they would like used for their evaluation for promotions.

TABLE 4.13

CRITERIA FOR PROMOTION OF LIBRARIANS:

	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking
Success in teaching	7	8th	7	10th	2	9th	4	8th	3	7th
Research	6	5th	4	7th	2	8th	5	4th	3	5th
Publications	5	7th	5	9th	2	7th	4	5th	2	8th
Professional Competence	15	1st	9	1st	31	1st	8	1st	9	1st
Assistance to Readers	4	9th	5	4th	1	5th	3	10th	5	6th
Length of Experience	8	4th	8	2nd	2	6th	2	6th	6	2nd
Creative Work	3	10th	4	5th	2	4th	3	7th	5	4th
Advanced degrees	10	3rd	3	8th	2	3rd	6	3rd	4	10th
Professional qualification	13	2nd	6	3rd	3	2nd	7	2nd	7	3rd

G. PRIVILEGES AND BENEFITS OF ACADEMIC STATUS:

The faculty staffs who had all along been academic staff enjoy certain academic privileges and benefits such as academic freedom, sabbaticals, conference attendance etc. The librarians were asked whether they should be treated at par with the faculty members in terms of: salary structure, vacations, retirements and sabbatical. Others are study leave, study/research grants and conference attendance.

The majority of the librarians in all the sampled universities were of very strong opinion that librarians should be treated at par in terms of the above suggested academic privileges and benefits (see table 4.14).

TABLE 4.14

PRIVILEGES AND BENEFITS OF ACADEMIC STATUS:

Variables	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Salary Structure	23	92%	9	76%	4	100%	12	92.31%	11	100%
Vacation	20	80%	10	83.33	4	100%	11	84.62	8	72.73%
Retirements	24	96	9	75%	4	100%	13	100%	11	100%
Sabbatical	23	92%	8	66.67	4	100%	11	84.62	9	81.82%
Study Leave	24	96%	9	75%	3	75%	33	100%	11	100%
Research Grant	25	100%	9	75%	14	100%	13	100%	9	81.82
Conference Attendance	23	92%	9	75%	14	100%	13	100%	11	100%

On whether librarians are entitled to sabbatical leave, whether it has ever been granted as well as the 30 days leave plus 26 days research leave, the following responses were received. (Table 4.15).

U.I:

The majority of librarians agreed that they are entitled to sabbatical leave, and 30 days leave plus 26 days research leave. 8 respondents or 61.54% from U.I. had enjoyed sabbatical leave.

IMO STATE UNIVERSITY:

Like their Ibadan counterparts, the librarians here are entitled to sabbatical leave and 30 days leave plus 26 days research leave. None of the librarians has enjoyed sabbatical leave. This may be due to the fact that the University has just been established (1982).

A.B.U:

The majority of librarians in Ahmadu Bello University indicated that they do not know whether they are entitled to sabbatical leave or not and research leave. This might be due to the fact that their status has just been recently made clear that they are academic. As at the time of writing this research none of the librarians had enjoyed these privileges.

BAYERO UNIVERSITY AND UNIVERSITY OF MAIDUGURI:

Like their Ahmadu Bello University counterparts, the librarians in the above universities said that they are not entitled to sabbatical leave nor the research heave because they had all along been treated as non-academic staff of their universities.

TABLE 4.15

SABBATICAL AND RESEARCH LEAVES FOR LIBRARIANS:

			ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
			No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
(a)	Are Librarians entitled to Sabbatical leave?	Yes	5	20%	2	16.67%	3	75%	13	100%	2	18.16%
		No	2	8%	3	25%	0	0%	0	0%	6	54.55%
		Dont know	18	72%	7	58.33	1	20%	0.5%	0%	0	24.27
(b)	Has it ever been granted?	Yes	0	0	1	8.33	0	0%	8	61.54	0	0%
		No	25	100%	11	11.67	4	100%	5	38.46	11	100%
(c)	Are you entitled to 30+26 days leave a year?	Yes	3	12%	0	0	2	50%	12	92.31	1	9.09%
		No	5	41.67%	8	66.67	1	25%	[illegible]	0%	9	81.87%
		Dont know	17	58%	2	16.67%	1	29%	1	7.69%	1	9.09%

OPPOSITION TO ACADEMIC STATUS FOR LIBRARIANS:

The question of academic status has never received overwhelming support by librarians or faculty staffs in both the developed and developing countries. Some have a total support for it, some with some reservations.

While some totally oppose to the whole idea. An attempt was made by the researcher to find out from the librarians why some of them are opposed to academic status? The following probable reasons were suggested to be ranked in order of preference: too many responsibilities, not interested in any further research work, unwillingly dragged into the struggle, no time to do research, and that academic status may have an adverse effect on their promotion. T he following answers were received.

A.B.U., BUK., AND UNIVERSITY OF MAIDUGURI:

Librarians here were of the opinion that some librarians are opposed to academic status because it may have an adverse effect on their promotion, no time for research, and too many responsibilities were given as reasons why some librarians oppose academic status to librarians.

UI., AND IMO STATE UNIVERSITY:

The question that academic status may have adverse effect on their promotion was ranked first, too many responsibilities second, and unwillingly dragged into the struggle was ranked third by librarians in the above universities. (Table 4.16).

TABLE 4.16

OPPOSITION TO ACADEMIC STATUS:

Probable reason	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking
Too many responsibilities	10	3rd	5	3rd	3	2nd	6	2nd	6	3rd
Not interested in any further research work	9	4th	6	4th	2	4th	5	4th	7	4th
Unwillingly dragged into the struggle	12	5th	5	5th	4	3rd	8	3rd	5	5th
No time to do research	10	2nd	4	2nd	3	5th	4	5th	8	2nd
It may have an adverse effect on their promotion	13	1st	9	1st	3	1st	8	1st	9	1st

DO LECTURERS REALLY BELIEVE THAT LIBRARIANS SHOULD BE ACADEMICS?

It may be asserted from the result of this research that librarians want to be academics. The question is if do the lecturers in the faculties really believe that librarians should be academics? The following responses were received.

BUK., UI., AND UNIVERSITY OF MAIDUGURI:

The majority of librarians in the above universities felt that lecturers do not believe that librarians should be accorded academic status.

AHMADU BELLO UNIVERSITY, AND IMO STATE UNIVERSITY:

Most of the librarians here indicated that they do not know whether lecturers really believe that librarians should be academic status.

(See table 4.17).

TABLE 4.17

SHOULD LIBRARIANS BE ACCORDED ACADEMIC STATUS?

	ABU(25)		BUK(12)		IMO(4)		UI(13)		UM(11)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Yes	1	4%	0	0	1	25%	3	23.08	1	9.09%
No	7	28%	8	66.67	1	29%	7	53.85	7	83.64%
Dont Know	17	68	4	23.33	2	50%	3	23.08	3	27.27

C O N C L U S I O N:

From the result of this research it may be concluded that librarians in Nigerian Universities would like academic status accorded to all professional librarians in Nigerian University libraries.

On the criteria for according academic status, four out of the five sampled universities (ABU.,BUK.,University of Ibadan and University of Maiduguri) ranked

qualifications, experience and research, while the remaining university (Imo State University) ranked qualification, research and publication. Qualificaions and community services were ranked first and last criteria by all the librarians.

There is however a lack of uniformity in what could be termed the most important functions of librarians in Nigerian Universities. Some of the universities(BUK, Imo State university and university of Maiduguri) ranked selection, acquisiton and cataloguing and classification, while some (ABU.,and UI)., ranked dissemination of information,reference or acquisition, and cataloguing and classification in order of importance. There are still some ambiquities in what could be considered as academic activities of librarians in Nigerian universities.

As regards appointments and promotions of librarians it was realised that librarians do not want to be evaluated at par with their teaching counterparts especially on research and publications. This response revealed the need for a different criteria or at least a modified criteria which would suit the circumstances of the librarians' working conditions.

Finally the professional librarians in Nigerian university libraries would like to be treated equally in terms of academic privileges and benefits without the corresponding obligations attached to it.

4.5.2 FACULTY STAFF:

In analysing the data received from the faculty members seven broad areas were considered namely: the response rate of the lecturers, status of librarians in Nigerian Universities, criteria for according academic status, and opinions of faculty staff on the library. Others are opinions of faculty staff on the librarian, appointments and promotions of librarians, and privileges and benefits of academic status.

A. FACULTY STAFF RESPONSE RATE:

Two hundred and fifty (250) questionnaires were administered to the academic staff in the Faculties of Arts/Humanities and Education of the selected universities, and two hundred and four(204 or 81.60%) responses were received. (See table 4.18).

TABLE 4.18

FACULTY STAFF RESPONSE RATE:

University	Faculty of Education			Fac. of Arts/Humanities		
	Sample Size	No.of Returns	% Returned	Sample Size	No.of Returns	% Returned
A.B.U.	30	24	80%	30	22	73.33%
B.U.K.	26	21	80.77%	30	23	76.67%
Imo State University	4	3	75%	10	9	90%
U.I.	30	25	83.33%	30	26	86.67%
University of Maiduguri	30	25	83.33%	30	26	86.67%
Grand Total:	120	98	81.67%	130	106	81.45%

B. STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES:

The struggle by librarians for academic status can greatly be influenced by the opinions of faculty staff in Nigerian Universities as regards its desirability or otherwise. Hence the folowing questions were asked from the faculty members to solicit their opinions; what is the status of librarians in their universities, what they think should be the status of librarians in Nigerian Universities, and whether academic status should be granted to a few selected members of the library. The following responses were received.

ABU.,IMO STATE UNIVERSITY,AND UI:

A survey of opinions of faculty members in the above universities said that their librarians are accorded academic status and the majority of the lecturers strongly supported that all professional librarians in Nigerian Universities should be accorded academic status. This means that all graduate librarians are eligible to be accorded academic status as the case with graduate assistants in the faculties.

BUK AND UNIVERSITY OF MAIDUGURI:

The responses from the above universities indicated that their librarians are accorded non-academic status, but when asked what they think should be the status of librarians in Nigerian Universities, the majority of the faculty staff felt all professional librarians in Nigerian University libraries should be accorded academic status(see table 4.19).

STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES:

TABLE 4.19

A. PRESENT STATUS OF LIBRARIANS IN EACH OF THE SELECTED UNIVERSITIES:

Designations	ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Academic	23	50%	9	20.45%	10	83.33%	29	56.86	8	15.69%
Administrative	8	17.39%	23	52.27	1	8.33%	9	17.65	30	58.82%
Research Staff	1	2.17%	44	9.09	-	-	1	1.96	3	5.88
Other Service Unit	1	2.17%	-	-	-	-	1	1.96	-	-
Dont Know	13	28.26	8	18.18%	1	8.33%	11	21.57%	10	19.61
Other(specify)	-	-	-	-	-	-	-	-	-	-

B. WHAT SHOULD BE THE STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES:

Designations	ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Academic	25	54.35%	21	47.73	9	75%	27	52.94%	28	54.90%
Administrative	8	17.39	12	27.27	1	8.23	7	16.67	9	17.65
Research Staff	7	15.22	10	22.73	1	8.33	10	19.61	4	7.84
Other Service Unit	1	2.17%	2	4.55	1	8.33	1	1.96%	-	-
Dont Know	5	10.87%	1	2.27	-	-	7	13.73	9	17.65%
Other (specify)	-	-	-	-	-	-	-	-	-	-

C. ELIGIBILITY FOR ACADEMIC STATUS FOR LIBRARIANS:

		ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
		No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Granted to a few selected librarians	SA	7	15.22	10	27.73%	2	16.67%	13	23.53%	12	23.5 %
e.g. the University Librarian and his Deputy	U	3	6.52	5	11.36%	2	16.67%	10	83.33	8	15.69
	SD	36	78.26	29	20.45%	8	66.67%	29	56.88%	31	60.78

D. CRITERIA FOR ACCORDING ACADEMIC STATUS:

The faculty members in the Nigerian Universities who had been accorded academic status all along have certain criteria to meet. Such include qualifications, research, publications etc. The librarians on the other hand would like to be accorded same academic status. The question is should the same criteria be applied to them too? In order to ascertain the opinions of the faculty staffs themselves they were asked to rank in order of preference, experience, qualifications, publications etc. the criteria they would like used for

according academic status to librarians.

It is however interesting to note that the respondents from all the selected universities ranked qualifications first, research second, and publications third. Community service was ranked the least of importance by all the faculty staff.
(See table 4.20)

This response shows that it is the same academic conditions that prevail in all the universities.

TABLE 4.20

CRITERIA FOR ACCORDING ACADEMIC STATUS:

	ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
Criteria	No.of Resp.	Ran-king	No.of Resp.	Ran-king	No.of Resp.	Ran-king	No.of Resp.	Ran-king	No.of Resp.	Ran-king
Qualifications	30	1st	24	1st	9	1st	35	1st	29	1st
Experience	15	4th	11	4th	4	4th	18	4th	8	4th
Publications	15	3rd	15	3rd	4	3rd	20	3rd	12	3rd
Research	17	2nd	18	2nd	5	2nd	26	2nd	16	2nd
Guidance to Readers	17	6th	12	6th	5	6th	17	6th	13	6th
Formal or non-formal teaching	16	5th	17	5th	5	5th	19	5th	9	6th
Community Service	20	7th	22	7th	7	7th	25	7th	10	7th

D. OPINIONS OF FACULTY STAFF ON THE LIBRARY:

The library in any university complex is an important and indispensable department of the whole set up, most especially in considering the teaching and research purposes of which the Nigerian universities are established to accomplish. Hence it is necessary to solicit the opinions of the faculty members or their attitudes to the library. Does it serve their teaching and research needs? Are they adequate and up to date in all the subject areas? Hence the questionsin this sub-section were asked.

What do you consider to be the most important function of the library? Given the following functions, providing text books, providing research materials, and providing place of study. The majority of the respondents in all the selected universities ranked providing research materials first, providing text books second, and providing a place of study was ranked third. (See table 4.21)

TABLE 4.21

FUNCTIONS OF THE LIBRARY:

Functions	ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking
Providing Textbooks	11	2nd	12	2nd	3	2nd	15	2nd	11	2nd
Providing research materials	26	1st	24	1st	8	1st	26	1st	32	1st
Providing place of study	6	3rd	8	3rd	7	3rd	11	3rd	7	3rd

The response above implied that the faculty members did not only take in to cognizance the physical structure of the library par se but more important to them is the provision of research materials in form of journals, monographs, audio-visual materials etc, and was followed by the provision of basic text books.

ADEQUACY OF THE LIBRARY:

The faculty staffs were also asked how adequate are their libraries for

(a) teaching purposes

(b) research purposes and

(c) in covering subject matter of their interest?

The faculty members in all the sampled universities agreed that their libraries are extremely adequate for teaching and research purposes as well as extremely valuable in covering subject matter of their interest.

TABLE 4.22

ADEQUACY OF THE LIBRARY:

Variables	ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp	% Resp.
For teaching purposes	42	91.30	35	79.55	11	91.67	33	64.71	33	64.71%
For Research Purposes	37	30.43	32	72.73	11	91.67	31	60.78	38	74.51
Coverage of subject matter	31	67.39	24	54.55	9	75	32	62.75	31	60.78

E. RECOMMENDATIONS OF LIBRARY MATERIALS:

The lecturers were asked whether they do make recommendations to the library for the purpose of acquiring library materials, the following responses were received.

BUK.,IMO STATE UNIVERSITY,AND UNIVERSITY OF MAIDUGURI:

The faculty members in the above universities indicate that they do make recommendations to the library very frequently. This response might be due to the fact that these universities are still relatively young and still in the process of building up their resources to support the universitys' curricula.

ABU.AND UI:

The responses from the above universities revealed that only few faculty staff do make recommendations to the library (see table 4.23). This might be due to the fact that these collections are already developed,and the lecturers' needs are adequately met when using the library.

TABLE 4.23

RECOMMENDATION OF LIBRARY MATERIALS

	AZ(46)		BUK(44)		IMO(10)		UI(51)		UM(51)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No. of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Very frequently	15	32.61	25	56.82	7	58.33	18	35.29	31	60.78
Occassionally	20	43.48	16	36.36	3	25%	23	45.10	13	25.49
Not at all	11	23.91	3	6.82	2	16.67	10	19.61	7	13.73

BUK.,IMO STATE UNIVERSITY,AND UNIVERSITY OF MAIDUGURI:

The faculty members in the above universities indicate that they do make recommendations to the library very frequently. This response might be due to the fact that these universities are still relatively young and still in the process of building up their resources to support the universitys' curricula.

ABU.AND UI:

The responses from the above universities revealed that only few faculty staff do make recommendations to the library (see table 4.23). This might be due to the fact that these collections are already developed,and the lecturers' needs are adequately met when using the library.

TABLE 4.23

RECOMMENDATION OF LIBRARY MATERIALS

	AB(46)		BUK(44)		IMO(10)		UI(51)		UM(51)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No. of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Very frequently	15	32.61	25	56.82	7	58.33	18	35.29	31	60.78
Occasionally	20	43.48	16	36.36	3	25%	23	45.10	13	25.49
Not at all	11	23.91	3	6.82	2	16.67	10	19.61	7	13.73

F. OPINIONS OF FACULTY STAFF ON LIBRARIANS:

An analysis of the responses of the faculty staff on the library have shown the credit and importance of the university libraries. Are the lecturers getting a minimum efficient service from the librarians in carrying out their teaching and research activities. Hence it is necessary to highlight the opinions of the faculty staff on librarians working in Nigerian university libraries.

When asked what in their opinion they consider to be the most important functions of librarians by ranking in order of importance. Majority of the respondents in the selected universities ranked acquisition first, assistance or guidance to readers second, and cataloguing and classification was ranked third. Selection of books was ranked the least importance of all the criteria(see table 4.24). This might be due to the fact that faculty members felt selection of library materials could be best carried out by faculty staff.

TABLE 4.24

FUNCTIONS OF LIBRARIANS:

Functions	ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking	No.of Resp.	Ranking
To select books	20	5th	19	5th	7	5th	21	5th	15	5th
To acquire books	19	1st	20	1st	6	1st	17	1st	19	1st
To guide readers	15	4th	14	3rd	5	3rd	12	2nd	15	2nd
To assist researchers	14	2nd	16	2nd	4	4th	16	4th	12	4th
To catalogue and classify materials	15	3rd	15	4th	6	2nd	11	3rd	14	3rd

The analysis of other responsibilities of librarians such as; how often do you seek assistance from librarians in carrying out your research; are you able to get scholarly assistance from the professional librarians in your university, and how helpful do you find librarians in seeking answers to your general information needs? Others are how valuable do you find the librarians in assisting you in your research; do you find librarians normally p rovide new materials in your subject area without request from you or other members of your department? Do you find librarians helpful in drawing your attention to new books of which you are not aware, and last but not the least is do you find librarians helpful in pointing out information of which you are not aware?

The general responses from the lecturers in all the sampled universities showed that their librarians' services are grossly inadequate and not valuable for their teaching and research purposes. The responses (See table 4.25) indicated that the librarians' scholarly assistance in carrying out teaching and research purposes very occassionally rendered or at times not at all. There was however a slight improvement on the question whether librarians are helpful in seeking answers to the lecturers' general information needs (see table 4.25).

This implies that the librarians are still performing custodial duties. Yet the librarians were of the opinion that they should be accorded academic status due to the academic content and research value of their work.

TABLE 4.25

OTHER RESPONSIBILITIES OF LIBRARIANS

Librarians' Responsibilities		ABU(46)		BUK(44)		IMO(12)		UI(51)		JM(51)	
		No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
How often do you seek assistance from librarians in carrying out your research	Very frequently	12	26.09	13	29.55	2	16.67	8	15.69	16	31.37
	Occassionally	26	56.52	119	43.18	6	50	30	58.82	20	39.22
	Not at all	8	17.39	12	27.27	4	33.33	13	25.49	15	29.42
Are you able to get scholarly assistance from the professional librarians in your university	Very frequently	8	17.39	7	15.9	1	8.33	8	15.69	8	15.69
	Occassionally	14	30.43	18	40.91	7	56.33	25	49.02	24	47.06
	Not at all	24	52.17	19	43.18	4	33.33	18	35.29	19	37.25

		ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
How helpful do you find Librarians in seeking answers to your general information needs?	Extremely helpful	26	56.52	24	54.55	8	66.62	22	43.14.	26	50.98
	Helpful	15	32.61	15	34.09	4	33.33	21	41.18	20	39.22
	Not helpful at all	5	1.07	5	11.36	-	-	8	15.69	5	9.80
How valuable do you find Librarians in assisting you in your research?	Extremely Valuable	18	39.13	16	36.36	3	25	21	41.18	10	23.53
	Valuable	12	26.09	9	20.45	3	25	11	21.58	16	31.37
	Not Valuable at all	16	56.52	19	43.18	66	50	19	87.25	23	45.10
Do you find Librarians normally provide new materials in your subject area without requests from you or other members of your department?	Very frequently	10	21.74	17	38.64	6	50	11	21.58	18	21.58
	Occassionally	17	36.96	15	34.09	5	41.67	20	39.22	21	41.18
	Not at all	19	41.30	12	27.27	1	8.33	20	39.22	19	37.25

Do you find Librarians helpful in drawing your attention to new books of which you are not aware?	Very frequently	7	15.22	10	22.75	3	25	18	35.29	6	11.76
	Occassionally	11	23.91	14	31.82	2	16.67	15	29.42	12	23.53
	Not at all	28	60.87	20	45.45	7	58.33	20	39.22	32	62.75
Do you find Librarians helpful in pointing out information of which you are not aware?	Very frequently	7	15.22	4	9.09	2	16.67	12	23.53	5	9.80
	Occassionally	12	26.09	12	27.27	3	25	14	27.45	15	29.42
	Not at all	27	58.70	28	63.64	7	58.33	25	49.02	31	60.78

TABLE 4.26

ACADEMIC CONTENT AND RESEARCH VALUE OF LIBRARIANS' WORK:

	ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Strongly agreed	30	65.22	31	70.45	9	75%	28	54.90	31	60.
Undecided	6	13.04	6	13.64	1	8.33	11	21.57	6	1.
Strongly Disagreed	10	21.74	7	15.98	2	8.33	12	23.53	24	87.

The question however is: are librarians at present really performing activities that could be described as having academic content and research value? The answers received from the faculty members on the functions or responsibilities of librarians do not support the fact that librarians are performing activities having academic content and research value.

Adequate Knowledge and areas of specialization:

The faculty members were asked whether they do find librarians knowledgeable in their areas of specialization. The responses received showed that most of the faculty staffs in Bayero, Imo and U.I. do find their librarians knowledgeable in their areas of specialization(See table 4.27). Librarians in Ahmadu Bello University, and University of Maiduguri are occassionally found to be knowledgeable in their areas of specialization (Table 4.27).

TABLE 4.27

Knowledge of areas of specialization:

		ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
		No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp	No.of Resp.	% Resp.
Do you find Librarians Knowledgeble in their areas of specialization?	Very Frequently	15	32.61	22	50%	7	58.33	22	43.14	19	37.2
	Occassionally	24	57.17	18	80.91	5	41.67	16	31.37	23	45.15
	Not at all	7	15.22	14	31.82	-	-	13	25.47	11	21.57

G. APPOINTMENTS AND PROMOTIONS OF LIBRARIANS:

The result of this research has proved that both the librarians and the faculty staff were of strong opinion that librarians should be accorded academic status. In terms of appointments and promotions should they be treated at par? The faculty staffs in the sampled universities were asked whether the criteria for the appointments and promotions of professional librarians should be identical, not identical or similar with faculty members. Most of the faculty staff in all the universities sampled were of the opinion that the criteria should be identical (see table 4.28). That is applying the same criteria such as success in teaching, qualifications, research, publications, etc. to evaluate librarians for appointments and promotion purposes, despite the fact that the librarians, working conditions are not identical with the faculty members.

TABLE 4.26

CRITERIA FOR APPOINTMENTS AND PROMOTION OF LIBRARIANS:

	ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(51)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Identical	23	50%	19	43.18	6	50%	26	50.78	24	47,06
Not identical	9	19.57	10	22.73	2	16.67	17	33.33	9	17.65
Similar	14	30.43	15	34.09	4	33.33	18	35.29	18	35.29

As regards whether the criteria presently applied in their universities for the appointments and promotions of librarians suitable, the following responses were received.

IMO STATE UNIVERSITY:

The lecturers in the above university were of the opinion that the criteria applied for the evaluation of librarians was very suitable.

ABU., BUK.,UI., AND UNIVERSITY OF MAIDUGURI:

The faculty staffs in the above universities categorically stated that they do not know the criteria applied in evaluating librarians for appointments and promotions (see table 4.29). This might be due to the fact that the status of librarians in Nigerian Universities had not been very clear whether they are academic or non-academics.

TABLE 4.29

SUITABILITY OF CRITERIA FOR EVALUATING LIBRARIANS'.

	ABU(46)		BUI.(44)		IMO(12)		UI(51)		UM(57)	
	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Very suitable	11	23.91	9	20.45	6	50%	12	23.53	9	17.65
Suitable	4	8.70	4	9.09	1	8.33	9	17.65	7	13.73
Not suitable at all	9	19.57	6	13.64	3	25.69	7	13.73	8	15.69
Dont Know	27	58.70	25	56.82	2	16.67	23	45.10	27	52.94

Asked further of areas the faculty members felt the criteria should be changed a large number of faculty staff from all the sample universities said they do not know. This is because it would be difficult to recommend areas for a change when they do not know the criteria presently applied in Nigerian universities. This was followed by a few faculty staff who recommended that publications and research criteria should be changed (see table 4.30).

This implied that there are some lecturers that do take cognisance of the nature of librarians' duties in the library.

TABLE 4.30

CRITERIA RECOMMENDED FOR CHANGES:

	AFU(46)		BUK(44)		IMO(10)		UI(51)		UM(91)	
Criteria	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
Qualifications	10	21.75	4	9.09	2	16.67	8	16.69	7	13.72
Experience	7	15.22	4	9.09	3	2.25	6	11.76	4	7.84
Publications	14	30.43	7	15.91	1	8.33	16	31.37	10	19.61
Research	12	26.09	5	11.36	0	0	14	27.45	5	9. 80
Assistance to Readers	2	4.35	9	20.45	3	25%	0	0	4	7. 84
Dont Know	15	32.61	28	63.64	5	41.67	11	21.57	15	29.41%

H. PRIVILEGES AND BENEFITS OF ACADEMIC STATUS:

Academic status entails some privileges and benefits such as academic freedom, sabbatical leaves, conference attendance, research grants etc. This is one of the reasons why librarians are seeking for academic status. The faculty staffs were then asked whether librarians should be treated at par with faculty members in terms of academic privileges and benefits. The opinions of the faculty staff sampled revealed that librarians should be treated at par in terms of academic privileges and benefits(see table 4.31)

TABLE 4.31

PRIVILEGES AND BENEFITS OF ACADEMIC STATUS:

Privileges and benefits of academic status		ABU(46)		BUK(44)		IMO(12)		UI(51)		UM(57)	
		No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.	No.of Resp.	% Resp.
	SA	28	60.87	37	84.09	8	66.67	30	58.82	29	56.86
	U	8	17.39	4	9.09	1	8.33	8	15.69	9	17.65
	SD	10	21.74	9	20.45	3	25	3	25.49	15	29.41

I. CONCLUSION:

Despite the fact, that there has not been any uniformity in the status of librarians in Nigerian universities, this research has shown that faculty staff in Nigerian universities want academic status accorded to all professional librarians in Nigerian university libraries.

There is however an insistence on the part of the lecturers that identical criteria be applied to librarians as the case in the faculties. This might be due to the fact of maintaining a high and uniform standard of academic performance in all the Nigerian universities.

On the opinion of lecturers on the library, it is imperative to note that the faculty members do actually recognize the importance and indispensability of the library for their teaching and research purposes. Apart from the fact that the libraries are adequate and valuable, are the lecturers getting the minimum efficient library services expected from a university library?

The above question therefore called for an analysis of the opinion of faculty staff on the librarians who are expected to provide these library services. It was discovered that the librarians are not providing services or functions that could

be considered to have academic content and research value to aid the faculty members, in their teaching and research activities. Their activities are not commensurate to what is expected of academic librarianship.

On the criteria for appointments and promotion, majority of the lecturers felt the criteria should be identical viz-a-viz the librarians. It was realised that the majority of the faculty members were ignorant of the criteria applied to evaluate librarians in their universities. A few of them however recommended that research and publications criteria be changed.

Finally the facultystaff like their librarians counterpart recognized the fact that librarianship has some academic content and research value like any other subjects in the Nigerian universities curricula. They also on that basis supported that librarians be accorded academic status with all the accompanying academic privileges and benefits.

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CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The purpose of this study has been to survey the opinions of Librarians and Faculty members on the desirability or otherwise of according academic status to librarians in Nigerian universities. Specifically, the study has attempted to provide answers to the following questions:-

1) What is the status of librarians in developed and African countries?
2) What is the present status of librarians in Nigerian universities?
3) What should be the status of librarians in Nigerian universities?
4) What should be the criteria for according academic status to librarians?
5) What should be the criteria for appointment and promotion of librarians in Nigerian universities?
6) What are the roles and responsibilities of librarians in Nigerian universities?
7) Should librarians and faculty members be treated at par in terms of appointment and promotion? Should, the two groups be

accordéd the same academic privileges and benefits?

8) Why are some librarians opposed to academic status?

In order to achieve this purpose, questionnaires were administered on some selected librarians and faculty members in five Nigerian universities. Interviews were also conducted to solicit their opinions as well as university administrators on the subject. After administering the questionnaires, the data collected were analysed andinterpreted. The analysis and interpretations of the data led to the following findings:-

STATUS OF LIBRARIANS:

There is a lack of uniformity in the status of librarians both in the developed and developing countries. A school of thought strongly support the fact that librarians should be accorded academic status, another school of thought is equally opposed to it on the ground that librarians should be accorded a non-academic status. A school of thought also believes that librarians should be accorded a modified type of academic status on the basis of the librarians' peculiar conditions of service. Last but not the least is the school of thought that believes librarians should retain their identity as

"librarians" or as a "professional group" without necessarily being tied to either the academic or administrative group.

The first major finding of this study has shown that in Nigeria like other countries, there is lack of uniformity in the status of librarians in Nigerian universities.

Out of 65 librans who responded, 41 or 63.08% indicated that the status of librarians in Nigerian universities should be academic, 10 or 15.38% said it should be administrative and 4 or 6.15% responde said other service unit etc.

The faculty members (204) response, indicated that 79 or 38.73% said that librarians' status should be academic, while 61 or 29.9% said it should be administrative. It was the consensus of opinions of the librarians (53) or 81.54%) and faculty staff (110 or 53.92%) that librarians in the Nigerian university systems should be accademic. This is strongly supported by the researcher.

CRITERIA FOR ACCORDING ACADEMIC STATUS:

The librerians in Nigerian universities (with the exception of Imo State university) would however like the criteria for according academic status to librarians to be different to the criteria applicable to faculty staff in the same universities. This they claim they want because librarianship is essentially

academic service oriented unlike the teaching staff. Librarians run a mandatory minimum of 40 hours per week which leaves them with little or no time for other activities. The faculty members on the other hand insisted on the application of similar criteria because they believe that what is "good for the goose is also good for the gander".

CRITERIA FOR APPOINTMENTS AND PROMOTIONS OF LIBRARIANS:

On the criteria for appointment and promotion of librarians viz-a-viz their teaching counterparts the faculty members (98 or 48.04%) would like the same criteria to be used for their evaluation and promotion purposes. The librarians (46 or 70.77%) on the other hand would like their criteria for appointment and promotion to be different from that of the teaching staff. For example, it is known that the criteria for evaluation for appointment and promotion for a research fellow is not the same as those for faculty members.

Other criteria could be drawn out not necessarily research, publications and higher degrees, but professional competence such as participation at professional meetings, delivering seminar papers, writing some papers, being very effective on the jobs by helping patrons get access to recorded

information should suffice. Librarians do not have to publish in order to be promoted, although they should be encouraged to do so.

ROLES AND RESPONSIBILITIES OF LIBRARIANS:

This study has proved that librarians(46 or 70.77%) in Nigerian universities were of the opinion that their roles and responsibilities or functions in the library were extremely academic and do involve in activities such as acquisition, processing of library materials, dissemination of information, compilation of bibliographies etc. The faculty staff on the other hand do not support this assertion. They claimed that librarians have not been able to provide services or functions commensurate to what is expected of academic librarianship. On the whole librarians in Nigerian universities have not proved to bevery knowledgeable in dealing with their clienteles. There seems to be little specialization or committment.

PRIVILEGES AND BENEFITS OF ACADEMIC STATUS:

On academic privileges and benefits such as salary structure, retirements, sabbaticals, study leave etc., both the faculty staff, and the librarians were of the strong opinion that librarians in Nigerian universities should be treated at par with their teaching counterparts on becoming academics.

IMPORTANCE OF THE LIBRARY:

Both the librarians and the faculty members strongly recognised the importance of the university libraries in Nigeria. In order to carry out adequate and effective teaching and research purposes, the library is the nerve centre of a university, hence it is important to equip it with adequate and valuable materials, and to be manned with staff that are no less gratified than in the teaching faculties. These staff are vital im promoting teaching and research.

WHY SOME LIBRARIANS ARE OPPOSED TO ACADEMIC STATUS:

Some of the librarians however were opposed to librarians in Nigerian universities becoming academic. For example, out of 65 librarians, 12 or 18.65% felt librarians should be accorded non-academic status such as administrative staff, other services unit staff etc. When the librarians were specifically asked why they are opposed to academics status, It was found that 42 or 64.62% response ranked that academic status may have an adverse effect on their promotion first, 31 or 47.69% ranked no time to do research second, and 21 or 32.31% ranked two man y responsibilities third. Some respondents even said categorically that the on-going debate is motivated by a few selfish librarians (mainly university librarians) who have got to the top

and want to be made professor. They should face their professional responsibilities squarely if they are to be respected or alternatively they should go to library schools and teach.

RECOMMENDATIONS:

Opinions in the context of this study are built upon the tendencies and the beliefs of the individuals to react positively or negatively towards a class of objects, ideas, subject matter, or people. On the basis of the findings from this study it is difficult to say what should be the status of librarians in Nigerian universities. In spite of the fact that the preponderance of opinions favoured according academic status to librarians in Nigerian universities, there are still some respondents that are against librarians becoming academic. In this type of situation certain things have to be considered; hence the researcher makes the following recommendations based on the following areas:-

A) a total support for academic status for librarians.

B) a support for non-academic status.

C) a support for professionalism for librarians.

A. A TOTAL SUPPORT FOR ACADEMIC STATUS:

The librarians in Nigerian universities contribute in no in significant ways to the learning process in the university, and being "specialists" in their own

right, their contribution to the success of teaching and research activities of the university has become essential.

Considering the librarians responsibilities for the provision of services which are academic in nature and which meaningfully enhance teaching and research objectives of the university, the librarians should therefore not belong to any other class within the university community, but the academic class as is the case in many developed and African countries. That's the right class to which they belong. This however depends very much on how well the librarians exert themselves and prove that they are actually academics. The dillema however lies in the modus operadi of academic status on librarians viz-a-viz their teaching counterparts. Based on the different and peculiar conditions of service of librarians in Nigerian universities the following recommendations are suggested.-

1. LIBRARY EDUCATION:

Librarianship is a profession that requires, not only guidance and dissemination of information, but the generation and creation of information as well. The poor awareness of this fact by most library staff largely accounts for the unflattering rating usually accorded them by faculty members. This situation can be remedied by the library schools and the Nigerian

library association which should insist on the best materials for professional membership in terms of:-

a) Entry qualification to library school - the library schools are not meant for drop-outs from other departments.

b) A standard uniform course content or curriculum based on academic librarianship in all the library schools.

c) A serious consideration be given to qualifications beyond the first degree and professional qualifications only. Master and Ph.D degree should become desirable qualifications not only for new entrants but for those already in practice in academic libraries. The quality of service given must reflect coniserable competence either in a subject field or a specialised area in librarianship.

d) The opportunities for higher degrees not only in library science but other relevant disciplines should be extended to the librarians as the case with the teaching staff.

II. <u>WORKING CONDITIONS:</u>

The working conditions of the research staff in the universities differ from those of their teaching counterparts. If the research staff are accorded academic status based on a modified and

peculiar criteria which are reflected in their appointments, evaluation and promotions, then there should be no reason why librarians should not be treated in similar vein.

Request for academic status for librarians can only be meaningful if it is supported by what it takes to be an academic. But with the present conditions of service such as putting in 40 working hours per week, administrative and supervisory duties, service function etc. can librarians in Nigerian universities have time to conduct intensive research work and at the same time do their routine library assignments? Librarians may be given time off, and spend their off periods in undertaking library research such as compiling subject bibliography, reading list, guide books, indexes to local periodicals and newspapers, compiling local, business and commercial directives. By this, the academic community and the general public would also regard them as equal to the teaching staff in terms of their output-publications.

The newly appointed librarians (Assistant Librarians or librarians-in-training) should be treated as Graduate Assistants in the Faculties by given them automatic admission to read their Masters degree on full time.

This implied that this category of librarians should be given less working hours per week as the case with their Graduate Assistant counterparts in the faculties.

In universities where there are no library schools this category of librarians after putting in one year service should be released to go to library schools to do their master degree.

Graduate librarians should be included in teaching, not necessarily in the library schools or departments but in the library itself such as, the use of the library, library orientations, compilation of bibliographies, literature searching etc. The curriculum could be designed by the librarians themselves, submitted to the Academic planning of the university or Board of academic studies who has the final decision of making it a credit earning course or not for the students.

The criteria for evaluating academic librarians need not be similar to what is happening in the faculties. Teaching staff may be academic but not all academic staff need teach. Hence the researcher strongly recommends a similar criteria used for research staff be applied to librarians too.

These criteria should be defined and accepted by the authorities and the librarians (Official of the Federal Government-establishments; NUC.,university administrators, university librarians, Academic and Research-Libraries section of NLA. etc). If there is a consensus of opinion on the part of all concerned, the question of whether to go academics or not, and the question of being dragged into academics will not arise.

The struggle for academic status should be nation-wide, and not limited to individual universities or certain states of the Federation. The Nigerian Library Association roles on this cannot be over emphasized.

III. STRUCTURE OF THE LIBRARY:

The university library of Nigerian universities should be accorded faculty status like their teaching faculties.

This implied that (1) There should be more than one University librarian or Deputy Librarians in the library as the case with professors and Associate Professors or Readers in the faculties. (ii) The elimination of the hierarchical and bureaucratic organization of the library to a collegiate system of administration.

B. A SUPPORT FOR NON-ACADEMIC STATUS:

Some librarians in Nigerian universities as is still the case in some developed countries and parts of Africa are of the opinion that librarians should not be academic. This school of thought believes that librarians are not ready to take on the responsibilities of research, publication and advanced degrees which go with the privileges of faculty status. Nigeria is a country where academic nature of librarianship is not fully appreciated, even by the most formally certificated who in any case are not avid users of the library, and usually unddrtakes, second-hand rather than original research projects. This school of thought further believes that academic status may be accorded librarians who teach regular courses in library schools, while administrative status for practising librarians in Nigerian university libraries. There are practising architects and engineers in the field and other as teachers. One has never heard the former demanding same status as the latter. The truth is that librarians are performing academic supporting functions. Could faculty staff be convinced to recognise them on that basis in terms of modified criteria for according academic status

and evaluation for appointment and promotion? The result of this research has proved the contrary as regards the criteria for appointment and promotions especially on research and publication. My recommendation therefore, in line with this school of thought is that professional librarians in Nigerian universities should join the administrative staff of the university in the Senior Staff Association (SSA) which would accept them fully as equal rather than ASUU where they may not be treated as equals. Thus they will enjoy similar renumerations, career structure, and appointments and promotions as administrators.

C. PROFESSIONALISM FOR LIBRARIANS:

The question of academic status for librarians is an endless debate. It has its advantages and disadvantages. For this reason a school of thought was of a strong opinion that librarians should retain simply the title "librarians" or "professional" rather than tying themselves on to faculty or administrative patterns. This type of development has already sprung up in some universities in U.S.A. Here, it was felt that librarians should be striving for recognition as librarians rather than faculty. Librarians can and should stand on their own feet, maintain a

position of dignity and importance on the campus as librarians who contribute to an essential element in the total educational function of their universities.

In the Nigerian context, this point of view has not been discussed in detail by either the librarians or the non librarians. This is because it is a new position being taken by some of the librarians and faculty staff in various universities. The fact that the possession of higher degree(s) and publication(s) do not make one academic but a scholar. So a librarian does not become an academic because he had Ph.D or has published articles or books.
He is still a professional librarian as long as he practises in a library. A successful librarian in that professional who provides relevant materials or information to his partrons.

On the basis of the above views, it means librarians do not necessarily need academic status in order to enjoy parity (salary and status wise) with their teaching counterparts. What librarians need is a professional recognition in its own right with its peculiar professional criteria for appointments and promotion as well as fringe benefits.

Ther after they could bargain for a desirable salary and career structure which should be at par with their teaching counterparts in the faculties. This is however subjected to personnel organization in Nigerian universities. Apart from the traditional academic and non-academic categories, whether there could be any possibility for the groupings of the professionals together as a group e.g. Technical and professional staff.

SUGGESTED AREAS FOR FURTHER RESEARCH:

The researcher was concerned with the survey of professional opinions on the desirability or otherwise of according academic status to professional librarians in Nigerian university libraries.

A further research is suggested to be conducted on the following areas to fill the gaps that may exist:-

1. The roles and functions of professional librarians in Nigerian universities as a support for academic status.
2. A study of the opinions of university administrators on according academic status to librarians.
3. A comparative study of the obligations, privileges, and benefits of according academic or administrative status to librarians in Nigerian universities.
4. Professionalism: the academic librarian's key to the desired status.

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APPENDICES

APPENDIX I:

Pre-Udoji status and salary comparison between Nigerian University Librarians and the teaching staff.

Teaching Staff designation	Library Staff Designation	Salary
Assistant Lecturer	Assistant Librarian	₦2140
Lecturer II	Librarian II	₦2760
Lecturer 1	Librarian 1	₦3810
Senior Lecturer	Senior Librarian	₦5030
Reader	Deputy University Librarian	₦6100
Professor	University Librarian	₦6600

APPENDIX II:

Administrative posts of Senior Staffin Nigerian universities - Udoji, recommendations.

Highest Scale:

Registrar

Librarian

Bursar

Chief Engineer

Director of Health Services

Second Scale:

Deputy Registrar

Deputy Librarian

Deputy Bursar

Chief Accountant

Deputy Chief Engineer

Deputy Director Health Services

Third Scale:

Senior Assistant Registrar

Senior Librarian

Senior Accountant

Assistant Chief Accountant

Senior Engineer

Senior Medical Officer

Principal/Chief Technical/Technologist

Fourth Scale:

Assistant Registrar

Librarian or Sub-Librarian

Accountant

Engineer

Medical Officer(above the bar)

Suprintendent technician/technologist

Senior Technician (- ologist) below the bar)

Fifth Scale:

Administrative Officer

Assistant Librarian

Assistant Accountant

Engineer Grade II

Technical/Technologist

APPENDIX III:

A COMPARATIVE ANALYSIS OF THE LIBRARIAN'S AND LECTURERS' NOMENCLATURE AND SALARY STRUCTURE.

The Senior Librarian	GL	(12)	=	₦7,104
" " Lecturer	GL	(13)	=	₦7,764
The Librarian 1	GL	(10)	=	₦5,460
The Lecturer 1	GL	(11)	=	₦6,444
The Librarian II	GL	(09)	=	₦4.368
The Lecturer II	GL	(10)	=	₦5,460
The Assistant Librarian	GL	(08)	=	₦3,264
The Assistant Lecturer	GL	(09)	=	₦4,368
Graduate Assistant	GL	(08)	=	₦3,264

APPENDIX IV

Kashim Ibrahim Library,
Ahmadu Bello University,
Zaria.

1st January, 1984

The Registrar,

Yaba College of Technology,

Yaba - Lagos.

Dear Sir,

As part of my Master of Library Science Thesis in the Department of Library Science, Ahmadu Bello University, Zaria I am conducting a study on "ACADEMIC STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES" a comparative survey of professional opinion.

In the course of my literature review, I came across your advert for staff vacancies in one of the Nigerian dailies - New Nigerian. Where you categorically placed library department under "Academic staff vacancies".

In view of this Sir, I will like to know -

i) If it is a matter of policy or

ii) It is a matter of convenience or otherwise.

Thanks for your anticipated co-operation.

Yours sincerely,

E.J. AMPITAN.

APPENDIX V

Kashim Ibrahim Library,
Ahmadu Bello University,
Zaria.
1st January, 1984

The Registrar,
College of Education,
Sokoto.

Dear Sir,

As part of my Master of Library Science Thesis in the Department of Library Science, Ahmadu Bello University, Zaria I am conducting a study on "Academic status of Librarians in Nigerian Universities : a comparative survey of professional opinion.

In the course of my literature review I came across your advert for staff vacancies in one of the Nigerian Dailies - New Nigerian.

Where you categorically placed library Department with with other administrative departments like V.C.'s office, Registry etc. In view of this Sir, if you can let me know:

1. Why Library Department is treated as administrative post?

2. Is it a matter of convinience or a matter of policy?
3. Has any thought been considered why this is so?

Sir, I shall be looking forward for your maximum cooperation and urgent attention.

Yours sincerely,

E.J. AMPITAN.

APPENDIX VI

COLLEGE OF EDUCATION, SOKOTO

OFFICE OF THE REGISTRAR

P.M.B. 2129 Sokoto
Sokoto State.
Telephone 2607
Telegrams: COED,Sokoto
Telephone: 233190

Ref:SOE/COR/16/Vol.1/55

Mr. E.J. Ampitan,
Kashim Ibrahim Library,
ABU/Zaria.

Dear Sir,

LIBRARY SERVICES

With reference to your letter dated 1st January, 1984 on the above subject, I am directed to inform you that our Library is part of academic services as all senior staff of the Library are regarded as academic staff in line with our college conditions of service. The publication you referred to is for the convenience of that particular advertisement only.

I am pleased to reply your letter and I assure you of our sincere support towards the successful completion of your thesis. Please ask further questions if the need arises.

Yours sincerely,

Sgd. Abubarkar Musa
for: REGISTRAR.

APPENDIX VII

KASHIM IBRAHIM LIBRARY

AHMADU BELLO UNIVERSITY, ZARIA.

Dear Colleague,

As part of my Master of Library Science Thesis in the Department of Library Science, Ahmadu Bello University Zaria, I am conducting a study on "Academic Status of Librarians in Nigerian Universities": a comparative survey of professional opinion.

The professional Librarian in this study means a library staff who has at least a first degree in librarianship or a first degree in any other subject with Post Graduate qualifications in librarianship or other related discipline (e.g. Information Science, Archival Studies etc).

You are one of the librarians who have been selected to participate in this research project. I would appreciate your participation. Your cooperation is needed in making this research project a success.

Please answer the questions in the enclosed questionnaire and return it to the University Librarian's Office.

The result of this study will establish the prevailing opinions among professional librarians and Faculty members on the desirability or otherwise of according academic status to librarians in academic communities.

It should be borned in mind that no individuals' iddntity will be made known, and information provided will be held in strictest confidence.

Thank you very much for your cooperation and assistance.

Yours sincerely,

Sgd. E.J. Ampiton.

QUESTIONNAIRE A

PROFESSIONAL LIBRARIANS

SECTION A PERSONAL DATA

1. University where employed.....

2. Nationality ( ) Nigerian 3. Sex( ) Male
( ) Non Nigerian ( ) Female

4. Age

( ) under 25
( ) 25 - 30
( ) 31 - 40
( ) 41 - 50
( ) 51 - 60
( ) over 60

5. Rank

( ) Assistant Librarian
( ) Librarian II
( ) Librarian 1
( ) Senior Librarian
( ) Principal Librarian
( ) Deputy University Librarian
( ) University Librarian.

6. How long have you been on the present rank

.....

7. Salary Scale

( ) USS 7
( ) USS 8
( ) USS 9
( ) USS 10
( ) USS 11
( ) USS 12

8. Administrative position

( ) University Librarian
( ) Head of Division
( ) Head of Unit
( ) Others(specify).....

( ) USS 13

( ) USS 13a

( ) USS 14 9. Years of experience after graduation .....

( ) USS 15

10. EDUCATION

Please for each degree that you held or have earned, check whether the degree was earned in Nigeria or not.

	Nigeria	other country
Bachelor Degree in Library Science	( )	( )
Bachelor in otherfield(specify)	( )	( )
Associate of Library Association	( )	( )
Post Graduate Diploma in Library Sciences/Science	( )	( )
Master's Degree in Library Science	( )	( )
Master's in other field(specify)	( )	( )
Doctorate Degree	( )	( )

SECTION B

ACADEMIC STATUS OF LIBRARIANS IN NIGERIAN UNIVERSITIES:

1. What is the status of professional librarians in your library (✓) as applicable

   ( ) Academic( ) Administrative

   ( ) Non teaching staff ( ) other service unit( ) don't know( ) others

   (specify).....

2. What in your opinion from the above classification should be the status of professional librarians in Nigerian University libraries

   .....

3. If your answer to the above is "academic". Do you think academic status for librarians should be restricted to

   (✓) tick one

   ( ) only the University Librarian and his duputy

   ( ) From Senior Librarians and above

   ( ) All professional librarians.

4. Rank in order of preference (1st),(2nd), (3rd,) etc. what you think should be the criteria for according academic status to librarians.

( ) Experience

( ) Qualifications

( ) Publications

( ) Research

( ) Formal or non formal teaching

( ) Guidance to readers

( ) Community service

( ) Others (specify)

SECTION C

The following deal with the opinions of librarians on the concept of their role in the library.

Please tick the response which most clearly reflects your opinion.

1. Rank in order of preference (1st), (2nd), (3rd) etc. the following responsibilities of professional librarians.

   ( ) selection of library materials

   ( ) cataloguing and classification

   ( ) reference service/assistance to readers

   ( ) acquisition

   ( ) dissemination of information

   ( ) compilation of bibliographies

   ( ) publications

   ( ) abstracting and indexing

2. How academic do you consider your duties/roles in the library to be

( ) extremely academic (reasonably academic)

( ) academic ( ) not so academic( )

not academic at all

3. How administrative do you consider your duties/ roles in the library to be

( ) extremely administrative( ) reasonably administrative ( ) administrative

( ) not so administrative ( ) not administrative at all.

4. How frequently are you involved in activities you consider academic

( ) very frequently ( ) frequently

( ) occasionally( ) not very often

( ) not at all( )

5. How often do you use the library for the purpose of research ( ) very frequently

( )frequently ( ) occassionally

( )not very often( ) not at all

6. How often do you make recommendations for selection of library materials

( ) very frequently( ) frequently

( ) occassionally ( ) not very often

( ) not at all( )

7. Do you have an area of subject specialization?

   ( ) yes ( ) No

8. How often are you consulted by the faculty (staff) membersfor the purpose of conducting research?

   ( ) very frequently( ) frequently

   ( ) occassionally ( ) not very often

   ( ) not at all

9. Do you think that the faculty members are satisfied with the services given by librarians in your university?

   ( ) very satisfied( ) reasonably satisfied

   ( ) occassionally satisfied( )

   not very often satisfied ( ) not at all satisfied.

SECTION D

APPOINTMENTS AND PROMOTIONS OF LIBRARIANS:

The following questions deal with opinion and attitudes of librarians towards the criteria for appointments and promotions of librarians viz-a-viz faculty staff. Please check the response which most clearly reflects your opinion.

SA - Strongly agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly disagree

1. The Librarians should be appointed in line or in parity with their academic counterparts e.g. a good honours degree.

.....SA.....A .....D.....SD

2. Other requirements for the appointments and promotions of librarians should be identical with the academics in terms of:-

(a) Experience.....SA.....A.....U.....D.....SD

(b) Advanced degree.SA.....A.....U.....D.....SD

(c) Research.....SA.....A.....U.....D.....SD

(d) Publications....SA.....A.....U.....D.....SD

3. Theccriteria for the evaluation/promction of librarians viz-a-viz the faculty members should be

(a) Identical.....SA.....A.....U.....D.....SD

(b) Not identical.SA.....A.....U.....D.....SD

(c) Similar.....SA.....A.....U.....D.....SD

4. Rank the following in order of preference (1st), (2nd), (3rd) etc. the criteria you would like used for promotion of librarians.

( ) Professional competence

( ) Creative work

( ) Publications

( ) Research

( ) Length of experience

( ) Advanced degrees

( ) Assistance to readers

( ) Success in teaching

( ) Professional qualification

( ) Others (specify)

SECTION E

CONDITION OF SERVICE

Librarians should be treated at par with Faculty members in terms of the following academic priveleges and benefits...SA...A...U...D...SD

1. a. Salary structure....SA....A....U....D...SD

   b. Vacations.....SA....A....U....D....SD

   c. Retirements....SA....A....U....D.....SD

   d. Sabbatical.....SA....A....U....D.....SD

   e. Study Leave....SA....A....U....D.....SD

   f. Study/Research Grants...SA...A...U..D..SD

   g. Conference attendance..SA...A..U..D..SD

2. a. Are you entitled to sabbatical leave?

   ( ) yes ( ) No ( ) don't know

   b. Has it ever been granted to you?

   ( ) yes ( ) No

3. Are you entitled to go on 30 days plus 26 days leave in a year?

   ( ) yes, ( ) No

   ( ) Don't know.

4. What in your opinion serve as reasons why some librarians are opposed to academic status?
(rate in order of preference)
(1st), (2nd), (3rd), etc.

1. They do not have time to do research
2. Too many responsibilities
3. They are unwillingly dragged into the struggle
4. Not interested in any further research work
5. It may have an adverse effect on their promotion
6. Others(specify).....

Conclusion:

1. Do you think that lecturers in the faculties really believe that librarians should be academics?
2. Any general comments.....
.....
.....
.....

QUESTIONNAIRE B

ACADEMIC STAFF

PERSONAL DATA

SECTION A

1. University where employed.....

2. Faculty.....3.Department.....

4. Nationality( ) Nigerian 5. Sex( ) Male
( ) Non Nigerian ( ) Female

6. Age( ) Under 25 7. Rank
( ) 25-30 ( ) Graduate Assistant
( ) 31-40 ( ) Assistant Lecturer
( ) 41-50 ( ) Lecturer II
( ) 51-60 ( ) Senior Lecturer
( ) Over 60 ( ) Reader/Associate professor
( ) Professor

8. How long have you been a staff member in the University.....

9. Years of experience after graduation.... .....

10. EDUCATION

Please for each degree that you hold or have earned, check whether the degree was earned in Nigeria or not.

	Nigeria	Other country
First degree(B.A.,B.Sc., B.ed.,BLS., etc	( )	( )
Post Graduate Diploma or Certificate	( )	( )
Master	( )	( )
Doctorate Degree	( )	( )

SECTION B

The following questions deal with the opinions of faculty members on the library and librarians.

Please tick the response which most clearly reflects your opinion.

1. What do you consider to be the most important function of the library?
   (indicate in order of priority by putting (1st), (2nd), (3rd) etc.
   ( ) providing textbooks( ) providing research materials ( ) providing place of study
   ( ) others (please specify)
2. How valuable is the library for your teaching purposes?
   ( ) extremely valuable,( ) reasonably valuable,
   ( ) valuable, ( ) not so valuable,
   ( ) not valuable at all.

3. How valuable do you find the library for your research purposes?

( ) extremely valuable, ( ) reasonably valuable
( ) valuable ( ) not so valuable,
( ) not valuable at all.

4. Is the library valuable, in covering subject matter of your interest.

( ) extremely valuable, ( ) reasonably valuable,
( ) valuable ( ) not so valuable,
( ) not valuable at all.

5. Do you make recommendations to the library for the purpose of library materials?

( ) Very frequently, ( ) frequently
( ) occassionally ( ) not very often,
( ) not at all.

6. What do you consider to be the important function of the librarians? -
(indicate in order of priority) (1st), (2nd), (3rd), etc.

( ) to select books ( ) to acquire books
( ) to guide readers. ( ) to assist researchers,
( ) to catalogue and classify materials
( ) others (please specify)

7. How often do you seek assistance from librarian in carrying out your research?

( ) very frequently, ( ) frequently

( ) occassionally ( ) not very often

( ) not at all.

9. How helpful do you find librarians in seeking answers to your general information needs?

( ) extremely helpful ( ) reasonably helpful

( ) helpful ( ) not so helpful

( ) not helpful at all.

10. How valuable do you find the librarian in assisting you in your research?

( ) extremely valuable ( ) reasonably valuable

( ) valuable ( ) not so valuable

( ) not valuable at all.

11. Do you find librarians normally provide new materials in your subject area without requests from you or other members of your department?

( ) very frequently ( ) frequently

( ) occassionally ( ) not very often

( ) not at all.

12. Do you find librarians helpful in drawing your attention to new books which you are not aware?

( ) very frequently ( ) frequently

( ) occassionally ( ) not very often

( ) not at all.

13. Do you find librarians helpful in pointing out information of which you are not aware?

( ) very frequently ( ) frequently

( ) occassionally ( ) not very often

( ) not at all.

14. Do you find librarians knowledgeable in their areas of specialization?

( ) very frequently ( ) frequently

( ) occassionally ( ) not very often

( ) not at all.

SECTION C

1. What is the status of Professional Librarians in your University ( ) as applicable

( ) Academic, ( ) Administrative

( ) Research Staff ( ) others (specify)

.....

2. What in your opinion from the above classifications should be the status of librarians in Nigerian University Libraries.....

3. Rank in order of proferences, (1st),(2nd),(3rd), etc. what you think should be the criteria for according academic status.

( ) Qualifications

( ) Research

( ) Publications

( ) Experience

( ) Formal or non formal teaching

( ) Guidance to readers

( ) Community service

(, others (specify).....

The following questions deal with opinions and attitudes of academic staff towards academic status of librarians. Please check the responses which clearly reflect your opinion.

SA - Strongly agreed

A - Agree

U - Undecided

D - Desagree

SD - Strongly disagree.

4. Librarians should be considered academic due to the academic content and research value of their work

.....SA.....A.....U.....D....SD

5. Academic status should be granted to a few selected members of library staff e.g. University Librarian and his Deputy only.

.....SA.....A.....U.....D.....SD

6. Librarians should be treated at par with Faculty members in terms of academic privileges and benefits.

.....SA.....A.....U.....D.....SD

7. Do you think that the criteria for the appointment and promotion of the Professional Librarians should be

( ) identical ( ) not identical

( ) similar with Faculty members.

8. Do you consider the criteria presently applied in your university for the appointment and promotion of library staff suitable?

( ) very suitable ( ) reasonably suitable

( ) suitable ( ) not so suitable

( ) not suitable at all.

9. In which areas would you recommend that the criteria for appointments and promotion be changed?

( ) Qualifications ( ) experience

( ) publications ( ) research,

( ) assistance to readers.

10. Any comments.....

.....

.....