

Materials Provision Survey at the University of Ife Library, Nigeria

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INTRODUCTION

In spite of ample provision of funds, personnel, and materials for library services, very little information is available about the effectiveness of the services, especially about the materials acquired to support teaching in the various disciplines at the University of Ife. This study is therefore undertaken in order to assist the library in relating its contents to the university's curricula and providing information that can raise the awareness of the teachers and the students about resources available in the library.

The specific objectives of the study are to:

1. examine the contents of the French program and the methods of teaching in order to determine its library needs,
2. investigate the relevant resources in the university for the teaching of French,
3. assess the adequacy of the resources in meeting the needs of the French program, and
4. make recommendations as appropriate.

The evaluation model in figure 1 follows from the above objectives. It takes cognizance of Webster's procedure as well as those of the four generic evaluation models discussed in his book.

THE INSTRUMENTS

Three instruments were used for collecting the first set of data. They consisted of: a questionnaire for students, a questionnaire for and interviews with teachers, and a schedule for the observation of lectures.

These were complemented by a study of the French Department's course outline and an analytical survey of bibliographic sources. All the above were for collecting information about materials needed (ex-

pected resources) for studying French at the first degree level.

The second set of data was compiled by taking an inventory of the library stock (observed resources). The library catalogue was mainly used to determine the stock held.

A comparison of the expected and the observed resources was made to determine the adequacy level, and the results were expressed in percentages for language courses. For purely literary works, a Chi square value of the data was calculated.

Interviews were also conducted among the library staff and the staff of the production unit of the Department of Educational Technology to determine the extent of liaison between them for the production of materials.

RESULTS AND DISCUSSION

The results according to course groups are presented in tables 1, 2, and 3.

Adequacy of Materials

The study revealed that for language-oriented courses, the library met only 35.9 percent of the expressed needs. For purely literary works (table 2), the analysis of Chi square on the data yields a value of 351.43, which was found to be significant at the 0.005 level of significance.

The result showed a disparity between the expected resources and observed resources in favor of the expected resources. In concrete terms this means that the library stock of materials was significantly below expectation. In the case of periodicals (table 3), the stock was numerically adequate.

Communicating Information to Users about Material Held

The need for communicating this type of

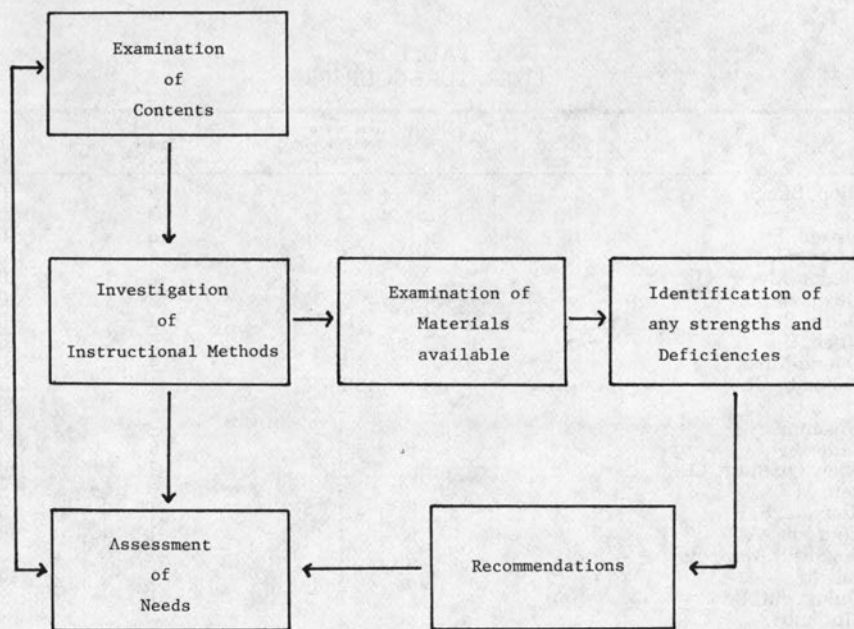


FIGURE 1
The Model for the Study

information was expressed by Srivastava and Verma.² The present study revealed the existence in the library of some machinery for informing all members of academic staff about new materials available. This is done through the "Library Notes and News," now published three times a year. Also, the display section of the library exhibits books just added to the stock, and information about this is contained in the "Guide to the Library."

Communicating Needs to the Library

The study confirmed that this need for communication had not been fully recognized. Table 1 (column 5) reveals that for course groups FRN 102, 103, 104, 201 and 203, the library had eight titles not recommended, and only six, or 35 percent, of the seventeen prescribed titles. In the same way, for course groups FRN 204, 301, 305 and 409, column 5 reveals that the library

TABLE 1
LANGUAGE COURSES

Course Groups Codes	Expected Resources Prescribed	Expected Resources Suggested	Expected Resources Total	Observed Resources	Availability Percentage
FRN 101	1 film	—*	1	—	0
FRS 102, 103, 104, 201, 203	8	9	17	6(8)	35.3%
FRN 204, 301, 305, 409	15	18	33	12(78)	36.4%
FRN 401, 406	2	transparencies 2+	transparencies	2 (books) plus projector	50.0†
FRN 407	2 printed items	slides	2+ slides	2 printed items only plus projector	50.0†
FRN 205, 207	7	16	23	10	43.5

*6 other usable films were identified.

†50.0 was recorded because only one category out of two, i.e. print, was available; nonprint media were not available in this category.

TABLE 2
LITERATURE COURSES

Author	Total No. of Expected Original Works	Library Stock	Availability Percentage
1. Diop, Birago	4	4	100.0
2. Laye, Camara	3	3	100.0
3. Oyono, F.	3	3	100.0
4. Bébéy, G.	5	5	100.0
5. Médou-Mvomo, R.	2	2	100.0
6. Ousmane, S.	7	7	100.0
7. Dadie, B.	11	11	100.0
8. Ndao, C.	5	5	100.0
9. Oyono-Mbia, G.	4	4	100.0
10. Philombe, R.	2	1	50.0
11. Pliya, J.	2	2	100.0
12. Nokan, Z.	1	—	0.0
13. Sadj, A.	3	3	100.0
14. Bhely Quenum, O.	3	3	100.0
15. Beti, M.	6	5	83.3
16. Kouyate, S. B.	2	1	50.0
17. Kouroma, A.	1	1	100.0
18. Sow-Fall, A.	1	—	0.0
19. Fall, M.	1	1	100.0
20. Ouloguem, Y.	2	1	50.0
21. Mudimbe	2	—	0.0
22. Nokan, C.	4	4	100.0
23. Roy, G.	11	2	18.1
24. Roumain, Jacques	2	1	50.0
25. Yacine, K.	4	4	100.0
26. Hemon, L.	4	2	50.0
27. Boudjera, R.	7	2	28.5
28. Maran, R.	7	7	100.0
29. Senghor, L. S.	9	8	88.8
30. Césaire, A.	12	12	100.0
31. Fantoure, A.	2	2	100.0
32. Malraux, A.	18	14	77.7
33. Saint-Exupéry	12	6	50.0
34. Sartre, J. P.	35	19	54.2
35. Depestre, R.	5	—	0.0
36. Glissant, E.	9	9	100.0
37. Schwarz-Bart, A.	3	3	100.0
38. Tirolien, G.	1	1	100.0
39. Beckett, S.	20	20	100.0
40. Kane, C.	2	1	50.0
41. Ionesco, E.	21	14	66.7
42. Mauriac, F.	62	8	12.9
43. Montherlant, H.	46	9	19.6
44. Proust, M.	26	6	23.1
45. Romain, J.	54	12	22.2
46. Balzac, H.	88	20*	100.0
47. Flaubert, G.	27	11	40.7
48. Hugo, V.	73	24*	100.0
49. Maupassant, G.	36	10	27.8
50. Musset, A.	25	10*	100.0
51. Vigny, A.	10	6*	100.0
52. La Bruyère, J.	4	2*	100.0
53. Corneille, P.	16	1*	100.0
54. La Fayette	3	2	66.7
55. Beaumarchais, P.	5	2*	100.0
56. Diderot, D.	31	12*	100.0
57. Marivaux, P.	14	4*	100.0
58. Prevost	4	1	25.0
59. Rousseau, J. J.	19	10*	100.0
60. Voltaire, F.	31	12*	100.0
61. Anouilh, J.	43	23	53.5

TABLE 2
(CONTINUED)

Author	Total No. of Expected Original Works	Library Stock	Availability Percentage
62. Camus, A.	25	13	52.0
63. Claudel, P.	76	11	14.5
64. Cocteau, J.	55	5	9.1
65. Gary, R.	22	5	22.7
66. Gide, A.	43	25	58.1
67. Mariama Ba	1	—	0.0
68. La Fontaine	5	4*	100.0
69. Moliere, J.	16	8*	100.0
70. Racine, J.	14	13*	100.0
71. Butor, M.	32	17	53.1
72. Robbe-Grillet	13	11	84.6
73. Stendhal	40	9*	100.0
74. Zola, E.	41	19	46.3
75. Baudelaire	14	10*	100.0
76. Lamartine, A.	12	7*	100.0
77. Mallarme, S.	10	4*	100.0
78. Rimbaud, J. N.	6	4*	100.0
79. Verlaine, P. M.	13	4*	100.0

Note: Complete works in single or multiple copies were counted as single items.

*Complete Works available. Complete works were regarded as comprehensive coverage.

TABLE 3
PERIODICALS

Prescribed	Expected Titles Suggested	Total	Library Stock	Availability Percentage
2	5*	7	0 (17)	0†

*Although 20 titles were suggested, only 5 of them were of the standard the library held.

†The library did not have the suggested titles, but the stock available was considered numerically adequate.

had seventy-eight titles not recommended, and only twelve, or 36.4 percent, of the fifty-three expected resources were available.

In the study, only 25 percent of the teachers responding indicated that they had ever recommended books to be purchased by the library. The failure of most teachers to recommend materials reflected seriously on the type of materials the library provided. Hence, in the first case above, the library could only provide six or 35 percent of the recommended titles. In the second case, where thirty-three items were recommended, the library had only twelve (or 36.4 percent), and seventy-eight of ninety items held (or 86.7 percent) were not recommended.

In the literature courses, the original works of five authors were completely absent even though these authors were listed in the course outline.

Availability of Locally Produced Materials

The superiority of locally produced materials over commercially prerecorded materials was demonstrated by Carol Sanders,³ but the present study reveals a total absence of such materials and no use of the university's Department of Educational Technology, which was in a position to assist teachers in the local production of materials.

GENERAL IMPLICATIONS

Four issues of fundamental importance to resources provision arise from the results of this study:

Selection

The selection of materials should be a joint venture of both the library and the academic departments. Very often this task has been left to the librarian alone. When

this happens, the result is likely to be a collection that does not fully respond to the needs of users.

Arrangement of Materials

Satisfaction is not only a product of a plentiful supply of materials; it is also a product of how well the materials are organized for easy retrieval. Where related items are split on shelves without any policy justification and without adequate reader guidance, such materials are lost to users.

Education of Users

The adequate use of materials is dependent on a high degree of user conversance with the collection. Proper library education together with a good system of reader services are a *sine qua non* for a profitable usage of materials.

Subject Specification

A high measure of familiarity with the subject for which a librarian selects materials is essential. This is very much so in foreign language areas and also in the provision of multimedia materials.

Locally Prepared Materials

Language learning can be greatly enhanced by a well-synthesized use of materials that are produced by both teachers and students. Real-life situations can easily be brought into classroom contexts; these are more meaningful than abstract situations and stimulate spontaneous expressions in the target languages.

RECOMMENDATIONS

As a result of the findings, the following recommendations were made:

1. The library should purchase all titles of the French novels needed for the courses.

2. Students should be encouraged to take more interest in using the library instruction programs. They would thus be better equipped to locate materials wherever they are and to find and make use of alternative materials when those prescribed are not in stock. This is particularly necessary for the language-oriented course materials for which there are various alternatives.

3. The audiovisual section of the library should be fully developed and put at the disposal of both teachers and students of French, as well as the other subject areas.

4. For purposes of acquiring textbooks and other materials, the library should assign a librarian, preferably a graduate in French, to be a liaison with the Department of Modern European Languages.

5. In order to improve the quality of French teaching and learning in the university, there should be closer cooperation between the Departments of Modern European Languages and Educational Technology on the one hand, and between both departments and the library on the other, for the acquisition, production, and storage of locally produced learning resources.

REFERENCES

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