

The Role of Academics in the Selection of Science and Technology Materials in Nnamdi Azikiwe Library, University of Nigeria Nsukka (Unn)

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ABSTRACT

The study surveyed the extent of participation of members of the academic staff in science and technology in University of Nigeria, Nsukka in recommending books for library purchase. The work specifically examines the role of academics in selection of science and technical materials. The academics claimed to make a better quality selection than librarians due to their active involvement in teaching and research. Added that they direct the learning process of their students and thus shape their informational needs, book selection naturally belongs to their territory not only for the benefit of the students but also for their own concern. The work adopted descriptive survey using questionnaire and unstructured oral interview as instrument for data collection. The population of study consisted of 130 academicians in university of Nigeria. The study had 89% response rate. Data were analyzed using tables and simple percentages. Some of the data were further analyzed using histogram and pie chart for further clarification. The study established among others that academics in university of Nigeria were best suited for selection of materials in science and technology (74%); they participate in selection of materials for the library (82%); majority of them are involved in evaluation of materials for library (60%); they do not fully obtain information about resources to be acquired (40%); there is a partial corporation between library and academic departments (48%). It was recommended that librarians should try their best to ensure that selection tools are sent to academics in science and technology for effective selection of library materials so to offer adequate service to her users. Secondly academics should intimate the university proprietors such as NUC/Federal Government for fund so to acquire enough resources ordered. Furthermore, a departmental board meeting or selection committee should be formed for effective selection of materials. The study thus concluded that for effective collection building to be achieved, it should be a shared responsibility between the academics and librarians.

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I. INTRODUCTION

A university library is the heart of any academic institution. It is an imperative organ upon which any university must exist to achieve her primary functions of teaching, learning and research work as well as information needs of the people that makes up the academic community. The major obligation of the university library, with respect to its book selection and book collection, is to provide the materials which will now and in the future best contribute to the fulfillment of these closely related functions of teaching, conservation, and research. In the collection development process, books and non-books materials do not just find their way into the libraries; selection must be done to pick out books which are most relevant to users' needs. Danton (2001) stated succinctly.... that a book cannot be ordered, catalogued, classified, shelved, borrowed, or used until someone, somehow has made a selection decision... Selection is the most fundamental, the most challenging and the most indispensable function of the library. It is a sine qua non; it determines the quality of collection. Therefore, Book selection is the intellectual process of choosing from a number of items based on the quality and need for the materials. The library is also, consequently, the university's sole instrument capable of reflecting the totality of the institutions major purposes, and of the relationships and interdependence of its many departments and faculties. Furthermore, the library is usually the major "laboratory" and research instrument of the university and it is the only one indispensable to all its departments and equally the only true image of the totality for which the university should and exists. In choosing materials for various types of libraries in Nigeria, the background, education and professional philosophy of the librarian all come to bear on library in question. For book selection of books on science and technology, the academics claimed and strongly believed that they can make a better quality selection than the librarians, given their active involvement in teaching and research.

This was opined by Dickinson (1981) that members of the teaching /research faculty may have superior knowledge of the library needs and habits of their immediate colleagues and users. Book selection is one of the most important, and most interesting and most difficult, complicated endeavor, true, ready- made list of the “best books” need not be ignored, but they have to be evaluated thoroughly and used only in so far as they prove helpful. It is also assumed that the selection of books is a matter of prime importance to university libraries because the development of library collection is one of the two major factors that determines whether the library supports well or poorly the teaching and research programs of the institution of which it is a part. Before a professional selector can select the materials needed for a library, he needs to have certain guidelines as stated earlier, on what is suitable or not for purchase. This guideline is called a book selection policy.

Statement of the Problem

There is a continuing increase in Sci-Tech books and for many years Science and Technology have been the most expensive subjects for literature, particularly for periodicals. Thus, there is need for extreme carefulness and expertise in selection of materials in science and technology. The rise of inadequate specialist librarians in various subject areas in science and technology in Nnamdi Azikiwe library are becoming tremendous problems and challenges to librarians in selection of sci –Tech materials. The majority of librarians come to work without a background in science. In selecting titles for this field, they are forced to rely on the aid given them by the selection tools. When these aids are deficient, most librarians would probably not be in a position to dispute or question it. In view of this, academics have always complained of neglect in the selection process and the irrelevance of library materials to their basic activities of teaching and research.

Objectives of the study

The main thrust of this work is in three fold:-

- To find out using Nnamdi Azikiwe Library, University of Nigeria Nsukka, as a case study, the extent to which academics play their role in selection of science and technology books.
- To discover whether the pattern of selection of science and Technology books follows the extreme position of one sided affair which some librarians on one hand and academics on the on the other are anxious to take or whether it is a responsibility shared by the faculty and librarians.
- To suggest based on analysis of findings; between the librarians and the faculty, better quality selection on science and technology books for increased effectiveness and efficiency in the library collections.

Research questions

The work will aim to find answers to the following questions:-

1. Who amongst academics and librarians do you think to have the specialized knowledge necessary for effective selection of materials in science and technology?
2. Do members of academics staff take part in selecting science and technology resources acquired by the university library?
3. How do members of the academic staff evaluate materials recommended for library acquisition?
4. How do members of the academic staff obtain information about resources they recommend for library acquisition?
5. Is there any form of cooperation between the acquisitions department of the library and the academic department towards ensuring that materials required for science and technology teaching and learning are procured?
6. Do members of the science and technology staff know about recent materials acquired by the library?
7. How do members of the academic staff rate materials acquired to science and technology resources?

II. LITERATURE REVIEW

Selection of library materials has been defined by different people in different ways but each gives almost the same view or a partial variations. It is the act of sifting our library materials from entire global publications that will suit the needs of the specific users of a particular type of library. Haider, S. J. (1996), notes that selection “as a direct function of collection development in that it applies the principles stated in the collection development policy document”. In his own view Spiller (1980) proposed that ” in the final analysis of selection encompasses a variety of activities designed to ensure that librarians and others choose materials for their collection in its holidays which include books, periodicals and the materials required to support objectives of the library”. Selection, in other words, is a direct function of collection development. Actually there are some misconceptions on the terms “selection”, “collection” “acquisition”. These terms have been consistently used interchangeably. In view of this, the researcher reviews materials and articles published by authorities in the field to make the meaning clearer.

To differentiate among these, Harold's Librarians' glossary (1979) defined "selection" as the process of choosing books for inclusion in a library with a view to providing a balanced increase to the stock. "Collection" is a number of books or other items on one subject, or of one kind or collected by one person or organization." "Acquisition" is the securing physically through buying, gifts or exchanges those materials that have been selected. It is a technical process involving little or no community participation." Uwechie (1981) defined "acquisition as the physical procedure of procuring materials. He used the term acquisition in a broad sense to mean a technical process for obtaining books when selection process has been completed". Buttressing the close relationship between selection and acquisition process as a fundamental physical procedure of acquiring library materials. Danton (2001) hints "... a book cannot be catalogued, classified, shelved, borrowed or used until someone, somehow has taken an effective selection decision". Selection, therefore, is the instrument through which other library processes come together. He equally sees selection as very arduous and fundamental to librarianship. Selection determines the quality of the entire library holdings. Selection is the sine qua non for... effective library collection development. Every library begins with selection. In the final analysis selection is a complex process by which librarians and other choose materials for their collections.

In addition to basic principles in selection, Evans (1987) presents a masterful summary of what the terms the "theory" of selection is. These principles can be summarized in three words: "need versus want", or "quality versus demand" from this one issue stems all principles upon which genuinely responsible and responsive selection is built. Edelman (1979) concluded that "selection is not made vacuum. It is practiced by an expert (relatively speaking) who, is well-equipped with the nature and needs of the library clientele, wrestles with the question of what books are most needed by a definite group of readers – such readers with differing interests, capabilities and requirements, readers with differing interests, capabilities and requirements, readers who consume books for many and varied reasons." For any academic library to achieve its prominent goals in making an effective selection there must be a selection policy. In the simple terminology, for instance, three terms seem to be used interchangeably: "collection development policy", "selection policy" and "acquisition policy". A collection development policy is not a selection policy, nor is it an acquisition policy; and no effective policy statement will try to encompass all of these areas in a single document for one very simple reason: they are fundamentally different in intention and content. Both selection and acquisitions policies are basically procedural statements indicating in some detail how policies are to be implemented and by whom underpinning and preceding these statements are the actual collection development policies. Which provide a rationale for the existence of collections and indicate what they will contain for the foreseeable future.

In the final analysis, Futas(1990) sees policy as "a set of principles and strategies which guide a course of action for the achievement of a give goal". In support of this, Gorman (1989) notes that selection of library materials for any type of library must follow a definite action plan and this is where good selection failed at times in the past. The plan should specify procedures to be used and the manner in which the policy can be implemented and then operated successfully. The plan must include checkpoints at various steps as well as evaluative feedback to ensure continuous progress toward, and fulfillment of, stated objectives. It is usually necessary to revise objectives. Since it has already been pointed out above that every library must have a carefully thought selection policy. Evans (1987) noted that most libraries have no selection policy. And went further to tell the story of a library science lecturer who gives her students the following advice. "On the first day you go to work in collection development ask to see the written policy so you can study it. When they tell you they don't have one, faint. By the way, you need to practice fainting and falling so you do not hurt yourselves not many libraries have written collection development policies". Therefore, the need for a good and well planned policy is a vital issue guiding the collection development in academic libraries, more especially in the developing countries such as Nigeria. This is because of the fact that the academic libraries of the developing countries are the ones bewitched by shortage of funds. Finally, there is need for selection policy, for without this policy there will be extensive overlapping of decisions on what to acquire and what to leave out.

Procedure in Selection of Materials

Precisely, selection procedure is completely a professional job which is usually done by professional librarian. But for the fact that the materials acquired is not only meant for librarian to consult rather for the library community, a lot of individuals such as faculty members are now involved in the selection of materials in the library. Bakare (1984) outlined the procedure for selection of materials in most libraries. He noted that in academic libraries tools are sent to both professional librarians and members of faculty receive catalogues from publishers to inform them about new publications or can use information from their own journals or correspondence with other specialists in making selection. Both librarians and academics are asked or encouraged to submit requests for both print and non-print materials in their areas of expertise and which conform to the collection policies presented in this work.

The cost of these materials will be charged suggested for additions to the collection are forwarded to the collection development librarian. Having selected the materials, then, the vendor to whom the order should be sent is equally selected. The vendor may be wholesaler, book seller, publisher etc. In determining the vendor, the library considers the speed in which the order is sent and the amount of discount to be given. The additional services may be paying the mailing or shipping services may be paying the mailing or shipping cost. Orders for current, or out – of – print materials, are separated into three categories. These are foreign materials, out – of – print materials, and current materials. As soon as selection have been made and equally approved, they are given to the typists or clerks to be copied into the evaluation slips. The departmental librarians usually co-operate in making these procedures work effectively by examining all order slips for current form of entry.. Full tittle, imprint, edition price, number of volumes of separate volumes wanted etc. The slips are now checked by the library assistants from the in – process- file in order to avoid duplication. After the evaluation slips have been checked thoroughly, they are now passed to the head of department for further selection and subject analysis. He later sends them to the chief of divisions for final decision.

Role of Academics in Selection of Science and Technology materials

Thomas (2000), states that “the tradition of academic status in selection of sci-tech in academic institutions has produced organizations in which two modes, one for faculty and one for service, operate side by side”. He also stressed that” the influence of tradition is apparent not only in the process of choosing a course of action, but in determining who makes decisions, the methods by which they are made, overseeing implementation, evaluating effects, changing or rescinding decisions and rewarding the people who make them”. At the root of this uncertainty is the question of expertise, who is better qualified to build the library collection, faculty or librarians? The attribute for this, as is illustrated by the question, who among the librarians and academics is ‘best’ responsible in selecting sci-tech materials? This has in various ways given thought by different people at different places. Haider, S. J. (1996), stated that only one who’s training, experience, and values are substantially the same as the library’s clientele can effectively administer an academic library. Therefore, he argues, academic libraries should be run by persons who are member of the faculty rather than professional librarians. He went further to show that the idea of faculty selection of materials for academic libraries is by no means a new one. It was almost exclusively the pattern in the German institutions of higher learning which served as models for American universities established during the nineteenth century, and was along with much else, adapted almost without change by the latter. From that time until the 1960s there existed considerable support for the view that faculty members are best qualified to select materials for the library which serves their institution. In recent years, however, allegedly because critical evaluation of existing library collections raised questions about the effectiveness of faculty selection there has been a growing sympathy with the tendency toward shifting selection responsibility to librarians and away from faculty members. As a result, responsibility for book selection and collection development is now divided between faculty and librarians in various ways as described by the following tripartite taxonomy of libraries according to their roles in the selection of materials as stated by Gorman and Home (1989):

- Self – effacing libraries... disclaim almost all responsibility for the development of the collection.
- Libraries in which materials are selected by the faculty with the aid and advice of the library ... book selection is left almost entirely in the hands of the faculty buying in the various fields and selects those works which are not specifically needed for the work of the particular department.
- Libraries in which materials are selected by the library with aid of the faculty

In Florida, Louisiana state and Washington, the majority of selection of materials remain in the hands of the faculty. While the ultimate responsibility for selection of subject matter books... lies with academic departments...“This was supported by Danton (2001) who opines that more than anything else; the claim of the faculty to select library materials rests upon the supposition of superior subject knowledge. And the argument to the superior knowledge of the faculty is not one which can be dismissed lightly.’ Dickinson (1981) Contributing to this professional search for sound selection practices in libraries, argue that librarians have” particular expertise in the mechanics of collection development”, which serve to be an important asset. At Chicago and Illinois, selection is between members of the faculty and members of the library staff. But for science and technology, is done by the faculty alone. In view of this Dickson’s (1981) concluded that selection of library materials is a joint responsibility between academics and librarians. That neither librarians nor academics could claim significant advantage with regard to the latter.

Problem of Selection

In any academic library, selection of materials is not an easy task. Selection of library materials in academic libraries has a universe of problems and these problems have been unveiled by various authors. Basically, Finance remains one of the yearly problems militating against the smooth operations of the library

system in terms of materials, personal, users' need and building. To support this, Kotei (2009) on his part sees the problems as shortage of local or more relevant materials and lack of adequate financial means to search and acquire the materials. Dali, K., & Dilevko, J. (2005) notes that "the greatest single problem in acquisition for a research library... is the selection of the new books... to be bought and the rejection of those that will not be needed". Almost precisely the same thought is expressed by Horava, T. (2005), who opines that "one of the most difficult activities in ... a (large university, research) library is the selection of books and other materials. Another problem encountered in selection of materials and collections building concern the problem of faculty accountability. According to Gorman (1989) "Faculty selection for libraries has, in the past, been less than totally successful, not due to any lack of qualification on the part of faculty selectors, but rather because of a lack of commitment to the enterprise. Gorman (1989) equally notes that "problem of continuity in selection could arise when faculty members leave campus for one to three months several times during the year. He stressed more by stating that many departments annually appoint the newest member to be faculty research and teaching interests or collection strengths and weaknesses will need time to develop. Librarians often work closely with faculty in subject areas over a long period and provide this essential continuity.

Criteria for Selection of Science Materials

A German proverb states, "Whoever has the choice also has the misery." Making choices is no easy business, yet selecting materials is one of the principal functions of collection development officers. Even in libraries that rely heavily on approval plans, selectors must review titles individually to ensure an effective collection development program. Many authors offer wide-ranging exposition of the issues and practical wisdom about selecting books and most other types of library materials. Curley & Broderick (1985) discuss some of the principles of selection using series of nine (9) debate topics. Each one they present has a range of contrasting viewpoints. Broadus (1981) in his book "selecting materials for libraries" gives a wide-ranging exposition of the issues and practical wisdom about selecting books and most other types of library materials. The principles he points are user need as primary; relation to existing collection relation to other libraries; the sources or publishers; and book-intrinsic criteria such as content, veracity, reputation of the author or publisher, and format. Katz (1980) advances a set of ten selection criteria. "These are purpose, scope and audience; difficulty; authority, honesty, and credibility of author and publisher; subject matter; comparison of a title to others in the collection; timelines; format; price; curriculum support; and demand. We believe that these criteria touch upon most of the issues". He notes that a major standard for deciding on whether or not to buy an item in any subject is that of truth, and the truth may be difficult to establish". A criterion sometimes overlooked in the selection of science and technology materials is the style of writing. Amusa, O. I. (2001) was right in saying that "a scientific book, perfectly constructed, is a work of art". It is true that in this area content is all important, but even here the value of the descriptive is partly a matter of arrangement and style. One critic goes so far as to say that "the scientific textbook is in one sense aesthetic – an object of literary criticism". Ameen, K. (2005) an expert on scientific communication, believes that "the style of American scientific writing (he is speaking about materials of science) took a turn for the worse about the time of world war 1, perhaps because of the increase in government influence". In addition to truth and style of writing, criteria for the evaluation of science and technology books are enumerated by Busayo (2008) who gives simple questions to ask, beginning with; "Does the book portray science as an existing adventure of the human mind?" However, before choices are made between coverage and availability the librarian needs to know not only whether his selection policies provide books that are used but also whether there is an unfulfilled demand for them.

III. METHODOLOGY

The study adopted descriptive survey using questionnaire and unstructured oral interview as instrument of data collection. The population of study consisted of 130 academicians in university of Nigeria. The study had 89% response rate. Data were analyzed using tables and simple percentages. Some of the data were further analyzed using histogram and pie chart for further clarification. The study established among others that academics in university of Nigeria were best suited for selection of materials in science and technology (74%); they participate in selection of materials for the library (82%); majority of them are involved in evaluation of materials for library (60%); they do not fully obtain information about resources to be acquired (40%); there is a partial corporation between library and academic departments (48%).

IV. RESULT AND DISCUSSION OF THE FINDINGS

Table 1: Departments considered as science and Technology along with the number of Lecturer and Number of Questionnaires Distributed

	Departments in Science and Technology in University of Nigeria (UNN)	No of Lecturers in each Departments	No of Questionnaire Distributed
A	Faculty of Agriculture		
	Agricultural Economics	9	1
	Agricultural Extension	5	1
	Animal Science	13	5
	Crop Science	12	5
	Food Science And Technology	11	3
	Home Science and Nutrition	11	3
	Soil Science	11	3
		72	21
B	Faculty of Biological Science		
	Biochemistry	15	7
	Botany	17	11
	Microbiology	12	5
	Zoology	11	3
		55	26
C	Faculty of Engineering		
	Agriculture Engineering	13	5
	Civil Engineering	14	7
	Electrical Engineering	7	1
	Electronic Engineering	10	3
	Mechanical Engineering	14	7
		58	23
D	Faculty of Pharmaceutical Science		
	Pharmaceutical chemistry	5	1
	Pharmaceutical Tech and industrial Pharmacy	5	1
	Pharmaceutics	5	1
	Pharmacognosy	5	1
	Pharmacology and Toxicology	6	1
		26	5
E	Faculty of Physical Science		
	Computer Science	6	1
	Geology	11	3
	Mathematics	13	5
	Physics and Astronomy	14	7
	Pure and Industrial Chemistry	19	13
	Statistics	12	5
		75	34
F	Faculty of veterinary Medicine		
	Veterinary Anatomy	6	1
	Veterinary Medicine	7	1
	Veterinary Parasitology and Entomology	7	1
	Veterinary Pathology and Microbiology	9	1
	Veterinary Physiology and Pharmacology	9	1
	Veterinary Surgery and Obstetrics	5	1
		42	6

SOURCE: University of Nigeria calendar, 1991-93; University of Nigeria, Enugu: Snaap Press

Table: 2 Statistics of Science and Technology Books in University of Nigeria Nsukka (UNN)

PLACE	MATERIAL	Number of the Titles
NnamdiAzikwe Library	Science and Technology Books	44, 204
Agriculture Library (Extension)	Science and technology Books	12, 133
Serials departments (Extension)	Journals in Science and Technology	2, 500
Total		58, 837

Research Question 1: Who amongst academics and librarians do you think to have the specialized knowledge necessary for effective selection of materials in science and technology?

Table 3: Who do you think is generally best in charge of selection of books for the library in your subject area?

Participants	Frequency	Percentage
The Library Staff	5	4.4%
Academic Staff In My Department	85	73.7%
Lecturers from other Subject Areas	2	1.7%
A and B only	25	21.7%
All Of the Above	3	2.6%

Indication from Table 3 gave an impressive number, 85 (73.7%) that academic staff are best suited for selection of science and technology books in the library, 25(21.7%) agreed that is a shared responsibility between library staff and Academic Staff, 2 (1.7%) said that lecturers from other subject areas could recommend, while negligible number of 3(2.6%) agreed that all the participants listed in the table should be involved. Therefore, members of the academic teaching staff arrogate to themselves the responsibility of recommending to the library what materials should be acquired for science and technology.

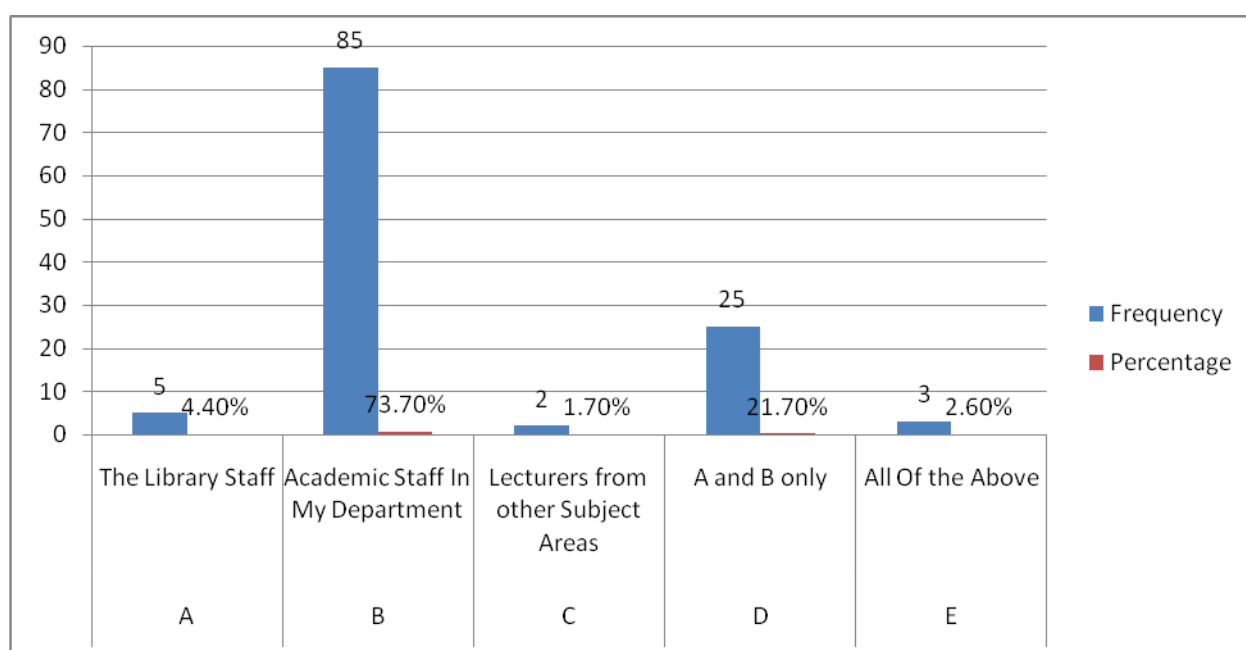


Fig. 1: Histogram of the responses on those adjudged best in charge of selection

Research Question 2: Do Members of Academic Staff Take Part in Selecting Resources of Science and Technology Books Acquired By the University Library?

Table 4: Do you play any part in recommending materials for the NnamdiAzikiwe Library?

Response	Frequency	Percentage
Yes	94	81.7
No	21	18.3
Total	115	100

Table 4 indicated that virtual all the members of the academic staff sampled take part in selection exercise. The number of them who said yes to the question of participations were 94 (81.7%), those who do not participate in selection of materials were 21 (18.7%). From the data given, the librarians recognized the importance of academics as well as being suited for selection; hence a good number of them were involved in the exercise.

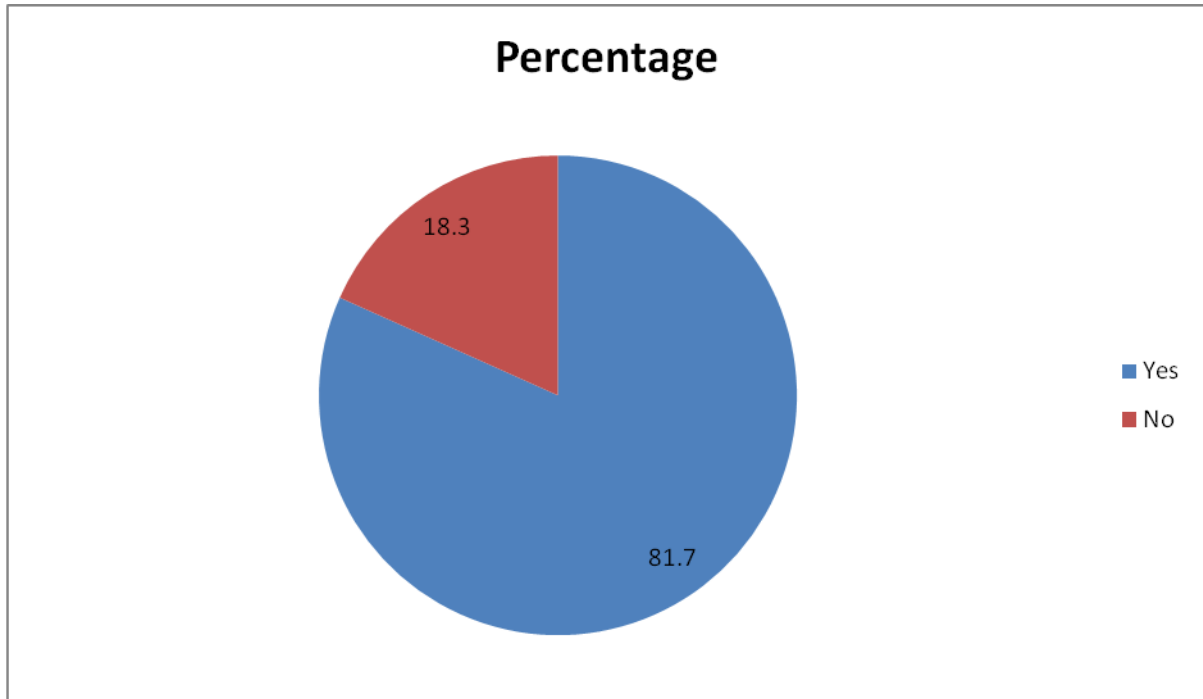


Fig. 2: A pie chart showing academics participation in book selection

Research Question 3: How Do You Evaluate Materials Recommended for Library Acquisition?

Table 5: Do You Conduct Any Departmental Survey of Needs Before Selection of Books.

Response	Frequency	Percentage
Yes	69	60
No	38	33.0
No Response	8	7
Total	115	100

In Table 5, majority of academics, ie38 (60%) agreed that they carry out departmental survey of needs before recommendation of materials to be acquired, 38 (33.0%) of academics do not carry out survey of their needs before selection while a negligible number of 8 (7%) shows No Response. So, to ensure that materials acquired adequately meet the needs of users the library occasionally asks lectures to access them before purchase.

Research Question 4: How do members of the academic staff obtain information about resources they recommend for library acquisition?

Table 6a: Does the library send selection aids to you for the selection of library books?

Response	Frequency	Percentage
Yes	46	40
No	65	57
No Response	4	3
Total	115	100

In Table 6, data shows that academics, i.e. 46 (40%) were found involved in receiving selection aids, a good number of academics 65 (57%) showed that they do not receive any such aid while a negligible number 4 (3%) shows No response since not all academics take part in selection process.

Table 6b: Which selection Tools do you use?

S/N	Selection tools	Frequency	Percentage
A	Publishers catalogue	78	67.8
B	Book Reviews	25	21.7
C	Journals	41	35.7
D	Bibliographies	6	5.2
E	Choice	10	8.70
F	Bookseller	2	1.74
G	Serials Directory	4	3.48
H	Publishers Trade List Annual	7	6.09
I	Weekly Book Newsletter	2	1.74

In Table 6b, the data collected portrayed that majority of academics use publishers catalogue i. e. 78 (67.8%), Book reviews 25 (21.7%), Journals 41 (35.7%), Bibliographies 6 (5.2%), Choice 10 (8.70%), publishers Trade List Annual 7 (6.09%), Others such as bookseller, Serial Directory and Weekly Book Newsletter are of sparingly used.

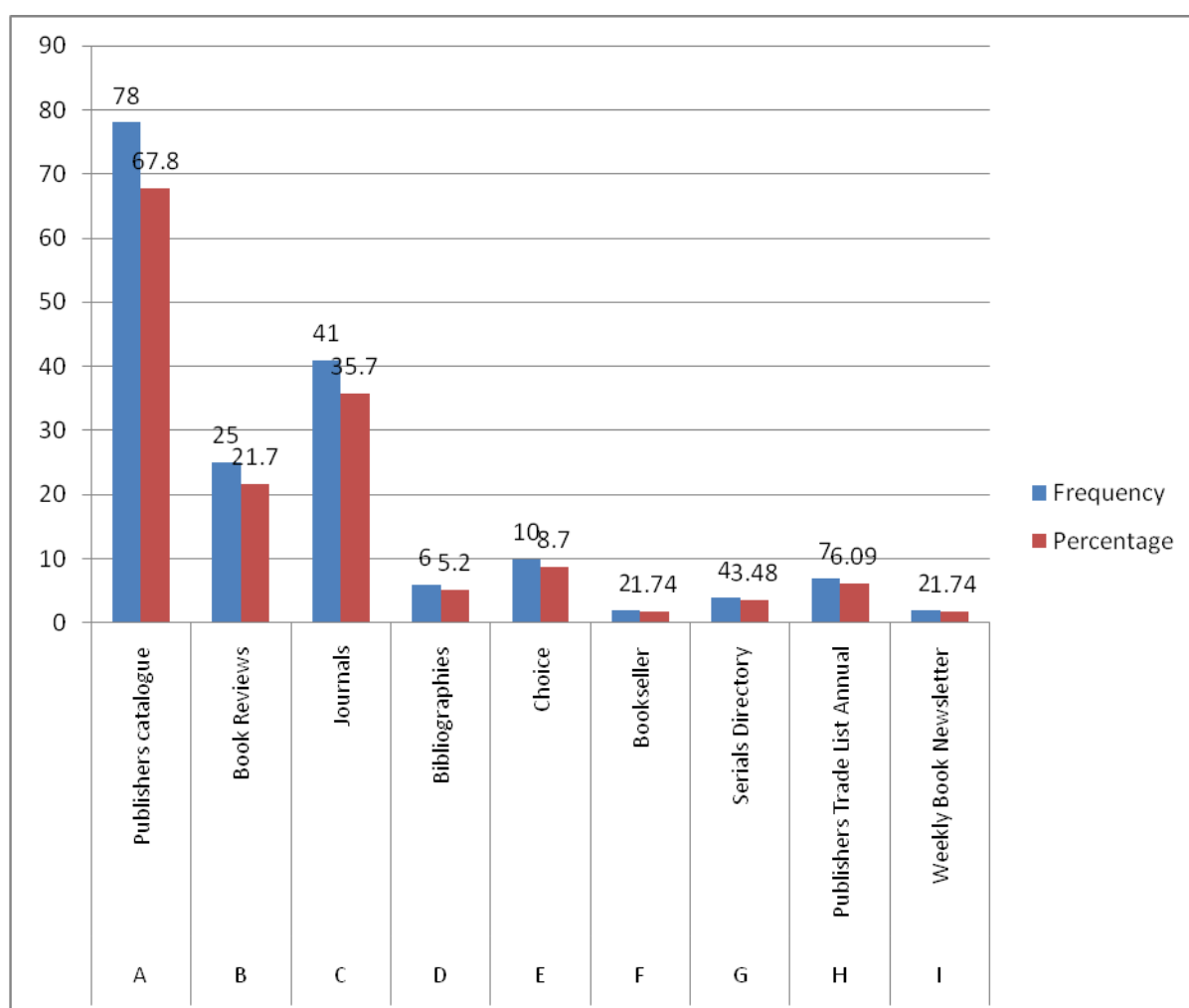


Fig. 3: Histogram showing staff responses on the selection tools they used.

Research Question 5: Is there any form of cooperation between the acquisitions department of the library and the academic department towards ensuring that materials required for science and technology teaching and learning are procured.

Table 7: Do you make available to the library a reading list of your courses for book purchase?

Response	Frequency	Percentage
Yes	55	47.8
No	59	51.3
No Response	1	0.9
Total	115	100

In Table 7, it is clearly shown that both the academics and the librarians do not cooperate enough since 55 (47.8 %) respondent said yes while 59 (51.3%) said no.

V. DISCUSSIONS AND SUMMARY OF THE FINDINGS

The summary of findings from this study is as follows:

- [1] A greater percentage of academics in science and technology were aware they are the best suited in selection of materials in science and technology.
- [2] The librarians actually were aware of the worth of the academics and therefore invite them in the selection of library materials in science and technology
- [3] For recommendation of materials in science and technology, the academics first conduct departmental survey of bibliographic needs in order to ensure that only sought materials are purchased.
- [4] The academics obtain information about publications from a variety of sources such as publishers' catalogues, book publishers, commentaries, journals, reviews, reading advertisements, having regular correspondence with their colleagues in other institutions. These sources enable them gain knowledge about current and useful publications which they recommend for library purchase.
- [5] The major challenge is the unhealthy relationship and corporation between academics and librarians in selection of science and technology materials in order to build library collections.

VI. RECOMMENDATIONS

Based on the findings of the study, the following recommendations will go a long way towards alleviating the problems of selection of materials in science and technology.

- [1] Librarians should endeavor to send selection tools to all the academics (professors, heads and lecturers) in science and technology for effective selection of materials for the library.
- [2] There should be a formation of departmental board meeting, or a selection committee to ensure more regular opportunity for effective selection.
- [3] Academics and specialists in the various fields should make regular submissions of bibliographic needs before each purchase and subject specialists should be encouraged to liaise with the librarians and the faculty board members during meetings so that the acquisition librarians can make an in depth coverage of the subject in their curriculum.
- [4] Academics should be encouraged and fostered to make a reading list of their courses for book purchase. This will aid in providing materials that are relevant for both present and future needs to the researchers and themselves.
- [5] The academics in collaboration with the librarians should seek for foreign assistance through the international agencies that donate books to the developing countries such as CODE. More so, the academics should intimate with the university proprietors NUC/Federal government the importance of books in teaching and research and appeal to them to, provide fund, grants and loans for the library.

VII. CONCLUSION

From the findings, it presupposes that both academics and librarians cannot do without each other. By and large, the selection of materials for effective collection building should be a shared responsibility between academics and professional librarians. This will create a working corporative spirit which will enable them make best decisions for more effective building of library collections that will benefit the library clientele for present and future needs. The procedure ought to be followed in order to achieve effective selection since what is required however, is the modality for a selection process that would ensure a collection that is balanced in composition and character, adequate in size and coverage, diverse in formats, qualitative in substance, and above all, relevant to the goals and objectives of the institution.

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