POWER AND AUTHORITY IN THE ADMINISTRATION
OF COLLEGE OF EDUCATION LIBRARIES IN NIGERIA

Describes the results of a project undertaken
to study the administrative structures of Nige-
rian college of education libraries and the
powers and authorities of their head librarians.
A mail questionnaire was used in data collec-
tion. The results show that in most colleges the
library is accorded the same status as an acade-
mic department and the College Librarian is
directly accountable to the Principal or Provost.
Most college librarians have inadequate execu-
tive powers and this has adverse effects on the
quality of library services in the colleges. Sugges-
tions are made for improving the situation.

INTRODUCTION

The systems approach to organization theory
(Theory z or Theory Alpha and Omega) believes
“that organization al effectiveness depends on
recognizing and adapting to many variable and
interdependent factors”[1]. Katzell identified
five interacting, situational variables as factors
that determine appropriate organizational struc-
ture and management style to be adopted in
any organizational - viz. size of the organiza-
tion (number of people); degree of interaction
and interdependence of members of the organi-
zation; personality of members; degree of con-
gruence between goals of the organization and
those of members; and level of decision making
[2]. To these five Sisk added a sixth factor, the
state of the system[3].

One area of organization in which the above
factors play a prominent role relates to power
and authority. Authority has been defined by
Presthus as “the capacity to invoke compliance
in others on the basis of formal position and
any psychological rewards, inducements or
sanctions that may accompany formal posi-
tion.” In contrast, “The capacity to invoke
compliance without relying on formal role or
sanctions at its disposal may be called influence”
[4].

Evans defines power as “the degree to
which sanctions are available without regard to
position or office”. In other words, “Authority
is the right to do something; power is the ability
to do something”[5].

There is always an interplay of authority,
influence and power in any organization. Of
these three, influence, which does not rely on
formal roles or sanctions can hardly be effec-
tively controlled by conscious effort officially
exerted. Therefore, authority and power are of
greater interest to management. These two
elements are also so closely interrelated that it is
difficult to separate them. They normally go
hand in hand and consequently the terms tend
to be used synonymously.

Managerial problems and conflicts do arise
from the distribution and exercise of power and
authority in establishments of all kinds. Such
conflicts may occur between persons, groups
of persons, departments or other units within
the organization. When they occur, they hamper
the effectiveness and smooth running of the
organization. It is, therefore, necessary that the
powers and authorities of individuals and units
in an organization should be clearly defined.
Organization charts, job descriptions and job
specifications are partly intended to prevent
dysfunctions likely to arise from conflicts of
power and authority.

The organizing and functioning of virtually
every institution depends largely on delegation
of authority. In theory, the head of an insti-
tution has all the power and authority for the
management of the institution. Since he cannot
carry out this responsibility alone, he shares
out part of his authority and power to subordi-
nates and subunits of the organization to enable
them to execute whatever part of his responsi-
bility he entrusts or delegates to them.

Delegation of authority raises the issue of
decentralization (of power and authority)
within the organization. As Rosemary Steward
has noted, "One of the most difficult decisions to be made in planning an organization is how much decentralization there should be"[6]. In other words, management has to decide how much power and authority (to make decisions) individuals and units within the organization should have. The principle of parity of authority and responsibility, as described by Sisk, is a good guideline in determining this. It states that "For effective delegation [of authority], the authority granted to a subordinate must be equal to the responsibility assigned to him"[7]. Too little authority makes a subordinate ineffective, while he is likely to abuse authority that is much more than his responsibility.

In the library field, problems of power and authority are most evident in libraries that are subunits of larger organizations. These include academic, school and special libraries. Here the head librarian sometimes may not be given adequate powers and freedom to administer the library. Instead of the library management being granted a reasonable measure of autonomy for effective operations and service, the initiative and independence of the head librarian and his staff may be fettered, or even smothered, by bureaucratic red tapes and other attempts by the supervisory body or official to assert some superiority over the head librarian and his staff.

In Nigeria, the foundation for establishing the administrative pattern of university libraries, including the power and authority of the university librarian, was solidly laid by the pioneer university librarian in the country, John Harris. As the first university librarian of the premier university, i.e. University of Ibadan, he ensured that the university librarian was both statutorily and in practice recognized as one of the principal officers of the university[8]. Subsequent Nigerian universities have followed a similar pattern of statutorily defining the status, functions, power and authority of the university librarian. In practice, university librarians in Nigeria have also enjoyed a reasonable measure of autonomy in administering university libraries. For instance, they are responsible for preparing annual budgets for their libraries and presenting these for approval by the appropriate university authorities. Then they have free hand in spending the funds approved and allocated to the libraries.

The powers and authorities of Nigerian university librarians have been further strengthened through the establishment and application of various standards of practice for university libraries. For instance, based on American, Australian and British standards for university libraries, the National Universities Commission (of Nigeria) recommended that five per cent of a university's total budget should be allocated to the university library[9]. Thus this standard gives great leverage to university librarians in asking for better funding from university authorities.

The case of other Nigerian academic libraries and special libraries is quite different from that of university libraries. The power and authority of their head librarians have not been established on such a solid base, either through long tradition or legal enactment. This project was, therefore, undertaken to study the administrative structures, and the powers and authorities of the head librarians of one type of these smaller libraries, i.e. the college of education libraries.

**METHODOLOGY**

The mail questionnaire was used in collecting data for the study. Questions were designed to collect background information about the colleges and their libraries, management of the libraries, authorities of the head librarians with regard to recruitment, promotion and discipline of library personnel and management of the finances of the libraries. Respondents were also requested to identify the major problems faced by the libraries in the areas of administration and finance. The questionnaire was pre-tested by visiting three colleges of education and requesting the college librarians to complete and make suggestions for improvement of the questionnaire. The questionnaire was revised accordingly.

There is no comprehensive directory of libraries in Nigeria. Therefore, another source had to be found for selecting the sample for this project. One of the publications of the National Youth Service Corps Directorate, the agency responsible for organizing the one-year national service for university graduates, holders of the Higher National Diploma from polytechnics and (until 1985) holders of the National Certificate of Education from colleges of education, is an instruction manual for prospective candidates for the national service on how to complete the personal data forms sent to them[10]. Among other things, the manual lists all edu-
cational institutions in Nigeria from which candidates are expected. Before an institution was listed in the manual, it must have been full-fledged and at least ready to turn out its first batch of qualified students in 1983 when the issue of the manual used for this study was produced. Thus, all the 36 colleges of education listed had been in existence for at least three years. This minimum period would afford a college some time to develop and consolidate the administrative pattern of its library, it was reasoned.

A copy of the questionnaire, a covering letter, and a self-addressed and stamped envelope were mailed to the college librarian of each of the 36 colleges of education. After a month, a reminder and another copy of the questionnaire were sent to each of the non-respondents. At the end of the second month 29 responses were received.

BACKGROUND INFORMATION

There are between 45 to 50 colleges of education in Nigeria. These are tertiary level academic institutions for the training of secondary school teachers. Some of these colleges are owned by the Federal Government of Nigeria while others are owned by various state governments.

The basic programme of a college of education is a three-year course leading to the award of the National Certificate of Education. A few of the large and well-established colleges with adequate facilities have also been approved to offer courses leading to the award of bachelor's degrees in education. All colleges of education are affiliated to various universities which moderate their educational programmes and ensure that adequate standards are maintained. The colleges award the degrees and certificates of the universities to which they are affiliated.

In addition to the two main courses mentioned above, which colleges of education offer, some of them run preliminary or remedial courses for candidates who do not have the minimum requisite qualifications for admission to the main courses. This one-year course prepares such students adequately for admission to the main programme. A few other colleges offer one-year full time or two-year part time associate certificate or diploma in education programmes for primary school teachers.

Table 1 gives some of the background facts about the colleges of education in the

<table>
<thead>
<tr>
<th>(a) Ownership</th>
<th>(d) Teaching Staff No. of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal colleges</td>
<td>9</td>
</tr>
<tr>
<td>State colleges</td>
<td>20</td>
</tr>
<tr>
<td>26 - 50</td>
<td>5</td>
</tr>
<tr>
<td>51 - 100</td>
<td>8</td>
</tr>
<tr>
<td>101 - 150</td>
<td>5</td>
</tr>
<tr>
<td>151 - 200</td>
<td>3</td>
</tr>
<tr>
<td>201 - 250</td>
<td>1</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b) Date of Establishment Date</th>
<th>(e) Library Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961 - 1969</td>
<td>5</td>
</tr>
<tr>
<td>1970 - 1979</td>
<td>14</td>
</tr>
<tr>
<td>1980</td>
<td>6</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(c) Student Enrolments No. of students</th>
<th>(ii) Other Staff No. of other staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>301 - 500</td>
<td>3</td>
</tr>
<tr>
<td>501 - 1000</td>
<td>7</td>
</tr>
<tr>
<td>1001 - 2000</td>
<td>11</td>
</tr>
<tr>
<td>2001 - 3000</td>
<td>6</td>
</tr>
<tr>
<td>3001 - 4000</td>
<td>1</td>
</tr>
<tr>
<td>4001 - 5000</td>
<td>1</td>
</tr>
<tr>
<td>6 - 10</td>
<td>11</td>
</tr>
<tr>
<td>11 - 20</td>
<td>7</td>
</tr>
<tr>
<td>21 - 30</td>
<td>6</td>
</tr>
<tr>
<td>Over 30</td>
<td>3</td>
</tr>
<tr>
<td>29</td>
<td></td>
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</tbody>
</table>

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study group. Nine of the 29 colleges whose libraries sent in replies are owned by the Federal Government while 20 are owned by state governments. The colleges are located in all parts of the country. Of the 25 that indicated when they were established, five were established in the 1960s, 14 in 1970s and six in 1980.

The total student populations of the colleges ranged from 328 to 4,713, the mean was 1594. The student populations of majority (17), however, ranged from 1,001 to 3,000. Most students are those reading for the National Certificate of Education. Only eight colleges offer a first degree (bachelor of education) programme. Two colleges had associate certificate/diploma programmes, while 14 had preliminary/remedial programmes. The teaching staff in the colleges ranged from 26 to 250 and the mean was 113. However, the staff in majority of the colleges (that showed their staff strengths) were between 50 and 150.

Four colleges have two campuses each, while one has three campuses. Every campus has a branch of the college library established there. Fourteen main campuses have no permanent library buildings while only one of the branch libraries has a permanent library building.

Ten of the libraries had one librarian each on its staff, eight had two librarians, six had three librarians, three had four librarians, while two libraries had five and six librarians respectively. Other staff in each of the libraries varied from six to 33. The mean was 14.

THE PLACE OF THE LIBRARY

The first major task was to determine the place of the library in the administrative structure of each college. To a large extent the power and authority of the college librarian will depend on the place of the library in the overall administrative structure of the college. Table 2 shows the status of the libraries.

In 22 cases the library is accorded the status of a department in the college. In three other instances the library has the status of a faculty or division. Thus, the library was placed on a higher pedestal than an academic department. However, in one college the library has the status of a subunit of an academic department (Department of English). Three libraries did not indicate their status.

Following naturally from the above is the question as to whom the college librarian reports to or is directly accountable for his responsibilities (Table 3). It was found that the college librarian is directly accountable to the Principal or Provost in 22 colleges. He reports to the Vice-Principal or Deputy Provost in three colleges to the Registrar in two, and to the Head of Department of English in one. One respondent did not answer this question. In most colleges the college librarian is directly responsible to the chief executive, the Provost or Principal. It ensures that the college librarian has direct access to the head of the institution in presenting all matters relating to the library. In this way, unnecessary delays that may result from passing through intermediary officials in presenting library matters before college authorities are eliminated. It is pertinent to note, however, that this system may be slightly disadvantageous if the Principal or Provost has a large span of control, many subordinate officials reporting directly to him. He may then not have sufficient time for library matters.

The issue of the status of college librarians might be appropriately examined at this juncture. The question as to whether librarians should be accorded academic status is always

<table>
<thead>
<tr>
<th>Status</th>
<th>Number of Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Department</td>
<td>22</td>
</tr>
<tr>
<td>(b) Faculty or Division</td>
<td>3</td>
</tr>
<tr>
<td>(c) Subunit of a Department</td>
<td>1</td>
</tr>
<tr>
<td>(d) No response</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 2

Status of the Libraries

<table>
<thead>
<tr>
<th>College Librarian's Boss</th>
<th>Number of Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Principal or Provost</td>
<td>22</td>
</tr>
<tr>
<td>(b) Vice Principal or Deputy Provost</td>
<td>3</td>
</tr>
<tr>
<td>(c) Registrar</td>
<td>2</td>
</tr>
<tr>
<td>(d) Head of Department</td>
<td>1</td>
</tr>
<tr>
<td>(e) No response</td>
<td>1</td>
</tr>
</tbody>
</table>

Ann Lib Sci Doc
a thorny issue in virtually every academic institution all over the world. It never seems to be permanently resolved and there is never any consensus on the matter anywhere.

One would think that since majority of the Nigerian college librarians are directly responsible to the Provost, Principal or their deputies and only very few to the Registrar, they would be accorded academic status in the same proportion. Evidence from the study (Table 4) shows that there is still considerable uncertainty about the status of librarians in Nigerian colleges. In twelve colleges, librarians are regarded as administrative staff, in seven as academic staff, in four they are regarded as both academic and administrative staff, while in one college they are placed "somewhere in between" both categories of staff.

POWERS OF COLLEGE LIBRARIANS

To determine the actual authorities of the college librarians they were requested to describe their powers with regard to the following administrative functions: staff recruitment, promotion, discipline and the finance and expenditure of the library.

The powers of college librarians vary widely in the area of staff recruitment. However three broad categories of authority can be identified as shown in Table 5. In seven colleges it was claimed that the college librarians have no power whatsoever in the recruitment of library personnel. Unfortunately the questionnaire did not go further to find out who determines the personnel needs of the libraries in such a situation because it was not foreseen that a situation would exist where college librarians would have virtually no say in the appointment of library staff.

The situation in the second category of libraries is slightly better than in the first. In these ten libraries the college librarian makes recommendations about his staff requirements to the appropriate authority which is responsible for the actual recruitment. Then he plays little or no role in subsequent actions to recruit the staff.

In the remaining twelve libraries the college librarian plays a more dynamic role. He is a member of the college's Appointment Committee or whatever body responsible for recruitment. He is consulted and he advises at every stage of the recruitment exercise. He sits on the interview panel where he may be the main interviewer or have the final say.

It seems generally college librarians have greater authority in the promotion of library personnel than in their recruitment (Table 6). It was claimed in only three instances that the college librarian has no powers at all in the area of staff promotion. In all the other libraries he is responsible for the appraisal of library staff and recommending them for promotion. In fact, in one instance he makes the final decision about promotion.

Table 4

<table>
<thead>
<tr>
<th>Status</th>
<th>Number of Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Administrative staff</td>
<td>12</td>
</tr>
<tr>
<td>(b) Academic staff</td>
<td>7</td>
</tr>
<tr>
<td>(c) Both academic and administrative staff</td>
<td>4</td>
</tr>
<tr>
<td>(d) Unclearly defined status</td>
<td>1</td>
</tr>
<tr>
<td>(e) No response</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 5

<table>
<thead>
<tr>
<th>Power</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) No power or role</td>
<td>7</td>
</tr>
<tr>
<td>(b) Only makes recommendations about staff requirements</td>
<td>10</td>
</tr>
<tr>
<td>(c) Plays active role in the recruitment process</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 6

<table>
<thead>
<tr>
<th>Power</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) No power at all in promotion</td>
<td>3</td>
</tr>
<tr>
<td>(b) Appraises and recommends staff for promotion</td>
<td>25</td>
</tr>
<tr>
<td>(c) Has overall power and final decision in promotion</td>
<td>1</td>
</tr>
</tbody>
</table>
As reflected in Table 7, college librarians have varying degrees of authority in disciplining their staff as well. In six colleges they have little or very limited powers. In the other cases they are fully responsible for staff discipline. Serious cases have to be referred to higher authorities. In the larger institutions there are staff disciplinary committees and college librarians are members of the committees.

Finance and expenditure is another area where a good number of college librarians seem to have adequate authority. As some of them described their positions:

A. The college librarian is free to spend the library vote as judiciously as possible.

B. The college librarian is empowered to spend money subject to the financial regulations of the college.

C. The college librarian in consultation with the library committee plans the budget and defends it before the college council.

Some other college librarians do not have so much liberal authority in financial matters. Some of their complaints ran thus:

A. The college librarian has no control over finance and expenditure. He takes directives from the Provost.

B. All financial matters are subject to the approval of the Principal.

C. Finance is controlled by the Principal.

Of the 25 respondents who indicated their powers in financial matters 14 felt they have adequate authority while the other 11 do not have. (Table 8).

One factor that could enhance the powers of a librarian in financial matters is the adoption of a formula in the allocation of funds. Only three libraries have used this technique. In one five per cent of the recurrent expenditure of the college has been recommended for the library. In the second four per cent of the recurrent expenditure was recommended. However, the actual amount allocated to this library has been 3.5 per cent. For the third library, it was decided that three per cent of the college’s total budget should be allocated to it.

Table 7

<table>
<thead>
<tr>
<th>Power</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Little or inadequate power</td>
<td>6</td>
</tr>
<tr>
<td>(b) Adequate or reasonable power</td>
<td>23</td>
</tr>
</tbody>
</table>

Table 8

<table>
<thead>
<tr>
<th>Adequacy of Powers</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Adequate</td>
<td>14</td>
</tr>
<tr>
<td>(b) Inadequate</td>
<td>11</td>
</tr>
<tr>
<td>(c) No response</td>
<td>4</td>
</tr>
</tbody>
</table>

It is doubtful whether any of the above libraries has at any time received such handsome votes. A more pragmatic approach was adopted in another college where it was decided that a fixed sum of thirty thousand Naira (about US $45,000 or 25,000 sterling) be allocated to the library annually.

Though there were more college librarians that claimed to have adequate powers in financial affairs than those that felt inhibited, this fact has not been reflected in the actual funding of the libraries. Virtually all respondents could not show their capital and recurrent expenditures for the past three sessions as requested. Nor could they show those of their parent bodies, the colleges. That so many respondents failed to produce these figures could not simply be attributed to their desire to treat such information as secret or confidential. It may rather reflect the fact that they do not have full control over the finances of their libraries and may not even know exactly how much money is allocated to the libraries annually and how it is spent.

Furthermore the respondents were asked to indicate the adequacy of the funding of their libraries. (Table 9) Only one considered his
library's funds very adequate and six just adequate. Thirteen respondents considered their libraries financing inadequate and nine grossly inadequate.

Similarly each respondent was requested to show the amount of freedom or autonomy the College Librarian possesses in the administration of the library (Table 10). In seven cases the College Librarian was said to have much freedom, in fourteen cases adequate freedom, in four instances little freedom, and in three very little freedom.

Such optimistic views about their powers expressed by majority of the respondents do not seem to be borne out by the inadequate funding of the overwhelming majority of the libraries. In addition majority of the respondents (15) admitted in the questionnaire that their libraries are not accorded a proper place of importance in the administration of the Colleges.

Table 9

<table>
<thead>
<tr>
<th>Adequacy of Funding</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Very adequate</td>
<td>1</td>
</tr>
<tr>
<td>(b) Just adequate</td>
<td>6</td>
</tr>
<tr>
<td>(c) Inadequate</td>
<td>13</td>
</tr>
<tr>
<td>(d) Grossly inadequate</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 10

<table>
<thead>
<tr>
<th>Level of Freedom</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Much freedom</td>
<td>7</td>
</tr>
<tr>
<td>(b) Adequate freedom</td>
<td>14</td>
</tr>
<tr>
<td>(c) Little freedom</td>
<td>4</td>
</tr>
<tr>
<td>(d) Very little freedom</td>
<td>3</td>
</tr>
<tr>
<td>(e) No response</td>
<td>1</td>
</tr>
</tbody>
</table>

ADMINISTRATIVE AND FINANCIAL PROBLEMS

The College Librarians were finally asked to describe the difficulties their libraries face in the areas of administration and finance. Though administrative and financial problems may be very closely interwoven it would seem that most respondents face more financial than administrative difficulties. Over half of the respondents identified inadequate funding as their major problem. This is further compounded by the way the funds are administered. As some of the respondents expressed the problem:

A. Inability to operate approved estimate because the college has 'one line budget from the state government.

B. There is no separate departmental vote for the library

C. The vote allocated to the library is not what is actually made available What is made available is always grossly inadequate it is usually a small percentage of the approved budget.

D. The library's approved budgets are just only on paper the money is not always released to the library for efficient performance.

Another related difficulty highlighted by a good number of respondents is their lack of general administrative autonomy and the library or librarian not being accorded a befitting status by college authorities. A respondent summarized the situation thus.

Another respondent described it as 'lack of defined position of the Librarian within the administrative set-up of the college'.

The library does not enjoy autonomy in matters relating to staffing no imprest account; the library does not enjoy a pride of place in the academic life of the college.

Another problem noted by one or two respondents in each case is inadequate accommodation gross indiscipline of junior staff, and long
delay in settlement of bills sent by overseas suppliers of library materials.

CONCLUSION

This survey shows that power and authority in the administration of Nigerian college of education libraries do not lie absolutely with the college librarians. Most of these library executives are inhibited to some degree in the exercise of their powers. They need considerable amount of autonomy to be able to perform effectively.

The problem of inadequate executive powers granted to most college librarians is compounded by other factors some of which may be the root causes of the inadequacy. First among these is the fact that the managements and probably the communities at large of these colleges have not fully realized the importance of library services in the performance of their functions. Consequently the libraries and librarians are not given due recognition and befitting status in the administrative structures of the colleges. In some cases the position of the librarian is not clearly defined. Furthermore, not only are most libraries inadequately financed but also many librarians do not have the authority to independently administer the budgets allocated to their libraries.

The insufficient power and authority of the librarians have certainly affected the level and quality of library services in these colleges either directly or indirectly. The libraries are unable to attract adequate funds for their services. Consequently insufficient staff, most of whom are not trained, are recruited. The libraries have small collections which are not able to support the academic programmes of the colleges. Most libraries do not have adequate accommodation. The libraries are not open for as long as users would want and the levels of services are generally low.

To improve the above situation, it is suggested that the status and functions of college libraries and college librarians should be clearly spelt out in the statutes establishing the colleges as in the case of Nigerian universities. Libraries need to have separate votes which college librarians have full authority to administer independently, provided they operate within the financial regulations of the colleges and are accountable for this responsibility. Obviously the libraries deserve to be adequately funded. Similarly college librarians should have sufficient executive powers in other vital administrative matters like recruitment, promotion and discipline of staff.

The college librarians themselves have a major role to play in enhancing their power and authority and the effectiveness of their libraries. Among the factors earlier identified as determining organizational effectiveness are degree of interaction and interdependence of members of the organization and the personality of the members. In other words the personal characteristics and behaviour of college librarians and their staff can contribute to their effectiveness and achievements.

In this regard Evans' description of the methods by which authority is legitimatized is relevant[11]. Most institutional authority resides in the formal position or office rather than in the person holding the office. Through socialization, members of an organization are taught to accept the authorities attached to various positions. Usually, these positions are ranked so that a hierarchical pattern of authority exists in every organization. Thus through socialization and formal role and rank authority is legitimatized.

However, besides these two processes authority can be legitimatized and enhanced through the validation process. A person should demonstrate the ability to hold his office and exercise authority through his technical expertise. In other words, college librarians have to put their professional knowledge and skills into active use to be respected.

Finally leadership which depends on personal qualities as distinct from professional skill could be a great asset to college librarians. The demonstration of these personal qualities should not be limited to the library. The librarian as a key member of the college community should be able to interact with and influence a large section of the community especially those in authority. Excellent public relations, tact and diplomacy are qualities which will enhance the position image and authority of the librarian. An academic librarian should not be seen as an introverted, bookish recluse but rather more as an extroverted intelligent, sociable, and political professional.

REFERENCES


A. Background Information:

1. (a) Name of College: ____________________________________________
   ____________________________________________
   ____________________________________________

   (b) Address: ____________________________________________
   ____________________________________________
   ____________________________________________

   (c) Is the college a federal or state government institution? 
   ____________________________________________

   (d) Date college was established: _____________________________

   (e) University to which college is affiliated: ____________________

   ____________________________________________

2. (a) How many campuses has the college? __________________________

   (b) Are there branches of the college library in all the campuses? YES/NO

   (c) If not, how many campuses have branches of the college library? 
   ____________________________________________

   (d) Does the main campus have a permanent library building? YES/NO

   (e) How many branch campuses have permanent library buildings? 
   ____________________________________________

3. How many students (all years) are enrolled for each of the following courses in the whole college?:

<table>
<thead>
<tr>
<th>Course</th>
<th>Total No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) N. C. E.</td>
<td></td>
</tr>
<tr>
<td>(b) B.Ed.</td>
<td></td>
</tr>
<tr>
<td>(c) Others (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

4. What is the total number of academic (teaching) staff of all categories in the whole college?: ____________________________
B. Management:

5. (a) What body (committee, board, etc.) of the college is directly responsible for the overall management of the college library?

(b) What is the composition or membership of such a body?:

(c) What are the terms of reference and/or powers of the body?:

(d) What is the minimum number of times such a body usually meets in the session?:

(e) Has the body really been helpful or cooperative in the administration of the library service?:

(i) Very helpful
(ii) Helpful
(iii) Somewhat helpful
(iv) Not helpful

(f) In what areas do you think the body could be more helpful?:

6. (a) What unit (e.g. division, department, faculty) does the library constitute in the general administration of the college?:

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(b) To which official is the College Librarian directly accountable for the administration of the library?:

7. 7. (a) List the major departments in the library system:

(b) What categories of staff (librarians, library officers, etc.) are heading these departments?:

(c) If there are branch libraries in other campuses of the college, what categories of staff are heading these branches?:

8 (a) Briefly describe the powers of the College Librarian with regard to the following administrative functions:

(i) Staff recruitment:

(ii) Staff promotion:

(iii) Staff discipline:

(iv) Finance and expenditure:

(b) What amount of freedom or autonomy does the College Librarian possess in the administration of the library?

(i) Much freedom 

(ii) Adequate freedom

(iii) Little freedom 

(iv) Very little freedom

(c) Do you think the library is accorded a proper place of importance in the administration of the college?: YES/NO

C., Finance:

9. (a) Is there a set down formula for allocating funds to the library (e.g. 5% of the college’s recurrent expenditure)?

(b) If yes, please give the formula:
10. Give details of the recurrent expenditures of the whole college and
the library respectively in the past three sessions:

<table>
<thead>
<tr>
<th>Recurrent Expenditure</th>
<th>College</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) 1979/80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) 1980/81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) 1981/82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Give details of the capital expenditures (or total expenditures if
it is not possible to break the allocations into recurrent and
capital expenditures) of the college and the library respectively:

<table>
<thead>
<tr>
<th>Capital/Total Expenditure</th>
<th>College</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) 1979/80</td>
<td></td>
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<td>(b) 1980/81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) 1981/82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Do you think the college library is adequately financed?:

(a) Very adequate _________  (b) Just adequate ___________
(c) Inadequate _____________ (d) Grossly inadequate ________

13. Describe any difficulties the library faces in the areas of
administration and finance.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

14. Your comments:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

N.B.: Any informative brochure, bulletin and/or prospectus of your
college and/or library will be warmly received.

Thanks!