Survey of Shelving and Shelf-Reading as a Core Routine among Shelving Staff in University of JOS Library, Nigeria

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Abstract: This study investigated shelving and shelf-reading as a vital way of maintaining print information resources at the University of Jos Library. Data were collected from 4O shelving staff using self-designed questionnaire based on a five point Likert scale and analyzed using descriptive statistics and hypotheses testing. The findings revealed thatall shelving staff have good knowledge of shelving and shelf-reading as a core routine, it helps library patrons to easily locate and retrieve information resources of their choices thereby saving their time, it's critical to the success delivery strategies of the organization, majority of shelving staffare supervised and happy. The testing of hypotheses using one-way ANOVA indicated that there is no significant difference between shelfing staff by allocated subject area as ($F_{(8,30)}$ = 0.36; p>0.05). Thus hypothesis 1 was not rejected. It the means allocated subject area has no influence on shelving and shelf-reading of information resources among shelving staff. Also, established is there is no significant difference in shelving and shelf-reading of print information resources between male and female shelving staff as (t = -0.48, df = 38, p>0.05). Hence hypothesis 2 was not rejected. This means that both male and female shelving staff has no influence on this core routine in university of Jos Library.The main reported challenges among other challenges were inhalation of dust, chemical and dirt falling on shelving staff and dark open shelve areas due to dull fluorescent bulbs. Finally, strategies that could improve the shelving routine were proffered and it summed up asface masks and lab coats should be provided for shelving staff and open shelves area need to be illuminated with brighter fluorescent bulbs so as to enable staff do their jobs diligently and promote the library services via shelving and shelf-reading core routine.

Keywords: Shelving and Shelf-Reading, Library Personnel, University Libraries, Print Information Resources.

1. Introduction

In every academic library all over the world, print collections have not been out phased as proposed by many scholars; rather information seekers still want them and actively search for them especially known titles even in the face of new formats and various fast digital space delivery methods.Examples of print resources include: Textbooks, journals, theses/dissertation, almanacs, maps, certain special and government documents e.t.c. The demands for them are so high that virtually no day passes by that Library patrons don't consult them. This makes the future of print collections to be bright despite the advent of Information, Communication and Technology.

Academic libraries render different services to the parent institutions. They depend on their staff forefficient services render to the university community. Edoka (2000[1]) asserts that university library generally are those libraries attached to universities to support teaching, learning and research. The university library is the central point of all academic activities in the university. In addition to research, libraries serve as

spaces for teaching and learning. Agu (2006[2]) reiterates that libraries vary from one university to another. He further states that the characteristic functions of university library are both academic and administrative, and geared towards the achievement of the educational objectives set by the institution.

The University of Jos Library as an example of an academic library operates on some set of objectives laid down by her parent body. Based on this, the Library houses different information resources to meet her diverse information seekers alongsiderender different services to achieve her goals. The Library houses mainly Print and Digital Information Resources. Examples of Print Information Resources are: Textbooks, Journals, Maps, Directories, Almanacs, Encyclopedia, Special and Government Publications like Theses/Dissertation. Print information resources are usually displayed on Open stacks with bookends or closed stack drawersand maintained by Library Staff on daily basis due to their regular demands, space and consultation.The Library uses mainly a 3feett high ''Range(s) with sections separated by either a hanging wire book end or a sitting book ends which can be adjusted to accommodate more books or reduce the number of Print collections on it. Some sections have closed wooden or iron drawers with iron fastened in the middle to hold catalogue cards in place and rare books. These rare books and special collections are kept under the custodian of Subject or Reference Librarians and usually can't be checked out since they are so valuable. They are consulted within the Library for some stipulated number of time or within the Special Collection Unit.

Different Libraries adopt slightly different shelving and shelf-reading routine pattern. In university of Jos Library, shelving staff gather previously consulted print collections on the ''Awaiting Shelf'' and afterwards sort or divide the collections into respective Subject Areas or Disciplines. This is because each shelving staff has an individual shelveor section which are labelled according to Subject Disciples using Library of Congress Subject Headings.Library of Congress Classification Scheme has two main parts namely: Subject Heading Part with comprises of designated Alphabets to represent each subject discipline matched with figures which are read as whole number and the second part which comprises a combination of a letter and numbers. Usually, the First alphabet of the Author's surname or Letter for an edited work in addition to the numbersextracted from the ''Three Figure Cutter Sanborn Table''are used. The Cutter number is often read as a Decimal number and this is the part that determines the position of a book in the same subject discipline on a shelveand lastly the Year the book was published is added. All this informationis written on the spine of every catalogued material and used for shelf-reading. The whole information mentioned above form the Class or Call mark of a book. It is worth mentioning that while shelving staff in University of Jos Library majorly use their inherent knowledge of Library of Congress Classification Scheme System to maintain the proper order within Print Information Resources; they also use Title to shelf-read Periodicals which are shelved in alphabetical order or Superintendent of Documents System(SuDocs) to shelf-read certain Government Document Collections.

During this core routine, a shelving staff allocated to his/her shelve pick up their books from the Awaiting Shelf and start at one side of a collection and leap frog through the collection until they reach the other end. Shelving staff are usually supervised by other Senior staff members. This is to help correct any error and guide them during shelving and shelf-reading routine as some staff may be new on board while others may not have Library Science Qualification and as such they may not be proficient enough or may not have the inherent knowledge to shelve and shelf-read Library Print Information Resources.Shelving staff after shelf-reading "front/edge" the shelf by aligning the spines of the book with the front of the shelf. give it a professional look and assist patrons with keeping the collection in order.

How often a collection should be shelf-read is determined by its size and how frequently it is used by library patrons. Shelf-reading is the process of checking the collections for improperly shelved books. The importance of shelving and shelf-reading cannot be over emphasized. Shelf-reading saves the time of library patron by helping them to easily locate, access and retrieve print information resources that may have otherwise been lost; give a collection a professional look and helps to prevent damage to the collection, helps to advertise and promote Library collection usage; books wrongly classified outside Library of Congress call number, Title, or SUDOC order are fished out, books shelved in the wrong location are carefully removed and shelved in it appropriate subject area, books placed on top of other books outside of bookends, or books that have fallen behind the row of books on the shelfwhich could have been out of reach are not left unnoticed; books with damaged, mutilated or missing call number labels are also removed for repairs and lastly, shelf reading is vital in keeping our collection current and conserving it for future users.

However, shelving staff of university of Jos library face challenges of large number of users, tight space, poor lighting, dust inhalation,

In view of the above, there is the need to assess how shelving and shelf-reading is carried out by Library staff for users' easy access to print information, the need to understand the challenges that confront staff in carrying out this important routine in university of Jos library and proffer suggestions to the challenges faced by Shelving staff in university of Jos library as to enhance easy means of carrying out this important exercise in university of Jos library, Nigeria

Objectives of the Study

The main objective of this study is to investigate the importance of shelving and shelf-reading: a core routine in University of Jos Library.
The general objectives are to:
1. investigate Library staff knowledge about shelving and shelf-reading as core routine in University of Jos Library.
2. determine how library staff shelve and shelf-read print information resources in University of Jos Library.
3. assess the importance of shelving and shelf-reading in University of Jos Library.
4. find out how many times Library staff shelve and shelf-reading information resources in University of Jos Library.
5. find out if Library staff are supervised during shelving and shelf-reading of information resources in University of Jos Library.
6. Investigate shelving staff level of happiness in carrying out this core routine in University of Jos Library.
7. investigate the challenges shelving staff face during shelving and shelf-reading of print information resources in University of Jos Library.
8. Proffer suggestions to the challenges shelving staff face during shelving and shelf-reading of print information resources in University of Jos Library.

Research Questions

The following research questions guided the study:
1. do you have the knowledge that shelving and shelf-reading is a core routine in the University of Jos Library?
2. how do you shelve & shelf-read print information resources in University of Jos Library?
3. what are the importance of shelving and shelf-reading of print information resources in University of Jos Library?
4. how many times do you shelve and shelf-read print information resources in University of Jos Library?
5. does anyone supervise you during this core routine?
6. what is your level of happiness in performing this core routine?
7. whatare the challenges you face during shelving and shelf–reading of print information resources in University of Jos Library?
8. what are the suggestions proffer to the above mentioned challenges you face during shelving and shelf-reading of print information resources in University of Jos Library?

Statement of the problem

The main aim of any library is to satisfy her enormous users' information quests within the most convenient way and time. Access to print information resources remains a key factor in every library setting around the world. Students still rely heavily on the use of print information resources provided by the libraryusually displayed on the shelves in an organized pattern using classification schemes. If these acquired print information resources are not utilized as a result of improper shelving and shelf-reading, then the objective of the library would be thwarted. Most often, large number of both new and old library patronsstill struggle on how to use the library to locate and retrieveprint information resources of their choices due to improper shelving and shelf-reading task.This creates wrong mentality about library products/print resources. This frustration leads many further away from the library and students and scholars would search elsewhere to meet their information needs. This also affects both library services and budget. Therefore, this study is aimed at exposing shelving staff to the importance of shelving and shelf-reading as core library routine at the University of Jos library for

optimal utilization of the available print information resources through easy access and retrieval by library patrons.

Significance of the Study

This evidence base research would help shelving staff who rarely come in contact with library patrons understand that the quality, speed, and efficiency with which shelving and shelf-reading is carried out can have effects on how library patrons view the library and its services.

This work would help Library shelving staff know that their efforts always help library patrons who come in different guises with some who are used to retrieving information resources on their own and others who learn to do so by browsing through the neatly shelved and shelf-read books, choose and judge the books they want. This removes obstacles to access and result in gaining of experience and by implication, they will be attracted more to the library as they have seen the available rich resources and now have the confidence to explore and retrieve them on their own unaided. Thus, well arranged Open stacks remain important engines of discovery by Library patrons. This view is supported by Power (1999[3]) who posited that without accurate shelving of books, effective library operation would be impossible for library staff and their patrons.

The findings of this study would help convey the university of Jos Library value to library users as the library advertise, market library services and information resources to the entire university of Jos community and beyond.

This evidence base research would be significant to University of Jos Library Administrators as it will serve as a guide that would help the library know if her users' objectives are on track or not and think of ways of improving on them.

This research can be of help to University of Jos Library and University Administrators who would have better view of the importance between library and the academic success of students and scholars in the University of Jos community. This speaks for the library in terms of budget allocation.

This work would serve as a research guide to other researchers who would want to explore more findings in this area.

2. Theoretical Framework

The five (5) laws of Ranganathan (1931[4]) supports this research. These laws are enormously helpful way to link the goals of librarianship with concrete programmes and activities.
The laws are as follows:
First law: Books are for use
Second law: Every reader his/her book
Third law: Every book its reader
Fourth law: Save the time of the reader and
Fifth law: Library is a growing organism
These laws can be applied to the practice of shelving and shelf reading in the following ways

First Law: Books are for use

Library information print resources are not meant for storage but for library patrons' use as theycontain intellectual messages which are communicated to library patrons who use themto meet their information needs. Unfortunately, many library users often lack awareness or have vague ideas of library information resources and services.Awareness is a key factor to accessibility of information print resources. Ranganathan believed that activities should be conducted in order to make the resources available for individuals to use them. Library shelving staff in university of jos library are therefore saddled with creating this awareness via proper shelving and shelf-reading tasks which aid library patrons' easy location and retrieval of their needed information resources.Thus,well organized shelves and shelf-read print collections help attract users and thereby creating users' awareness on books available, meet the users' satisfaction objective of the library and in turn adequate usage.

The second law: Every reader his/her book

Before print information resources are finally brought to the shelves and shelf-read by library shelving staff, they must have passed through lots of processing such as collection development   to fit a vast collection of diverse library patrons' information needs. Therefore, every information user is connected to a precise

content of their choice or need. Ranganathan thought the books in a library collection should be based on and responsive to individual demands, accompanied by a professional, knowledgeable staff ready to guide, navigate and assist the information seeker in the information quest. The inherent knowledge of Library of Congress Classification Scheme, Title or Superintendent of document(SuDocs) classification schemehelp guide shelving staff to display individual information resources in the appropriate subject areas for library patrons' easy access and retrievalon their own.For example, awrongly classified and catalogued book would be shelved and shelf-read in a wrong subject area resulting in frustration and denial on the part of library patrons. During shelving and shelf-reading routine, such material will be carefully removed and taking to the cataloguing section for the appropriate class mark to be assigned and later shelved under the appropriate subject area for easy access eliminating the obstacles preventing users from making effective use of such print resources when needed.

Third Law: every book its reader

This law suggests that each print item in a library has an individual or individuals who would find that item useful. Dr. Ranganathan(1931) argued that the library could devise many methods to ensure that each item finds its appropriate reader. One method involved the basic rules for access to the collection, most notably the need for open shelving which is maintained daily by library shelving staff. Lack of knowledge of what the library has to offer is one of the largest barriers to library use. A well-organized shelves help increase the discoverability, access and use of resources by Library users. Shelving and shelf-reading help advertise, promote every bookwithin users' needs and also enhance the library's brand as an information source.

Fourth Law: save the time of the reader

Modern day Library information patrons want to satisfy their information needs in a fast and convenient way as they are always busy and in a hurry. 'Burnett et al (2008[5]) posited that to achieve physical access, the individual user has to know that the information exists, where it can be found, and how to navigate the institutional structures to reach it.

If print information resources are available in the library but have fallen behind other books, such materials become out of reach and so difficult for information users to get as they will have to spend more time searching different shelves for it. This can be very frustrating for such desired user and can send him/her away from visiting next time since the desired book couldn't be fished out at the user's convenience and time. The centralized arrangement of print information resources onopen shelves plays an advantage in saving the time of library patrons who would go up by themselves to find their information choice without wasting much energy and time unlike in a closed stack where access of books take so much time as the library patrons have to make his/her choice by searching through the card catalogues and afterward involve the library staff to help get the required material.

Fifth Law

The growth used in this context is not all about growth(increase) in the volume of content alone, but growth in resources necessary to meet service demands of diverse information users. This kind of growth brings relevant content to the user community and how easily they can discover, access and use the contents. Like today, there is more growth in the research data carried out by the academic communities. The librarymust accommodate growth in books, methods, and the physical libraries whichshould be updated over time.examples: new staff with vast knowledge of computerization are recruited over time or old staff are trained to acquire new skills in librarianship so as to move with current information needs of library patrons, growth in physical print collectionsin all subject areas keeping in mind the needs and requirements of all diverse library patrons use, replacingold/obsolete print resources with current acquired books, unused books are removed to create space for addition of new ones,growth in reading areas, shelving amongst others.

3. Methodology

This study was a survey in nature. Owe to the small population size, no sampling technique was used. The entire population size of 40 shelving staff was used. This design is useful when a study is concerned with the conditions or relationships that exist at a given place. The design was appropriate because the study sought to investigate how shelving and shelf-reading as a core routine is carried out in university of Jos library. The study was conducted at University of Jos Library, the central point of academics in University of Jos.

To obtain the necessary information, a self- designed questionnaire made up of two sections was developed by the researchers. Section A was on demographic information of respondents which sought to ascertain among others the basic information of library shelving staff. Section B sought information on the evidence of how this core routine is carried out with a 5-point likert scale to measure the strength and weakness of their responses.

4. Results and Discussion

Results
4.1. Demographic variables of respondents

Table 1: Demographic Distributions of Shelving staff in university of Jos library

Variables	Frequency	Percentage
Category of staff		
Para-professional	**32**	**80**
Professional	**8**	**20**
Total	**40**	**100.0**
Working experience(years)		
1-4	**15**	**37.5**
5-9	**10**	**25**
10-14	**8**	**20**
15-19	**4**	**10**
20 and above	**3**	**7.5**
Total	**40**	**100.0**
Gender		
Male	**25**	**62.5**
Female	**15**	**37.5**
Total	**40**	**100.0**
Age(years)		
20-25	**3**	**7.5**
26-30	**4**	**10**
31-35	**15**	**37.5**
36-40	**10**	**25**
41-45	**5**	**12.5**
46 and above	**3**	**7.5**
Total	**40**	**100.0**
Marital status		
Single	**28**	**70**
Married	**11**	**27.5**
Window/widower	**1**	**2.5**
Total	**40**	**100.0**

Table 1 reveals that 32(80%) of the Shelving staff are Para-professional while 8(20%) are professional; 15(37.5) have worked for 1-4 years, 10(25%) have worked for 5-9,8(20%) indicated they have worked for 10-14 years, 4(10%) indicated 15-19 years and 3(7.5%) have worked for 20 years and above. For Age: 3(7.5%) are within the age bracket of 20-25 years, 4(10%) are within 26-30 years, 15(37.5%) are in the range of 31-35 years, 10(25%) indicated 36-40 years, 5(12.5%) are in the age range of 41-45 while 3(7.5%) are in the age bracket of 46 and above. Large number 28(70.0%) of the shelving staff are married, 11(27.5%) are single while only 1(2.5%) indicated widow/widower.

Research question 1: Doshelving staff in the university of Jos library have knowledge that shelving and shelf-reading is a core routine?

Table 2: Knowledge of Shelving and shelf-reading

Statement	Frequency	Percentage
Yes	40	100.0
No	0	0.0
Total	40	100.0

Table 2 reveals that 40 (100.0%) of the respondent indicated thatshelving and shelf-reading is a core routine in the university of Jos. library

Research question 2: How do shelving staff in the university of Jos shelve and shelf-read information resources?

Table 3: Shelve and shelf-read information resources

S/N	Statement	SA	A	D	SD	Mean	Std
1.	I use the title of the book	3 7.5	8 20.0%	10 25.0%	19 47.5%	1.88	0.99
2.	I use the Library of Congress Subject Heading and Cutter Number on the Spine of the books	23 57.5%	8 20.0%	2 5.0%	7 17.5%	3.23	1.21
3.	I use the Year of Publication of the book	5 12.5%	10 25.0%	11 27.5%	14 35.0%	2.15	1.05
4.	I only use the name of the Author	2 5.0%	7 17.5%	14 35.0%	17 42.5%	1.85	0.89
5.	I use Superintendent of document(SuDocs) classification scheme	2 5.0%	7 17.5%	11 27.5%	20 50.0%	1.78	0.92
Weighted mean = 2.18							
Standard mean = 2.50							

Table 3 shows the weighted mean of 2.18 out of the 4.00 maximum obtainable score, which is lesser than the standard mean of 2.50. However, out of the 5 items outlined, 23(57.5%) majority of shelving staff in university of Jos library strongly agreed that they shelve and shelf-read print information resources using library of congress classification scheme with the mean score of 3.23 which is ranked highest, 5(12.5%) use the year of publication, and 2(5.0%) indicated they use only the author's name and superintendent of document classification scheme.

Research question 3: How important is shelving and read-shelfing information resources in the university of Jos?

Table 4: Shelve and shelf-read information resources

S/N	Statement	Very Important	Important	Slightly Important	Low Importance	Mean	Std
1.	Helps library patrons to easily locate and retrieve information resources of their choices thereby saving their time	39 97.5%	1 2.5%	- -	- -	3.98	0.19
2.	It is critical to the success service delivery strategies of the Organization	32 80.0%	6 15.0%	1 2.5%	1 2.5%	3.73	0.64

3.	Helps Library Management preserve and conserve worn out books for current and future use	22 55.0%	13 32.5%	3 7.5%	2 5.0%	3.38	0.84
4.	Wrongly shelved books which should have been out of reach are removed and placed on their right position for Library Patron' consultation	30 75.0%	6 15.0%	3 7.5%	1 2.5%	3.63	0.74
5.	Neatly arranged shelved books attracts more library users	29 72.5%	8 20.0%	3 7.5%	- -	3.65	0.62
Weighted mean = 3.67							
Standard mean = 2.50							

Table 4 indicates the weighted mean of 3.67 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. Furthermore, Table 4 also reveals that out of the 5 items used to measure the importance of shelving and shelf-reading among shelving staff, 2 items; helps library patrons to easily locate and retrieve information resources of their choices thereby saving their time (3.98>3.67) is ranked highest among the mean scores, followed by it is critical to the success service delivery strategies of the organization with mean (3.73>3.67) contributed to this very important view of shelf-reading information resources.

Research question 4: How often do shelving staff in the university of Jos carry out shelving and shelf-reading?

Table 5:Frequency of Shelving and shelf-reading

Times	Frequency	Percentage
Once (morning)	32	80.0
Twice a day (morning and afternoon)	5	12.5
Once a week	1	2.5
Twice a week	2	5.0
Once a month	0	0.0
Total	40	100.0

Table 5 indicates that shelving staff in the university of Jos often carry out shelving and shelf-reading once in the morning contributing to 80.0% of the respondents, 5 (12.5%) of the respondents indicate (morning and afternoon), 2(5.0%) indicate twice a week, while 1 (2.5%) of the respondents indicates once in a week.

Research question 5: Does anyone supervise you during shelving and shelf-reading routine?

Table 6: Supervision during shelving and shelf-reading

Statement	Frequency	Percentage
Yes	36	90.0
No	4	10.0
Total	40	100.0

Table 6 indicates that 36 (90.0%) of the respondent indicated thatwere supervised duringshelving and shelf-reading routine in the university of Jos, while 4 (10.0%) revealed that they were supervised. This implies that majority of shelving staff were supervised during shelving and shelf-reading routine.

Research question 6: What is your level of happiness in performing this core routine?
Table7: Level of happiness

Statement	Frequency	Percentage
Very happy	25	62.5
Happy	13	32.5
Not very happy	2	5.0
Not at all happy	0	0.0
Total	40	100.0

Table 7 reveals that 25 (62.5%) of the shelving staff in the university of Jos often are very happy when performing shelving and shelf-reading. 13 (32.5%) indicate that they were happy, 2 (5.0%) indicate that they were not very happy. This implies that shelving staff were very happy in performing shelving and shelf-reading routine in University of Jos Library

Research question 7: What are the challenges facing shelving staff in the university of Jos?
Table 8: Challenges facing shelving staff

S/N	Statements	SA	A	U	D	SD	Mean	Std
1.	Dark open shelves area due to dull fluorescent bulbs	17 42.5%	13 32.5%	3 7.5%	5 12.5%	2 5.0%	3.95	1.22
2.	Shelve and shelf-reading routine is physically and mentally derailing	12 30.0%	18 45.0%	1 2.5%	8 20.0%	1 2.5%	3.80	1.16
3.	Tight shelves (Stacks) due to too many books	9 22.5%	22 55.0%	3 7.5%	4 10.0%	2 5.0%	3.80	1.07
4.	I am not conversant with shelving and shelf-reading rules	- -	3 7.5%	5 12.5%	18 45.0%	14 35.0%	1.93	0.89
5.	Poor relationship between my Supervisor and I (Me)	2 5.0%	7 17.5%	3 7.5%	11 27.5%	17 42.5%	2.15	1.29
6.	Library users' arbitrary retrieval and re-shelving of consulted materials on their own	13 32.5%	14 35.0%	4 10.0%	7 17.5%	2 5.0%	3.73	1.24
7.	Inhalation of dust, chemical and dirt falling on shelving staff during this core routine	21 52.5%	14 35.0%	3 7.5%	2 5.0%	- -	4.35	0.83
8.	No clear signage to indicate where my Shelf 'STARTS and '' FINISH''(ENDS)	7 17.5%	4 10.0%	2 5.0%	16 40.0%	11 27.5%	2.50	1.45

Table 8 reveals the responses to challenges facing shelving staff in the university of Jos. The items are rated as follow: Inhalation of dust, chemical and dirt falling on shelving staff during this core routine (4.35) is ranked highest among the challenges facing shelving staff, follows by Dark open shelves area due to dull fluorescent bulbs (3.95), Tight shelves (Stacks) due to too many books (3.80), Shelve and shelf-reading routine is physically and mentally derailing (3.80), Library users' arbitrary retrieval and re-shelving of consulted materials on their own (3.73), No clear signage to indicate where my Shelf 'STARTS and '' FINISH''(ENDS)

(2.50), Poor relationship between my Supervisor and I (Me) (2.15), lastly, I am not conversant with shelving and shelf-reading rules (2.15).

Research question 8: What are the proffer solutions to the above-mentioned challenges facing shelving staff in the university of Jos?

Table 9: Proffer solutions to the challenges facing shelving staff

S/N	Statements	SA	A	U	D	SD	Mean	Std
1.	Open Shelves area need to be illuminated with brighter fluorescent bulbs	27 67.5%	11 27.5%	1 2.5%	- -	1 2.5%	4.56	0.78
2.	Stools should be provided during this core exercise for some fragile staff like Pregnant women and sick people	22 55.0%	13 32.5%	2 5.0%	3 7.5%	- -	4.35	0.89
3.	Adding more Sections to overloaded shelves to accommodate more books	23 57.5%	16 40.0%	- -	1 2.5%	- -	4.53	0.64
4.	Need for Orientation for Shelving Staff to know the Shelving and Shelf-Reading Rules	20 50.0%	16 40.0%	1 2.5%	2 5.05	1 2.5%	4.30	0.94
5.	Need for Cordial Relationship between Shelving Staff and their Supervisors	21 52.5%	15 37.5%	2 5.0%	2 5.0%	- -	4.38	0.81
6.	They should be clear message asking Library Users not to re-shelve consulted books	26 65.05	12 30.0%	2 5.0%	- -	- -	4.60	0.59
7.	Provision of face mask and Lab coats to Shelving Staff	29 72.5%	11 27.5%	- -	- -	- -	4.73	0.45
8.	The need for clear Signage indicating where one Shelf Starts and ends	23 57.5%	16 42.5%	1 2.5%	- -	- -	4.55	0.55
Weighted mean = 4.50								
Standard mean = 3.00								

Table 9 shows that the weighted mean of 4.50 out of the maximum obtainable score of 5.00, which is higher than the standard mean of 3.00. This implies that shelving staff agreed to the proffered solutions to the challenges facing them. Table 9 reveals that out of the 8 proffered solutions, 5 solutions were rated as the main solutions to the stated challenges facing shelving staff in the university of Jos. The 5 solutions are rated as follow: Provision of face mask and Lab coats to Shelving Staff (4.73>4.50) is ranked highest among the main solutions, follows by They should be clear message asking Library Users not to re-shelve consulted books (4.60>4.50), Open Shelves area need to be illuminated with brighter fluorescent bulbs (4.56>4.50), The need for clear Signage indicating where one Shelf Starts and ends (4.56>4.50), lastly, Adding more Sections to overloaded shelves to accommodate more books (4.53>4.50). While the remaining 3 solutions were less considered as proffered solutions.

Testing of hypotheses
Ho1: There is no significant difference in shelving and shelf-reading information resources of shelving staff by allocated subject area

Table 10:ANOVA showing the difference in shelving and shelf-reading by allocated subject area

Sources of Variance	Sum of Squares	df	Mean Square	F	Significant	Remark
Regression	35.713	8	4.464	0.356	0.935	N.S
Residual	376.184	30	12.539			
Total	411.897	38				

N.S denotes not significant at 0.05 level of significance
Table 10 shows that there issignificant difference in shelving and shelf-reading information resources of shelving staff by allocated subject area ($F_{(8,30)} = 0.36$; p>0.05). Thus hypothesis 1 was not rejected. This indicates that allocated subject area has no influence on shelving and shelf-reading information resources among shelving staff.

Ho2: There is no significant difference in shelving and shelf-reading information resources of male and female shelving staff

Table 11: Difference in shelving and shelf-reading of male and female shelvers

Gender	N	Mean	Std.D	df	t	P-value	Remark
Male	25	10.68	3.11	38	-0.480	0.634	N.S
Female	15	11.20	3.65				

Table 11 shows that there is significant difference in shelving and shelf-reading information resources of male and female shelving staff (t = -0.48, df = 38, p>0.05). Hence hypothesis 2 was not rejected. This means that gender (male and female) of the shelving staff has no influence on their shelving and shelf-reading information resources in university of Jos.

Data Analysis and Highlights of Findings
The findings of the study are highlighted below using descriptive statistics and ANOVA to test Hypotheses as discussed in Tables 1-11.

Table 1 reveals that 32(80%) of the Shelving staff of university of Jos library are majorly (32) as compared to their professional (8) counterpart. Their years of experience on the job shows that majority 15(37.5%) have worked for a period of 1-4 years. This implies that many of the shelving staff are quiet new on the job. They are mostly within the age bracket of 31-35 year, 28(70.0%) of the shelving staff are married, 11(27.5%) are single while only 1(2.5%) indicated widow/widower. Also established in Table 1 is the fact that male shelving staff(25)are more than female(15) shelving staff in university of Jos library.

Table 2 shows that all 40(100%) shelving staff in university of Jos Library have the knowledge that shelving and shelf-reading is a core routine. This confirms the result of Busayo (2014[6]) on Shelving, shelf-reading and the challenges of shelving staff in academic libraries in Ekiti State, Nigeria which revealed that 49

(98%) shelvers were mindful of the importance of shelf-reading in Library practice while only one (2%) were against it.

The findings of Table 3 confirm that library of congress classification scheme is mainly used to shelve and shelf-read print information resources as indicated by 23(57.5%). Only few shelving staff fairly use other methods.

Table 4 presents findings on the importance of shelving and shelf-reading in university of Jos library and the result revealed that shelving and shelf-reading is very important as indicated by 39(97.5%) that it helps library patrons to easily locate and retrieve information resources of their choices thereby saving their time and it is critical to the success service delivery strategies of the organization. Other importance were also highlighted as well These were in conformity with the views of Lyons and Rutherford (1998 [7]) that shelving is critical to the success of a library's service delivery strategies and Agboola (1984[8]) who affirmed that shelving is an important aspect of library work which can determine user satisfaction or frustration as far as locating library materials is concerned.

Table 5result showed that shelving staff at university of Jos library majorly shelve and shelf-read once in the morning/every day with non-indicated they shelve once in a month.This disagrees with the findings of Busayo(2014) that most libraries sampled shelve twice daily(morning and afternoon) as indicated by 27(54%) out of 50 responses while 22(44%) shelve once daily and only one(2%) shelve any other day.

The result of Table 6 indicates that majority of the shelving staffwere supervised duringshelving and shelf-reading routine in the university of Jos library with only few stated they were not supervised.This disagrees with the claim of Aliero (2003[9]) that most inappropriate shelving is done by library staff themselves due to a number of reasons like ignorance, non-challant attitude, lack of supervision, under staffing and lack of motivation.

Table 7 reveals 25 (62.5%) out of 40(100.0%) shelving staff in university of Jos indicated they are very happy when performing shelving and shelf-reading. 13 (32.5%) indicate that they were happy, 2 (5.0%) indicate that they were not very happy.This implies that majority of the shelving staff are very happy in carrying out this core routine.

The findings of Table 8 revealed that shelving staff indicated Inhalation of dust, chemical and dirt falling on shelving staff during this core routine and dark open shelves area due to dull fluorescent bulbs were the two main reported challenges among others.

Table 9 shows that out of the 8 proffered solutions to the above challenges faced by shelving staff at university of Jos library, 5 items were rated as the main solutions to the stated challenges facing shelving staff in the university of Jos. The 5 items as rated are: Provision of face mask and Lab coats to Shelving Staff (4.73>4.50) is ranked highest among the main solutions, follows by They should be clear message asking Library Users not to re-shelve consulted books (4.60>4.50), Open Shelves area need to be illuminated with brighter fluorescent bulbs (4.56>4.50), The need for clear Signage indicating where one Shelf Starts and ends (4.56>4.50), lastly, Adding more Sections to overloaded shelves to accommodate more books (4.53>4.50). While the remaining 3 solutions were less considered as proffered solutions.

Table 10 shows that there is no significant difference in shelving and shelf-readingprint information resources by allocated subject area as ($F_{(8,30)}$ = 0.36; p>0.05). Thus hypothesis 1 was not rejected. This indicates that allocated subject area has no influence on shelving and shelf-reading of print information resources among shelving staff.

Table 11 shows that there is no significant difference in shelving and shelf-reading of print information resources between male and female shelving staff (t = -0.48, df = 38, p>0.05). Hence hypothesis 2 was not rejected. This means that both male and female shelving staff has no influence on their shelving and shelf-reading information resources in university of Jos.

Conclusion

Library patrons still have high demands for print information resources in university of Jos library despite various modern electronic information resources and their attractive fast delivery methods. Shelving staff are therefore saddled with the task of maintaining these print information resources due to the high demand through shelving and shelf-reading routine using inherent knowledge of Classification scheme. The well-organized and displayed information resources based on subject area for patrons' easy access help attract more library patrons to the library as 'Books are for use, every reader his/her book, every book it's reader, save the time of the reader and the library is a growing organism to fulfill the 5 laws of library science as postulated by

Ranganathan. Even when they face challenges such as inhalation of dust, chemical from books, dark open shelve area, large number of library patrons amongst others; Shelving staff still play key role in advertising, and promoting library services and print information resources to library patrons and the entire university community. Strategies are therefore put in place to combat these challenges as we believe the future of print information resources is still very much secured and bright even with the various electronic information resources and their fast delivery methods.

Recommendations
- Shelving staff should be provided with face mask and lab coats to prevent health problems
- The open shelves area should be illuminated with brighter fluorescent bulbs
- Shelving staff need to be motivated since the task is physically and mentally derailing
- They should be clear signage indicating where one subject area shelf starts and ends
- Library patrons should be given orientation on how to handle library print information resources if they need arises that they have to retrieve and access them on their own

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