Change Management In Library Environments: A Comparative Study Of Private And Public University Libraries In Ghana

Article · July 2016

3 authors:

Antonia Appiah
University of Ghana
4 PUBLICATIONS 0 CITATIONS
SEE PROFILE

Musah Adams
University of Ghana
9 PUBLICATIONS 65 CITATIONS
SEE PROFILE

Isaac Nyarko Adu
University of Education, Winneba
14 PUBLICATIONS 2 CITATIONS
SEE PROFILE

Some of the authors of this publication are also working on these related projects:

- Factors Influencing Successful Deployment of Core Banking Application in a Financial Sector: An Application of Technology-Organization-Environment Framework [View project]
- USER SATISFACTION WITH LIBRARY RESOURCES IN PUBLIC COLLEGES OF EDUCATION IN GHANA [View project]

All content following this page was uploaded by Isaac Nyarko Adu on 04 August 2016.
The user has requested enhancement of the downloaded file.
CHANGE MANAGEMENT IN LIBRARY ENVIRONMENTS: A COMPARATIVE STUDY OF PRIVATE AND PUBLIC UNIVERSITY LIBRARIES IN GHANA

Antonia Bernadette Appiah*
Musah Adams** Ph.D
and
Isaac Nyarko Adu***

*Antonia Bernadette Appiah is currently an Assistant Librarian (Academic) at University of Ghana, Legon, Balme Library. She holds an MPhil in Information Studies from the University of Ghana. Her areas of Research Interest include: Change Management, Information Management, Information Literacy, ICT in Library and Information Science Email: abappiah@ug.edu.gh/appiahantonia@yahoo.com

**Dr. Musah Adams is currently a Senior Lecturer at the Department of Information Studies, University of Ghana, Legon. He holds a PhD in Archival Studies from the University of Ghana. His Areas of research interest include: Record and Archives Management, Public Relations, Administrative History Email: madams@ug.edu.gh

***Mr. Isaac NyarkoAdu is currently a lecturer at the Department of Business Education University of Education, Winneba. He holds an MPhil in Human Resource Management from the University of Ghana. His Areas of research interest include: Information Management, Change Management, Organisational Behavior and Business Strategy Email: inadu@uew.edu.gh/iadu10@yahoo.com

Abstract
The purpose of the study was to examine change management in public and private university libraries in Ghana, identify possible problems in order to make recommendations to enhance future change assignments. The study adopted the survey approach as the research design. The Statistical Package for Social Sciences (SPSS) was used to analyse data obtained from the questionnaires to obtain frequencies and percentages. Data obtained from the interviews of the heads of the various university libraries were analyzed using content analysis. The study revealed that majority of the respondents from the public and private university libraries were aware of ongoing changes in the libraries. Changes in technology were the most prevalent type of change initiative embarked upon by academic libraries. Also, the library staff did not show any serious sign of resistance to change projects embarked upon in the library. In view of these findings, it was recommended that academic libraries should have change management policies and staff should be involved in the discussions and decision making processes in relation to change management. The comparative nature of the study provided insights into the similarities and differences that exist in change management in public and private Universities in Ghana. It is evident from the literature that very few studies have been conducted comparing the change management procedures applied in public and private academic libraries in Ghana.

Key Words: Change Management, Academic, Libraries, Resistance, Library, Environments
Introduction
The library can be likened to a living organism that grows and dies. Ranganathan (1931) outlined the five laws of library science of which the fifth stated that, “the library is a growing organism.” This law focuses on the need for internal change. He argued that libraries must accommodate growth in staff, physical collection and patron use. This involves growth in the physical building, reading areas and services among others which calls for change as the library grows. Change is an inevitable concept in human and organizational life which cannot be overemphasised due to man’s insatiable nature as well as the dynamics of the social world. The dynamics of the social world such as the characteristics of products and services which come to bear on its ability to satisfy stated or implied user needs through improvements in technology, services and patrons demands create opportunities for change. Change is commonplace in organizations and the library cannot be exempted.

Change management is any action or process taken to smoothly transition an individual or group from the current state to a future desired state of being (Varkey & Antonio, 2010). The concept of change management in libraries cannot be overemphasised as the monumental libraries of the past where materials were chained to tables have given way to the open access libraries of our time. In striving for competitive edge in the global marketplace, libraries may change strategy and processes, undergo mergers and acquisitions, restructure or downsize, or implement new technologies all of which bring about changes in organizations (Bordia, Lloyd, Restubog, Jimmieson, and Bernd, 2011). Laudon and Laudon (2005) posit that the introduction or alteration of an information system has a powerful behavioural and organisational impact as it transforms how individuals and groups perform and interact. Organisational change may be seen differently by each organisational member. For some people, change in their organisation might present the prospect of facing new challenges, of gaining promotion and of furthering their career. For others, it might present a reduction in responsibility, a loss of status or even an enforced career break. Whatever the perception of organisational change, it means entering new territories and “playing the game by new rules” (Gillian, 2000).

Bordia et al. (2004) indicate that these changes have profound implications for employees as they have to cope with uncertainty and stress associated with the changing work context and increased work demands. According to Kotter (1995) employees are very vital for the successful implementation of any change program as they may resist the change initiative. Resistance to change has long been recognized as a critical factor that can influence the success or otherwise of an organisational change effort. A study by Maurer (1996) indicated that one-half to two-thirds of all major corporate change efforts fail and resistance is the “little-recognised but critical contributor” to this failure. Zaltman and Duncan (1977) define resistance as any conduct that serves to maintain the status quo in the face of pressure to alter the status quo. Schein (1988) indicates that resistance to change is an ever-present organizational phenomenon which must be overcome for the smooth implementation of change.

In this study, public and private university libraries have not been exempted from the concept of change, as they have responded to changes especially within the field of technology and the provision of library services. That is, changes in technology have affected university libraries in the provision of their services thereby quickly responding to them in order to meet the demands of their clientele and to ensure their continuous existence. For instance, the ever increasing demands of patrons have led to the provision of technologies and services such as Online Public Access Catalogue
OPAC), 24-hour reading rooms, research commons, institutional repositories, electronic services just to mention a few to satisfy the needs of their clientele.

The dynamic and turbulent nature of the environment in which libraries operate, coupled with the changing demands of patrons creates an atmosphere of continuous change in libraries. This change must be effectively managed in order to derive its full benefits. Varkey (2010) indicates that the inevitability of change premises that as soon as one becomes familiar with something, it is already time to enhance it. Technological advancements as well as social and financial imperatives have dramatically accelerated the speed of change in information provision and for that matter services provided in the libraries.

Developing technology, the changing needs of patrons and economic pressures are among the many factors that contribute to the need for libraries and information centres to continually modify their practices. A preliminary investigation by the researchers at the Balme Library revealed that the most frequent problems that affect change implementation in academic libraries includes the absence of a highly visible leader to take ownership of such projects, a longer than planned time frame to complete the change process, major unanticipated problems and ineffective coordination of activities. It was observed that most academic libraries in Ghana had problems with the implementation of change initiatives thus many failed at the implementation stage. The resistance of employees, inadequate time frames, lack of adequate communication, an attempt to change everything at once, and half-hearted management commitment coupled with financial constraints accounts for the failure of most change initiatives in academic libraries in Ghana. On the basis of the above considerations, a compelling case is made for this research to examine change management in public and private university libraries and also on the basis that only a few studies have been conducted to provide insight into change management in relation to the introduction of new technologies and the provision of library services among public and private academic libraries.

Objectives of the Study
The following were the specific objectives of the study:

(i) to determine the types of change initiatives embarked on in academic libraries with respect to technology and library services.
(ii) to find out the reactions (acceptance or resistance) of library staff to changes in technology and library services.
(iii) to identify the challenges facing library staff with respect to changes in technology and library services in academic libraries.
(iv) to make recommendations based on findings for the improvement of future change initiatives in relation to the introduction of new technologies and the provision of services in academic libraries.

Literature Review
The Concept of Change
Varkey, et. al. (2010) indicate that the irrevocability of change is evident as soon as one seeks enhancement when they becomes familiar with things around them. Change may be defined as a movement from one state of being to a different one which may be positive or negative. Change in today’s world has been defined differently by various authors such that its meaning is now confused and diminished. Joshi (2008) simply defines change as the modification of the structures or systems which may be positive or negative. Mecca, (2004) also describes change as a shift in some condition or situation from its present state to a new
and different state such that anything new and unique that appears on the horizon is labeled change. Change can therefore be said to be a transition from one state to another which is mostly perceived to be better than the former. Heron and Vandenabeele (1999) assert that some kind of change is unplanned and beyond our control, but change particularly in the working environment should be carefully planned and managed to be successful. According to Robbins (1999) change is concerned with making things different because they change constantly. Amaning (2009) indicates that among all differences in organisations, one thing remains constant and that is change. Change is the only permanent thing in modern day organisations. From the above definitions, change can be said to be an alteration of the status quo which may be positive or otherwise. Change is a fact of life and academic libraries must embrace it to survive.

Organizational Change
All organisations irrespective of their size exist in an ever changing environment and are therefore prone to experience change. Change in the library may be geared towards the whole library such as changing the organisation’s culture or geared towards some part of the organization such as changing technology or work procedures. According to Connor, Lake & Stackman (2003) organizational change is a deliberate measure to adjust to processes, culture and strategic direction in an organization. Amaning (2009) also defines organizational change as a process by which organizations such as academic libraries move from their present state to some desired future state with the aim of increasing their effectiveness in achieving their set out goals. The objective of planned organizational change in academic libraries is to find new and improved ways of using their resources and capabilities to increase their ability to create value for their stakeholders and patrons. Joshi (2008) identifies downsizing, rightsizing, introduction and implementation of new technologies, mergers and acquisitions as common changes in academic libraries in recent times.

Nature of Changes in Academic Libraries
Changes in the academic libraries come mainly from internal or external sources. Internal changes are changes initiated within the library which relates to how to do things, when to do things or what new things to do. Joshi (2008) mentions changes in leadership, union actions, and low employee morale as some internal sources of change in academic libraries. Externally, the internet, Information Communication Technology (ICT), Google and other commercial information providers are giving fierce competition to libraries and library personnel. In view of this Krubu and Osawaru (2011) indicate that the invention of ICTs and the use of various types of technologies by academic libraries to aid the services they render calls for constant technological change. As technological advances affects the way information is created, stored, retrieved and disseminated in academic libraries and information centers.

Changes in technology in academic libraries give rise to changes in the services provided by these libraries. The conventional library and information services such as the provision of library catalogues, users services, reference services, bibliographic services, current awareness services, document delivery, interlibrary loan, audio visual services and customer relations can be provided more efficiently and effectively using technology, as they offer convenient time, place, cost effective, faster and most-up-to-date dissemination and end users involvement in the library and information service process. Rana (2009) opined that technology holds the key to the successful implementation of modernized information services provided in academic libraries. Patra (2008) also states that the digital revolution driven by technology has transformed academic libraries
fundamentally as it impacts on every sphere of the academic library. Technology has transformed academic libraries and the information services they provide globally.

Graetz, Rimmer, Lawrence, & Smith, (2002) are of the view that changes in academic libraries range from minor shifts in procedures or technology to evolutionary shift in roles within library. He describes the frequency of change in academic libraries as incremental or continuous and discontinuous or radical. To him, incremental change or continuous improvements are small changes implemented over a period of time, building on existing practices within the library. According to Weick and Quinn (1999) continuous change is on-going and cumulative and characterised by people constantly adapting and editing the ideas acquired from different sources. Graetz et. al., (2002) also defines discontinuous or radical transformation as any change within the library that could be considered a significant departure from current or existing practices and procedures often within a relatively short space of time.

Resistance to Change in Academic Libraries

Resistance to change has over the years been recognised as a critical factor in the implementation of change such that it can influence the success or otherwise of organisational change efforts. Ashkanasy and Holmes (1995) indicate the need for management to take into account the role human and cultural factors play in the implementation of change and suggest management adopts a proactive approach to change. Change management should thus be a process that focuses on people, their resistance, their coping mechanisms and ultimately how they accept change in the workplace (Gotsill and Natchez, 2007). Humans inherently resist change and devise ways to counteract attempts at change. Libraries are social systems comprising work, people, formal and informal systems who respond differently to change. Resistance is a normal reaction to change and should be expected in academic libraries. Schein (1988) believes resistance to change to be one of the most ubiquitous of organisational phenomena.

Resistance is a concept that describes an individual’s or group’s psychological tendency to protect the status quo. Ansoff (1988) defines resistance as a multifaceted phenomenon, which introduces unanticipated delays, costs and instabilities into the process of a strategic change, whilst Zaltman and Duncan (1977) also define resistance as any conduct that serves to maintain the status quo in the face of pressure to alter it. Thus, as indicated by (Block 1989) resistance, is an expression of reservation which normally arises as a response or reaction to change. Bemmels and Reshef, (1991) are of the view that resistance is normally witnessed by management as employee actions perceived at attempting to stop, delay, or alter change.

Dealing with Resistance to Change

Transformational leaders recognize normal resistance and plan strategies to enable people to work through their resistance. A number of researchers have identified methods and approaches to overcoming individual and group resistance within organisational change processes. Block, (2003) sees the role of the leader and effective leadership as being crucial for successful change. Pearlmutter (1998) on the other hand sees the role of middle management as crucial. Macri, Tagliaventi, & Bertolotti, (2002) also emphasizes the role of management in overcoming possible resistance to change and highlights the fact that emotional capability can also play a key role in the level of resistance encountered. From the above, it can be observed that management or leadership has a major role to play in dealing with resistance to change.
Effective leadership is therefore a prequisite to the successful implementation of change.

Diamond (1996) advocates the use of a “transitional space” within the change process to allow for individuals to work through change issues, and to allow for resistance to be overcome. This is an attempt to encourage “grieving over the way things were and then letting go of the old way and trying on the new way…” Zell (2003) also advocates the use of dialogue and discussion as a way of dealing with change and encouraging “letting go” of old ways. According to Waddell et. al., (1998) people do not resist change per se, but rather resist the uncertainties and potential outcomes that change can cause. Handling change effectively can make the library stronger and more resilient. Management of change thus entails accurate and insightful anticipation of such opportunities and the adoption of suitable strategies to capitalize on them. Change management in the information world entails both human and equipment. Human in the sense of managing the professional angle and dealing with resistance to change management in information provision brought about most predominantly by technology while change management in equipment involves managing the new ICT equipment that is gradually replacing the old conventional process of finding the information itself. Hence, the need to study change management in libraries.

Methodology

The survey approach was adapted for this study. The cases for the study were four academic libraries, two each from the public and private universities in Ghana. Specifically, the Balme Library (BL) of the University of Ghana (UG) and the Kwame Nkrumah University of Science and Technology Library (KNUSTL) of the Kwame Nkrumah University of Science and Technology (KNUST) were the public academic libraries, while Walton Whaley Library (WWL) of the Valley View University (VVU), and the Central University College Libraries (CUCL) of the Central University College were the private academic libraries. The researchers chose these institutions based on their age as these universities respectively were the first to be established in both the public and private sectors and are therefore expected to have undergone changes over the years in their bid to build and develop the human resource base of the Ghanaian economy. It was therefore logical for the study to be conducted in these areas to evaluate change management practices in academic libraries in Ghana.

There are a fifty-three (53) universities in Ghana out of which four where selected for the study. The population of the study included all professional, paraprofessional and non-professional librarians in the selected public and private universities. For this study, professional librarians are those who hold a minimum qualification of a graduate diploma or its equivalent. Paraprofessions on the other hand hold a minimum qualification of a first degree or its equivalent. The non-professional librarians hold the senior high school certificate. Alreck and Settle (1985) opined that for a population of 10,000 or more, a sample size of about 200 to 1000 respondents is appropriate. Newman (2007) however, indicates that, for small population (under 1,000) a researcher needs a sampling ratio of (about 30 percent). Based on these suggestions, the researcher selected 97 out of the population of 294 members of staff representing 30% of the population as the sample size for the study. The researcher however, chose the entire population of WWL due to its small size as compared with that of the other library populations. The stratified sampling technique was employed and the variables for the stratification of the populations were the four academic libraries under study. The single-stage sampling design was used in selecting the sample. In the actual selection of subject, the convenience sampling technique was
adopted. Questionnaires and interview schedules were the instruments used in this study.

Table 1: Populations of the Four Academic Institutions under Study

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th>POPULATION</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Profs</td>
<td>Para-profs.</td>
</tr>
<tr>
<td>BL</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>KNUST</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>WWL</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>CUCL</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>86</td>
</tr>
</tbody>
</table>

The response rates for the various libraries were as follows; thirty-eight (38) questionnaires were distributed at BL and thirty-five (35) were completed and returned giving a response rate of 92.7%. At WWL, nine (9) questionnaires were distributed but eight (8) was completed and returned also giving a response rate of 88.9% and finally, at CUCL, eleven (11) questionnaires were distributed and all eleven (11) were completed and returned achieving a 100% response rate. In all ninety-six (96) questionnaires were distributed but eighty-nine (89) were completed and returned achieving a response rate of 92.7%.

Table 2 Response Rate from the Distribution of Questionnaires

<table>
<thead>
<tr>
<th>Library</th>
<th>Questionnaires</th>
<th>No. Distributed</th>
<th>No. Returned</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL</td>
<td>38</td>
<td>35</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>KNUST</td>
<td>38</td>
<td>35</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>WWL</td>
<td>9</td>
<td>8</td>
<td>88.9</td>
<td></td>
</tr>
<tr>
<td>CUCL</td>
<td>11</td>
<td>11</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>89</td>
<td>92.7</td>
<td></td>
</tr>
</tbody>
</table>

Data Analysis and Presentation of Findings

Awareness of Change Initiatives in the Universities

In order to find out whether respondents were aware of change initiatives in their libraries, a question was posed to respondents to that effect. The responses in Table 4.1 showed that thirty-eight (38) respondents from BL were aware of changes taking place in the library, whereas thirty-five (35) were completed and returned giving a response rate of 92.7%. At WWL, nine (9) questionnaires were distributed but eight (8) was completed and returned also giving a response rate of 88.9% and finally, at CUCL, eleven (11) questionnaires were indicated that they were aware of changes taking place in the library while three (3) (8.6%) indicated that they were not aware of any such changes.

Responses from WWL on the other hand indicated that six (75%) respondents were aware of changes in the library and two (25%) were not aware of any such changes. Finally, nine (81.8%) respondents from CUCL were aware of changes taking place in the library, while two (18.2%) were not aware of changes taking place in the library. It is important to point out that for library staff to be able to accept, adapt and implement changes in the
library environment effectively and efficiently, they must be aware of the change initiative before its initiation. This can be communicated through seminars and workshops among other forums. This is illustrated in Table 4.1.

Table 3.1: Awareness of Change Initiatives

<table>
<thead>
<tr>
<th>Response</th>
<th>BL</th>
<th>KNUST</th>
<th>WWL</th>
<th>CUCL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>Aware</td>
<td>31</td>
<td>88.6</td>
<td>32</td>
<td>91.4</td>
<td>6</td>
</tr>
<tr>
<td>Not Aware</td>
<td>3</td>
<td>8.6</td>
<td>3</td>
<td>8.6</td>
<td>2</td>
</tr>
<tr>
<td>No Answer</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
<td>35</td>
<td>100.0</td>
<td>8</td>
</tr>
</tbody>
</table>

Areas of Change in the University Libraries

Respondents from the four academic libraries were asked a follow up question to assess the type of changes embarked on in their libraries to which 14 (40%) respondents from BL indicated changes in both information technology and services, 12 (34.3%) indicated changes in information technology, 5 (14.3%) indicated changes in services, and 4 (11.4%) however did not answer the question. For KNUST, 13 (37.1%) respondents indicated changes in information technology, 12 (34.3%) indicated changes in information technology and services, and 7 (20%) indicated changes in services. Three (8.6%) did not answer the question. At WWL, 5 (62.5%) respondents indicated changes in information technology, 1 (12.5%) changes in services. Two (25%) however did not answer the question. For CUCL, 7 (63.6%) respondents indicated changes in information technology, 2 (18.2%) changes in services. Two (18.2%) did not answer the question. This is illustrated in Table 4.2.

Table 3.2: Areas of Change in the University Libraries

<table>
<thead>
<tr>
<th>Response</th>
<th>BL</th>
<th>KNUST</th>
<th>WWL</th>
<th>CUCL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>Technology</td>
<td>12</td>
<td>34.3</td>
<td>13</td>
<td>37.1</td>
<td>5</td>
</tr>
<tr>
<td>Services</td>
<td>5</td>
<td>14.3</td>
<td>7</td>
<td>20.0</td>
<td>1</td>
</tr>
<tr>
<td>Tech/services</td>
<td>14</td>
<td>40.0</td>
<td>12</td>
<td>34.3</td>
<td>0</td>
</tr>
<tr>
<td>No Answer</td>
<td>4</td>
<td>11.4</td>
<td>3</td>
<td>8.6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
<td>35</td>
<td>100.0</td>
<td>8</td>
</tr>
</tbody>
</table>

Impact of the New System on Job Performance

Change initiatives may have several impacts on staff and the library as a whole. Assessing the impact of the new system on job performance, 10 (28.6%) respondents from BL agreed, 4 (11.4%) strongly agreed, 4 (11.4%) disagreed and 2 (5.7%) strongly disagreed the changes helped them perform better at work. Four (11.4%) were neutral while 11 (31.4%) did not respond. For KNUST, 15 (42.9%) and 5 (14.3%) respectively agreed and strongly agreed, whereas 5 (14.3%) and 2 (5.7%) respectively disagreed and strongly disagreed while 8 (22.9%) were neutral that the changes helped them work better.
At WWL, 2 (25%) and 2 (25%) strongly agreed and agreed, another 2 (25%) and 2 (25%) respectively strongly disagreed and disagreed while 2 (25%) were neutral that the changes helped them perform better. For CUCL, 1 (9.1%) agreed, 3 (27.3%) strongly disagreed while 7 (63.6%) were neutral that the changes helped them work better. This is illustrated in Table 4.3 below.

Table 3.3: Impact of the New System on Job Performance

<table>
<thead>
<tr>
<th>Response</th>
<th>BL</th>
<th>%</th>
<th>KNUST</th>
<th>%</th>
<th>WWL</th>
<th>%</th>
<th>CUCL</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>S/Disagree</td>
<td>2</td>
<td>5.7</td>
<td>2</td>
<td>5.7</td>
<td>2</td>
<td>25.0</td>
<td>3</td>
<td>27.3</td>
<td>9</td>
<td>10.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>11.4</td>
<td>5</td>
<td>14.3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>10.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>11.4</td>
<td>8</td>
<td>22.9</td>
<td>2</td>
<td>25.0</td>
<td>7</td>
<td>63.6</td>
<td>21</td>
<td>23.6</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>28.6</td>
<td>15</td>
<td>42.9</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
<td>9.1</td>
<td>28</td>
<td>31.5</td>
</tr>
<tr>
<td>S/Agree</td>
<td>4</td>
<td>11.4</td>
<td>5</td>
<td>14.3</td>
<td>2</td>
<td>25.0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>12.4</td>
</tr>
<tr>
<td>No Answer</td>
<td>11</td>
<td>31.4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>12.4</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
<td>35</td>
<td>100.0</td>
<td>8</td>
<td>100.0</td>
<td>11</td>
<td>100.0</td>
<td>89</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Reaction of Staff to Change

From Table 4.20, 6 (17.1%) respondents of BL agreed, 13 (37.1%) disagreed, 4 (11.4%) strongly disagreed while 7 (20%) were neutral that there was unwillingness on the part of staff to change. Five (14.3%) did not respond. For KNUST, 7 (20%) respondents agreed, 2 (5.7%) strongly agreed whereas 13 (37.1%) and 4 (11.4%) disagreed and strongly disagreed, 9 (25.7%) were neutral that there was unwillingness on the part of staff to change. One (12.5%) respondent from WWL agreed, 2 (25%) and 2 (25%) respondents respectively strongly disagreed and disagreed that there was unwillingness on the part of staff to change while 7 (63.6%) were neutral. At CUCL, 1 (9.1%) strongly agreed, 3 (27.3%) and 3 (27.3%) strongly disagreed and disagree that the staff were unwilling to change, while 4 (36.4%) were neutral. This is illustrated in Table 4.4.

Table 3.4: Reaction of Staff to the Change

<table>
<thead>
<tr>
<th>Response</th>
<th>BL</th>
<th>%</th>
<th>KNUST</th>
<th>%</th>
<th>WWL</th>
<th>%</th>
<th>CUCL</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>S/Disagree</td>
<td>4</td>
<td>11.4</td>
<td>4</td>
<td>11.4</td>
<td>2</td>
<td>25.0</td>
<td>3</td>
<td>27.3</td>
<td>13</td>
<td>14.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>37.1</td>
<td>13</td>
<td>37.1</td>
<td>2</td>
<td>25.0</td>
<td>3</td>
<td>27.3</td>
<td>31</td>
<td>34.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>20.0</td>
<td>9</td>
<td>25.7</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>36.4</td>
<td>23</td>
<td>25.8</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>17.1</td>
<td>7</td>
<td>20.0</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>15.7</td>
</tr>
<tr>
<td>S/Agree</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5.7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>No Answer</td>
<td>5</td>
<td>14.3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
<td>35</td>
<td>100.0</td>
<td>8</td>
<td>100.0</td>
<td>11</td>
<td>100.0</td>
<td>89</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Discussion of Findings

Types of Change Initiatives undertaken in Academic Libraries

In relation to the areas of change encountered in the university libraries, the findings showed that although it was evident that the libraries were undergoing constant changes, changes in technology were most prevalent as most of the respondents of the public and private university libraries acknowledged changes in technology. The librarians attributed the persistent changes in technology to the need to cut off the tedious manual processes in order to relieve staff for...
other duties and to improve on the speed and quality of services provided in the library.

In comparison to changes in services, only a few acknowledged changes in services in the public university libraries. Few respondents also acknowledged changes in services in the private university libraries. This goes further to confirm the fact that changes in technology were prevalent than changes in services in all academic libraries. The advent of information technologies in the early 1990s has led to the development of digitally or electronically borne information resources which are bringing about major changes in the library. This finding also corroborates a study by Patra (2008) which states that the digital revolution driven by technology has transformed academic libraries fundamentally as it impacts on every sphere of the academic library. Technology has transformed academic libraries and the information services they provide globally. This finding is also consistent with a study by Rothwell et. al. (2010) which identified technological development as the most potent factor causing dramatic changes in the information world today. Academic libraries the world over are experiencing changes in this technological age and shifting from manual management of library activities to automated activities.

Reactions (Acceptance or Resistance) to Change Initiatives
The findings showed that the various managements were committed to the change process in all the four academic libraries. At least from the findings, it is clear that employees’ view of managements’ commitment was sufficient. Block, (2003) sees the role of the leader and effective leadership as being crucial for successful change. Macri, et. al. (2002) also emphasise the role of management in overcoming possible resistance to change and highlights the fact that emotional capability can also play a key role in the level of resistance encountered. Pearlmutter, (1998), on the other hand sees the role of middle management as crucial.

In relation to the reaction of staff to the change process, it was revealed that most respondents of the public libraries were willing to embrace the change initiative. More than half of the respondents of the private academic university libraries were also willing to embrace the change initiative. This implies that there was very low resistance to change initiatives in academic libraries. This ensures the success of these change initiatives since resistance is seen to be a serious impediment to change. It can be inferred that most change initiatives in academic libraries are likely to be successful due to high acceptance and low resistance from both management and staff of the libraries. Members of management conceded that they reduced the normal resistance that came with change management by discussing their intentions to carry out change projects with the staff of the library. This also gave staff the opportunity to contribute their quota as well as express their views about the initiative.

Challenges of Change Management in Academic Libraries

Inadequate Communication of the Need for Change
It was revealed from the study that staff were not adequately informed about the need for change and also given the necessary information needed for the effective implementation of the change project. This practice by management of not providing adequate information is not a good one as it can derail the entire change process and create confusion in the minds of the staff directly involved in the change process. Mohr (1997) posits that a main challenge for those responsible for the implementation of planned change (implementers) is to design a communication programme that creates understanding and acceptance among those who were not involved in the planning of the change (recipients). According to Armenakis et al., (1999), communication is considered
the key mechanism for increasing understanding and acceptance, thus if library staff are not informed on what to do during the implementation process they would not fully support for the entire project. When adequate information is not provided before the change is implemented, it may lead to serious resistance from library staff and library users as well.

Inadequate Provision of Resources
Another serious challenge that threatened the change management process in academic libraries was the inadequate provision of resources (logistics) needed to effect the change. It was found from the study that in most change projects adequate resources in the form of hardware, software, tools and money needed to ensure the success of the project was not readily available to library staff in all four academic libraries under study. In every change project, resources to implement the change are very important (Dent and Goldberg, 1999). However, in the case of the four academic libraries, resources needed for the implementation of the projects were usually not forthcoming and this normally delayed the projects extending it beyond the scheduled dates of completion. These projects extending beyond their scheduled dates of completion has cost implications for the libraries as the allocated budgets for the projects will be exceeded thereby causing financial loss to the libraries. These may accrue from consultancy fees, training among others.

Resistance to Change
The study revealed that most respondents of the public libraries were willing to change from their old ways of service provision and embrace technological changes to speed up their work. More than half of the respondents of the private academic university libraries were also willing to embrace the change initiative. This meant that there was very low resistance to change initiatives in academic libraries. However, the little resistance experienced by change initiators impeded the success of the change initiatives since resistance is seen to be a serious impediment to change. Management indicated that they reduced the normal resistance that came with change management by discussing their intentions to carry out change projects with the staff of the library. This also gave staff the opportunity to contribute their quota as well as express their views about the initiative.

Recommendations
Implementation Strategies Applied in University Libraries
Academic libraries should have change management plans. The management of university libraries should form a coalition of staff from the various departments of the library to develop a written plan for the implementation of change. This should outline in detail the project steps to be undertaken in the implementation of change in the library. This plan should be made available and communicated to management and staff of the libraries through workshops, seminars and other fora for staff to be aware so that they can be committed to its implementation. The change management team of university libraries should further provide adequate training for staff on the use of technologies during the introduction of new technologies in the library in order to make them competent in the delivery of services to patrons. Also, experts in these technologies should be consulted to provide staff training through seminars, workshops, conferences among others. Staff should be involved in the discussion and decision making process in relation to change initiatives in academic libraries as this reduces the level of resistance in relation to the implementation of change initiatives.
Reactions of Management and Staff to Change Initiatives
Management was committed to the change process however; management experienced some degree of resistance from staff. It is recommended that management communicates the change initiative with the staff of the library before implementation to reduce the level of resistance from staff. Also, staff should be involved in the decision making process to make them feel part of the planning of the change initiative as a way of reducing the resistance from staff.

Challenges of Change Management in Academic Libraries
The research revealed a number of challenges staff encountered during the implementation of the change initiative. The issue of inadequate information to staff was revealed. It is recommended that management communicates honest messages about the change initiative to staff. Communication is key to the success of any change initiative. The change management team should liaise with management in effectively communicating with staff during the change process. Communication with staff may be done through the use of memos, e-mails, newsletters, staff durbars and so on. Management should also give staff the opportunity to express their views about the change initiative to allow two-way-communication between staff and management. Feedback is a major component of the communication process and should be encouraged by management. Management of university libraries should also make the necessary logistics and resources readily available to staff involved in the implementation of the change. Through pilot testing of the change initiative before full implementation, management can know the resources and logistics needed for the implementation of the change in the library. To pilot test the change initiative, it can be implemented on a small scale, for instance in one department of the library. This will help identify any mishaps that were not foreseen before implementation to allow for re-planning before fully implementing the change in the whole library.

Recommendation for future research
The research investigated change management in only four universities in Ghana whereas all other universities one way or the other undergo changes. Further research can therefore be undertaken in the other universities in Ghana. It will also be interesting for this study to be replicated in future. Research can also be carried out on the effect of communication and the effect of resistance on change in academic libraries.

References


