

UNIVERSITY OF GHANA
FACULTY OF SOCIAL STUDIES
DEPARTMENT OF INFORMATION STUDIES

**RETHINKING THE COLLECTION DEVELOPMENT PHENOMENON: A
CASE STUDY OF KNUST LIBRARY**

BY
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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF INFORMATION
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THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN
LIBRARY STUDIES**

OCTOBER, 2009.

DECLARATION

I hereby declare;

1. That this dissertation is the result of my own research carried out in the Department of Information Studies in the University of Ghana, under the supervision of Professor Edwin Ellis Badu.
2. That I have duly acknowledged all documentary and other sources of information I have cited in the work.
3. That the study has neither in whole nor in part been presented for another degree elsewhere.
4. That I am solely responsible for any errors or omissions that might appear in the work.



.....

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.....

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DEDICATION

This work is dedicated to my mother, Agnes Duncan, my daughters Angela, Barbara and Michelle, not forgetting Comfort Asmah, my sweetheart.

ACKNOWLEDGEMENTS

Many people have been involved in the conduct of this research. I am very grateful to all of them for their encouragement, practical help and pieces of advice. Special mention is made of my supervisor, Professor Edwin Ellis Badu, who painstakingly read through the drafts and offered constructive criticisms to help complete the work. I am indeed grateful to him. To the Head of Department, my lecturers and auxiliary staff of the Department of Information Studies, your contribution to my success is immeasurable. I am very grateful to you.

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LIST OF ABBREVIATIONS

KNUST	Kwame Nkrumah University of Science and Technology
OPAC	Online Public Access Catalogue
ILL	Inter Library Loan
SPSS	Statistical Package for the Social Sciences
BLDSC	British Library's Document Supply Centre
JANET	Joint Academic Network

ABSTRACT

Academic libraries, particularly university libraries, play pivotal role in document information dissemination. They provide educational sources for students, lecturers and researchers. In other words they are central sources of acquisition of varied and diverse information. The ever increasing growth in the volume of publication in all fields of knowledge coupled with the advent of information and communication technology in libraries, have widened the scope of library services, especially university library services.

It has been noted, however, that collection development is one of the least developed aspects of librarianship in Ghana. Consequently many academic libraries in Ghana are unable to achieve the objectives for which they have been established. The study was to examine the collection development procedures of the KNUST Library in relation to user information needs. The study was designed within the framework of collection development processes; it lays emphasis on collection development upon request. The concept here is easy access to relevant information upon demand and not collection development in anticipation of user need.

The study involved the collection of extensive data to produce understanding of the entity being studied. The research design used by the researcher in the study was survey methodology. Questionnaires were used as the data collection instrument for the study. Data was collected from 84 out of 85 library personnel of the KNUST Library System. Among the significant findings were that the KNUST Library does not have a laid down policy on access to information. The library does not have adequate funds to be able to fulfill all its collection development objectives. It was also found that, the whole library system is yet to be automated thus, users do not have the opportunity to do online search to enhance access to information.

Among the recommendations made were that the library should have a well documented policy on access to information and the functions of the library should also be automated.

INTRODUCTION

1.1 Background to the Study

An academic library is established to provide knowledge resources to support the teaching, learning and research activities of its parent institution. This principal role is mainly achieved through a well planned collection development adopted by the library to provide information and academic materials needed by the University community.

Collection development (also known as collection management, materials management or information resources management) involves the identification, selection, acquisition and evaluation of library resources (e.g. print materials, audiovisual materials and electronic resources) for a community of users. Whilst it is the goal of collection development to meet the information needs of everyone in a user community, this is not ever entirely realized due to financial constraints, the diversity of user information needs, and the vast amount of available information. The term implies a desire for a depth and quality of stock but it cannot be separated from the need to exploit the collection effectively.

It is worthy of note that emphasis has shifted from collection development to access to information. Kisiedu (2009), at the launch of the University of Ghana online catalogue system, an OPAC developed by the Balme Library, stressed on the use of computer technology in libraries through networking, purchase and installation of software to enable libraries become service oriented information providers and not just custodians of books .

The need therefore to rethink collection development is more compelling now than ever. It behoves the KNUST Library authorities to ensure that the use of the library's information sources, resources and services are maximized to the utmost benefit of its users.



Library

In line with universal requirements for the setting up of a university, the KNUST is operating a library system. It comprises the Main Library and six college libraries.

In January 1952, the collection of the Teacher Training Department of Achimota College, numbering about 4,000 volumes, was transferred to form the nucleus of the library of the then established Kumasi College of Technology, Science and Arts. The library was housed in a prefabricated building. By 1958, its book stock had increased to 19,000 volumes whilst the journal holding stood at 580 titles (Ofori, 1981). Upon the official opening of the University in 1952, the services of a full-time librarian were engaged to build a collection relevant to the need of a new and fast growing institution (Pitcher, 1977).

The University Library is the management centre for all library operations in the University. It provides staff and technical services as well as coordinates the activities of the Faculty/institute/school libraries. The University Librarian is the administrative head of the University library system. The University Librarian is directly responsible to the Vice-Chancellor in all administrative and disciplinary matters concerning the library. The University Librarian is supported by a Deputy Librarian and departmental heads who are all Professional Librarians. These heads are the means through which power and authority from the University Librarian flows down to the Para-professionals and the Junior Library Assistants.

At the moment the Main Library is accommodated in two separate four-tier buildings which have been joined together. This has been made possible by an Academic Board decision to ease the congestion which hitherto compelled large numbers of users to look elsewhere due to the lack of reading space.

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The various departments of the Main Library are spread within the two buildings. These departments include the Library Administration, Acquisitions, Processing, Lending, Reference, Serials, Law Library and Photocopying Section.

It is worthy of note that the rapid advancement in information technology which has resulted in information explosion has brought in further problems to confront the students particularly in the use of the library. For instance, electronic information retrieval has become widespread, searching has become more sophisticated and amounts of available data have increased tremendously.

This fact is summed up by Katz (1997), who asserts that "under the barrage of data, most library users make wrong choices. Even in controlled situations, many people make incorrect choices for almost as many reasons as there are individuals."

It is in the right direction that in recent years there is strong advocate for the changing role of libraries from repositories of resources to access services. It is predicted that libraries have moved from a function of collecting materials in anticipation of user need to one of acquisition upon presentation of need. The prejudice in favour of acquisitions will eventually disappear as the emphasis moves to fulfilling the needs of users rather than simply building large collections

1.2 Statement of the Problem

Preliminary investigations carried out in the KNUST library revealed that the library is not able to provide adequate academic information resources to support learning, teaching and research activities of the parent academic institution.

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Also KNUST Library System has not gone digital even though digital resources play an increasingly important role in academic libraries in terms of information delivery and access to full-text journal articles

Moreover the library does not have a laid down policy on access to information. Conventional collection development in academic library has taken a new dimension. The emphasis now is on access to information upon request and not collection development in anticipation of user need. Certainly the absence of access policy is a problem that affects the collection development practice of the library.

Collection development is a core function of the academic library that ensures the provision of educational resources for students, lecturers and researchers as well as the entire academic community. To perform this role satisfactorily there is the need to ensure that academic materials are easily accessed and fully exploited. This calls for the need for a systematic study to highlight the problems that militate against the collection development procedures of KNUST Library, and the need to shift focus to access services.

1.3 Purpose Statement

The main purpose of the study was to investigate the collection development procedures at KNUST library in line with recent developments in access to information.

1.4 Objectives of the Study

The specific objectives of the study were:

- i. To find out if there is the awareness of concept of access to information at the KNUST Library

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- ii. To investigate if users of the library have online access to the library's some selected books and journals
 - iii. To examine the collection development phenomenon of the KNUST Library
 - iv. To examine the state of information technology system at the KNUST Library
 - v. To make recommendations on how collection development at the KNUST Library can be improved upon

1.5 Theoretical Framework

Twumasi (1986) has acknowledged that there is a basic interrelationship between theory and research. He has stated that without theory the social researcher will not be able to operate effectively since his data collection techniques are found to be sterile.

This researcher has found it relevant to situate the project with a specific conceptual framework to guide the analysis of the research findings. The subject matter of the research, namely "Rethinking the Collection Development Phenomenon" makes the application of the modernization theory a very relevant conceptual framework.

Miller (1993), in an article titled "From warehouse To" Gateway: A New University Library and a New Paradigm propounded the theory that "A new paradigm... has come to characterize research libraries", it is "the movement from the library as a warehouse to the library as a gateway to information". Miller (1993) acknowledges the fact that developing a research library for a new University provides the challenge and the opportunity to test some ideas currently prominent within academic librarianship and to use new information technology in an unprecedented way. A philosophical commitment to building an electronic library affects planning and management decisions at every stage. This library is committed

University of Ghana <http://ugspace.ug.edu.gh> providing access to supporting University teaching and research programmes by providing bibliographical citations, abstracts and full-text material, based on what is available in a discipline, not just what has been acquired slogan but a basic element in decision making.

According to Miller (1993), experienced librarians, frustrated by the decreased buying power that has led to serials cancellations and dated collections in a time of exponential growth in information sources and increasingly sophisticated and costly technology, may have wished for the opportunity to start over to begin a new library in a new University. Such an opportunity might allow them to develop a library out of the best of their experience and knowledge, using the latest technology and professional wisdom without undue constraint from the historical precedents and local customs that can limit creativity and rapid response to new opportunities. To set up such a library, one would ask for both sufficient funding and sufficient time to do the work properly.

Like most ideals this one is bound to clash with the realities of time, space and funding. But the librarians hired by the Hong Kong University of Science and Technology (HKUST) came very close to having such an opportunity, with adequate startup funding, though without as much lead time as is desirable. "Adequate startup funding," of course, has to be understood in the context of starting with nothing and being asked to build within a few years a collection capable of supporting instruction and research at a very high level. An appropriate opening day collection for a small undergraduate curriculum is enough of a challenge to produce, but supporting a graduate curriculum and advanced faculty research with a new, small collection is another matter. While it is not easy to reach agreement on what is meant by a "research library", perhaps we can agree that at the very least, it is a large collection with both breadth and depth in a wide range of subjects. No matter what the funding or staff expertise of a new library, such a research collection cannot be built up quickly.

Maintaining and further developing a collection is predictably harder than acquiring the initial collection. Even the best research libraries have difficulty meeting their researcher's needs as they struggle to keep up with the current flood of information sources in an expensive variety of formats. For example, Shaughnessy (1990) states that Harvard is one adding around 200,000 volumes annually, although the world's publishing output has grown to more than 600,000 titles annually. In other words not even libraries as well-supported as Harvard can keep up with the information explosion and the inflating costs of scholarly materials. Indeed, as has frequently been pointed out, the traditional system of scholarly communication, measured by costs versus library dollars, is out of control. In this context, beginning a collection necessitates long-term planning for times when even harder selection choices must be faced; this includes laying the groundwork for present and future cooperation. Collection development in contemporary times stresses on access to information and not merely building up collections in anticipation of user need. Academic Library is now a gateway to information and no longer a custodian of books.

Miller's propounded framework theory clearly points out the fact that collection development processes in research or academic libraries have taken a new dimension. "A new paradigm has come to characterize research libraries, it is the movement from the library as a warehouse to the library as a gateway to information", he points out. This theory relates to the researcher's study of collection development processes in an academic library. Also, the researcher's main concept lays emphasis on access to information on request, this is in line with Miller's assertion that academic libraries are no longer warehouses but gateways to accessing information.

1.6 Significance of the Study

The objectives of the study are significant on many grounds; firstly, it will contribute to scholarship or knowledge about the new phenomenon of collection development in academic

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libraries. The findings of the study will undoubtedly help to improve our knowledge and understanding of collection development in academic libraries. Collection development is a core function of an academic library. In recent times various factors ranging from insufficient budgetary allocation, proliferation of information and lack of personnel have necessitated a second look at this function. This study will definitely add up to the academic knowledge and literature that already exist in relation to collection development in research libraries.

Secondly, the recommendations will guide policy makers in taking measures to regulate the activities of academic institutions in Ghana. With a fair knowledge of the situation on the ground and how to improve collection development processes in academic libraries, policy makers including librarians will be better placed to make informed decisions. The limited resources available can now be effectively used to improve access to information. Thirdly, various practical benefits can also be derived from the study. The identification of the real causes of problems associated with collection development and access to information at the KNUST Library will facilitate its solutions. It is only when the problem has been identified that solution can be found to it.

Finally, based on the findings of the study, the researcher has come out with recommendations that will help improve the quality of information provision in the universities. These recommendations can be adapted and implemented by librarians as well as policy makers.

1.7 Scope of the Study

The study focused on access to collection development at the KNUST Library System. That is, the Main Library, College Libraries, Faculty Libraries and the Departmental Libraries at KNUST. The study focused on aspects of collection development like the state of information

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technology system at the KNUST library and awareness of access to information as a new phenomenon.

1.8 Description of Chapters

The work is organized into five chapters. Chapter one presents the general introduction to the work. It comprises the background to the study, the problem statement, the purpose statement, specific objectives, theoretical framework, and significance of the study, the scope of the study and description of the chapters.

Chapter two reviews the relevant literature concerning collection development, collection management, reconceptualization of collection development, collection development in academic libraries, user education and digitization.

Chapter three deals with the research methodology encompassing the research design, selection of the case study, selection of the subjects, population characteristics, and instrumentation, mode of data collection and method of data analysis and presentation of results.

Chapter four involves data analysis and findings. Chapter five which is the concluding part contains discussions of the findings, conclusion and recommendations.

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LITERATURE REVIEW

2.1 Introduction

Collection development in academic library has taken a new dimension. The emphasis now is on access to information upon request rather than collecting materials in anticipation of user need. The literature review for the study covers the following themes: collection development, collection management, and collection development in academic library, user education, access versus ownership, digitization in academic libraries and factors affecting collection development in libraries.

2.2 Collection Development

There are various perceptions on collection development regarding what it is and what it is concerned with. Aina (2004) defines collection development as one of the fundamental functions of the library and information profession. According to him, it is the aspect of the practice that is responsible for selecting and acquiring information materials that will enable librarians and information specialists to perform their myriad functions to the users effectively. This definition focuses on the fulfillment of the purpose for the setting up of the library. That is the provision of relevant materials to meet the information needs of the parent institution.

Jagannathan (1998) also defines collection development as a "planning function placed at the highest level of a hierarchy. Selection is the second level of decision-making, whilst acquisitions, the third level, are the process of acquiring various forms of materials, implementing selection decisions and collection development plans". From his point of view, collection development is seen as a cluster of functions which together shape the holdings of the library.



According to Stuart and Miller (1980), collection development which includes the selection and/or the rejection of current and retrospective materials, the de-selection or evaluation of the collection as it now exists, the replacement of worn out or vanished but useful materials and the continuing process of surveying the collection to determine new fields to be developed or levels of intensity of collection which should be revised". Another fairly detailed definition of collection development has been given by Evans (1995). He says it is "the processes of making certain (sure) information needs of the people using the collection are met in a timely and economic manner, using information resources produced both inside and outside the organization". Providing cheap and timely information and resource sharing in developing collections are essential elements in his definition. Evans also identifies six major components of collection development namely: community (user) analysis, selection policies, selection acquisition, weeding and evaluation. This indicates that collection development is not a "one-touch" activity which takes place occasionally but that; it is a universal process which continues as long as libraries exist. Thus, collection development can be looked at as a planned, systematic and scientific enterprise that operates with established criteria, procedures, techniques and methods to achieve relevant collections.

Collection development is a principal function of an academic library. Academic library is established to provide relevant materials to support teaching, learning and research undertaken by the academic institution. It is imperative therefore that an academic library undertakes well planned collection development practices bearing in mind the various subject disciplines offered in the academic institution.

The rationale for selection in libraries was aptly stated by Cabutey – Adodoagye (1988), when he noted that no library exists to include every single title that is published, even if it has the shelf space to accommodate it. This is because every library collection should determine and reflect its character. Consequently institutional libraries such as those of

Universities and Research are influenced in their collections by the objectives of the parent organizations.

Katz (1980) adds the demand principle to the above. For him every single item which is on demand must be acquired and unless it is a highly unusual situation, demand should override the librarian's parochial decision.

Traditionally libraries have tried to acquire or own every item that has been on demand. However, harsh economic situation, high cost of academic journals, books and other materials, coupled with decreasing library budgets, have prevented such libraries from owning every item on demand. Libraries now have placed emphasis on access to information upon demand rather than attempting to acquire every item published. Libraries have therefore resorted to interlibrary loan, library cooperation and consortia building among others as a way of achieving their aim of ensuring access to information. Few if any, libraries have the resources to acquire all materials on demand.

The digital environment has added a new dimension to collection development. It is clear that many library directors are deciding to emphasize access to, rather than ownership of resources. In the last 15 to 20 years the paradigm of what a research library is began to change. Certainly expenditure data and anecdotal information indicate that a large number of research libraries have given greater emphasis to library automation and access technologies than to collections or staff increases.

Mount (1995), noted that building a well balanced, useful collection of materials for a library is a responsibility of major importance. While the ease of quickly locating information through the Internet and other networks is foremost in the minds of many librarians, responding to requests as they occur to the library users is one element of building a collection, while a more thoughtful plan for adding to a collection according to a plan is

another matter. In the long run, both processes are important, one does not supplant the other.

Many hitherto printed materials now appear in the form of CD-ROM, web pages and full text databases. The average cost of accessing electronic publishing has been found to be much cheaper than owning the entire issue of a journal. Other advantages of online databases are ease of accessibility and currency or regular update of information.

Baker (1992) acknowledges the fact that academic libraries are undergoing a period of transformation. After an era of rapid expansion in the 1960s and early 1970s, lower funding of higher education, coupled with continuing above average inflation in academic books and journals have led to lower levels of acquisition and an increased reliance on either resource sharing or interlibrary loan. Since 1970, academic libraries have automated most of their house keeping activities, including the storage and transmission of Interlibrary Loan (ILL) requests to the British Library's Document Supply Centre (BLDSC), usually via Joint Academic Network (JANET). Online Public Access Catalogues (OPAC) are now also a standard facility, and while few libraries have converted all their existing catalogue records into machine readable form, most OPACs are available and regularly searched through Joint Academic Network or a consortium of academic libraries.

The critical imperative for collection development is to redefine its role and clarify its objectives in order to address the realities of a new environment. It was not until 1979 that Edelman (1979), re-conceptualized collection development. It is, he declared a planning function. Selection is secondary, because it involves making decisions that implement the plan. Attitudes change slowly. However selection is still widely regarded as the quintessential professional act. A view that is especially appealing in the light of current fiscal difficulties since it may seem to follow logically that greater care must be exercised in making choices if

there are few to select. According to Edelman, that logic, however, misses the point, spending more time evaluating individual titles is no guarantee of the best possible collection. The challenges are not how well selectors choose materials but that they add the right materials to the collection.

To ascertain users interests and needs, Ashworth (1967), advises that before attempting to formulate an acquisitions policy, it is necessary to know the kinds of demand that the library will be called upon to meet and the librarian needs to be in close touch with the users in order to determine their needs in advance.

There is the need to determine for each discipline what constitutes a core collection of books, journals, reference works and bibliographies which would enable a scholar to at least begin research agenda in the library.

Less attention should be given to guessing what patrons might want in future, as more attention is focused on finding ways to supply what they want immediately. Acquisition budgets will gradually reflect the shift from pre-demand stock piling to on demand delivery.

2.3 Collection Management

Scholars have the perception that collection development funding does not end after the selection processes have been completed and the books are put on the shelves. Thus, the term has come to encompass a broad range of activities related to the policies and procedures of selection, acquisition and evaluation of library collections.

Aina (2004) states that while collection development relates to the selection and acquisition of information materials, collection management is an all encompassing term that ensures there is a balance of materials acquired with respect to various disciplines and types of materials. In addition, it includes a policy on the conservation and preservation of

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information materials, as well as the weeding of information materials no longer needed. He

adds that collection management is divided into the following phases:

1. Selection
2. Acquisition of information materials
3. Weeding
4. Stock revision
5. Conservation and preservation (Aina, 2004)

2.3.1 Selection of Library Materials

Selection of library materials is the act of choosing the document that a library wishes to acquire. Selection of library material does not occur in a vacuum. It is done in relation to both the actual and potential use of the library. Selection assists in adapting to and meeting the changing interests and needs of its users. Many careful decisions have to be made by librarians in close collaboration with users before materials are selected or rejected, otherwise, the library cannot simply provide the best services. According to Muherjee (1974) "in the building of the library's book collection the determination of the objectives is the most important fundamental in the selection process".

2.3.2 Acquisition of Library Materials

Acquisition is the process that implements selection decisions. It is a fairly straightforward administrative or business operation once the decision has been made to acquire an item. It involves securing materials for the library's collection, whether by purchase, gifts or through

exchange programmes and legal deposit requirements. The securing process involves the preparation of an order form, the selection of a vendor, the recording of the receipt of the item and finally payment for the item. It must be noted, however, that even though details of acquisition work vary from library to library, the basic routine work involved in the process remains the same all over the world.

The routine work in acquisition involves obtaining information about the materials to be acquired, obtaining a record of bibliographic details such as the title, author, date and place of publication, publisher and the price. It involves determining that the library does not already have that material and has not previously ordered the requested item so as to avoid duplication. The next stage involves identification of possible sources of supply for each item, preparation and dispatch of the orders and maintaining records of the materials ordered. When an item is eventually acquired, it is processed through a series of internal library operations such as cataloguing and accessioning before it becomes available to the user. The four means of acquiring library materials; purchases, gifts, exchanges and deposits have already been alluded to.

Purchases of library items are done through a variety of sources; they may be obtained from jobbers, dealers or publishers. Similarly, the actual mechanism for the purchase may be done through a variety of means. Some these are firm orders and subscriptions whereby orders are placed with a vendor for the supply of specified items for a specified time and at a specified price, by standing orders there are arrangements with vendors to supply all volumes or parts of specific titles as and when they appear. There are also blanket purchases for the supply of copy of all publication outlined in an agreement and finally, there are approval plans whereby materials previously outlined in a profile are supplied by the vendor to the library.

Library materials may also be acquired as gifts from a variety of sources; from individuals, groups, other libraries and organizations and sometimes from publishers. Gifts may come as individual items or as part of a collection of materials. Gifts may be solicited or unsolicited.

A library may exchange materials it publishes with those published by other institutions, or with those published by others and given to the library for materials published by other libraries or institutions usually on-one-for-one basis. Very often serials are used as the basis for exchanges.

A group, organisation or publisher as a means of making items more readily available to the readers may place materials on deposit in the library. The library usually retains the materials permanently in its collection. When this is done it is referred to as legal deposit.

2.3.3 Stock Revision

This is the process of examining the entire stock of a library to ensure that it adequately meet the needs of users. It involves both selection and logistic factors, some of which are deciding on the number of titles a library should stock; and how to modify such titles as the use of the library changes; and how to hold fresh stock so as to sustain the interest of the users. This process is invariably systematic as continuous and it ensures that the materials that a library holds on any subject are revised every few years.

2.3.4 Weeding

Weeding is a part of the stock revision exercise but it is often carried out independently. It is the activity of examining items in a library and determining their current value to the library's collection. Weeding is known by different names in the United Kingdom and the United

States of America. In the former country, it is referred to as stock relegation whilst in the latter it is known as de-selection. McGraw (1956) defines weeding as "the practice of discarding or transferring to storage excess copies of rarely used books and materials no longer of use."

The reason for weeding according to Magrill and Corbin (1989) are economy and quality of service. In this regard weeding is done to save money, to improve service, to allow for a more effective use of the library's resources, for example, with regard to shelving space and staff required to maintain shelves and such others. To do weeding effectively, use, value or quality and current physical condition of the item are considered. Thus, materials may be needed because their use has declined or has ceased altogether or damaged beyond repair.

Materials weeded may be sold, given out as gifts or thrown away. Where the weeded material is still of some value to the library it is transferred to a less accessible and usually less expensive storage location. The library invariably determines weeding programmes administratively.

It is worth noting that collection development and later collection management functions were carried out firstly with the view to select materials to support the disciplines of the parent organization. Secondly collections of materials were done in anticipation of user need.

Aina's (2004) assertion stems from the fact that collection development is undertaken bearing in mind the needs of the academic institution. Therefore everything done to protect the selected materials and make them available to the user can be considered as collection management. These include conservation and preservation of the selected materials. If the materials are not properly and effectively preserved the contents will be lost and the objectives of collection development cannot be achieved.

2.4 User Education

There are various perceptions on user education regarding what it is and what it is concerned with. Writing on user education in university libraries; what, why and how? Sewa (1992) defines user education as “any effort formal or informal, which will guide and instruct existing and potential user in the recognition and information needs, in the effective and efficient use of information service and the assessment of source materials that can satisfy specific requirements”.

Bannerman (2001), in her work on the importance of information literacy defines information competence as “the training of library users to be able to find, evaluate, use and communicate information in all its various forms”

Collection development procedures aim at meeting the information needs of the user. This can only be achieved when the users are information literate and have the ability to exploit the library resources. According to Hutchinson and Sawyer (2000), information literacy is training student and other users to be able to find, analyze and use information to further their career. User education in academic library is increasingly important and should be effectively implemented considering the fact that many libraries have gone digital and the search for information online has become complex and widespread. There is a new phenomenon to collection development in academic libraries, and this has necessitated the need to intensify user education for the user to be able to access the relevant information at the right time.

2.5 Access versus Ownership in Academic Libraries

Advocates have emphasized the changing role of libraries from repositories of resources to access services. They have set forth some provocative ideas about collections and collection building. Gossen and Irving (1994) for example have observed that within the past decade in academic libraries, economic realities have caused a paradigm shift away from an emphasis



on acquiring comprehensive research collection to an emphasis on developing effective methods for maintaining access through interlibrary loan and commercial documents delivery to research materials that are infrequently used in a particular institution.

Schad (1992), in his article similarly refers to views expressed by scholars about the changing role of academic libraries from collection development to access services. He states that Summers (1989), for example predicted that libraries will move from a function of collecting materials in anticipation of user need to one of acquisition upon presentation of need. Only a few major research libraries, he reasoned, should maintain large retrospective collections.

Hoadley and Corbin (1990) speculated that the prejudice in favour of acquisitions will disappear as the emphasis moves to fulfilling the needs of users rather than simply building larger collections.

Marcum (1990.) states that according to Schad (1992), library school students will need to learn more about how to identify and locate materials needed by scholars and less about how to build increasingly large local collections.

These ideas suggest that fundamental change is at hand. Today, perceptions held about academic libraries have changed dramatically. The emphasis on library services is shifting from collection of books to easy access to information. The advent of many new technologies in the past few years has led to increased opportunities in information delivery.

Difficult economic times for institutions of higher education have led to both serious discussions and collaborative ventures in alternative methods of providing information. Due to the numerous problems libraries are facing in an attempt to build comprehensive and up-to-date collections, attention is now focused on consortia building.

According to Alema and Antwi (2002), a library consortium may take the form of cooperative arrangement between several libraries, for example, for loaning books or an electronic network inter-connecting different libraries, or number of these together. They further stated that, currently there is a new focus on consortia building worldwide due to the following reasons:

- a. The quality of service is enhanced
- b. The cost of service is reduced
- c. Duplication of stock is minimized

Consortium building is increasingly placing emphasis on computerized, multi-library networks involving shared databases, telecommunication links and common applications. Miller (1993) contends that library managers face the dilemma of how to balance the need to develop library collections with the need to acquire and capitalize on new technologies; many are deciding to emphasize access to rather than ownership of resources.

Maintaining and further developing collection is predictably harder than acquiring the initial collection. Even the best academic libraries have difficulty meeting the needs of their users as they struggle to keep up with the current flood of information sources in an expensive variety of formats. For example Harvard is now adding around 200,000 volumes annually, although the world's publishing output has grown more than 600,000 titles annually. In other words not even libraries as well-supported as Harvard can keep up with the information explosion and the inflating costs of scholarly materials.

It is now very clear that because of the rising cost of scholarly materials especially academic journals and books, most academic libraries find it difficult to continue with their subscriptions. University budgets are decreasing while the cost of academic journals is

skyrocketing. As a result, universities are unable to purchase vital journal subscriptions that help boost the quality and success of academic research. Ferguson and Kehoe (1993) argue that no library can own everything wanted by its patrons. Nevertheless, most academic libraries have traditionally tried to own as much as possible and borrow as little as possible because owning an item provides faster patron access than waiting to borrow or purchase it upon demand. However, spiraling acquisitions costs have caused libraries to rethink how much information they can own and how much they will borrow or purchase from document delivery services.

In conclusion, no library, however, extensive its resources or large its budget can afford to stock all the materials for its present and future users. Since in these days of financial stringency, no library achieves complete self – sufficiency, it is prudent for academic library to rely on the back-up services of interlibrary loan network consortia and other library cooperation for building its collection. Academic libraries, with the need to acquire and capitalize on new technologies, are deciding to emphasize access to, rather than ownership of resources.

2.6 Information Technology in Academic Libraries

Kingmann (2009) stated that digital resources play an increasingly important role in academic libraries which must demonstrate their value to the institution and their impact on student learning and outcome in new and more compelling ways. If academic libraries are indeed becoming collaborators in multimedia-rich, user-empowered, disinter mediated free-for-all where their value will be proven only by demonstrably improving outcomes in learning, teaching and research, academic libraries must demonstrate in new and more compelling ways how electronic resources contribute to the goals of their institutions. This requires moving beyond using e-metrics solely for collection management or budgetary decisions to

exploring and validating the relation between electronic resources and other measures of library and institutional outcomes. Many hitherto printed materials now appear in the form of CD-ROM, web pages and full- text databases. The average cost of accessing electronic publishing has been found to be much cheaper than owning the entire issues of a journal. Other advantages of online access are ease of accessibility and currency or regular update of information.

2.7 Factors Affecting Collection Development in Libraries

Magrill and Corbin (1989) writing on collection development environment, acknowledge the fact that since the mid-1970s, librarians have placed more emphasis on better management of library collections. According to them, librarians have been brought to the point of engaging in broad and rational planning for the growth and maintenance of their libraries' collections by a variety of factors. One of the major factors has been diminished financial resources. The changing structure of the knowledge distribution system, shifting government policies concerning the financing of education and research and the support or suppression of information and variations in public attitudes towards schools and libraries also contribute to the pressure for planning and evaluation.

Government influences collection development in libraries through a variety of public policies that cover the financing of research and development and other kinds of data collection, the regulation of information technology and the encouragement or restriction of the distribution of certain kinds of information.

Magrill and Corbin (1989) further state that "perhaps the area of government activity with the most direct effects on collection development is the one that involves policies concerning public access to information. The policies which determine which documents shall be

classified as secret or which statistics and other data shall be collected by government agencies are of vital concern to libraries serving research specialists. Anything that a government does to record or distribute information to the public opens up new possibilities for collection development. On the other hand, anything the government does to impede the public's access to information causes frustrations for librarians".

Further to the factors that influence collection development in libraries, Magrill and Corbin (1989) identify what they term as local conditions being the community or institution, the purpose (s) of the library, the clientele, the present collection and the available resources.

The academic library performs this core function of collection development to meet the information needs of its patrons. The importance of knowing the library's community cannot be over-emphasized, as this is, of course, a library's main objective.

School, college and university libraries have also been affected by certain aspects, other than economic, of the academic environment. Changes in the size and composition of the student body and the faculty in teaching methods, in areas of study and in research methods and interests have required more and different library materials and more duplication of selected items. Cline and Sinnott (1983) identified several developments that affect particular academic library collections. In addition to decreased buying power, declining budgets and changes in the college or university, academic librarians have faced the increased visibility of their operations to college and university administrators and the expectations of those administrators that librarians will engage in businesslike planning and reporting.

Commenting on the factors that affect collection development in university libraries, Andrade and Vergueiro (1996) state that "some authors believe that libraries are now going through a total shift in their perspectives, moving a focus on ownership to one in which access and service are accorded a priority. Declining resources are only one of the factors which are

driving libraries towards the facilitation between the client and knowledge regardless of physical location or ownership. Undoubtedly, this shift in philosophy is bringing new challenges to librarians, given existing resource level; they will probably need to have a budgeting, in order to manage and even to justify the reduced budget”.

2.8 Conclusion

The Literature reviewed in the study has covered extensively in collection development in academic libraries. Academic libraries are undergoing a period of transformation. A new paradigm has come to characterize academic libraries. The principal role of providing academic materials and information sources to meet the information needs of the university community has come under serious challenge.

Several factors ranging from cut in budget, high cost of academic books and journals, advance in information technology and proliferation of information have influenced collection development. There is therefore the need to rethink about collection development in order to enhance service delivery and access to information. Digital resources and sharing of resources with other academic institutions play an increasingly important role towards achieving the objectives of collection development. Librarians are being urged to refocus on providing information upon demand other than collection development in anticipation of user need.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This is the overall plan of the study and how it was carried out. This segment describes the methodology chosen for the work, the survey method and the techniques employed in the work. It covers research design, the case study selected and the selection of the subjects for the study. It also deals with the population characteristics, the data collection instrument used and finally a discussion on the method of data analysis.

3.2 Research Design

Burns (2000) defines research design as a “plan strategy aimed at enabling answers to be obtained to research questions”. The study was on collection development phenomenon: a case study of KNUST Library. The research design adopted for the study was the survey method. Survey may be used for descriptive, explanatory and exploratory purposes. The study involved obtaining information from respondents which was to be analyzed and patterns extracted and comparisons made. The researcher therefore used the survey methodology, since it is the most commonly used descriptive method in educational research, and gathers data at a particular point in time.

In choosing the survey, the researcher took cognizance of the fact that the study required a sample or all the respondents to reply to a number of standard questions under comparable conditions. Moreover the respondents represented a defined population. The results of the survey can be generalized to the defined population. The use of standard questions enabled comparisons to be made. The survey research is an efficient way of collecting data in large amounts at low cost in a short period of time. It is one of the few techniques available to

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provide information on beliefs, attitudes and motives. It can also be used on all normal human populations except young children.

3.3 Selection of the Case Study

KNUST Library was selected as the case for the research. KNUST has a well resourced library that perceives collection development as a core function. The library undertakes extensive collection development to provide access to information as well as to support the various courses offered by the University. Moreover the researcher is a Library Assistant at the KNUST Library and he is very familiar with the library system. This familiarity facilitated an expeditious distribution and collection of questionnaires to solicit for relevant information required for the study.

3.3.1 A Brief History of KNUST

The Kwame Nkrumah University of Science and Technology (KNUST) succeeded the Kumasi College of Technology, which was established by a Government Ordinance on 6th October, 1961. It however, opened officially on 22nd January 1952 with 200 Teacher Training students transferred from Achimota to form the nucleus of the new college.

In October 1952, the School of Engineering and the Department of Commerce were established and the first students were admitted. From 1952 to 1955, the School of Engineering prepared students for professional qualifications only. In 1955, the School embarked on courses leading to the University of London, Bachelor of Engineering External Degree Examinations.

A Pharmacy Department was established in January 1953, with the transfer of the former School of Pharmacy from Korle-Bu Hospital, Accra, to the college.

A Department of Agriculture was opened in the same year to provide a number of ad hoc courses of varying duration, from a few terms to three years, for the Ministry of Agriculture.

A Department of General Studies was also instituted to prepare students for the Higher School Certificate Examinations in both Science and Arts subjects and to give instruction in such subjects as were requested by the other departments.

Once established, the college began to grow and in 1957, the School of Architecture, Town Planning and Building was inaugurated and its first students were admitted in January, 1958, for professional courses in Architecture, Town Planning and Building. As the college expanded, it was decided to make the Kumasi College of Technology a purely Science and Technology Institution (Pitcher, 1977).

Following the government's decision to transform the college into a solely science and technology institution, some departments were transferred to Winneba between 1957 and 1962. Among these departments were the Teacher Training Department and Physical Education Department. The Department of Commerce was also transferred back to Achimota to form the current University of Ghana Business School at Legon near Accra (Pitcher, 1977).

On attaining republican status in 1960, the Government of Ghana appointed a University Commission for advice on the future of tertiary education in Ghana. This step, according to Okrah (2007), was taken in connection with a proposal to transform the University College of Education at Legon and the Kumasi College of Technology into an independent University of Ghana. However, based on the Commission's advice in its report submitted in 1961, the Ghana government decided to create two independent Universities at Legon and Kumasi respectively.

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Through a Parliamentary Act passed on 22nd August, 1961, the Kwame Nkrumah College of Technology was elevated to a full-fledged university. On attaining its new status, the college was re-designated the Kwame Nkrumah University of Science and Technology. According to Pitcher (1977), the new University was inaugurated on 29th November, 1961 with an enrolment of 589 students. By this aversion, the new University was mandated to award its own degrees, diplomas and certificates (Pitcher, 1977). By the 2006/2007 academic year, the total student population had risen to 22, 121 (Okrah 2007).

The KNUST has, since January 2005, transformed from its previous centralized system of administration into a significantly decentralized one called the collegiate system. Under this system, the various faculties have been condensed into six colleges.

Since its inception, the university has been administered on the Faculty-based system. This naturally led to a situation where new Faculties and Institutes were created to meet the ever-growing academic pursuits of students. The resultant collection of faculties largely hampered efficient administrative and academic operations, as duplication of efforts and long administrative processes were rampant. The need to deal with these complexities and harmonize the operations of the existing structures became apparent and unavoidable.

The University's name was changed to University of Science and Technology after the revolution of 24th February, 1966. The University of Science and Technology was officially inaugurated on Wednesday, 20th November, 1961. However, by another Act of Parliament, Act 559 of 1998, the University has been renamed Kwame Nkrumah University of Science and Technology.

3.3.2 The KNUST Library

The establishment of KNUST library dates back to 1951. With the promulgation of the College of Technology, Science and Arts Ordinance (No. 19 of 1951) (5), the Teacher

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Training College at Achimota, Accra, was moved to Kumasi and its accompanying library formed the nucleus of the library at KNUST, Kumasi. Initially, the library was housed in temporary prefabricated buildings at the Biological Science Department. At the moment the Main Library is accommodated in two separate four-tier buildings which have been joined together. This has been made possible by an Academic Board decision to ease the congestion which hitherto compelled large numbers of users to look elsewhere due to the lack of reading space. The various departments of the Main Library are spread within the four walls of the two buildings. These departments include the Library Administration, Acquisitions, Processing, Lending, Reference, Serials, Law Library and Photocopying Section.

3.3.3 Administrative Department

The Administrative Department is directly responsible for handling all matters pertaining to the administration of the libraries within the university. It is headed by the University Librarian, and other administrative staff members including Administrative Assistants, Typists, Clerks, Messengers and an Accountant.

3.3.4 Acquisitions Department

The Acquisitions Department acquires relevant library materials that include books, journals, manuscripts, maps etc, all in print format. The department also acquires online journals and databases to support the academic work of the University.

Materials selected for acquisition are obtained through local and foreign purchases, donations and exchanges. Some local publishers also send copies of their works to the library in compliance with the legal deposit law of Book and Newspaper Act 1963, Ghana. Graduate theses/dissertations and bound journals are also important sources of acquisition by the library.

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In recent times, however, donations have come to represent the largest proportion of materials acquired by the library. The majority of these are received from the Ghana Book Trust, Book Aid International and the United Nations and its affiliates like the WHO, FAO and UNESCO.

3.3.5 Serials Department

The serials Department is responsible for the subscription; processing and display of journals. Journals received are displayed on racks in the department, while back issues are kept on shelves for consultation by users until they are ready for binding. Users are not allowed to remove journals and newspapers to read in any part of the library other than the serials section. Users are also not allowed to borrow any materials in this department. A database has been created for local newspapers and it has been given the name INDEX.

3.3.6 Cataloguing Department

The Cataloguing Department is charged with the processing of all materials acquired by the university library. Such materials are classified, catalogued and indexed for easy identification and location. Since the 1985/86 academic year, the library has shifted from the sheaf catalogue to the card catalogue.

3.3.7 Lending Department

The Lending Department houses books which could be borrowed by users for reading outside the library premises. It also handles the registration of new users, user education, and interlibrary loan transactions and offers assistance to users generally.

3.3.8 References and Research Library

The materials found in this library are mainly reference works, notably dictionaries, encyclopedias, bibliographies, geographical sources, periodical indexes, subject indexes and

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directories. These reference materials are meant for consultation within the library and cannot be borrowed. The main function of this department is to handle readers' enquiries.

3.3.9 Undergraduate Library

The Undergraduate Library stocks multiple copies of prescribed and core books. It is a reserved collection and books may only be consulted within the library premises. However, the Librarian may allow overnight borrowing of materials.

3.3.10 Ghana Collection

This is a special collection of materials on Ghana. It includes Departmental Reports, Ordinances, Map of Ghana, Legislative Assembly Reports and Government Publications. The materials in this section are on closed access and are used for reference only.

3.3.11 Theses/Dissertations Collections

The Library collects unpublished graduate theses/dissertations from all the faculties/institutes and schools in the university. The collection is for reference only. Undergraduate reports are, however, kept in the respective Faculties/ Institutes and School Libraries.

3.4 Selection of Subjects

According to Busha and Harter (1980), the concept of population is fundamental to every research. Population is any set of objects that have at least one common characteristic. Junior Library Assistants, Library Assistants or Senior Staff and Professional Librarians or Senior Members were selected as the subjects for the study. The staff strength of the three categories of library personnel, named above, stood at 85 as at that time. They were made up of Junior Library Assistants at the KNUST Library who have not received any formal training in librarianship. Library Assistants are those who have received some formal

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training in librarianship at least at the certificate level. They also include those who have served the university for at least 20 years. Senior Members have acquired Postgraduate Diploma, Master of Arts or Master of Philosophy degrees in Library Studies. The table below illustrates the staffing situation of the KNUST Library personnel.

Table 3.1: Categories of staff at the KNUST library

Staff	Number
Junior Library Assistants	44
Library Assistants	22
Professional Librarians	19
Total	85

The researcher considered the entire population very useful to the study. The researcher personally did the distribution of the questionnaires to the respondents at their work places. The researcher further did the collection of the questionnaires at mutually agreed dates and this facilitated a high response rate. In some cases the researcher collected completed questionnaires from respondents on the spot. The research work took place at the time the university was on recess and both students and lecturers were on holiday. It must be noted; however, that one senior member after collecting the questionnaire later reported sick and subsequently took a sick leave. All attempts by the researcher to collect the questionnaire failed.

3.5 Sampling

According to Webster (1985), a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents selected from a larger population for the purpose of a survey. Webster further defines sampling as the act, process or technique of selecting a

suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population.

Gujarati (2003) maintains that in terms of statistical analysis of survey data, it is important to note that the critical student values for sample sizes of 120 and beyond (up to infinity) are practically the same. Hence a minimum sample size of 120 in surveys is useful. The whole population of the study comprising library personnel of the KNUST Library selected for the study came to 85. The researcher used census in selecting the population because it serves the real purpose and object of the research.

3.6 Data Collection Instrument

This section discusses how relevant information was collected from the respondents, and the data collection instrument used to accomplish the task. A data collection instrument is any device used in gathering data or information to facilitate the measurement of variables. Tackie (2004), citing Atengdem (1997) suggests that the under-listed be considered when choosing a data collection instrument:

- a. Ease of administration
- b. Ease of eliciting response
- c. Precision and accuracy with which to measure variables
- d. Validity and reliability of the instrument, and
- e. Practical limitations of time and cost

Since it was a survey research, the questionnaire was used to solicit information appropriate for analysis. Self-administered questionnaires comprising both close-ended and open-ended

questions were designed and distributed to the Junior Library Assistants, Senior or Library Assistants and Senior Members of the KNUST Library involved in the study.

Questionnaire is often used as an instrument for collecting primary data. This involves the construction of a series of questions designed to elicit the desired data and information required for the study. Questionnaires were used in this study because they allow for a wider range and distribution to cover 100% of the population. The researcher used the census method in which the same set of questions was answered by all respondents. Above all, questionnaires ensure anonymity for respondents hereby securing objective answers.

Both structured and unstructured questions were used. Structured questions are characterized by a group of fixed responses. They do not, therefore, elicit unpredictable responses. Unstructured questions are also known as open-ended questions. They are questions to which answers from which respondents would choose were not provided.

A total of 85 questionnaires were personally distributed to all the three categories of the library personnel at the KNUST Library, namely Junior Staff, Senior Staff and Senior Members. Eight four completed questionnaires were retrieved personally by the researcher. The response rate was 98.8%. Only one (1) person (1.2%) did not return a questionnaire. The respondent had taken her leave after collecting the questionnaire. The Table 3.2 below illustrates the number of questionnaires distributed and the response rate.

Table 3. 2: Distributed Questionnaires and Respondents

Respondent Category	Questionnaire	Questionnaires Received
Senior Members	19	18 (94.7%)
Senior Staff	22	22 (100.0%)
Junior Staff	44	44 (100.0%)
Total	85	84 (98.8%)

3.7 Data Analysis

Answers provided by the respondents on the questionnaires were categorized on the basis of the divergent views expressed. These views were expressed in percentages and ranked, thus marking out levels of agreement or divergence of views. The Statistical Package for the Social Sciences (SPSS) was used in the data analysis. According to Nie, et al (1975), the developers of the SPSS have presented the social scientist with a useful working language for data analysis. This provides users with substantial increase in the ease and flexibility with which they can tackle their day- to-day use of the computer. This was what was used to calculate the responses in percentages. This was done by initially coding both open-ended and close-ended questions contained in the questionnaire. The coding was to ensure that information with each response was given a value to make the entry of responses easy. After the necessary entries, the analysis was undertaken and the results produced. From these analyses tables were drawn to describe the various phenomena that were covered by the research.



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DATA ANALYSIS AND FINDINGS

4.1 Introduction

In this chapter, findings of the study have been presented and data from investigations were also analyzed. The findings consist of the outcome of a survey conducted on Junior Library Assistants, Senior or Library Assistants and Senior Members or Professional Librarians of the KNUST Library. The chapter is divided into sections to facilitate a cogent presentation and analysis of facts and figures provided from the responses obtained from the questionnaires. Analysis of the responses is presented in the ensuing sections.

4.2 Findings from the Questionnaires

As earlier stated in this work, a set of questionnaire was administered to the Junior Library Assistants, Senior or Library Assistants and Senior Members or Professionals of the KNUST Library System. The same set of questions was designed for these three categories of staff. The first part of the questionnaire focused on respondents' personal data including length of service and library qualification. The second part covered awareness of access to information concept, library cooperation and information technology or automation. The third part focused on collection development.

4.2.1 Departments of the Respondents

Since October 2004, the Kwame Nkrumah University of Science and Technology has been operating a collegiate system. Apart from the main University Library, there are six other college libraries in all the six reconstituted colleges. The college libraries are as a result of the amalgamation of faculty libraries and departmental libraries. The KNUST Library System comprises the main University Library, College Libraries, Faculty and Departmental libraries.

The Table 4.1 shows that 50 library personnel (59.2%) work at the University Library. At the various College Libraries, 20 personnel (23.8%) work there. At the Faculty Libraries 12 library personnel (14.3%) work there. Then the staffing situation at the Departmental libraries is 2 (2.4%). This is an indication that all the respective libraries are active and functional. The libraries undertake all kinds of library services including collection development and access to information delivery.

Table 4. 1: Place of work in the Library System

Place of Work	Number (N=84)	Percentage (%)
Main library	50	59.5
College library	20	23.8
Faculty library	12	14.3
Departmental library	2	2.4
Total	84	100.0%

4.2.2 Job Designation

Another area of interest as far as the new phenomenon of access to information is concerned, is the caliber and the quality of the library personnel. Therefore the respondents were asked to state their job designations. The staff hierarchy ranges from the University Librarian down to the Junior Library Assistant.

Table 4.2 shows that the KNUST Library System is headed by the University Librarian. The head is assisted by a Deputy Librarian. There was one (1.2%) Senior Information Communication Technology (ICT) assistant who was the head of the ICT centre. There are two (2.4%) Senior Assistant Librarians and as many as thirteen (15.5%) Assistant Librarians. From the Assistant Librarians upwards are the Senior Members of the Library System. The table further portrays that there are two (2.4%) Chief Library Assistants at the KNUST

Library. The Principal Library Assistants are also two. There are seven (8.3%) Senior Library Assistants. Whereas the Library Assistants are eleven (13.1%) in number.

From the Chief Library Assistant down to the Library Assistant form the Senior Staff Category of the KNUST Library System. From the foregoing, the total number of Senior Staff is 22 (26.2%). As many as 44 (52.4%) personnel form the Junior Staff Category. The total number of library personnel of the KNUST Library System is 85. This number includes one senior member whose questionnaire was not retrieved.

Table 4. 2: Job Designation of Respondents

Job Designation	Number (N=84)	Percentage (%)
University Librarian	1	1.2
Senior ICT assistant	1	1.2
Deputy Librarian	1	1.2
Senior Assistant Librarian	2	2.4
Assistant Librarian	13	15.5
Chief Library Assistant	2	2.4
Principal Library Assistant	2	2.4
Senior Library Assistant	7	8.3
Library Assistant	11	13.1
Junior Library Assistant	44	52.4
Total	84	100.0

This is a sizeable number made up of high calibre of library personnel with immense experience. As expected they perform various library functions including information delivery.

4.2.3 Length of Service at the KNUST Library

The respondents were further asked in the questionnaire to state the number of years they have worked in the library. The possible answers ranged from under one year, 1-5years, 6-10years, 11-15years, 16-20years, and over 20years service.

Table 4.3 shows that six (7.1%) personnel have worked under one year. Thirty-eight (45.2%) of the staff have worked between 1 and 5years. Twenty (23.8%) staff members have also worked between 6 and 10years. From 11 to 15years service, 5 (6.0%), personnel indicated. Five (6.0%) personnel have also worked from 16 to 20years. Ten (11.9%) personnel indicated that they have worked from 16 to 20years and above.

It can be deduced from the above information or data that a large number of the staff has considerable number of working experience in the library. The questionnaire was designed to know the experience and capabilities of the staff.

Table 4. 3: Responses to Length of Service at the KNUST Library

Duration (Years)	Number (N=84)	Percentage (%)
Under one year	6	7.1
1-5 years	38	45.2
6-10 years	20	23.8
11-15 years	5	6.0
16-20 years	5	6.0
Over 20 years	10	11.9
Total	84	100.0%

4.2.4 Qualification(s) in Librarianship

The respondents have various qualifications in Librarianship. It was necessary to know the various qualifications of the library personnel since this could be used as a yardstick to measure the efficiency and knowledge of the staff in terms of rendering library services.

Table 4 below indicates that 2(2.4%) of the staff have Master of Philosophy in Library Studies. As many as 12(14.3%) of the staff have Master of Arts in Library Studies. Those with Postgraduate Diploma are 4 (4.8%). Three ((3.6%) of the staff have Bachelor of Arts in Information Studies. As many as 13 (15.5%) of the staff have done the Diploma course in Library Studies. Only 2(2.4%) have certificates in Library Studies. Forty-eight (57.1%) of the total staff did not have any Certificate in Library Studies. As many as 36 (42.9%) of the total library personnel have undertaken various academic or professional training in librarianship.

Table 4. 4: Educational Qualification(s) of the Respondents

Qualification	Number (N=84)	Percentage (%)
M. Phil	2	2.4
Masters of Arts	12	14.3
Postgraduate Diploma	4	4.8
Bachelor of Arts	3	3.6
Diploma	13	15.5
Certificate	2	2.4
None	48	57.1
Total	84	100.0

4.2.5 Library personnel awareness of Access to Information

The main focus of this research is access to information as a new phenomenon. It was therefore very necessary to find out from the respondents their awareness about this phenomenon. This was necessary since there is a new dimension to collection development. Libraries are moving away from the conventional practice of collecting materials in

anticipation of user need to access to information upon demand. The respondents are supposed to render or deliver library services to their users, and their awareness to the new concept was absolutely necessary.

In an answer to the question as to whether the staff members were aware of the access to information concept, as many as 68 (81.0%) answered in the positive whilst 16 (19.0%) of the remaining indicated were unsure. It showed that majority of the staff are aware of the access to information concept. This development is very encouraging since it is only when the awareness is created before decisions could be implemented to enhance access to information. Table 4.5 reflects the level of staff awareness to the access concept.

Table 4. 5: Awareness of Access to Information Concept

Awareness concept	Number (N=84)	Percentage (%)
Yes	68	81.0
Not Sure	16	19.0
Total	84	100.0

4.2.6 Access to information and priority in the discharge of duties

Respondents were further asked whether in the discharge of their duties to the user community, access to information is considered a priority. In response, 63 (75.0%) answered in the affirmative, 10 (11.9%) answered in the negative, and the remaining 11 (13.1%) were unsure.

The study showed that the majority of the respondents have access to information as a priority in the discharge of their duties. This is encouraging since it is only by doing so that the objectives of the collection development could be achieved and the purpose for the establishment of the academic library achieved.

Table 4. 6: Access to information a priority in the discharge of duties

Access a Priority	Number (N=84)	Percentage (%)
Yes	63	75.0
No	10	11.9
Not Sure	11	13.1
Total	84	100.0

4.2.7 Policy on Access to Information

A laid down policy on access to information is considered very necessary in the delivery of information services to users. In response to the question whether the library has a written or documented policy on access to information, 52 (38.1%) answered in the positive, whilst the remaining 52 (61.9%) were unsure.

A laid down policy on access to information would serve as a guideline in the implementation of access to information decisions. The fulfillment of efficient and effective delivery of information service in an academic library would depend largely on a documented access policy.

Table 4. 7: Laid Down Access Policy

Access Policy	Number (N=84)	Percentage (%)
Yes	-	-
No	32	38.1
Don't know	52	61.9
Total	84	100.0

4.2.8 Use of Interlibrary Loan as a Supplement

The researcher wanted to know from the respondents whether the library uses interlibrary loan as a supplement to collection development. Surprisingly, 56 (67%) of the respondents answered in the negative. Twenty-two respondents representing 26.2 % however indicated

that KNUST library uses interlibrary loan as a supplement to their collections whilst the remaining 6 (7.1%) were unsure. Due to the fact that no single library can provide all the information needs of its users, the use of interlibrary loan as a supplement to collection development has become reliable and inevitable.

4.2.9 How helpful Interlibrary Loan has been in Information Delivery

The study found out the extent to which interlibrary loan facility has helped the library in the delivery of information to the user community. Forty-one (48.8%) of the respondents gave a positive response. Just two (2.4%) responded negative whilst as many as Forty-one (48.8%) were not aware.

Many libraries have resorted to interlibrary loan and sharing of resources as a way of providing information to users upon demand.

Table 4. 8: Extent of Interlibrary Loan in Information Delivery

Interlibrary Loan	Number (N=84)	Percentage (%)
Extremely helpful	2	2.4
Very helpful	19	22.6
Helpful	20	23.8
Not helpful	2	2.4
NA	41	48.8
Total	84	100.0

4.2.10 Access and Provision of Materials

Respondents were asked about what they would choose when given the chance to choose between access to information and provision of information materials. In response 61(72.6%) of the respondents indicated that they would choose access to information whilst 23 (27.4%) of the respondents also indicated that they would choose provision of materials. It is a healthy development that the majority of the respondents lay emphasis on access to information upon

demand instead of collecting materials in anticipation of user need. Libraries have now become a gateway to information and not repositories of materials. Most libraries are moving away from the old practice of collecting materials in anticipation of user need, to providing access to information upon demand.

Table 4. 9: Access to information and provision of information materials

Access Vs Materials	Number (N=84)	Percentage (%)
Materials	23	27.4
Access	61	72.6
Total	84	100.0

4.2.11 Library Automation and Search Online

Since the new phenomenon of access to information is enhanced with computerization or automation, the respondents were asked if their respective libraries are automated. In response, only 5 (6.0%) of the respondents indicated that the libraries have been automated. On the other hand, 79 (94.0%) of the remaining respondents indicated that their libraries have not been automated. In recent years the advent of technology has led to a situation whereby libraries are changing from the manual system of operating to digitization or library automation system. This is as a result of the numerous benefits, including easy access to information, that go with automation.

Table 4. 10: Responses to library automation at the KNUST Library

Library Automation	Number (N=84)	Percentage (%)
Yes	5	6.0
No	79	94.0
Total	84	100.0

4.2.12 Users ability to Access Information Independently

It was essential to find out if users of the library are able to search for relevant information independently without recourse to the library assistant or the librarian. In such a situation it can be concluded that the users are well-equipped with search techniques to be able to exploit the library information resources. It was very encouraging to learn that 80 (95.2%) of the respondents answered that users are able to search for information on their own. Just 4 (4.8%) stated that some users could not search for information independently in the library.

Table 4. 11: Users ability to search independently

Users information search	Number (N=84)	Percentage (%)
Always	3	3.6
Usually	20	23.8
Sometimes	57	67.8
Never	4	4.8
Total	84	100.0

4.2.13 Online Full-Text Document Delivery

Another area of interest as far as access to information is concerned is the availability of online full-text documentary delivery in the library. This is necessary because an insufficient library fund has led to cuts in subscription of journals and other academic materials. When asked if the respective libraries have online full-text facility, 48 (57.1%) answered in the affirmative, but 32 (38.1%) answered in the negative, whilst 4 (4.8%) were unsure.

Table 4. 12: Access to full-text online documents

Access to full-text	Number (N=84)	Percentage (%)
Yes	48	57.1
No	32	38.1
Don't know	4	4.8
Total	84	100.0



4.2.14 Financial Resources to Support Collection Development

Central to the achievement of a successful implementation of a laid down access to information policy is the availability of adequate funding or financial resources. This becomes more compelling when you take cognizance of the increases in the prices of academic information materials like journals and books.

Respondents were asked if in their estimation the library was well resourced financially to be able to meet the information needs of the user community. In response 52 (61.9%) indicated that funding was inadequate. Twenty-eight (33.3%) of the respondents however indicated that funding for the library's operation was adequate, but the remaining 4 (4.8%) were unsure if the library was well resourced.

Table 4. 13: Responses on Adequate Funding

Adequate funding	Number (N=84)	Percentage (%)
Yes	28	33.3
No	52	61.9
Don't know	4	4.8
Total	84	100.0

4.2.15 Cut in Library Subscriptions

The study found out if as a result of the insufficient budgetary allocation to the library, it has led to the cancellation of journals and book subscriptions. The data for the study revealed 35 (41.7%) of the respondents affirmed the library has had to cut down on its subscription due to budgetary constraints, but 41 (48.8%) disagreed with this assertion, whilst the remaining 8 (9.5%) were unsure.

Since the library cannot own every publication due to several factors, it is necessary to lay emphasis on easy access to information upon request. Libraries are cutting down their

University of Ghana <http://unspace.ug.edu.gh> collection
 subscriptions and instead have engaged in collaborative or cooperative collection
 development and interlibrary loan as a way of meeting the information needs of their users.

Table 4. 14: Responses to cut in subscriptions

Cut in subscriptions	Number (N=84)	Percentage (%)
Yes	35	41.7
No	41	48.8
Don't know	8	9.5
Total	84	100.0

4.2.16 Awareness of Collection Development Objectives

Collection development is a core function of every academic library. This principal function is undertaken with the view to achieve a set objective. Respondents were asked if the library has any collection development objectives to achieve. This question was very necessary since collection development facilitates access to information. In response, 71 (84.5%) of the respondents answered in the affirmative, whilst 5 (6.0%) answered in the negative. The remaining 8 (9.5%) were unsure. Since collection is a core function of every academic library, the need therefore for the staff to be knowledgeable and committed to the achievement of the objective cannot be over emphasized.

Table 4. 15: Collection Development Objectives

Collection development	Number (N=84)	Percentages (%)
Yes	71	84.5
No	5	6.0
Don't know	8	9.5
Total	84	100.0

4.2.17 Improving Access to Information

The questionnaire sought the views of respondents regarding how to improve access to relevant information as and when information is needed. The respondents among other things suggested the acquisition of relevant materials in all the subject areas, the establishment of electronic libraries and an increase in electronic resource subscription. Other suggestions were that the staff should be encouraged to update themselves in the need for collaboration between recognized academic institutions in Ghana and abroad, and also the need for both students and lecturers to be equipped with information literacy skills. In addition to these the respondents suggested that the library should engage in interlibrary loan in order to improve access to relevant information, and increase the bandwidth to enhance Internet speed.

Table 4. 16: Suggestions to Enhance Access to Information

Improving Access to Information	Number (N=84)	Percentage (%)
Acquisitions of relevant materials in all subject areas	7	8.3
Staff be encouraged to update themselves in ICT	6	7.1
Collaborate with recognized inst in Ghana and Abroad	3	3.6
Facilities be increased to accommodate users	3	3.6
Efficient use of existing resources	4	4.8
Library defaulters be charged & Photocopy dept operate in the night	3	3.6
Increase budget allocation	5	6.0
Intro of information literacy skills to both lecturers & students	2	2.4
Take info to users through outreach programmes	5	6.0
Staff & clients be trained in information retrieval tools to exploit library facilities	10	11.9
Equip library with ICT equipment & automate its operations	18	21.4
Increase budget allocation & the library must have its own bindery	6	7.1
Encourage interlibrary loan to improve access to relevant information	4	4.8
staff provide excellent service to bridge the gap between users & information	2	2.4
E- Libraries should be established & increase e-resource subscription	3	3.6
Libraries be given a dedicated bandwidth to enhance internet speed	3	3.6
Total	84	100.0

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this concluding chapter, the findings of the study have been discussed, conclusions have been presented and appropriate recommendations have been made for improving access to information services delivery at the KNUST library.

5.2 Discussions

Discussions of the findings are made under the following themes:

- i. The awareness of access to information at the KNUST Library.
- ii. Factors affecting collection development in academic libraries, for example, economic stringency and the high cost of academic books and journals.
- iii. The information sources at the KNUST library to facilitate access to information on demand.
- iv. An assessment of automation and online access to information at the KNUST Library.
- v. KNUST Library collection development practices in relation to the information needs of the user community.

A summary of the major findings are as follows:

1. The level of library automation at KNUST library was low (only the main library has been automated). Overwhelming majority 79 (94.0%) of the respondents indicated that their libraries have not been automated.
2. The KNUST library did not have a written information access policy. Majority (61.9%) of the respondents were not certain if there was a written policy on access to information.
3. An ICT centre has been created at the main university library where users go there to conduct online searches. In most cases (95.2%) of the users, as indicated by the respondents, search online for information unaided.
4. The majority of the library personnel had access to information as priority in the discharge of their duties, but lack of adequate resources hinders its fulfillment.
5. The majority of library staff, however, had knowledge of the objectives of the collection development agenda of the KNUST Library.
6. KNUST library resorts to interlibrary loan (ILL) to supplement collection in the face of inadequate funding.
7. The awareness of access to information as a new phenomenon has been created among the library personnel. Majority of the respondents (81%), were aware of the access to information concept

5.2.1 Automation of the KNUST Library System

Majority of the respondents 79(94.0%) stated that their libraries have not been automated. This is in contrast to Baker's (1992) acknowledgement that since 1970, academic libraries have automated most of their housekeeping activities including the storage and transmission of interlending Library Loan (ILL) request to the British Library Document Supply Centre (BLDSC), usually via the Joint Academic Network (JANET). Online Public Access Catalogues (OPACs) are now standard facility, and whilst few libraries have converted all their existing catalogue records into machine –readable form, most OPACs are now available-and regularly searched-across Joint Academic Network. It came to light that the few computers available in the libraries are kept in the offices and accessed by only the library personnel. Students, lecturers and other users within the university community do not have the privilege to do online search in the library.

This is in contrast to Kinmann's (2009) assertion that digital resources play an increasingly important role in academic libraries, which must demonstrate their value to the institution and their impact on student learning outcomes in new and more compelling ways. Recent advances in information technology have created the opportunity for easy access to full – text of journal articles and other relevant academic information.

The ability of an academic library to produce the documents and academic information that its user community requires is important not only for the advancement of scholarship but also for the credibility of the library and the parent institution. It is, therefore, necessary that the library which seeks to be an effective partner in the teaching, learning and research programme of the parent institution take steps to ensure that the materials needed by the users to enhance access to information are available.

5.2.2 Awareness of Access to Information Concept

The study showed that a great deal of awareness of access to information has been created as a new phenomenon among the library personnel. This is in line with what Shaughness (1990) advocates that based on analysis of expenditure trends in research libraries, it seems clear that many librarians are deciding to emphasize access to, rather than ownership of resources. In other words, a large number of research libraries have given greater emphasis to library automation and access technology than to collection development in anticipation of user need.

Reitz (2007), notes that access services include the provision of access to a library's resources and collections, which includes the collection of materials (general circulation, reserves, interlibrary loan, document delivery). Some large research libraries have access services librarians who are mainly in charge of ensuring that users have easy access to information.

5.2.3 Access to Information Policy at the KNUST Library

The study further revealed that KNUST library does not have a laid down access to information policy. This is contrary to what Aina (2004) postulates that in any library, no matter how simple or complex, there ought to be a laid down policy on access to information

Reitz (2007) states that an access policy is a formal written statement issued by the person(s) or body responsible for managing activities or special collections specifying which materials are available for access and by whom, including any conditions or restrictions on use, usually posted or distributed by some methods to users.

University of Ghana <http://uospace.ug.edu.gh>

KNUST Library undertakes collection development practices to support teaching, learning and research at the university. It is a principal role aimed at meeting the information needs of the user community. Access to information is a new phenomenon that has given collection development in academic libraries a new dimension. Academic libraries have become a gateway to information and not repositories. Having a laid down policy on access will serve as a guideline to the decision makers and implementers of the KNUST Library. Having a laid down access policy will give the library a focus and consistency towards building materials that will enhance access to library resources and services. Academic libraries must do a much better job of demonstrating their value and impact to their campuses. For a library to operate effectively in the area of emphasizing on access to information, there must be written statement of the plan which provides details of matters involving the strengthening of the current collection.

5.2.4 An ICT Centre at the Main Library

The research revealed that there is ICT centre at the main library alone and it is headed by an ICT specialist who is a senior member. This is a healthy development since access to information goes with computerization. Efforts should be made to establish similar ICT centres at least in all the six college libraries to facilitate online information searches.

Kinman (2009), states that if academic libraries are indeed becoming collaborators in multimedia – rich, user – empowered, disinter mediated free for – all where their value will be proven only by demonstrable improving outcome in learning, teaching and research, academic librarians must demonstrate in new and more compelling ways how electronic resources contribute to the goals of their institutions. Opening ICT centres in all the satellite

University of Ghana <http://wwwspace.ug.edu.gh> services and libraries of the KNUST Library system will help these libraries to automate their services and expedite and facilitate access to academic information.

5.2.5 Information Technology and the Ability of Users to search online independently

The study established that as many as 80 (95.2%) of the respondents stated that users of the library are able to search for information independently. The remaining 4 (4.8%) stated that users are unable to search online independently.

According to Bopp and Smith (1991), the power of the computer to scan, list, combine and record information is immense and seems to grow each day. It showed that the staff may not have the requisite knowledge in computer technology to be able to train users. The apparently insufficient number of computers in the university library might also have contributed to that. The modes of teaching computer information searching in the library are mostly verbal instruction, demonstration, hands on exercises and audiovisual presentation.

The determining factors that come to play as indicated by Malley (1984) are:-

1. The ability of the instructor to handle the teaching mode allocation for it.
2. The financial cost of the teaching mode as against budgetary allocation for it.
3. The time required to prepare the material for that particular teaching mode selected.
4. The likely receptivity of that teaching mode by the users.

The competence of library staff and users in the search for information online should not be compromised as it is a pre-requisite for effective exploitation of information resources. It is an acknowledged fact that digital resources play an increasingly important role in academic libraries.



5.2.6 Access to Information as a priority in the Discharge of Duties

The study further revealed that almost all the respondents indicated that they will choose access to information as their topmost priority in the discharge of their duties, and not materials provision. This is very encouraging in an academic library, considering the fact that the emphasis now is on access to information and not collection development in anticipation of user need.

Ferguson and Kehoe (1993) contend that instead of libraries buying in anticipation of user need, libraries will spend more of their funds on access and delivery. If not, libraries will need to examine their current momentum towards electronic access instead of library ownership in print or electronic media. The proliferation of information coupled with the harsh economic realities and other factors have caused a paradigm shift away from an emphasis on acquiring comprehensive research collections to an emphasis on developing effective methods for maintaining access.

5.2.7 Collection Development Objectives to be achieved

The study further showed that overwhelming number of the respondents had knowledge about the objectives of collection development to be achieved. This situation conforms to what Schad (1992) advises that the critical imperative for collection development is to redefine its role and clarify its objectives in order to address the realities of a new environment.

Collection development is not only at the heart of what libraries do, it is a core function of academic libraries. Collection development involves the identification, selection, acquisition and evaluation of library resources for a community of users. Collection development in

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academic libraries must respond to change. The objectives of collection development must be meaningful to the goals and objectives of the parent institution.

Howdley and Corbin (1990) speculated that the prejudice in favour of acquisitions will disappear as the emphasis moves to fulfilling the needs of users rather than simply building larger collections. For the KNUST Library system to play its role effectively and expeditiously, then it certainly should have collection development objectives to achieve. The traditional role of collection development has changed in this era of fiscal stringency and advances in information technology. Summers (1989) for example, predicted that libraries will move from a function of collecting materials in anticipation of user need to one of acquisition upon presentation of need.

5.2.8 Interlibrary Loan to Supplement Collections

The study revealed further that KNUST Library system resorts to interlibrary loan as a way of meeting the information needs of the users, this practice is mostly known to the senior members and the remaining staff has little or no knowledge about it. Fifty- six (67.0%) of the respondents indicated that they were not aware that KNUST library uses interlibrary loan as a supplement to its collection. Twenty-two representing (26.2%), who are mostly senior members stated that KNUST library uses interlibrary loan as a supplement to its collection. Kisiedu (1996) has emphasized the point that resource sharing in general provides libraries with a most valuable means of augmenting their resources. Interlibrary loan and associated document delivery in libraries is a special aspect of resource sharing that is concerned with access to and the physical dissemination of documents and other information products between libraries and information centres and their users. Interlibrary loan is a transaction in which library material or a copy of the material is made available from one library to another.

This reinforces the fact that due to economic recess and high cost of academic materials, interlibrary loan has become inevitable in terms of meeting the information needs of users. All the staff members should therefore be made aware of how interlibrary loan transactions take place so that they can also perform their role expeditiously.

5.3 Conclusion

The study was conducted in an academic library whose parent institution, the KNUST offers broad range of academic programmes and courses in the fields of Arts, Humanities, Science and Technology. Both at the undergraduate and postgraduate levels. This gives a clear picture of the significant and enormous role expected to be played by the KNUST Library to support teaching, learning and research as well as the goals and objectives of the parent institution.

The fundamental and principal role of the library which is collecting materials to facilitate access to relevant information at the right time is very demanding in this contemporary period. The study had set out to examine the collection development practices of the KNUST Library, the awareness of access to information concept among the library personnel, information technology and written access policy. Significantly all these objectives have been met. The study showed that there is no laid down access policy at the KNUST library which implies that access to information is not the pillar supporting any collection management philosophy. It also discovered that the KNUST library lacked adequate fund to meet its collection development objectives. The library, however, resorts to interlibrary loan to supplement collection in the face of inadequate funding. The study further established that 48 (57.1%) of the library staff do not have any qualification in librarianship. Notwithstanding this, the remaining 42.9% of the library staff have library qualifications ranging from certificate to Master of Philosophy degree.

The significance of the conclusion lies in the fact that it suggests certain recommendations, which if applied, will lead to efficient, effective and timely provision of materials that satisfy the information needs of the university community. Subsequently, the first part of the study consists of such recommendations. In conclusion, the study has contributed to the existing limited literature and research pertaining to access to collection development in academic libraries.

5.4 Recommendations

The study has come out with various important and pertinent issues that have implications for access to information at the KNUST Library. One of the objectives of this work was to make recommendations for improving collection development practices of KNUST Library that lay emphasis on access to information.

5.4.1 Formulate and implement policy on Access to Information

The absence of a clear – cut policy on access to information at the KNUST Library ought to be addressed. One major and significant purpose for the academic library is to provide both print and non-print materials to meet the information needs of the university community. For the KNUST Library to perform this role expeditiously, it should have a laid down policy on access to information. This will enable the library to have a focus and also be committed to the objectives to be achieved.

Access policy will serve as a guide to the librarian and the staff in building collections that place emphasis on access. A written access policy covers all the component parts of collection development that give cognizance to the information needs of the academic institution. Such a policy will also assist those who select materials by translating the goals and objectives of the library or the institution into specific guidelines concerning the attention to be given to various subject fields and various types of information materials.

It is therefore recommended that the KNUST Library should have a functional laid down access policy that is well known to all the library personnel. More than half of the total staff population either are not aware of any such policy or do not know about the policy.

It is worth noting that the conventional collection development that renders academic libraries as repositories of resources has taken a new dimension. The emphasis has moved to fulfilling the needs of users rather than simply building large collections.

5.4.2 Automation of the KNUST Library System

It is gratifying to learn that a large number of academic libraries have given greater emphasis to library automation and access technology than to collection or staff increases. The study has revealed that the KNUST Library system is in the process of digitizing its functions. The exercise is ongoing at the main university library. The college libraries are yet to be automated.

It is recommended that concerted efforts should be made to ensure the successful completion of this project. KNUST Library system being automated is of paramount importance because firstly, it will enable the library to be better placed to fulfill its mission of making relevant information accessible to the university community. Secondly, universities are unable to purchase vital journal subscriptions that help boost the quality and success of academic research. However, many hitherto printed materials now appear in the form of CD-ROM, web pages and full - text databases. Moreover the average cost of accessing electronic publishing has been found to be much cheaper than owning the entire issue of a journal. Other advantages are ease of accessibility and currency or regular update of information.

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KNUST Library system, like all academic libraries, has been set up to provide materials to support teaching, learning and research by the parent academic institution. To be able to play its role expeditiously and meet the challenges of proliferation of information, economic recess and advance in technology, it is prudent for the library to be automated.

5.4.3 Alternate Source of Library Finance

It is also recommended that the KNUST Library, be allocated sufficient funds to maintain an optimum stock that will be able to meet the information needs of its users.

The research revealed that the KNUST Library System does not have enough funds to be able to meet all the information needs of the academic community. Consequently, some journal subscriptions have been cancelled.

It is worthy of note that university budgets are decreasing while the cost of academic journals is skyrocketing. Having a clear – cut budget in place will help the librarian in consultation with all stakeholders to judiciously collect materials that can satisfy the information needs of the user community.

It is further recommended that the KNUST Library System should find a way of generating funds and other forms of external support to supplement its fundamental role of providing materials to meet the information needs of the university community. The library should also engage in serious collaborative and cooperative collection building with external and internal information oriented centres as a way of complementing their collection development.

5.4.4 Library Cooperation

Further recommendation is made to the effect that resource sharing and interlibrary loan have over the years proved to be very useful means of supplementing local collections to meet the information needs of users. Therefore, KNUST Library should intensify and widen its library co-operation since the opportunities are there. Through library co-operation, many journal articles and full – text of academic materials are being accessed free online.

Resource sharing in general provides libraries with a most valuable means of augmenting their resources. Inter lending and associated document delivery in libraries is a special aspect of resource sharing that is concerned with access to and the physical dissemination of documents and other information products between libraries and information centres and their users.

Finally, it is an acknowledged fact that no library achieves self-sufficiency in collection building due to financial stringency and several other factors. It is therefore prudent for the KNUST Library to rely on the back –up services of interlibrary loan network for building its collection. KNUST Library should engage in consortium to automate and expedite or facilitate access to information.

5.4.5 Training of Library Staff

Whilst it is commendable to learn that KNUST Library System boasts of library personnel with library qualifications ranging from certificate to master of philosophy, 48 (57.1%) of the staff do not have any training or qualification in librarianship. Effective and efficient fulfillment of information delivery service to the university community depends largely on the calibre, experience and knowledge of information technologies of the staff.

It is recommended that those who do not have qualifications in librarianship be sponsored to undertake various courses or training in library studies. This will not only serve as a motivation to the staff, it will also equip them with the requisite knowledge to be able to play their complementary role expeditiously towards the general success of the library in terms of overall performance and information delivery.

5.4.6 User Education and Training

The study further revealed that it is not always or not all the users, especially students of KNUST, can search online independently. This means user education of the users is either not effectively undertaken or user participation is not encouraging. Nevertheless, the collection development of the library is supposed to be fully exploited by the students. The users should therefore be trained effectively for them to search for information as and when it is needed.

Users of the KNUST Library should be adequately trained to be able to conduct online information search independently or with little assistance. This necessitates the need to secure computers and make them accessible to the user community. In this contemporary time, digital resources play an increasingly important role in academic libraries, which must demonstrate their value to the institution and their impact on student learning outcomes in new and more compelling ways.

There must be a comprehensive user education or library orientation programme aimed at training the users of the library to be able to fully exploit the library resources. This is one aspect of playing the role of information delivery or access services to the university community.

According to Fjalbrant and Molloy (1984), the goals and objectives for a successful programme of library user education should be based on a synthesis of the needs of students, academic staff and library staff. Evaluation is based on attempts to measure the realization of pre-specified goals and objectives concerned with library use and information skills, attitudes to libraries, effects of various instructional programmes and use of a given library or information resources.

The general observations made in this study are in no way intended to be a critique. Rather the recommendations have been realistically and conscientiously made as a contribution towards the search for effective, efficiently and tailor – made delivery of information services to the user community. Information delivery is a principal role of every academic library, and this cannot be compromised.



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UNIVERSITY OF GHANA

DEPARTMENT OF INFORMATION STUDIES, LEGON

Questionnaire for Senior Members, Senior Staff and Junior Staff of the KNUST Library

Dear Sir/Madam,

This questionnaire seeks to elicit information on a new paradigm shift that has characterized the operations of academic Libraries. In this phenomenon, the library which was hitherto seen as a warehouse is now captured as a gateway to information. Kindly respond to them as your answers will be accorded utmost confidentiality.

My research topic is "Rethinking the Collection Development Phenomenon: A case study of KNUST Library.

Thank you for your anticipated cooperation.

Yours faithfully,

David V. K. Arkorful

SECTION A: PERSONAL DATA

Please tick or provide the answer as may be appropriate.

1. Gender: Male Female
2. Age _____
3. Where in the library system do you work?

Main library	<input type="checkbox"/>	Faculty library	<input type="checkbox"/>
College library	<input type="checkbox"/>	Departmental library	<input type="checkbox"/>
4. What is your job designation?

University Librarian	<input type="checkbox"/>	Chief Library Assistant	<input type="checkbox"/>
Deputy Librarian	<input type="checkbox"/>	Principal Library Assistant	<input type="checkbox"/>
Senior Assistant Librarian	<input type="checkbox"/>	Senior Library Assistant	<input type="checkbox"/>
Assistant Librarian	<input type="checkbox"/>	Library Assistant	<input type="checkbox"/>
		Junior Library Assistant	<input type="checkbox"/>
5. How long have you worked with the KNUST Library? _____
6. What qualification (s) do you hold in librarianship?

Ph D	<input type="checkbox"/>	Postgraduate Diploma	<input type="checkbox"/>
M.Phil	<input type="checkbox"/>	Bachelor of Arts	<input type="checkbox"/>
Master of Arts	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
		Certificate	<input type="checkbox"/>

SECTION B: CONCEPT OF ACCESS TO INFORMATION

7. Is the library aware of the access to information concept?
Yes No Don't know
8. Is access to information a priority in the discharge of your duties?
Yes No Don't know
9. Does your library have a laid down access policy that stresses on access to information?
Yes No Don't know
10. If yes, what measures have been taken to implement this policy?
.....
.....
.....
.....
11. Does the library use interlibrary loan as a regular supplement to local resources?
Yes No

12. If yes, Please name the libraries you have interlibrary cooperation with?
.....
.....
.....
13. To what extent has interlibrary loan or library cooperation helped in the delivery of service to your users?
Extremely helpful Very helpful Helpful Not helpful
14. Given the choice between access to information and provision of information materials, which one will you choose?
Materials Access
15. Is your library automated to be able to conduct online database searches on the spot for users?
Yes No
16. Does the library have the facilities to order documents from commercial suppliers (eg. British Library Lending Division "BLLD")?
Yes No Don't know
17. Are your users taught the use of the following printed information retrieval tools?
The library catalogue The indexes of books Handbooks
Periodical indexes Abstracts
Encyclopedia Bibliographies
18. Do the users find their way about in the library without any assistance?
Always Usually Sometimes Never
19. Are the Users able to access any library material independently regarding relevance to a subject?
Always Usually Sometimes Never
20. Are the users adequately equipped with the requisite knowledge and skills to exploit all the resources of the library?
Yes No.
21. Are users or your clientele taught the use of the computer for any of the following?
Electronic mailing
Books and Journals for course work
Current affairs
Chatting
22. Does the library have online full-text document delivery?
Yes No
23. Do your users have the opportunity to do electronic searching for information on their own in the library?
Yes No

24. If No, Please explain
.....
.....
.....
.....
25. Does the library believe in engaging in serious discussions and collaborative ventures as alternative methods of providing information?
Yes No
26. If yes, why do you think it is necessary now?
.....
.....
.....
27. Is your library aware that the advent of many new technologies in the past years has led to increased opportunities in information delivery?
Yes No Not aware
28. If yes, how has the library responded to this new development?
.....
.....
.....

SECTION C: COLLECTION DEVELOPMENT

29. Does the library have collection development objectives to achieve?
Yes No
30. In your estimation is the library well resourced financially to meet the information needs of the university community?
Yes No
31. Has the library cut down subscription as a result of insufficient budgetary allocation?
Yes No
32. If yes, what alternative measures has the library taken to supplement its subscriptions?
.....
.....
.....
33. Please give a few suggestions as to how to improve access to relevant information as and when information is needed.
.....
.....
.....

