

**A COMPARATIVE STUDY OF COLLECTION MANAGEMENT
PRACTICES OF UNIVERSITY OF CAPE COAST AND UNIVERSITY OF
EDUCATION, WINNEBA LIBRARIES, GHANA**

CHRISTOPHER KWAME FILSON

UNIVERSITY OF GHANA, LEGON
DEPARTMENT OF INFORMATION STUDIES

**A COMPARATIVE STUDY OF COLLECTION MANAGEMENT
PRACTICES OF UNIVERSITY OF CAPE COAST AND
UNIVERSITY OF EDUCATION, WINNEBA LIBRARIES, GHANA**

BY

CHRISTOPHER KWAME FILSON

**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA,
LEGON IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF MPhil INFORMATION STUDIES DEGREE**

JULY, 2015

DECLARATION

Hereby declare that this thesis is the result of my own original research work produced under the supervision of Professor A.A. Alemna and Dr Mrs Perpetua Dadzie. This work has been fully acknowledged and that no part has been presented for other degree in this university.

..... Date.....

CHRISTOPHER KWAME FILSON
(CANDIDATE)

..... Date.....

PROF. A.A ALEMNA
(PRINCIPAL SUPERVISOR)

..... Date.....

Dr. Mrs. Perpetua Dadzie
(Co Supervisor)

DEDICATION

This thesis is dedicated to the Almighty God, my wife, Helen Akweley Filson and our children, Emmanualla Ewura-Abene Filson, Thomas Bamfur Filson and Theophilus Ekow Filson

ACKNOWLEDGEMENT

I thank the Almighty God, for without him my aim of producing a work of this nature would not be possible.

Also I wish to express my sincere gratitude to my principal supervisor Prof. A. A. Alemna of the Department of Information Studies, University of Ghana, Legon for the numerous corrections he did to ensuring that I did the right thing. In fact I am highly indebted to him for all the suggestions he made to shape this work.

My thanks also go to my second supervisor, Dr. Mrs. Perpetua Dadzie of the Department of Information for suggesting the approaches to be used.

I would not have pursued this programme without the countless advise of Mr. Clement Entsua- Mensah, the Librarian of University of Cape Coast. My immense gratitude goes to him for his encouragement and support.

I thank my wife and our children for their cooperation, understanding and support as I spent much time working on this work at their expense.

My final thanks go to all the respondents of the University of Cape Coast and University of Education, Winneba especially the library staff, lecturers and students for spending their precious time to respond to my questions.

TABLE OF CONTENTS

	PAGE
Declaration	ii
Dedication	iii
Acknowledgment	iv
Table of contents	v
List of tables	vii
List of figures	xiv
Abbreviations	xv
Abstract	xvi

CHAPTER ONE: INTRODUCTION

1.0 Background to the study	1
1.1 Brief overview of the study area	4
1.1.1 The University of Cape Coast	4
1.1.2 The University of Education, Winneba	5
1.1.3 Source of funding for the University of Cape Coast and the University of Education, Winneba libraries	6
1.2 Statement of the problem	6
1.3 Purpose of the study	8
1.4 Objectives of the study	8
1.5 The research questions	8
1.6 Significance of the study	9
1.7 Scope of the study	9
1.8 Theoretical framework	10

1.8.1 Evans Theory of collection management: an activity and attribute approach	10
1.8.2 Theory of the relationship between collection development and factors affecting collection development by Clow, Hucklebridge, Staider, Evans and Thom 1999	13
1.9 Organisation of the study	15
References	17

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction	20
2.1 Collection development and collection management in libraries	20
2.2 The role of academic libraries in higher education	30
2.3 The global trends of collection management	31
2.4 Trends of collection management in Africa	33
2.5 Collection management in Ghanaian libraries	35
2.7 Academic Library Consortia	37
2.10 Standards of academic libraries	39
2.12 Challenges of collection development and management in academic libraries	41
References	44

CHAPTER THREE: METHODOLOGY

3.0 Introduction	53
3.1 Research design	53
3.2 Population	54

3.3 Selection of cases	55
3.4 Sample size	56
3.5 Sampling technique	58
3.6 Sources of data	59
3.7 Data collection instruments	59
3.8 Questionnaire	59
3.9 Pre- testing	60
3.10 Interview	60
3.11 Data analysis	61
3.12 Ethical consideration	61
References	63

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.0 Introduction	64
4.1 Interview with Librarians and sectional Heads	64
4.1.1 Status of library staffs working at the sections directly involve in the collection management practices	64
4.1.2 Number of years of employment of Sectional Heads	66
4.1.3 Selection and acquisition of library materials	67
4.1.4 The stock of the library	68
4.1.5 Weeding of library materials	69
4.1.6 Preservation of library materials	69
4.1.7 Collection evaluation	70
4.1.8 Resource sharing and electronic resources	71
4.1.9 User education	72

4.1.10 Access to library materials by the physically challenged	73
4.1.11 Collection development and management policy	73
4.1.12 Budgeting and funding of the libraries	74
4.1.13 Library infrastructure	75
4.1.14 Challenges to collection management practices	76
4.2 Responses from users of the library	77
4.2.1 Number of years users has been working or studying	77
4.2.2 Materials frequently used in the Library	78
4.2.3 Users ability to locate library materials	79
4.2.4 Reason for not been able to locate materials in the library	80
4.2.5 User awareness of those who can take part in the selection	
Process	81
4.2.6 Users who took part in the selection process	82
4.2.7 Assessment of library resources	83
4.2.8 Adequately of print library materials	84
4.2.9 Assessment of shelving and other services provided in the	
Library	85
4.2.10 Adequacy of electronic materials	86
4.2.11 Usage of electronic materials	86
4.2.12 Use of electronic resources and accessibility	87
4.2.13 Why information resources should be taught	88
4.2.14 Integration of library use into the curriculum of the university	89
4.2.15 Challenges militating faced by users of the library	91

References	93
CHAPTER FIVE: DISCUSSION OF FINDINGS	
5.0 Introduction	98
5.1 Collection development and management practices	98
5.1.1 Selection	98
5.1.1.1 Mode of acquisition	100
5.1.3 Weeding	101
5.1.4 Preservation of library materials	102
5.1.5 The impact of academic library consortium and resource sharing	103
5.2 Relevance and adequacy of library materials	104
5.3 Adequacy of print and non print resource	106
5.4 Lack of Collection Development and Management policies	107
5.5 Integration of library use into the curriculum of academic institutions	109
5.5.1 The impact of teaching information literacy	110
5.6 Challenges militating against collection development practices	112
5.6.1 Inadequate funding	112
5. 6.2 Lack of Adequate processional staff	113

5.6.3 Access to library materials	115
5.7 The relationship between the theoretical framework and the findings	117
References	120
CHAPTER SIX: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	
6.0 Introduction	125
6.1 Summary of findings	125
6.1.1 Professionals and paraprofessionals	125
6.1.2 Selection and acquisition of library materials	126
6.1.3 User participation in the selection process	126
6.1.4 Weeding of library materials	126
6.1.5 Preservation of Library materials	126
6.1.6 Relevance of Library materials	126
6.1.7 Adequacy of library materials	127
6.1.8 Provision of library services for the physically challenged	127
6.1.9 Collection development and management policies	127
6.1.10 Integration of library usage into the curriculum of the parent institutions	127

6.1.11 Resources sharing	128
6.1.12 Lack of funds	128
6.2 Conclusion	128
6.3 Recommendation	129
6.3.1 Provision of resources for librarians	129
6.3.2 Access to relevant and adequate library materials	130
6.3.3 Integration of library usage into the curriculum of the University	131
6.3.4 Funding	132
6.3.5 Collection development and management policies	132
6.4 Suggestions for further studies	133
References	134
Bibliography	135
Appendices	152

LIST OF TABLES

TABLE	PAGE
3.1 Total population of subject	55
3.2 Population and size of staff directly involve in the collection Management activities	57
3.3 Population and sample size of lecturers	57
3.4 Population and sample size of final year students	58
4.1 Category of library staff working at the sections	65
4.2 Years of experience of sectional heads	67
4.3 Working experience of lecturers	78
4.4 Ability to locate library materials	80
4.5 Why library resources could not be located	81
4.6 Users involvement in the selection process	82
4.7 Library users who took part in the selection process	82
4.8 How adequate library materials are	84
4.9 Shelving of books and services provided by the library	85
4.10 Adequacy of electronic resources	86

4.11 Use of electronic resources	87
4.12 Inability to access electronic resources and availability of electronic resources	88
4.13 Challenges faced by users of the library	92

LIST OF FIGURES

FIGURE	PAGE
1.1 Evans Theory of Collection Management: an activity and attributes approach	11
1.2 Clow et..al model of the relationship Collection Development and factor affecting Collection Development	14
4.1 Materials used in the library	79
4.2 Relevance of print materials	84
4.3 Reason why information literacy should be taught	89
4.4 How to integrate library usage into the curriculum	90

ABBREVIATIONS

UCC	University of Cape Coast
UEW	University of Education, Winneba
CARLIGH	Consortium of Academic and Research Libraries in Ghana
PNDC	Provisional National Defence Council

ABSTRACT

The study focused on the collection management practices of two academic libraries in Ghana. Both academic institutions are in the Central Region of Ghana and were basically established by the Government of Ghana to train graduate professional teachers for basic and second-cycle schools.

The survey method was used to look at the tasks undertaken by library staff to ensure that the intellectual resources of the library are made available to the library patrons. The respondents consisted of; 14 library staff, 117 lecturers and 491 students of the institutions. The technique used for the study was purposive sampling for library staff and convenience sampling for the users of the library.

The major findings were that professional librarians and para-professionals were inadequate in as there were only 24%. Few users of the library were involved in the selection process of library materials. Both libraries depended much on donation and purchasing as the major methods of acquisition. Information materials in both libraries were inadequate. Both libraries did not have collection management policy. The two libraries taught information literacy skills as way of promoting the usage of the library. They were both members of the Library Consortium in Ghana. And finally both libraries did not have adequate funding for efficient library services. With the exception of funding, feasible and attainable recommendations were stated of which library managers could adopt for efficient management of the libraries.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Libraries are regarded as agents of education and aid in the acquisition and advancement of knowledge in all spheres of life. Libraries are important intellectual resource of the academic community; they help to fulfill the curriculum requirements and promote studies and research. Libraries are classified according to the institutions they are attached to. Academic libraries are the type of libraries found at colleges, polytechnics and universities, and the users are lecturers, researchers, staff and students. Academic libraries are there to support teaching, learning and research activities of their parent institutions. Thus, these libraries have major role to play in the achievement of the mission and vision of their institutions. However, libraries cannot function effectively if their collection falls below a certain level (Aina, 2004).

The activity undertaken by all types of libraries to ensure that the right information resources are made available for library users is considered as collection management. Collection management entails activities which involve acquisition of library materials, processing, organisation, conservation and preservation, storage, weeding, and promoting the use of the library materials (Kumar, 2012)

Though sometimes collection development and collection management are used interchangeably, the dichotomy between these two terms is that while the former deals with the selection and acquisition of the library collection, the latter deals with the managing of the use, storage and organisation of the collection (Arinawati, 2011). Collection development involves the planning to procure the library collection to fulfill

the goals of the institution, while collection management deals with the organisation, maintenance and dissemination of the collection for library clients (Kiran, 2010).

Collection development is an activity of collection management as a result, the nature of collection management practices make it more challenging area in the library work since maintaining the relevant materials to satisfy the demands of library users pursuing different disciplines entails a lot. Information is essential and so collection management tasks should be carried out with the idea of participation in interrelated programmes of the library and the parent institution.

The main task involved in collection management is to make the information sources gathered useful and physically accessible to users of the library. That is why needs assessment should be done first so that resources kept in the library become relevant to the information needs of the users (Little, 2011).

Collection management is more demanding than collection development because it goes beyond the acquisition of library materials, policy making, preservation and storage, weeding and discarding of stock. It is a combination of several activities which basically deal with the planning, maintenance, preservation, evaluation and dissemination of the library's collection. In other words, collection development activities are very important aspect of library services in any academic library because; it is the basic function of a library. (Khan and Bhatti, 2012)

In order to avoid what was once stated by Gruenthal (2011), that “our target audience, the reluctant reader, can read, but chooses not to because the books they are exposed to are not interesting to them”, academic libraries should have collection development and

management policies to serve as a guide that will make it possible for all format of materials to be procured since resources in academic libraries should include all pertinent information regardless of format and nature of access (Pickett, Stephen, Kimball, Ramirez, Thornton, Burford, 2011).

The community of an academic library is made up of heterogeneous users; so it is prudent that resources are provided for all courses offered in the institution. This means that decision taken concerning the management of library materials need to be subjective.

Users of academic libraries are now looking for librarians who can help them identify the resources they would use for their academic work, and that librarians of academic libraries can be true friends of library patrons by assisting them to go through their academic work. It is with this reason that, the collection management practices of every academic library is crucial (Dilevko, 2013).

Academic libraries in Africa need adequate funds to carry out the activities that will make available the right information for the users of the libraries. However, library budgets are diminishing while resources are becoming more expensive. This calls for increasing control over the selection of library material. Increasingly, academic libraries have to justify their expenses and their need for funds to support their programmes. A well documented Collection Management Policy is an antidote for this situation and adequate collection management practices will also help minimise the negative effects.

The genesis of collection management practices can be traced to inadequate funds for libraries in the 70's, when budget allocation for libraries were reduced making it difficult for libraries to operate as they usually do. It was during the same period that increase in

publication occurred and libraries had to acquire these materials for their users. Consequently, collection management principles were adopted to protect libraries from collapsing (Johnson, 2009).

To ensure easy monitoring of library activities most academic libraries in Ghana operate under the following sections; Acquisition, Cataloguing, Circulation, Electronic Support, Technical Support (including bindery and photocopying sections), Periodicals and Physically Challenged. These sections are expected to conduct their respective functions to keep the libraries running. However, these libraries can perform library activities effectively if adequate funds are made available (Alemna, 2012).

1.1 Brief overview of the study sites

1.1.1 The University of Cape Coast Library

The University of Cape Coast was established in October, 1962 as a University College to train graduate teachers for first and second cycle institutions. Initially, it was affiliated to the University of Ghana, Legon. On October 1, 1971, the College attained the status of a full and independent university. <http://www.ucc.edu.gh>

The University of Cape Coast library began in 1962 with a collection of about 650 books mainly on English Literature, Economics, History and Geography. Since its inception, the library's growth has been at a slow pace with a projected average of between 4000 and 5000 volumes. The total numbers of books including the bound volumes of periodicals stand at 249,564 as at 25th March, 2015.

The Mission of the Library is to add value to the university's teaching, learning, research, publication and dissemination activities by providing excellent information service which

makes available and accessible information materials both in print and electronic formats to clients (University of Cape Coast Library Strategic Plan 2013-2017).

1.1.2 The University of Education, Winneba Libraries

The University of Education, Winneba was established in 1992 first as a University College under PNDC Law 322 with the amalgamation of seven (7) former Diploma awarding institutions with the aim of producing graduate teacher for the nation.. In May 2004, the University of Education Act 672 was enacted to grant autonomy and upgrade the status of the University College of Education, Winneba to a full university.

The history of the library cannot be decoupled from the history of the university as the libraries were also made up of the library collection of the institutions which came together to form the university.

The University of Education, Winneba also has libraries on campuses outside Winneba. They are; College of Technology Education Library in Kumasi, Nana Afia Serwah Kobi Ampem II Library in Mampong (all in the Ashanti region of Ghana) and Ajumako College of Languages Library. The vision of the University of Education, libraries is “be a leader and innovator in academic library information and communication service”. (University of Education, Winneba, Library. <http://www.uew.edu.gh/library>).

1.1.3 Source of funding for University of Cape Coast and University of Education, Winneba libraries

Preliminary investigation conducted by the researcher at the universities under study revealed that the Finance Committee allocates funds to the libraries. This is done on a calendar year basis. The sources of the funding at the two universities are Government

subvention, GETFund, Donor Support and Internally Generated Funds (IGF) including fees paid by students.

The Government subvention consists of income for personal emoluments, service and administration. The library gets 10% of income for service and fees paid by students. This is the policy approved by the University Rationalisation Committee and adopted by the National Council for Tertiary Education in Ghana. It is out of this fund that the two University Library's Management determines how much is spent on books, periodicals and e-resources. (University of Cape Coast: University Library Strategic Plan, 2013-2017).

1.2 Statement of the problem

Academic institutions are educational setups for the training of people to embark on research activities. It is where learners are taught how to study independently; and the library is one of the facilities that contain the intellectual resources which are needed to accomplish this goal. Therefore, properly managed academic libraries should be the concern of the management of any academic institutions.

The two institutions under study were established by the Government of Ghana to train graduate professional teachers for basic and second- cycle schools. This means that products from these institutions are engaged to teach, train and guide younger ones who are in their formative years; the stage at which habits are developed. Unfortunately libraries attached to these institutions are not well resourced. A preliminary investigation conducted by the researcher revealed that though the University of Cape Coast Library has a Collection Development Policy, both libraries however; do not have Collection

Management Policy. This situation, the researcher thinks could be detrimental to the operations of these libraries.

An empirical studies by Chaputula (2011), and Mangrum and Pozzebon (2012), revealed that the extent at which collection management activities are carried out varies from one library setting to another. In other words, the degree of emphasis on the collection management practices may differ due to some militating factors or individual interest, in addition, Adekanmbi and Boadi, (2008) and Chaputulla (2011) also indicated that there are challenges like inadequate funding, lack of motivation of staff, lack of infrastructure amongst others militating against collection development and management activities in developing countries.

Preliminary investigations conducted by the researcher revealed that the above challenges enumerated were common in most academic libraries in Ghana; and also it was revealed that though the University of Cape Coast Library has a Collection Development Policy, both libraries do not have Collection Management Policy. Consequently, librarians in these academic institutions are not able to perform their functions as expected.

So, the key problem the study addressed was to examine which collection management practices were carried out and the challenges militating against the smooth execution of these practices at University of Cape Coast and University of Education, Winneba Libraries.

1.3 Purpose of the study

The aim of the research was to examine the differences and similarities of the collection management activities performed by the two public university libraries in the Central Region of Ghana.

Secondly, the research investigated the factors preventing library staff of University of Cape Coast and University of Education, Winneba, from executing the collection development and management activities.

1.4 Objectives of the study

The specific objectives of the study were to;

- a) identify the collection management practices carried out at University of Cape Coast and University of Education, Winneba, libraries.
- b) find out how relevant the available library materials are to academic work of University of Cape Coast and University of Education, Winneba.
- c) investigate the challenges faced by the staff of University of Cape Coast and University of Education, Winneba, libraries as far collection management activities are concerned.
- d) determine how the use of University of Cape Coast and University of Education, Winneba, libraries can be relevant to the teaching, learning and research activities.
- e) make recommendations based on the findings of the study.

1.5 The research questions

The research was guided by the following questions:

- a) What are the collection management practices of University of Cape Coast and University of Education, Winneba, libraries?

- b) How relevant are the library materials of University of Cape Coast and University of Education, Winneba, to the academic work?
- c) What are the challenges library staff face conducting collection management practices?
- d) How can the use of the libraries of University of Cape Coast and University of Education, Winneba, be integrated into the curriculum of the institutions?
- e) What are the Challenges faced by staff of University of Cape Coast and University of Education, Winneba, libraries as far as collection management activities are concerned?

1.6 Significance of the study

The primary significance of this study lies in the fact that; the study will provide insight into the current collection management practices of public academic libraries in the Central Region of Ghana. This will compel the university authorities to pay more attention to the operations of the libraries on the campuses of the universities

The study will assist in highlighting the relevance of library materials to the teaching, learning and research activities of the universities and as a result show how important it is to integrate the use of library into the academic work. The study will add to scholarship and also serve as a reference for future studies concerning collection management in library studies.

1.7 Scope of the study

The study covered two public universities libraries, University of Cape Coast and University of Education, Winneba libraries. Collection management is a universal activity in libraries, and these libraries cannot be functional without practicing it.

1.8 Theoretical framework

Theories of collection development in libraries are related to issues concurring with library activities. They are statements of relationships between variables which in turn offer explanation for something. This means that collection development and management theories were deduced after a longer period of practices. Creswell (2009) explains that theories are used in several ways to explain behaviours and attitudes and it may be complete with the use of variables and constructs.

Neuman (2006) pointed out that theory is a coherent group of general preposition adopted to explain a situation. He indicated that there is a basic interrelationship between theory and research; and that the work of a researcher cannot be explanatory enough without a theory. This means that without theories the social science researcher will not be able operate effectively. The researcher used a theory namely Evans Theory of Collection Management (Evans, 1995) and a Model by Clow, Hucklebridge, Staider, Evans and Thom (1999)

1.8.1 Evans Theory of Collection Management: An activity and attribute approach

Firstly, Evans Theory of Collection Management Process which is an activity and attributes approach was adopted for the study. This theory was viewed against the collection management activities or practices. This theory has plans that would lead to the building of collection and management of the collection of a library. It deals with the required steps to be taken to procure the resources of a library and the management of the library collection in a manner that the information needs of the users of the library can be met.

The model has the components necessary for collection management activities as follows: professional and user activities, the result of professional activities, tools the actors use, value provided to the user and intellectual content.

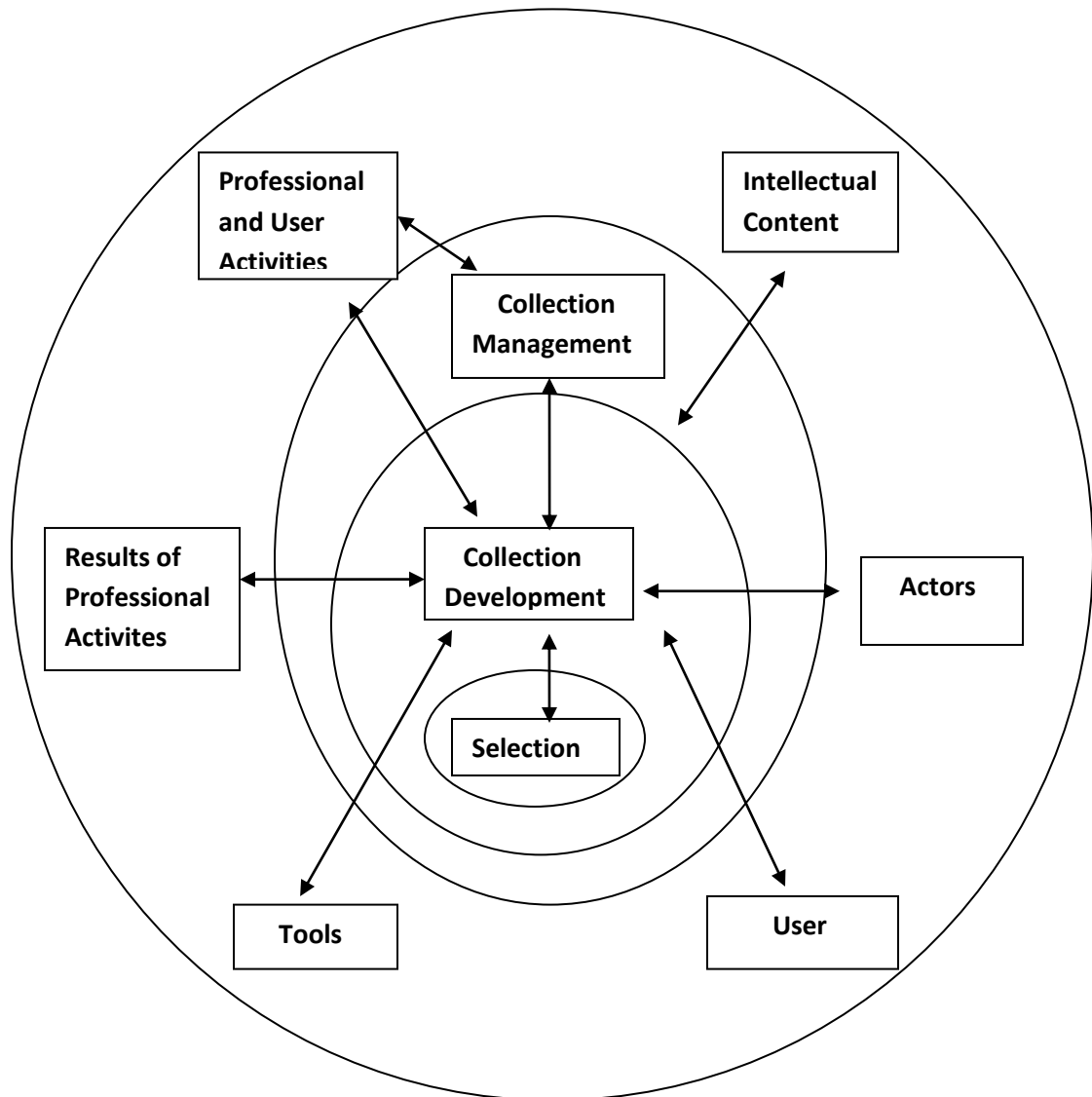


Fig 1.1 Theory of Collection Management: An Activities and Attributes

Approach

From the diagram, it could be seen that collection management is coordinating the activities of collection development such as access to the collection, resources sharing,

conservation and preservation, weeding, deselection of the library's collection. The above components of the theory are prerequisites for collection development and management and their influence on collection management is highly possible because of the following:

Professional and user activities: Before a library material is made available to the user it passes through some processes or activities. These activities are performed by the professional librarian so that the materials can be accessed. Some of the activities are; selection, acquisition, cataloguing, classification, weeding, deselection, policy formulation, and evaluation. According to the model, the execution of these activities by professionals or competent people is one of the ways of proper collection management procedures.

The results of professional activities: This aspect of the model deals with other activities performed by professional librarians to ensure effective management of the collection of the library. These are formulation of policies, services that lead to easy access to library materials, bibliographic control, resources sharing, and user education.

Tool for the actors: The tools are used to process library materials and according to the model these tools are; classification scheme, all the policies (selection, acquisition, deselection policies) catalogues, union catalogue, bibliographic softwares, etc.

The value provided to the user: When the collection in the library meet users information needs the benefits are as follows; increase in knowledge, increase in academic performance and user satisfaction. This means that much need to done by the librarian.

Actors: These are the users of the library or the user community. They include researchers, lecturers, staff of the institution and students. Analysing the information needs of the user community is essential as far as this model is concerned.

Intellectual content: The holdings of the library portray the intellectual content of it. These include periodicals, books, electronic resources, etc. From the description of the various aspects of the model one can infer that collection management is the effective utilisation of the library tools at the disposal of library professionals to select, process, organise, preserve, maintain and disseminate the intellectual content of the library to users for series of benefits.

The researcher decided to use this model to examine collection management practices of libraries of different settings because, firstly, it relates to the study and more so, it handles collection management practices. Lastly, it serves as a yardstick through which the main objectives were achieved.

1.8.2 Theory of the relationship between collection development and factors affecting collection development by Clow, Hucklebridge, Staider, Evans and Thom (1999)

This theory points out that factors like: library consortium, staffing, funding, technological aspects and user participation as factors which influence the performance of library staff.

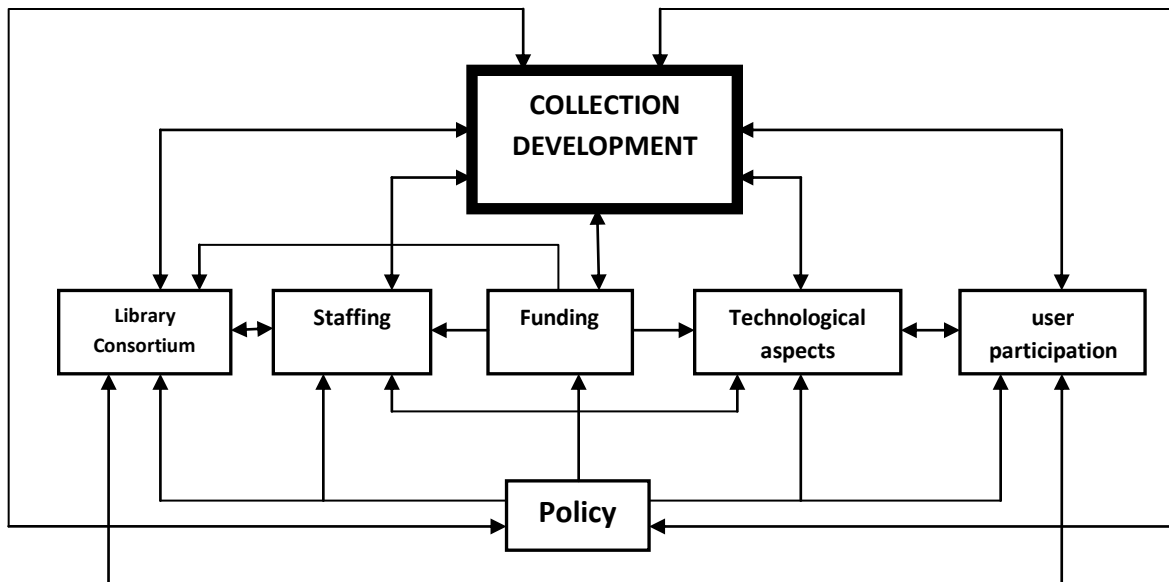


Fig 1.2 Theory of the relationship between collection development and factors affecting collection development by Clow, Hucklebridge, Staider, Evans and Thom (1999)

From Fig. 1.2, it can be seen that the direction of the arrows indicate the relationship between the variables. The effect of the relationship could be one- sided or reciprocal. Clow, Hucklebridge, Staider, Evans and Thom (1999) theory of the relationship between collection development and factors affecting collection development was adopted to look at how variables like; library consortium, staffing, funding, technological aspects and user participation can negatively or positively affect the services of the library.

Library consortium: With the global economic crisis, no library can acquire all its resources so the theory supports the idea of a library belonging to a consortium where resources and ideas are shared.

Staffing: The theory considers staffing as one of the factors that may positively or negatively affect collection development since the nature of human resource available in a library can make or unmake the library.

Funding: All the perquisites noted in framework become fully operational with the availability of adequate funds; hence it greatly determines the nature of collection management activities in all libraries.

Policy: Collection development policies guide the way the collection development and management activities should be performed. Hence its existence and non existence has an impact on collection management

Technological aspects: The theory subscribes to the use of technology to access information since the speed of information access also accounts for patronage of a library.

User participation: User participation in the selection process of library resources influence usage of the library. {Clow, Hucklebridge, Staider, Evans and Thom, 1999)

Since the study will be looking at the challenges impeding librarians from performing the task. The researcher deemed it appropriate to use this theory to expose the hurdles frustrating library staff from performing their tasks to perfection.

1.9 Organisation of the study

This study comprise of six (6) chapters.

Chapter One (1) was devoted to the background to the study, statement of the problem, purpose of study, objectives of the study, research questions, and scope and limitation of the study, theoretical framework, significance of the study, and organization of the study.

Chapter Two (2) highlights on the literature review. The literature is treated from the perspectives of the world, African and Ghanaian views of the topic and related areas that have bearing on the subject of study.

Chapter Three (3) is on the methodology and it covered research design, selection of cases, population, sample size and sampling technique, instrumentation and ethical consideration.

Chapter Four (4) is the presentation of the data analysis and findings.

Chapter Five (5) discusses the findings.

Chapter Six (6) looks at the summary of findings, conclusion and recommendations.

References

- Adekanmbi, A. R. & Boadi, B. Y. (2008). Problems of developing library collections: A study of colleges of education libraries in Botswana. *Information Development*, 24 (1), 275- 277.
- Aina, L.O. (2004). *Library and information science text for Africa*. Ibadan: Third World Information Services Ltd.
- Arinawati A. (2011). An assessment of the effectiveness of library resources and services in supporting researchers' information needs. Retrieved May 10, 2015 from www.academia.edu/.../AN_ASSESSMENT_OF_ELECTRONIC_INFOR.
- Chaputula, H. A. (2011). Impact of the global economic crisis on academic libraries in Malawi: A case study of University of Malawi and Mzuzu University Libraries. *Library Management*, 32 (8/9), 565 -570.
- Clow, A., Hucklebridge, F., Staider, T., Evan. P., Thom, L(1999). *Universities libraries in Africa: A review of their current state and future potential*. Vol. 2. Case studies. London: International Africa Institute.
- Darko, D. A. & Kwarteng, K. O. (2003). *A history of University of Cape Coast: Forty years of resilience* -2002. Accra, New Town (Ghana): Woeli Publishing Services.
- Dilevko, F. (2013). The Southern Agrarians: A case study in intellectualised collection development. *Collection Building*, 31 (1), 4-6.
- Evans, G. E. (1995). *Developing library and information center collections*, (3rd ed.) Eaglewood: Libraries Unlimited.
- Gruenthal, H. (2011). WARNING! This document contains drugs, violence, language, sex, abuse, and some of the most amazing things on the planet!: YALSA's quick picks for Young Adults. *Library Services*, 9 (3) 37.

- Johnson, P. (2009). *Fundamentals of Collection Development and Management*.
American Library Association, Chicago, IL.
- Khan, S.A. & Bhatti, R (2012) A review of problems and challenges of professionals in
developing countries including Pakistan *Library Philosophy and Practice*
journal Retrieved May 1 2015 from
<http://www.digitalcommon.unl.edu/libhiprac/757/>
- Kiran, K. (2010). Service quality and customer satisfaction in academic libraries, *Library
Review*, 59 (4) 265. Retrieved 11 May, 2015 from
<http://dx.doi.org/10.1108/00242531011038578>
- Kumar, P. K. S. (2012). User Satisfaction and Service Quality of the Universities
Libraries in Kerala *International Journal of Information Dissemination and
Technology* 2 (1).
- Little, G. (2011). Collection development in library and information science at ARL
libraries. *Collection Building*, 30 (3), 135.
- Mangrum, S. & Pozzebon, M. E. (2012). Use of Collection Development Policies in
electronic management. *Collection Building*, 31 (1), 108-109.
- Neuman, W. L. (2006) *Social Research Methods: Qualitative and Quantitative
Approaches*, 6th ed. Boston: Pearson Education, Inc.
- Pickett, C., Stephens, J., Kimball, R., Ramirez, D., Thomson, J Burford, N (2011).
Revisiting an abandoned practice the death and resurrection of collection
development policies. *Collection Management*, 36 (3), 165-167.
- University of Cape Coast: University Library Strategic Plan (2013-2017).
- University of Cape Coast: University. Retrieved October 7 2014 from
<http://www.ucc.edu.gh>

University of Education, Winneba, Strategic Plan (2013-2017).

University of Education, Winneba, Library. Retrieved September 4, 2014, from

<http://www.uew.edu.gh>

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

According to Kumar (2005), literature review is one of the important parts of research work, because it helps the researcher to keep to the study. Creswell (2003) also noted that literature review enables one to identify other studies that are in close relation with the study being conducted. In the same vein, Taylor (2005) buttressed the above statements by saying that a literature review should be around or close to the topic under study.

A great deal of literature has been produced on collection development and management activities. But for the purposes of this study, the topic was reviewed under major headings and sub headings as follows.

- a) Collection development and management practices in libraries.
- b) The role of academic libraries in higher education
- c) The global trends of collection management.
- d) Trends in collection management in African countries.
- e) Collection management in Ghanaian libraries.
- f) Academic library consortia
- g) Standards of academic libraries
- h) Challenges of collection development and management practices

2.1 Collection development and management practices in libraries

Collection development is defined as “the process of planning a stock acquisition programme not simply to cater for immediate needs, but also to build a coherent and

reliable collection over a number of years, to meet the objectives of the service” ((Prytherch, 2005). To Vignau and Meneses, (2005), collection development in libraries is the process that deals with the acquisition and management of books and non-book materials. They stated that it involves all the activities that include the planning of the collection, development, organisation, availability, evaluation, preservation, conservation and restoration of the collection.

To Smith, (2008) collection development can be considered as aspect of librarianship which involve continuous activities in all libraries aimed at ensuring that collections are put together to serve the community at large. This statement has been buttressed by Evans and Saponaro (2005), who stated that collection development is the process meant to ensure that the library make available resources that can meet the information needs of its service population as and when they need it at cheaper rate in and out of the organisation in question.

Looking at the reasons why collection development is an essential part of library work, it is an obligation for Collection Development Librarians to equip themselves with abilities which will make them competent enough to acquire materials which can satisfy the information needs of the patrons (Dilevko and Guttlib, 2004). From the above assertions, it can be noted that collection development practices in libraries especially academic libraries is not an easy task as noted by Agyen-Gyasi, Lamptey and Frempong (2011). They stated that because of the technical bases of collection development and management together with factors militating against it, collection management has become a difficult task to handle.

Furthermore, Ontario School Library Association (2010), stated that in an environment where there are adequate and relevant reading materials and students have the opportunity to read materials of their own interest; they are motivated to read more. This means that library users need to have a choice of reading materials to choose from; this, the Association believes can lead to the development of reading habit as pointed by Gruenthal, (2011), he thinks that reluctant readers can also be encouraged to read, if physical and intellectual access to information is relatively easy.

Also, Evans and Saponaro (2005), noted that collection development policy can be considered to be the outlining of the role a library is supposed to play in an institution. Collection development policies are meant to provide a guideline for the selection and acquisition of library materials. They indicated that the collection development policy is to provide a written document indicating the objectives of the library as well as informing the patron community of the existence of the documented policies.

Apart from guiding selections during individual decision making, it is also used in determining the allocation of funds and it facilitates cooperation. The collection development policy is a living document that can be reviewed. Johnson (2009) emphasized that a library without a collection development policy is like an organisation without a stated plan. That is why Spiller (2000) thinks that the content of a collection development policy should be the library's goals and objectives, the short-term and long-term needs of the community it serves, the degree of strength and weakness of the resource available, and the depth and scope of its acquisition policy.

To Chaputula and Kanyando 2014), the main reason for writing a collection development policy is to make the library remain focus since the likelihood of events

disrupting stated goals and procuring at random resources that may not lead to achieving the mission and vision of the library in particular and the university as a whole is possible. Aina (2004) also noted that the existence of collection development policy makes selection very easy because some criteria or guidelines for selection of library materials might have been stated in the policy.

However, according to Chaputula and Kanyundo (2014), one of the challenges of a collection development policy is the situation where the policy has price ceiling for materials. In such a situation, library patrons will be denied access to information sources they want. Despite this disadvantage, in today's world, the limitation could also lead to judicious use of the little resources available.

Collection management policy is required to serve as a guide for the managerial aspect of the collections of any library especially in hybrid academic libraries. This policy will serve as a blueprint to address the challenges encountered by academic libraries as a result of the hybrid and digital paradigm. Hence most academic libraries in the developed countries have started formulating their collection management policies.

Evans and Saponaro (2005) agree with this view and confirm that collection management comes after collection development. Therefore collection management policy would comply of collection development policy. That is why Law (1999) categorized collection management policy under four main headings: 1) Collection development; 2) Collection evaluation; 3) stock relegation and disposal; 4) staff structures.

A study conducted by Ameen (2006) in Pakistan using thirty universities with the respondent rate of ninety-seven (29 universities) revealed that almost all the universities agreed there is the need for a collection management document, which they do not have.

The study also revealed that few of them have collection development policies. Friend (2000) also pointed out that there is the need to link the collection management policy of a library with the strategic plan of the parent institution it serves.

In addition to the above, Evans and Saponaro (2005), maintained that collection development and management policies can be influenced by politics and this situation may lead to new directions and expose unexpected weaknesses in the institution, often directly impinging on the library. Spiller (2000) also asserted that a good policy statement should ensure consistency and be considered as a planning tool for those in charge of the libraries as well as statement of purpose for funders and advocates.

Spiller (2000) argues that for a policy to be functional, the following should prevail 1) good communications between policy makers and staff through seminars and workshops, 2) backing the policy by financial allocations to stated priorities, and 3) subsequent monitoring to ensure that funds are spent as directed.

Evans (2005) explained that selection is the situation whereby one chooses materials among several collections. He emphasised that selection is effective when the information needs of the users of the library are taken into consideration. Aina (2004) noted that the existence of collection development policy makes selection very easy because some criteria or guidelines for selection of library materials might have been stated in the policy. He explained that the selection of print and non-print collections of the library is a shared responsibility of the teaching faculty, students and the library.

The above means that the user population cannot be avoided when it comes to selection. This activity, to him, should not be done anyhow, but be guided by the library's and the parent institution's goal to maintaining the highest standards of academic freedom in the

pursuit of academic work, thus library collection must mirror the mission statements of the university and the library.

As emphasised by Aina (2004) when selecting materials for a library care should be taken to avoid duplication, because duplication may curtail wider coverage of courses pursuit in the institution. They continued by saying that the selection policy is a document meant to enhance the planning of the collection of a library and that the availability of a selection policy is so crucial to the collection development practices. The issue of duplication can be minimized with the existence of selection policy. Selection and acquisitions of library materials are often linked together since acquisitions follow selection, thus the two are interdependent, in view of this, they are often regarded as the critical functions in a library (Evans, 2005).

A study conducted by Ghaebi and Fahimifar (2012) in Iran pointed the following as some of the factors discouraging librarians for selecting e-journals: hackers, software and hardware limitations, low degree of users familiarity and eye problem people develop as a result of reading from the screen. Smith (2008) similarly noted that selection should continue to be one of the major activities for the modern library, however, this activity need to be characterised with the introduction of concepts such as sense-making, mapping and codifying so that retrieval can be with relative ease. He stressed on the needs for community or user analysis to be done before selection, and also users of the library especially academic library should be involved in the selection process

Ameen (2006) describes acquisition as to procure selected information resources through possible means. It is one of the core functions of the library, in the same vein; acquisition has been used to mean selection of library materials. With the nature of academic

research work that takes place in universities, acquisition plays a vital role in the operations of the library as far as access to information is concerned.

Chapman (2001) explains acquisition as the vital link in the book and non-book trade industry. To Woodward, (2005), acquisition is the only collection development activity not connected to the community. He considered acquisition of library materials as the stage at which what has been decided at the selection stage is implemented. Acquisition can be done through purchasing, donation, exchange and legal deposit. He emphasized that in dealing with the modes of acquisition, issues stipulated in the collection development policy should be taken into consideration.

However, Dilevko (2009) advised against this mode of acquisition by saying that Collection Development Librarians who practice vendor- based and patron- driven acquisition need to be more proactive. The above situation can be minimised if decision concerning acquisition of library materials are funneled with the collection development and management policies because these policies may stipulate which resources should be acquired and the number of copies of materials that must be bought.

The development of electronic resources has also created some headaches for the Acquisition Librarian; this is so because most libraries lack the required technical standards for the procurement of these materials. According to Chaputula and Kanyundo (2014), a study conducted in Italy revealed that most Acquisition Librarians are compelled to consider the price of material, rather than the request of library users.

Preservation of library materials is very important facet of collection management practices. According to Hasenay and Krtlac (2010) preservation can be regarded as all plans, activities and resources put together to ensure that there is continuous availability

of library materials. Prytherch (2005) also considers preservation as ensuring adequate environment, humidity, and good housekeeping activities so that the environment of the library and archival materials would remain stable to bring about long term access to these materials. He continued that harsh environmental factors serve as catalyst in the deterioration of paper materials.

Preservation plays a leading role as far as knowledge transfer and cultural heritage is concerned. Hasenay and Krtalic (2010) consider weeding as one of the ways of conservation and preservation of library materials that is why IFLA (1998), stated that the role of library staff is paramount in preservation activities. Like other activities, before embarking on any preservation practices, needs assessment must be conducted and that this exercise calls for much time of the library staff.

Aina (2004), described preservation as all practices meant at prolonging the lifespan of materials. It is an activity performed by most institutions to ensure that information is transferred from one client to another. One needs to find out what brought the deformation of the material and also should note the degree of the damage, but in order to avoid the hazard, preventing the damage from occurring is the best. Alegbeleye (1999) however observed that ignorance of users as one of the agents of deterioration serves as a major constraint to the preservation and conservation of library and archival materials in Africa.

Weeding has been described by Detmering and Sprole (2012), as the situation whereby library materials considered to be less relevant, obsolete, weak and mutilated are withdrawn from the shelves. Since services in academic libraries need to be attractive and welcoming, Chaputula, (2014), maintains that weeding is one of the essential tasks in

collection management practices because there is the need for more space to be created for the ever growing relevant collections in academic libraries.

Aina (2004) also buttressed the above statement by saying that weeding is one of the notable collection management activities undertaken in libraries so that one can get rid of the library's outdated, archaic, redundant materials. Evans (2005) advised that weeding should be done periodically in academic libraries. Thus a particular moment of the year can be designated for conducting the weeding activity. In performing this activity, the staff must be greatly involved. Crosetto (2012) also asserted that just as print materials are weeded, electronic materials are weeded too, but in this case, the library can review usage data for e-books to include the number of times e-books were accessed or downloaded.

An academic library should have collections that are free from outdated, obsolete, shabby, or no longer useful items because for every item that is put on the library shelves, we should at least be considering whether there are items that need to be removed. Arinawati (2011) recommended that librarians need to analyse the needs of the library clientele thoroughly to ensure that materials weeded have really outlived their usefulness. In some libraries, usage statistics are used to inform weeding and de-selecting decisions. Detmering and Sprole (2012) noticed that the collection in the reference section of a library can be made more beneficial when weeding is properly done.

With E-books Johnson (2009) noted that, they are easy to ignore because they do not take up physical space and their usage does not appear in standard circulation activity reports. However, just like print materials the following are considered before weeding: currency, scope of coverage and usage.

In furtherance, Evans and Saponaro (2005) noted that collection management process will not be complete if it does not incorporate collection evaluation because collection management practices or activities are weighed through collection evaluation. Collection evaluation is the activity which completes Evans proposed collection development cycle. Aina (2004) also stated that collection evaluation is the way of assessing the collection of a library. Since the heart of a library lies on its collections, Spiller (2000) believes that collection evaluation is necessary in academic libraries to ensure that relevant materials are put at the disposal of library users.

Weeding of library collection according to Evans (2005), is another way of collection evaluation activities. Smith (2008) buttressed this statement by saying that the periodic collection evaluation and deselection are some of the important activities in collection development and management practices. Effective collection development activities cannot take place without adequate funding. The present economic stress of most developing countries has affected library activities (Chaputula, 2011). Kavulya (2006) as cited by Chaputula (2014) stated in his work that lack of funds has affected most institutions to the extent that their libraries are not adequately stocked. This means that collection evaluation may not be practiced in some libraries knowing that they have very little at their disposal.

Little (2011) emphasized that for the collections in a library to support researchers, lecturers and students, libraries should embark on comprehensive collection evaluation activities. Periodic collection evaluation means new library materials must be acquired at regular intervals.

According to Twiss (2001), the more "basic" an item is the greater the chances that more of such item would be acquired by a library or libraries, on the other hand, the more peripheral a document is the fewer libraries acquire it. Twiss (2001) discusses *White Brief Test of Collection Strength*. To him, White's *Test* is based on conspectus approach and Research Libraries Group (RLG) collection levels. These levels range from O (out of Scope) to 5 (Comprehensive). Holley (1997) also believes that this simple scale can be used to review library's collection and then make the results known; this he argues would let users know of the holdings of the library. Lesnisaski (2004) also maintains that using this scale to expose the strength of collections of any library is quicker and easier than the conspectus.

2.2 The role of academic libraries in higher education

According to Browse (2013), academic libraries all over the world are becoming information and technologically dependant this is a challenge for less endowed academic libraries. Some librarians are proactive as far as collection development activities are concerned to the extent that they have adopted resource sharing in order to reduce the tension from library patrons. Despite this, individual academic libraries need to work towards the accepted standards by building collection which will support the teaching, learning and research activities of their parent institutions

According to Johnson (2009), libraries support research process by collecting, preserving and making available an array of information resources relevant to their research community. Hahn, (2008), is also of the view that with the diversified nature of the role of the academic institutions, many academic libraries are becoming publishers of

scholarly monographs, conference proceedings and peer-reviewed journals; this role of academic libraries is in fulfillment of the goals and vision of their parent institution.

Nwalo (2003) describes the effectiveness of a library as how well the academic goals of the institution are met. Since the library is the heart of an institution, much needs to be done by the library to make it a functional heart. A survey by Jubb and Green (2007) observe that academic libraries have for centuries played vital roles in supporting research in all subjects and disciplines within their host campuses. This means that academic libraries form part of the main components of every institution and hence if under resourced, it will undermine the very purpose of the institution (Khan and Zaidi, 2011). This calls for librarians to reveal how indispensable the library is to the academic success of any tertiary institution.

2.3 The global trends of collection management

Collection management is defined as the act of putting, coordinating and disseminating of information, in other words, it is the coming out with policies, evaluation, and planning. The act in turn, influences decision making about acquisition, retention, and provision of access to information sources in support of the intellectual needs of a given library community. Collection development is the part of collection management that primarily deals with decisions about the selection and acquisition of library materials (Johnson, 2009)

Evans (2005), considers collection development as being material selection, while collection management deals with preservation and budget making, thus regarding collection management as a component of collection development. On the other hand, Gorman and Miller (2000), maintain that collection management comes after the stage of

collection building to include managerial aspects such as collection use, budgeting and other related matters.

The invention of the internet has created an opportunity for collection managers to manage resources well, in the sense that this technology has facilities that make access to resources easy and faster. Collection management in academic libraries is an essential part in the provision of library services by providing an infrastructure in which academics and researchers can acquire the information they need. However, according to Johnson (2009), this requires the formulation of clear goals and policies which must be in relation with the goals and mission of the library and the institution as a whole. One can therefore infer that the ultimate responsibility for collection development rests with the librarians who are assisted in their decision-making by academics.

According to Straw (2003) the advent of the Internet has positive and negative impact on collection management practices. This is because ARL web pages had indicated that many libraries have chosen to make available collection development and management of information through the internet. Straw (2003) also stressed that in order to make the work of the collection development and management somehow easy, subject specialists are required to analyse the content of the information resources before they are procured, they can also advertise new library services and resources through information channels familiar to the users.

Many scholars in librarianship are of the view that with the increase in technology for the passed twenty years, there has been a tremendous transformation of academic libraries. However, a few, notably Gorman (2003) challenged this interpretation, stating that library collections started increasing over a long period“, with each new development

serving as “evolutionary step” however, other scholars, including Johnson (2009) and Browse (2013) indicated in their works that the development in the information means that academic libraries need to strengthen their value-based collection development and management practices, so that the library clientele can navigate and make meaningful use of the diversity of the new information.

Dempsey (2003) described a simpler “collections grid” which as well divides materials into four (4) forms on the grounds of hoping that their uniqueness and stewardship will be modified to cover materials in all types of libraries (OCLC, 2003).

Sometimes words like acquisition, selection, collection building, and collection management and collection development are used interchangeably, to mean gathering of print and non-print format resources for the library. Whichever term one uses the fact is that they are all directed towards ensuring that relevant materials are made accessible to users of the library. According to Evans and Saponaro (2005), a library is made up of three main components thus; building, staff and collections and that weakness of one of them defeats the perpetual role of the library hence the need for effective collection management practices to enable academic libraries perfect their expected role of supporting the teaching, learning and research activities of their institutions (Evans, 2005).

2.4 The trend of collection management in Africa

As noted earlier the difference between collection development and collection management, is that the former deals with the early stages of library expansion, i.e. collection building, selection and acquisition, while collection management is concerned with policies on the housing, preservation, storage, weeding and discard of stock, as well

as the systematic maintenance and management of "the composition, funding, evaluation planning, and use of library collections over extended periods of time

The International Federation of Library Associations and Institutions (IFLA) (IFLANET, 2003) stated that academic libraries are essential to the operations of universities and for that matter play a greater role in the achievement of their academic missions. That is why IFLA has a section for University Libraries. However these libraries cannot perform their role if proper collection development and management practices are not conducted.

According to Rathinasabapathy (2005) for academic libraries to remain as one of the agents of education growth in academic institution it requires that these libraries move beyond parameters of earlier times and come out with new modes of serving their institutions. That is why Afebende and Ebaye (2008), asserted that librarians should be concerned with collection and organization of information materials, they continued by saying that librarians also have the responsibility of creating awareness of the resources they have so that users can take full advantage of the acquired materials.

According to Danquah (2007), libraries in Africa including academic libraries spend much money on the procurement of library materials with the hope that the information needs of the users will be fulfilled. He noted that in order to maintain the print and non print materials in a library there is the need for the required management activities to be undertaken. His findings asserted that poor management of collection is one of the reasons for inaccessibility of library materials. He noted that proper preservation of library materials is required for longevity of library resources

Most academic libraries in Africa, according to Akwa (2005) do not have policies guiding collection development and management practices. This situation according to

her, may negatively affect patronage of the resources in the libraries; since there are no principles guiding the development and management of the collections. In order to ensure effective collection management of especially print materials users of academic libraries in Africa should be involved in the selection of library materials.

Oyesiku and Oduwole (2004) also added their voices to adequate funding of academic libraries in Africa so that management of library resources can be done well, because they claim that libraries which are deeply involved in collection development and management practices are disturbed of increase in prices of print and non print library materials. This they noted has negatively affected collection management activities and services rendered by academic libraries.

2. 5 Collection management in Ghanaian libraries

In the view of Ameen (2006), collection development and collection management are essential aspect of librarianship in academic libraries and that sometimes these two terms are used interchangeably. He continued by ascertaining that the nature of the role academic libraries play in fulfilling the vision and mission of academic institutions much needs to be done by librarians.

In Ghana, the National Accreditation Board ensures that libraries of universities in the country meet certain standards before they are awarded accreditation to operate. This means that collection development librarians of academic libraries in Ghana must be proactive so that materials acquired could meet the demands of researchers, lecturers, staff and students of the university community.

Danquah (2007) asserted to the above statement that academic libraries in Ghana spend much money from the little money allocated to them to procure library resources so that

the information needs of users of the libraries in question can be met. He noted that some of the management activities are preservation, weeding and evaluation of library materials.

It is expected that all collections in libraries should be managed effectively. But a study conducted by Kwadzo and Annor (2013), on managing newspaper collections in some selected Ghanaian public academic libraries revealed that most of the libraries were undertaking some rudimentary activities to manage their newspapers because there are no policies guiding their operations. They recommended that academic libraries in Ghana need to update their procedures of managing newspaper collection to meet the expected standard of the 21st century because such collection preserve the heritage of the country. Not forgetting the maintenance of grey literature, also called “fugitive literature,” such as speeches, conference papers, research studies; statistical data sets, curriculum guidelines and instructional materials, and education-related materials kept by most libraries. The majority of these materials in print format hence the collection development and management librarians have a task of managing these documents especially in developing countries.

Also, an investigation conducted by Asante (2014) on the relationship between budgetary constraints and operation of public academic libraries in Ghana are to be based on the following four constructs: patronage, service provision, selection and acquisition and collection development, indicated positive correlations as far as budgeting constraints are concerned. He recommended that management of academic libraries in Ghana need sufficient funding if they are to remain functional.

Librarians in Ghana are doing their best to ensure that access to relevant materials in their respective libraries is possible. But their efforts seems to be dwindling since funding of libraries especially academic libraries in Ghana is far from the least on the government agenda. Alemna (1998) attributes this to the economic reform programme being carried out by Ghana and other African countries.

2.6 Academic Library Consortia

There is no library in the world which is self sufficient so the coming together of libraries to form a valuable network is what is termed as Library Consortium. Library consortium has been considered by McKee (2005) as a group of libraries not only meant for negotiating for better prices of print and electronic library resource, but for other licensing rights.

Chaputula and Kanyundo (2014) noted that due to high cost of living in today's world, resource sharing and Consortium purchase have been adopted by most libraries in the acquisition of e-journals and databases. Also, the global economic crisis has compelled some academic libraries to adopt demand- driven- acquisitions; this is where the library procures library resources on request to avoid the problem of purchasing items which would never be patronized.

Alemna and Antwi (2002) indicated in their work that a consortium facilitates collaboration in procedures dealing with collection development and management practices. Guzzy (2010) also added his voice and after reviewing several books came out with the following attributes describing the benefits of academic consortia as: “strong sense of community and commitment,” “professional development components, and “develops helpful and knowledgeable consortia staff members”.

According to Sloan (2000), a consortium helps member libraries to resolve problems dealing with network-level services, it also assists members to handle issues dealing with the management of print collections. McGillivray, Greenberg, Fraser, & Cheung, (2009) also stated that the successful implementation of OCLC's VDX software which created shared interlibrary loan system for the Ontario Council of University Libraries (OCUL), and a consortium of 21 Ontario universities, can also be considered as one of the benefits of consortium.

According to Tenopir (2000), consortia aims at enabling member libraries to achieve the vision of making users access information resources. In Ghana, the Consortium of Academic and Research Libraries of Ghana (CARLIGH) has enabled member libraries to subscribe to E- resources at a lower cost. This arrangement has been beneficial in the sense that it has kept so many academic and research libraries in Ghana alive. As Thompson (2004) reported, most libraries justify consortia membership costs by saying that they can save through consortia deals for journal packages or databases. In the same vein, *The Chronicle of Higher Education's* Scott Carlson (2003) is noted of saying that consortia increases the buying power of members.

Resource sharing is vehicle for cooperation, coordination, inter-library loans, cooperative acquisition, cooperative cataloguing so according to Evans and Saponaro (2005) formation of consortium can be an initiator for resource sharing among libraries especially in developing countries. There are several examples of consortia, among them is the International Coalition of Library Consortia (ICOLC) which is an informal, self-organized group of library consortia from around the world; it is there for strategic and practical discussion of issues of common interest among the consortia members

In this modern era, resource sharing calls Effective Management of electronic resources in academic libraries. Straw (2003) pointed out the effect that the electronic networks such as the World Wide Web had on the work of the collection management librarian is overwhelming. To him, the Internet can be used to perform traditional professional functions, it can be used to identify and select printed materials. It can also be used for evaluation and selection of materials to electronic resources.

Curtis and Scheschy (2005) maintained that the availability of electronic resources online has made access to information easier to the extent that users of libraries are gliding from resource to resource looking for the information that is most appropriate to the task(s) they have to perform, this means that academic libraries need to subscribe to databases with current information.

On the issue of tools used in managing electronic resources, Blake (2010) infers that most academic librarians use a combination of tools to manage their electronic serials; these include Integrated Library System (ILS) and Electronic Resources Management (ERM) systems. He continued by saying that although the ILS and ERM also have some challenges in handling electronic serials, the development of a variety of management has helped change electronic holdings management.

2.7 Standards of academic libraries

To ensure recognition, libraries everywhere in the world are expected to operate according to established standards of facilities, service and performance, but they may go about this task in rather different ways. In other words, standards are meant to assist librarians in charting their own professional development. The international body for the

promulgation of standards is the International Standards Organization (ISO) which depends on the various national standards institutions for significant input.

In countries like the United States and Britain, libraries operate by standards. According to IFLA (2003), standards of libraries can be categorized into the following: those that are traditional type issued by a professional body and devised by a committee; those that are promulgated by professional associations; thirdly, those that are reports or recommendations issued by government bodies or commissions; those that the government may impose directly on libraries; and lastly, those that are issued by accrediting or validating bodies.

No matter the type of standard an institution operates with according to Evans and Saponaro (2005) the primary objective of any academic library is to support the instructional and research programmes of the institution of which the library is a part. It was also noted that the standards relating to collections are that: A university library's collections should be adequate enough to support and facilitates the university's total instructional needs and research programmes; a university library's collections need to be developed systematically and consistently; and finally a university library's collections shall contain all of the varied forms of recorded information (Coyle, 2005). This means that for effective content management, librarians need to know that different disciplines are treated in a different ways hence the content to be included in the library's collections should be a case of concern to the librarian.

Coyle (2005) in a document entitled " Guidelines for allocation of library materials budget" no specific statement are made about the budgeting ratio for serials and monographs, however, this document indicated allocation by forms and subjects, the

document further pointed out that the amount allocated should be based on the level of importance of the material.

However, Evans and Saponaro (2005) asserted that modern collection management practices are making standards irrelevant. Their conclusion is that standards should be complied with, but the traditional reliance on standards documented by others may encourage the exercise of local autonomy in the formulation of objectives and the measurement of performance.

In Ghana, the National Accreditation Board has standards for academic libraries. The Board ensures that certain standards are met by the library before accreditation is granted. The standards deal with issues on budget, human resources, collections, services and physical facilities of the library. According to the National Accreditation Board (NAB), of Ghana, personnel in academic libraries should have appropriate educational backgrounds in library and information science and also in other disciplines so that they can advance the library's involvement in academic programmes. On collection, academic libraries are to select and acquire materials in all formats to the level required to support academic programmes in research, teaching and outreach services. The National Accreditation Board (NAB) of Ghana emphasises that the worldwide knowledge base is shifting from paper base to electronic base. Hence electronic resources, both bibliographic and full text, need to be procured. To ensure that the information needs of the users are met, NAB recommends that the development of library collection should be a joint effort between staff of the library and the faculty.

2.8 Challenges of collection management in academic libraries

Academic libraries were established essentially to be custodians of information in the academic setting; they are expected to provide standard information resources. However, the global economic crisis coupled with advanced technology has served as a challenge to the smooth operations of librarians. But according to Ameen (2006), to solve the challenges of collection development in this technological day, most academic libraries in the developed world are more into formulating and updating of their policies. Campbell, (2006) asserted that some of the challenges tend to serve as a catalyst for advancement. This can be said of the coming in of the web which has made searching for information too easy, but this pose a challenge for librarians. However, Web-based information resources should rather present an opportunity for librarians responsible for collection management

Effective collection management activities cannot take place without adequate funding. The present economic stress of most countries especially developing ones has affected library. Chaputula, (2013) also asserted that lack of funds has affected most institutions to the extent that their libraries are not adequately stocked.

Asante (2014) asserted that budgeting limitations has negatively affected the collection management of academic libraries, this means that there is the need for academic libraries to set priorities, which in turn will fulfill the goals and objectives and the main function of the institution in question. Aina also (2004) believes that this unfortunate situation is somehow good in disguise in the sense that it compels libraries to come out with realistic collection development and management policies that can stand the test of the time.

Collection development activities developed during the print era, so according to Campbell (2006) academic libraries are now struggling to maintain their reputation as

the sole disseminators of information simply because digital technology has revolutionised to the extent that information need to be processed, organised, packaged, preserved and disseminated digitally. Johnson (2009) argues that this challenge of libraries in developing countries can be minimised if libraries are radically well resourced technologically.

The integration of online serials into the collection of academic libraries is one of the major challenges for the library setup in developing countries because the task of managing of electronic serials is somehow different from the established procedures for handling print resources. However, he continued by saying that in spite of the challenges which go with the collection development and management practices, the mode of training of librarians should be done in such a way that will make librarians indispensable.

Another challenge of academic libraries is the provision of information for the physically challenged. The persons with Disability Act 2006, Act 715 of Ghana set specific guidelines for the provision of services including information services to the disabled people. This ACT is geared at creating an environment that will enable the disadvantaged to explore their potentials. This means the library buildings must be constructed in a way that will make visually impaired accessible to information. As noted by Malamah- Thomas (2001) in the Great Britain, because of the Disability Discrimination ACT (DDA) legislation, librates are making changes to their buildings and other facilities so that services for those with impairment like hearing, learning and mobility can be catered for.

References

- ACRL, (2006). *Changing Roles of Academic and Research Libraries*. Retrieved September 25, 2014 from <http://www.ala.org/acrl/issues/value/changingroles>
- Afebende, G. B. & Ebaje, A. S. (2008). Utilization of University Library Facility: A Case Study of Cross River University of Technology, Calabar. *Nigerian Library and Science Trends*. 5 (1 & 2), 29-37.
- Agyen- Gyasi, K., Lamptey, R. & Frempong, A. (2011). *Academic librarian's book in maximising library use in Ghana KNUST: University Library*. Retrieved September 14, 2014 from <http://dspace.knust.edu.gh>
- Aina, L.O. (2004). *Library and information science text for Africa*. Ibadan: Third World Information Services Ltd.
- Akussah, H. (2003). Records management and preservation in Government ministries and departments in Ghana. *African Journal of library, Archives and Information Science* 12 (2), 155.
- Akwa, C. (2005). *Collection management at the Balme Library* (Unpublished Masters dissertation) University of Ghana, Legon.
- Alegbeleye, G. O. (1999). The role of the joint IFLA/ICA committee on the preservation and conservation of library and archival materials in Africa. *Being a paper presented at the 65 th IFLA Council and General Conference, Bangkok, Thailand*. Available <http://www.knaw.nl/ecpa/grip/pdf/tropical/bib-6.pdf>
- Alemna, A. A. (1994). *Libraries and information provision in Ghana*. Accra: Type Co.,

Ltd.

- Alemma, A. A. & Antwi, I. K. (2002). A Review of Consortium Building among University Libraries in Africa". *Library Management*, 23 (4/5), 234-238.
- Ameen, K. (2006). From acquisition to collection management: Mere semantics or an expanded framework for libraries? *Collection Building*, 25 (2), 56-60.
- Ameen, K. (2005) "Developments in the Philosophy of Collection Management: A Historical Review," *Collection Building* 24 (4), 112–116.
- Arinawati A. (2011). An assessment of the effectiveness of library resources and services in supporting researchers' information needs. Retrieved May 10, 2015 from www.academia.edu/.../AN_ASSESSMENT_OF_ELECTRONIC_INFOR
- Asante, E (2014). The effect of budgetary constraints on the operations of Academic libraries in Ghana. *Library Philosophy and Practice(e-journal)*. Retrieved December 12, 2014 from <http://digitalcommon.unl.edu/libphiprac/1138>
- Blake, K. (2010). Controlling chaos: Management of electronic journal holding in an academic library environment. *Serial Review*, 36(4). Retrieved December 12, from Elsevier Science Direct
- Browse, L. (2013). *Cooperation and collaboration to strengthen the global research cycle* Retrieved. September 6, 2014, from <http://uksg.metapress.com/content/18kh06tv56245738/>
- Campbell, J. D. (2006). Changing a cultural icon: The academic library as a virtual destination: *Education Review* 4 (1), 19.
- Carlson, S. (2003). Libraries' consortium conundrum. *The Chronicle of Higher*

Education, 50 (7), 30.

Chapman, L. (2001). Managing acquisition in library information services. *Library Association*, London, 25 (2), 56.

Chaputula, H.A. (2014). Collection development practices in private universities in Malawi: The case of University of Livingstonia and Adventist University Libraries *Collection Building*, 31 (3), 150 -155.

Chaputula, H. A. (2011). Impact of the global economic crisis on academic libraries in Malawi: A case study of University of Malawi and Mzuzu University Libraries. *Library Management*, 32 (8/9), 565 -570.

Chaputula, A. H. & Kanyando, A. J. (2014). *Collection development policy: How its absence has affected collection development practices at Mzuzu University Library*. Retrieved September 20, 2014, from <http://lis.sagepub.com/content/early/2014/04/22/0961000614531005>

Clayton, P. & Gorman, G. E. (2001). *Managing information resources in libraries: collection management in theory and practice*. London: Library Association .

Coyle, K. (2005). Libraries and standards. *Journal of Academic Librarianship*. 31 (4), 373 -376.

Creswell, J (2009). *Research design: qualitative, quantitative and mixed methods approaches* (2nd. ed.) Thousand Oaks. CA: SAGE Publications

Curtis, D., & Scheschy, V. M. (2005). *E-journals: A how-to-do-it manual for building, managing and supporting electronic journal collections*. New York: Neal-Schuman Publishers .

Danquah, S.A (2007). *Management of Library Materials for Dissemination in Private Universities in Ghana: A case study of Central University College* (Unpublished

- Masters dissertation) University of Ghana, Legon.
- Dempsey, L. (2003) The Recombinant Library: portals and people. *Journal of Library Administration*, 39 (4), 103–36.
- Detmering, R. & Sproles, C. (2012). Reference in transistion; A case study in reference Collection development. *Collection Building*, 31 (1), 150-155.
- Dilevko, F. (2013). The Southern Agrarians: A case study in intellectualised collection development. *Collection Building*, 31 (1), 4-6.
- Dilevko, J & Gottlieb, L. (2003) Weed to achieve: a fundamental part of the public library mission. *Library Collections, Acquisitions, Technical Services* 27 (2003) 73–96
- Evans, G. E. (2005). *Developing library and information center collections*, (3rd ed.) Eaglewood: Libraries Unlimited, Inc.
- Evans, E. & Saponaro, M. Z. (2005). *Developing library and information centre collections: Library and information science text series*, (4th ed.). Englewood: Libraries Unlimited.
- Ghaehi, A. & Fahimifar, S. (2011). E-books acquisition features: Attitude of Iranian information professionals. *The Electronic Library*, 29 (6), 171-173.
- Gorman, G.E. (2003). *Collection management*. In Feather, J. and Sturges P. (eds), *International Encyclopaedia of Information and Library Science* (2nd. ed.) 81 Routledge.
- Gorman, G.E. & Miller, R H. (2000). *Changing collections, changing evaluation*. In Gorman, G.E. *Collection Management*. London: Library Association
- Gruenthal, H. (2011). WARNING! This document contains drugs, violence, language, sex, abuse, and some of the most amazing things on the planet!: YALSA’s quick picks lis. *Young Adults Library Services*, 9 (3) 37.

Guzzy, J. (2010). U.S. Academic library consortia: A review. *Community & Junior College Libraries*, 16(3): 162–184.

Hahn, K. L. (2008) *Research Library Publishing Services: new options for university publishing*, Association of Research Libraries. Retrieved December 10, 2014, from www.arl.org/bm~doc/research-library-publishingservices

Hasenay, D. & Krtalić, M. (2010). Preservation of newspapers: theoretical approaches and practical achievement.. *Journal of Librarianship and Information Science*, 42 (4), 245-55.

IFLA (1998), *Principles for the Care and Handling of Library Materials*, compiled and edited by Adcock. Retrieved September 15, 2014, from <http://archive.ifla.org/VI/4/news/pchlm.pdf>

IFLANET. (2003). University libraries and other general research librariessection:strategic plan 2002-2003.[Online] Retrieved November 24, 2014 from <http://www.ifla.org/VII/s2/annual/sp02.htm>

Johnson, P. (2004). Fundamentals of collection development and management. *American Library Association*. 6 (7), 23-27.

Johnson, P. (2009). Fundamentals of Collection Development and Management. *American Library Association*, Chicago, IL.

Jubb, M., & Green, R. (2007). *Researchers' use of Academic Libraries and their Services*. 31, 2012. from <http://www.rin.ac.uk/system/files/.../Researchers-libraries-services-report.pdf>

.Khan, A.M. & Zaidi, S. M. (2011). Determinants of Library's effectiveness and efficiency: A study of collection development, organization and services of

- Maulana Azad Library AMU (India). *Library collection, Acquisition and Technical Services* 35(4), 95- 100.
- Khan, S.A. & Bhatti, R (2012) A review of problems and challenges of professionals in developing countries including Pakistan *Library Philosophy and Practice (e-journal)* Retrieved May 1 2015 from
<http://www.digitalcommon.unl.edu/libhipprac/757/>
- Kiran, K. (2010). Service quality and customer satisfaction in academic libraries, *Library Review*, 59 (4) 265. Retrieved 11 May, 2015 from
<http://dx.doi.org/10.1108/00242531011038578>
- Koch, T. (2013). *Collection development policy*. Retrieved September 2, 2014, from
<http://library.drake.edu/get-help/services.for.faculty/collection>
- .Kumar, B. R & Phil, M. (2009) User education in libraries *International Journal of Library and Information Science* 1(1), 1-5
- Kumar, R. (2005). *Research Methodology: A Step-by-Step Guide for Beginners*. London: Sage publications.
- Kwadzo, G. & Annor, G. (2013). Managing Newspaper collection in public universities in Ghana. *Ghana Library Journal*. 25 (1), 52-53.
- Law, D. (1999) *Organization of collection management in academic libraries*. In Jenkins, C. and Morley, M. *Collection Management in Academic Libraries*. Aldershot: Gower.
- Lesniaski, D. (2004) Evaluating collections. *College & Undergraduate Libraries* 11(1) 14.
- Little, G. (2011). Collection development in library and information science at ARL libraries. *Collection Building*, 30 (3), 135.

- Mahindra R & Kumar (2015) User Satisfaction Regarding Quality of Library Services of A.C. Joshi Library, Panjab University, Chandigarh. *Journal of Library & Information Technology*, 35 (1), 54-60.
http://digitalcommons.ryerson.ca/library_pubs/15
- McKee, A. E. (2005). Consortial licensing issues: One consortium's viewpoint. *Journal of Library Administration*, 42(3/4), 129–141. doi: 10.1300/J111v42n03_09
- OCLC (2003) *Collections Grid*, Dublin, OH: OCLC Online Computer Library Centre
Retrieved September 18, 2014 from
www.oclc.org/reports/escan/appendices/collectiongrid.htm
- Ontario School Library Association (2010). Together for learning: School libraries and the emergence of the learning commons: A vision for the 21st Century. Toronto: Ontario School Library Association. Retrieved October 23, 2014 from
https://www.accessola.org/.../Together_for_Learning/...Vision.../Together
- Oyesiku F.A. & Oduwole A.A. (2004). Use of an Academic Library: A Survey on the Olabisi Onabanjo University Libraries. *Lagos Journal of Library. Information. Science*, 2(2), 96-101.
- Prytherch, R. (2005). *Harrod's Librarian's Glossary and reference book: A dictionary of over 10,200 terms, organisation, projects, and acronyms in the areas of information management, library science, publishing and archive management*. (10th Ed.). London: Gower Publishing Co.
- Rathinasabapathy, G. (2005). Application of Radio Frequency Identification Technology (RFID) in Libraries. In Dr. MGR-JCFW (Ed.), *Proceedings of the VII Tamilnadu Library Conference*. Chennai: TLA.
- Rowley, G. & Black, W. K. (1996) Consequences of Change: The evolution of collection

- development. *Collection Building* 15 (2), 22-30
- Sloan, B. G (2000) Understanding consortia better: what vendors can learn. *Library Journal* 125 (5), 57.
- Smith, L.A. (2008). *Selection and evaluation of reference sources*. In Bopp, R.E & Smith, L.C.(Eds) *Reference and Information Services: An Introduction*, 4th ed., Santa Barbara, CA: Libraries Unlimited.
- Spiller, D. (2000). *Providing materials for library users*. London: Library Association Publishing.
- Taylor, D. (2005). *The literature review: A few tips on conducting it*. Retrieved December 23, 2014, from <http://www.utoronto.ca/writing/litrev.html>
- Tenipor, C. (2000). The state online. *Library Journal*. 125 (20), 44.
- Terrance, L.C. (2013). Weeding worries, part 1: books, *The bottom line: Managing library Finances* 26 (3), 98 – 102.
- Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse and structure. *Qualitative Inquiry*, 17 (6), 511-521.
- Thomas, N.P. (2004). *Information Literacy and Information Skills instruction: Applying Research to Practice in the School Library Media Centre*. London: Libraries Unlimited Inc.
- Thompson, T. L. (2004). Library consortia in the 21st century: Beyond the buying club. *Trends in Law Library Management & Technology*, 15 (2), 1–4.
- Twiss, T. M. (2001). A Validation of Brief Tests of Collection Strength. *Collection Management* 25 (3), 23-37.
- Uddin, H., Ahmed, M. Z & Mushi U.N. (2009). Adequacy of reading resources and the satisfaction of the information needs of the faculty members: a case study of the

- Dhakar University Library. *Library Science*. Retrieved May 4 2015 from
 www.inforsciencetoday.org/library-science-adequacy-of-resources-and-the-satis
- UNESCO (1994), Public Library Manifesto. Retrieved 3rd January, 2015 from
http://www.ub.edu/biblio/aula/seminaris/IFLA_public_libraries.pdf
- Vaagan R & Holm S (2004). Professionals values in librarianship. *New Library World*
 105 (1200/1201) 213-217
- Vignau, B.S.S. & Meneses, G. (2005). Collection development. *Collection Building*, 24
 (1), 35- 41.
- Williams, S. (1999). *Stock revision, retention and relegation in US academic libraries*. In
 Jenkins, C. and Morley, M. Collection management in academic libraries.
 Aldershot: Gower.
- World Health Organisation [WHO] (2014). *Visually impairment and blindness*. Retrieved
 January 13, 2015 from [http:// www.who.int/mediacentre/factsheets/fs282/en/](http://www.who.int/mediacentre/factsheets/fs282/en/)
- Woodward, J. (2005). *Creating the customer-driven library: Building on the bookstore
 model*. Lisbon: ALA.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

According to Howell (2013), research methodology can be considered as the steps that is followed to ensure successful research. McBurney, (2001) also described research methodology as a term that encapsulates all the aspects of the study, including the logic and the steps used in carrying out research. Research methodology has also being referred to as the ways adopted by researchers to obtain a high degree of accuracy of result that would be accepted (Powell and Connaway, 2004).

Research methodology is the mode of data collection and the kind of processes to be followed to achieve the objective of the research.

Since research methodology gives a description of the research design, justification for the design, population, sampling methods, source of data, the instruments to be used and data analysis, the underlining point of this research work is to compare the activities performed concerning the management of collections in two different academic environments. To achieve this objective, appropriate methodology needs to be applied. So in this part of the study, a detailed report of how the research was undertaken is presented.

3.1 Research design

Aina, (2004) sees research design as the plan of the study simply because it points out the structure for data collection. The researcher made use of survey method. According to Creswell (2009) survey enables the researcher to collect data that will enable him or her come out with conclusions about the population under scrutiny and that with cross-

sectional survey any mode of data collection can be used to seek for information. The survey method was used because it has been credited for its flexibility; it also provides a detailed explanation of people attitude.

The researcher adopted the survey method approach because an explanatory, descriptive as well as comparative investigation is required of the study at stake. Also in-depth analysis of issues, events and their relationship is required. More so, the quantitative and qualitative approaches were used since they allow researchers to collect a lot of data (Flybjerg, 2006 and Thomas, 2011)

3.2 Population

Population is the entire group with which a researcher wanted to investigate. The researcher may desire to study some issues of the population based on the subject that motivated him or her. Creswell, (2009) looked at population for a research work as the object to be studied. For this study, collection of data was done through target groups of the two libraries. To be precise, the population for the study were library staff directly involved in the acquisition and management of collections of the two institutions, thus lecturers and final year students of the University of Cape Coast and University of Education, Winneba.

There are three categories of library staff in academic libraries in Ghana. They are professionals, para- professionals and non- professionals. The study made use of professionals and para-professionals. In the same way, there are three (3) categories of students pursuing programmes at different levels in the two institutions under study, they are; regular, sandwich and distance learning students. The study however made use of only the final year regular students only because of the following reasons: they have been

students on the campuses for at least three years; they were available during the period the study was conducted and also they are in a better position to provide data for the study.

Table 3.1 indicates that eleven (11) professionals and ten (10) para-professionals, six hundred and sixty six teaching staff (666) and three thousand, and six hundred and five (3,605) final regular year students, were the target population for the study at the University of Cape Coast. Whilst six (6) professionals and nineteen (19) para-professionals, four hundred and ninety -nine (499) lecturers and one thousand, three hundred and ninety- six (1,396) final year regular students were also targeted at the University of Education, Winneba; making a total of five thousand and one (5001) people. This population was targeted because the researcher believed that data required for the study can be gotten from the stated people.

Table 3.1 Total Population of subjects

Name of university	Library staff		lecturers	Final year students
	professional	paraprofessional		
University of Cape Coast	11	10	666	3,605
University of Education, Winneba	6	19	499	1,396
Total	17	29	1165	5,001

Source: University of Cape Coast, Main Library and University of Education,

Winneba, Library Staff Register (2014-2015 academic year)

3.3 Selection of cases

There are main and satellite libraries on the campuses of the University of Cape Coast, and University of Education, Winneba, but for the purposes of this study only the Main Library of the University of Cape Coast and the Osagyefo of the University of Education,

Winneba were used for this study. The researcher decided to use these libraries because, firstly, the two institutions are in the same region and secondly, these libraries control the operations of the satellite libraries

3. 4 Sample size

Sample size refers to the small subgroup which is thought to be a representation of the bigger group. Neuman (2006) also stated that, a sample is a part of the target population a researcher decides to select out of the total population. In addition, Thomas, (2011) buttressed the above statements by indicating that a sample size is a subgroup of the population.

Table 3.2 shows that nine (9) library staff were directly used from the University of Cape Coast namely; the Librarian and Heads of all the sections thus; Acquisition, Cataloguing, Readers Services, Electronic Resources, Visually Impaired, Digital, Periodicals, and Bindery Sections. Preliminary investigation conducted by the researcher in both universities indicated that these sections selected for the study were directly involved in the collection development and management practices of the libraries.

Table 3.2 Population and sample size of staff directly involved in the collection management activities

Name of University	Library staff	Sample size
University of Cape Coast	77	9
University of Education	44	5
Total	121	14

Source: University of Cape Coast, Main Library and University of Education, Winneba, Library Staff Register (2014-2015 academic year)

Table 3.3 shows that sixty- seven (67) lecturers were used at the University of Cape Coast, whilst fifty (50) lecturers were used at the University of Education, Winneba, campus. Hence a total of one hundred and seventeen (117) lecturers were selected for the exercise, representing 10% of the lecturers of the two institutions Since were used as well, the researcher decided to sample only 10% of each group of each institution. According to Gay (1987), 10% selection for a larger population is appropriate.

Table 3.3 Population and sample size of lecturers

Name of University	Lecturer	Sample proportion	Sample size
University of Cape Coast	666	10%	67
University of Education, Winneba	499	10%	50
Total	1165	10%	117

Source: University of Cape Coast, and University of Education,

Winneba, teaching Staff Register (2014-2015 academic year)

For the students, Table 3.4 indicates that three hundred and sixty one (361), representing 10 % of the total number of final year regular students were selected from the University of Cape Coast, whilst one hundred and forty (140) students were selected from the University of Education, Winneba.

Table 3.4 Population and sample size of final year students

Name of University	Students	Sample Proportion	Sample size
University of Cape Coast	3,605	10%	361
University of Education, Winneba	1,396	10%	140
Total	5,001	10%	501

*Source: University of Cape Coast, and University of Education,
Winneba, Students Records (2014-2015 academic year)*

3.5 Sampling technique

Kumekpor (2002) sees sampling technique as the act of selecting a group of people to represent the entire population chosen for a study so that the researcher can come out with a conclusion. Looking at the nature of the study, the non-probability sampling technique was used. The non probability does not demand any structured order the researcher takes what he thinks will give him the information he needs (Twumasi 2001). The researcher decided to combine the non probability sampling with the convenient sampling technique.

The purposive sample which involves those groups who are considered to have abilities, skills and capabilities of yielding the right information (Kothari, 2004) was used to sample the library staff directly involved in the managerial aspects of the collection. On the other hand, the convenience sampling which Spata (2003) sees as the technique of sampling the available groups of individual was used to sample the users of the library. This technique was used because of the large number of lecturers and students of the university. Those chosen were representative enough to allow generalisation, within measureable limit of accuracy.

3.6 Sources of data

Data for the study was obtained from both primary and secondary sources. Primary data was obtained through the administration of the copies of the questionnaire, the conduct of interviews and observation. Secondary data was obtained from brochures, quarterly and annual reports. For the search of literature, however, books, journals and articles on collection development were studied and synthesized.

3.7 Data collection instruments

The data collection instruments included structured questionnaire and semi structured interview. These were structured based on the research questions and the variables used in the theoretical framework.

3.8 Questionnaire

It is noted by Mcburney (2001) that data can be obtained from people hence questionnaire was used to obtain such data. Creswell (2009) considered questionnaire as

a data collection instrument meant to obtain accurate information. The researcher decided to use questionnaire because of the following reasons.

The questions were made up of about ninety percent (90%) closed- ended and ten percent (10%) open- ended. The questionnaire for lecturers and students, who were considered to be the users of the libraries, comprised of five (5) sections. Section A demanded general information about the respondents; section B touched on usage of the library by lecturers and students; section C assessed the library materials: section D looked at lecturers and students involvement in the selection process and section E covered how the usage of the resources can be integrated into the teaching and learning process. The administration of the questionnaire was done by five (5) Research Assistants because of the location of the institutions.

3.9 Pre-testing

The pre-testing was done at the University of Mines and Technology, Tarkwa by the Researcher after which the necessary modifications were made before the questionnaires were finally administered.

3.10 Interview

To ensure reliability and validity of data collected, semi-structured interview was used to elicit information from the librarians and the sectional Heads of the two (2) institutions.

Questions for the Librarians dealt with; funding, infrastructure, and challenges, whilst that of the sectional heads looked at; the qualification of staff, collection management activities performed to ensure that adequate and relevant materials are at the disposal of

users, policies, integration of library usage into the teaching, learning and research activities of the institutions and the challenges. The interview was basically conducted by the Researcher only.

With the University of Education, Winneba campus, only five (5) library staff were interviewed because some of the interviewees were responsible for two sections (Acquisition, cataloguing, electronic and user services sections were managed by two staff). Apart from the Bindery and Visually Impaired Sections, University of Education, Winneba campus Library had similar sections as University of Cape Coast, library.

3.11 Data analysis

Data obtained from the responses of the questionnaires were coded and subjected to rigorous analysis. Quantitative data obtained mainly from the questionnaire were analysed using Statistical Package for Social Sciences (SPSS) software. Descriptive statistics (frequencies, percentages, and cross-tabulation) was used in the presentation in the form of tables. Responses for the interview and practices observed were analysed thematically

3.12 Ethical consideration

Firstly, ethical clearance was sought from the University of Ghana Ethical Review Board. In addition, a letter of clearance was obtained from the Department of Information Studies of the University of Ghana, Legon.

The Librarians of both libraries were written to obtain permission to study the collection development and management practices of their respective institutions. All books,

articles, data and documents used or consulted were dully acknowledged. The identities of respondents were kept confidential.

References

- Aina, L.O. (2004). *Library and information science text for Africa*. Ibadan: Third World Information Services Ltd.
- Creswell, J (2009). *Research design: qualitative, quantitative and mixed methods approaches* (2nd. ed.) Thousand Oaks. CA: SAGE Publications
- .Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*. 12 (2), 219-245.
- Gay, L. R (1987) *Educational Research: Competencies for Analysis and Application*, 3rd ed., Columbus, Ohio: Merrill Publishing Company.
- Howell, K. E. (2013). *Introduction to the Philosophy of Methodology*. London: Sage Publications.
- Kothari, C. R. (2004). *Research Methodology, Methods and Technique*. (2nd ed.). New Delhi: New Age.
- Kumekpor, K. B. (2002). *Research methods and techniques of Social Research*. Accra: Son Life Press and Services.
- Mc Burney, D.H. (2001). *Research methods*. (5th ed.). Australia: Wadsworth.
- Neuman, W. L. (2006) *Social Research Methods: Qualitative and Quantitative Approaches*, 6th ed. Boston: Pearson Education, Inc.
- Powell, R. R. & Connaway, L.S. (2004). *Basic research methods for librarian*, (4th ed.). Westport, CT: Libraries Unlimited.
- Spata, A (2003) *Research methods. Science and Diversity*. New York: John Wiley
- Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse and structure. *Qualitative Inquiry*, 17 (6), 511-521.
- Twumasi, P. A. (2001). *Social research in rural communities* 2nd ed, Accra: Ghana Universities Press.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents report of the interview of Librarians and Sectional Heads of the two libraries and an analysis of the data gathered from the users of the library. To avoid repetition of responses of Sectional Heads and Librarians, the interview was analysed using content analysis, while the questionnaire was analysed using SPSS. The chapter sought to point out the role played by the sections directly involved in the collection management practices in the academic libraries under investigation and also ascertained the impact of these practices on access to library materials by users. It also brought a comparative analysis of the findings in order to address the various objectives that were set at the early stage of the study.

4.1 Interview with Librarians and Sectional Heads

The response rate of the interview with the librarians and the sectional heads of both libraries was hundred percent.

4.1.1 Status of library staff working at the sections directly involved in the collection management practices

Collection management practices cannot go on successfully without professional competence of library staff. In view of this, the study sought to find out the calibre of staff working at the sections directly involved in the collection management practices. The sections were; Acquisition, Cataloguing, Periodicals, Readers Services, Digital, Electronic Resources, Visually Impaired and the Bindery.

On the whole, Table 4.1 indicated that at University of Cape Coast, there were 9 (11.7%) professional librarians, 10 (12.9%) para -professional and 58(75.3.%) non professionals working at the sections, whilst at the University of Education, Winneba, there were 4 (9.0%) professionals, 19 (43.2%) para-professionals and 21(47.8%) non- professionals working at six of the sections above. The study revealed that in both libraries, the majority of the library staff 79 (65.2%) who worked in the sections directly involved in the collection management activities were non professionals. Non professional librarians for subject expertise and technical skills, such as Web design, data management, instructional design specialists, rare books curators amongst others.

During the interview with sectional heads it was noted that apart from the Electronic Resource, Digital and Cataloguing Sections, in-service training for staff was not regularly organised for staff of the remaining sections of the libraries under study

Table 4.1 Category of Library staff working at the sections

Section UCC=73 UEW=44	University of Cape Coast			University of Education, Winneba		
	Professional	Para – professional	Non Professional.	Professional	Para- Professional.	Non Professional
Acquisition	2 (2.6%)	1(1.2%)	5(6.5%)	1(2.3%)	3(6.8%)	1(2.3%)
Cataloguing	5 (6.5%)	1(1.2%)	5(6.5%)	0(0.0%)	4(9.0%)	2(4.5%)
Periodicals	0 (0.0%)	1(1.2%)	13(16.9%)	1(2.3%)	2(4.5%)	6(13.6)
Readers	1 (1.2%)	5(6.5%)	10(12.9%)	1(2.3%)	5(11.4%)	5(11.4%)
Digital	1(1.2%)	1(1.2%)	9(12.3%)	1(2.3%)	0(0.0%)	2(4.5%)
Electronic	0(0.0%)	0(0.0%)	4(5.2%)	0(0.0%)	5(11.4%)	5(11.4%)
Bindery	0(0.0%)	0(0.0%)	6(7.8.%)	-	-	-
Visual	0(0.0%)	1(1.2%)	6(7.8%)	-	-	-
Total	9 (11.7%)	10 (12.9%)	58(75.3.%)	4(9.0%)	19(43.2%)	21(47.8%)

Source: Field Data 2014/2015 academic year of University of Cape Coast and University of Education, Winneba.

4.1.2 Number of years of employment of Sectional Heads

On the issue of number of years of experience of the sectional heads (excluding the librarians and their deputies) Table 4.2 indicated that at the University of Cape Coast, one sectional head (12.5%) had worked in the library between five to ten years; another one person had worked between sixteen to twenty years. Three (37.5%) of the interviewees had also worked in the library between twenty to twenty- five years. In the same way, another sectional head had worked between twenty six to thirty years in the library, and 2 (25.5%) had also worked between thirty to thirty-five years. Whilst at University of Education, Winneba, 3 sectional heads (75.5%) had worked between eleven to fifteen years in Winneba campus library and 1 (25.5%) had worked between sixteen to twenty years.

The study revealed that about 94.0% of the interviewees had been working in their respective libraries for more than ten years and that put them in a better position to talk about issues dealing with collection management practices.

Table 4.2 Years of experience of sectional heads

Years	University of Cape Coast library	University of Education, Winneba library	Total
5-10 years	1(12.5%)		1(8.3%)
11-15 years		3(75.5%)	3(25.0%)
16-20 years	1(12.5%)	1(25.5%)	2(16.7%)
20-25 years	3(37.5%)		3(25.0%)
26-30 years	1(12.5%)		1(8.3%)
31-35 years	2(25.5%)		2(16.7%)
Total	8(100%)	4(100%)	12(100%)

Source: Field Data 2014/2015 academic year of University of Cape Coast and University of Education, Winneba.

4.1.3 Selection and acquisition of library materials

Selection and acquisitions are the two main components of collection management so a question was asked to find out those who were involved in the selection process of library materials. The response from those in charge of Acquisition, Electronic Resources and Periodicals at the University of Cape Coast revealed that library staff, faculty members and students could take part in the selection process. At University of Education, Winneba, the sectional heads of Acquisitions, Electronic Resources and Periodicals also mentioned library staff, lecturers and students as people who took part in the selection process. This finding revealed that users were considered in the selection of the library materials.

In a follow up, a question sought to know if there were tools use to select library materials. In response the sectional heads of both libraries mentioned the following as some of the tools they have been using; book vendor lists, bibliographies, catalogues and online catalogues for the selection of the library resources. The availability of the tools meet the requirement of Evans Theory. In addition, they noted that they know the various programmes offered in their respective universities, so that also serves as a guide when procuring materials for the library.

4.1.4 The stock of the libraries

The study sought to find out the total stock of the libraries and the breakdown of how such materials were acquired. In response, the Acquisition librarian of the University of Cape Coast indicated that the total stock of books and bound volumes of periodicals was 249,564 with the breakdown as; purchase 50%; donation 48 % and legal deposit 1 % and exchange 1%, whilst at the University of Education, Winneba the total stock was 125,000 books with the breakdown as: purchases 46 %; donations 51 % and legal deposit 1%; and exchange 2% as at March, 2015.

The study therefore revealed that though at the University of Cape Coast, purchasing was the acquisition method mostly used, the gap however, between purchase and donation was insignificant. At the University of Education, Winneba, a greater proportion of the collection was donation. It can therefore be established that donation runs parallel with purchasing in the libraries under study and this does not augur well for these two libraries knowing that most donations especially the unsolicited ones could contain irrelevant materials.

The acquisition librarians of the libraries indicated that they have a lot of donated materials to be processed and that they are posed with the problem of evaluating, processing, shelving and disposing of donations.

4.1.5 Weeding of library materials

Weeding is the practice of removing obsolete and less utilised library materials from the stock. It is another form of stock revision. Weeding is done in order to ensure that relevant materials are at the disposal of users of the library. Thus the researcher sought to find out how often the libraries carry out this activity. At the University of Cape Coast Main Library, all the sectional heads interviewed in respond, indicated that weeding was an important activity which hitherto, the library used to perform on regular bases, but for some years now it had not been regular.

The story was the same at the University of Education, Winneba and the reason they gave was that they do not want to develop empty shelves. So the study revealed that weeding is not regular in these two libraries these days.

4.1.6 Preservation of library materials

Preservation had been regarded as all plans, activities and resources put together to ensure the longevity of materials in the library. Preservation could be preventive, curative and substitution. With the current economic crisis, libraries have a vital role to play in the sustenance of the few library resources at the disposal of users. Taking this into consideration, a question sought to find out the preservation measures put in place by the two libraries.

On preventive measures, both libraries indicated that during library orientation for fresh users of the library, students were told how to handle the library materials, but it seemed that little had been done on the preventive aspect.

At the University of Cape Coast, the findings established that the library had a Bindery Section. And according to the sectional head of the Bindery, depending on the degree of damage to library documents, the section tried to treat all damaged document in the library. However, she noted that the library depended on the University of Cape Coast Printing Press for assistance sometimes because of unavailability of embossment and trimming machines in the bindery section.

On the contrary, at the University of Education, Winneba Campus libraries, it emerged that there was no bindery section. As a result, the library outsources the services of outsiders as far as repairs of damaged library materials were concerned. The findings therefore established that the University of Cape does in-house repairs, while University of Winneba outsourced such services.

4.1.7 Collection evaluation

Collection evaluation is a way of ensuring that relevant materials are made accessible to users of the library. This means that collection management process will not be complete if it does not incorporate collection evaluation. Bearing this in mind, the sectional heads were asked how they carry out this activity. Those in charge of acquisitions and electronic resources sections of the two libraries stated that they use the following criteria to evaluate library materials; the comprehensiveness of the book or non-book material, accuracy, currency, authoritativeness, purpose and scope amongst others.

When a question was posed about when and how often this activity was performed, it came to light that at the University of Cape Coast Library, this practice was done when purchasing and weeding library materials. Similar response was given at the University of Education, Winneba, but this time they added that electronic materials subscribed for were always assumed to be current and that much time was spent on print materials. The sectional head of the Institutional Repository indicated the collection evaluation is one of the major tasks they performed before documents were digitalised.

4.1.8 Resource sharing and electronic resources

There is the need for libraries to share the little resources at their disposal. Therefore sharing of resources could be considered as one of the collection management practices that ensure that patrons of a particular library access the resources of other libraries. With this advantage, a question sought to find out if the libraries under study shared resources with other libraries.

In her response to this question, the sectional head for Readers services, who also doubled as the Electronic Librarian at the University of Cape Coast stated that in addition to the interlibrary lending services provided for patrons, the library was a member of the Consortium of Academic and Research Libraries in Ghana (CARLIGH) and that members share common goals of ensuring that users got access to their electronic information needs. She continued by saying that the Main Library subscribes to CARLIGH databases and e-journals and that users who wanted to learn how to access these resources were taught.

Interestingly, the Readers Services Librarian of University of Education, Winneba also doubled as the Electronic Resources Librarian. When the same question was posed by the researcher his response was similar to University of Cape Coast library, the only disparity was that the interlibrary lending service was rendered by Readers service section. The study therefore revealed that both libraries were beneficiaries and partakers of resource sharing and that the sections were ready to assist users get access to electronic information.

4.1.9 User Education

User education or library orientation is a programme organised by libraries to ensure effective utilisation of library materials Kumar and Phil (2009). In other words, it is a process of activities involved in making fresh users of the library conscious about tremendous value of information. It is made up of programme structured to assist users locate the information they wanted in the library. With respect to that, the study sought to know if the libraries under investigation organised this programme for fresh users of the libraries. In response to this question, the readers service librarians of the libraries indicated that at the beginning of every academic year, library orientation was organised for fresh users of the libraries and the content of the programme included library tour. In addition, students were given library handouts. Sectional Heads also pointed out that students were taught information literacy for one semester; and the content of information literacy was purely how to access information. The finding shows that both libraries have a structured programme for bibliographic instruction. The researcher believed that since information literacy was taught by librarians, the learning outcomes may depend greatly on the pedagogical skills applied by those who handled the course.

4.1.10 Access to library materials by the physically challenged

Library materials are supposed to be made accessible to all users of the library whether able or disabled. In view of that, the researcher wanted to know the extent to which library services were provided for the disadvantaged especially the visually impaired. In response, the lecturer in Charge of the Visually Impaired Centre of the University of Cape Coast library said that the library acquired some brailled reference materials for the Centre; the staff of the Centre also transcribed examinations, quizzes, assignments and textbooks amongst other documents for the visually impaired, they also assisted them to access materials on the shelves. The Head of the Centre indicated that since the visually impaired students pursue different programmes, the Centre ensures that electronic gadgets were functional. The Sectional Head also stated that the library also had a room at the ground floor of the library with furniture meant for those with problems with their legs.

The Librarian of the University of Education, Winneba on the other hand stated that University of Education, Winneba library had no section for the physically challenged. The study therefore revealed that not all academic libraries made provision for the physically challenged.

4.1.11 Collection development and management policies

One of the activities of collection development and management is to document the standards and practices needed to develop, care for, and make available for use, the collection of a library. To actualise this, a collection development and management policies are created in which detailed information is noted to explain the specific

activities which need to be done in order that the vision and mission of the library in question could be achieved (Johnson, 2009).

It was confirmed that the University of Cape Coast had a Collection Development Policy which was approved by the University Management in October, 2014 and its contents were as follows; curriculum analysis, selection factors, electronic collection, special collection, library liaison programme, mode of acquisition and job description of the staff of the acquisition section amongst others.

The Digital Section also had a policy in place for the Institutional Repository Policy. However, they stated that the library had no Collection Management Policy. On the other hand, University of Cape Coast had no Collection Management Policy. At the University of Education, Winneba Campus Library, the interviewees stated that the Library had none of the policies. The study therefore revealed that both libraries had no Collection Management Policy.

4.1.12 Budgeting and funding of the libraries

The dwindling nature of funds for libraries makes library budgeting an important issue as far as collection management in libraries is concerned. A question firstly, sought to find out if the sectional heads were involved in the budgeting process and secondly, if the budget allocation to the library was adequate, and thirdly, whether the library had a separate account. The respond to the first question from all the sectional heads was positive; thus, at the end of each year all sectional heads were asked to submit their budget for the following year.

The Sectional Head suggested that the librarians were the right people to answer the second question on the adequacy of the budget. The Librarian of the University of Education, Winneba indicated that the Management of University allocates ten percent (10%) of the Academic User Fees to the library always. On the contrary, according to the University Librarian of Cape Coast; the Library was given only five percent (5%) of the Academic User Fees the year 2015. Both librarians indicated that the budget allocation to their respective libraries was inadequate.

Thirdly, on the question of whether the libraries under study had separate accounts, the two librarians did answer in the positive and that they were signatories to the Accounts. They noted that the separate account had compelled the library to spend judiciously. However both librarians were of the view that the amount they were given was inadequate..

4.1.13 Library infrastructure

The three main components of a library are staff, collection and the buildings, having thought of that, a question sought to find out if the building being used as libraries by the two institutions were purposely built as libraries, both librarians answered in affirmative. Comfortable furniture was essential for providing a conducive environment for studies. So the librarians were asked to show their concern over the library furniture. The Librarian of the University of Cape Coast reported that 80 percent of the chairs and 90 percent of the tables in the library were in good condition. Whilst the University of Education, Winneba also revealed that 90 percent of the chairs and 95 percent of the tables were in good for usage. The findings from both universities mean that most of the furniture in the libraries under study were in good condition.

Lighting and ventilation also influence user comfort, productivity and perception of space, therefore the librarians were asked to comment on the lighting and ventilation in the library. Both librarians stated that lighting and ventilation in their libraries were satisfactory. With toilet facilities, both librarians indicated that such facilities required some renovations. This finding was however contrary to Woodward (2005) assertion that a library should be appealing and welcoming as far as all facilities are concerned.

4.1.14 Challenges to collection management practice

One of the theoretical framework by Clow, Hucklebrige, Staider, Evans and Thom (1999) posits that the success or failure of collection development and management practices depend on the following; library consortium, staffing, policy, funding, technological aspect and user participation. To find out whether these factors had really negatively or positively affected the collection management activities, the librarians and the sectional heads were asked to enumerate challenges militating against collection development practices in their respective libraries.

At the University of Cape Coast, the major setbacks stated by the interviewees were; inadequate funding, inadequate professional staff, lack of Collection Management Policy and under utilisation of the library materials and inadequate relevant materials. Whilst at University of Education, Winneba the challenges were; lack of Collection Development Policy, lack of Collection Management Policy, inadequate professional staff, inadequate funds, inadequate relevant materials and lack of section for the visually impaired.

The study revealed that the libraries had inadequate funds, lack of Collection Management Policy and inadequate professional staff as their common challenges. The

major challenges the Librarian of the University of Education, Winneba stated were: lack of Collection Development and Management Policy.

4.2 Responses from users of the libraries

The Staff of the library work towards developing and managing the collection of the library, with the active cooperation from all the sections in the library so that the information needs of the users would be met. Though this may not be fulfilled in totality, one expects it to be achieved to some extent with cooperation of both the faculty and students. Taking this into consideration, the questionnaire for the users of the library was structured to find out the following; if users of the library were part of the selection process of the library, how satisfactory library services were, how relevant the library materials were and how the usage of the library could be integrated into the curriculum as well as the challenges militating against access to library materials.

In all, four hundred and twenty-four (424) copies of one questionnaire were received from user respondents of the University of Cape representing 99.0%. of four and twenty eight (428) questionnaire distributed. Whilst at the University of Education, Winneba, one hundred and eighty-four (184) were received, representing 97.0% of one hundred and ninety questionnaire distributed. So the total response rate for the user respondents was 98.3%.

4.2.1 Number of years users had been of working or studying

The study sought to find out the number of years the lecturers have been lecturing. Table 4.3 revealed that at UCC only 1 (1.0%) lecturer respondents had taught between 1-5 year.

The remaining lecturer respondents 28 (42.0%) and 38 (57.0%) lecturer respondents of UCC had taught between 6-10 years and 11-15 years respectively.

The study further revealed that at UEW, 15 (30.0%) and 35 (70.0%) lecturer respondents had taught between 6-10years and 10-15 years respectively. It is evident that they could assess the activities of the library as far as the management of the collection was concerned. This assertion had been evident by a study conducted by Unal and Unal (2012) which posits that the number of years of one's experience contributes to his ability to ascertain issues dealing with management. The students however, were in their final year.

Table 4.3 Working experience of lecturers

	University of Cape Coast lecturers	University of Education, Winneba lecturers	
Years	Frequency (%)	Frequency (%)	Total
1-5 years	1 (1.0%)	-	1 (0.6%)
6-10 years	28 (42.0%)	15 (30.0%)	43 (37.0%)
11-15years	38(57.0%)	35 (70.0%)	73 (62.3)
Total	67 (100%)	50 (100%)	117 (100%)

Source: field data 2015

4.2.2 Materials frequently used in the library

Respondents were supposed to state the actual materials they use in the library; in figure 4.1, it became evidently clear that the majority of respondents 67.4% used textbooks when they visited the library. The break down was: at UCC, 69.3% respondents used textbooks, whilst, 63.0% UEW respondents used the same resources. Fourteen percent and 17.4% of UCC and UEW respectively prefer to consult reference materials when

they visited the library. The study further showed that the least used library resources in both institution was story books, with the details as UEW, 4.3%, and UCC, 1.4%. The study revealed that the usage of textbooks in the two academic libraries was so high.

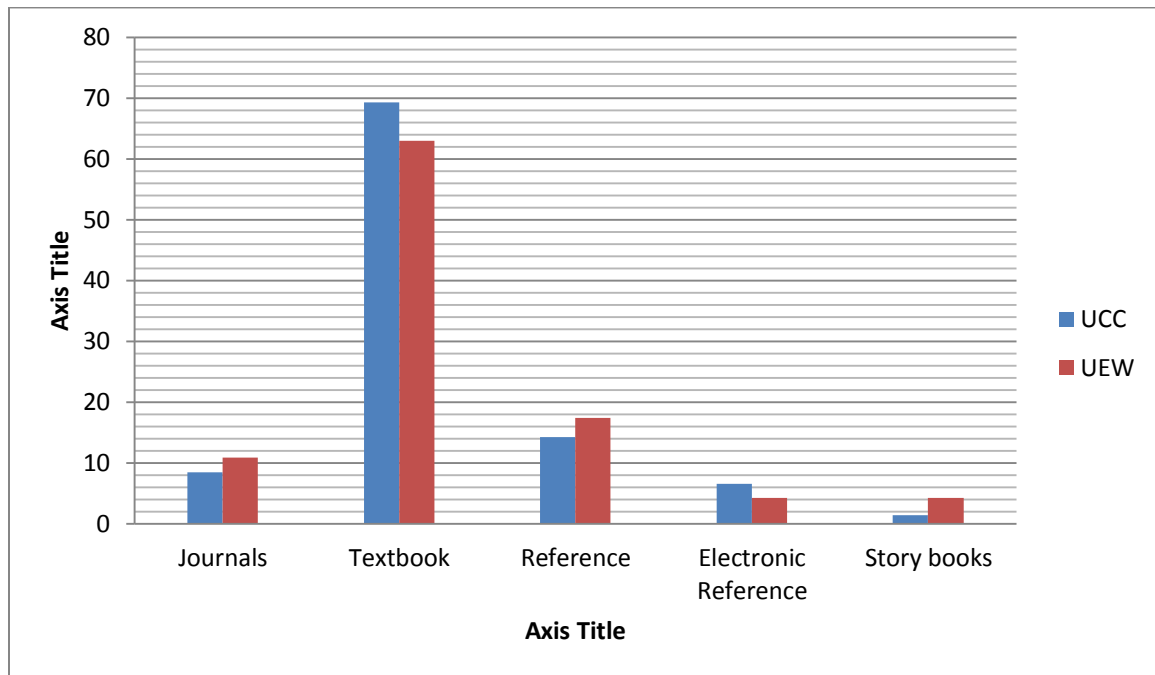


Fig 4.1 Materials used in the library

Source: field data 2015

4.2.3 Users ability to locate library materials

On the question of whether users retrieve materials in the library on their own, Table 4.4 shows that 84.0% of UCC respondents answered in affirmative, whilst 75.0% of UEW respondents were positive. However, those who indicated “No” were 16.0% at UCC, and 25.0% at UEW. This means that a greater number of respondents claimed that they can locate library materials on their own. This may be due to the well structured library orientation organised for students.

Table 4.4 Ability to locate library materials

UCC = 424 UEW= 184	University of Cape Coast Main Library	University of Education, Winneba, Osagyefo Library	
Responses	Frequency (%)	Frequency (%)	Total
Yes	84.0%	75.0%	81.2%
No	16.0%	25.0%	18.8%
Total	100 %	100 %	100%

Source: field data 2015

4.2.4 Reasons for inability to locate materials in the library

In Table 4.5, respondents were asked to point out why they could not locate the library materials they wanted. The response to question was that 38.6% of respondents of UCC and 26.1% of respondents of UEW indicated that the books were not available. In the same way 41.2% of UCC and 34.8% respondents revealed that the books were not properly shelved. Those who indicated that the books were not new books were 11.8% of UCC respondents, whilst at UEW 13.0% of the respondents also chose the same response.

Surprisingly, 8.8% and 21.7% respondents of UCC and UEW respectively stated that they did not know how to search for information; this statement should be a bother, especially at UEW where the percentage was high. The findings revealed that the majority of the respondents could not locate the books because the books were not properly shelved, thus the library staff were being accused for poor work.

Table 4.5 Why library resources could not be located

UCC= 68 UEW= 46	University of Cape Coast Main Library	University of Education, Winneba, Osagyefo Library	
Responses	Frequency (%)	Frequency (%)	Total
Books not available	38.6%	26.1%	28.0%
Missshelving	41.2%	134.8%	38.6%
Not new edition	11.8%	13.0%	12.3%
Books are old	8.8%	4.3%	7.0%
Do not know how to search for information	8.8%	21.7%	14.0%
Total	(100%)	(100%)	(100%)

Source: field data 2015

4.2.5 Users' awareness of those who can take part in the selection process

In Evans (1995) Theory of Collection Management: an activity and attribute approach, patrons participation in the selection of library materials is very crucial especially in an academic library where the library was meant to provide materials needed for faculty members and students. Respondents were therefore asked if they knew that they were part of the selection process of the library materials.

Table 4.6 showed that, 52.8% of UCC respondents indicated that they knew that they were part of the selection process, whilst the remaining 47.2 % pointed out they did not know. At UEW, 48.9% of the respondents said they were aware that they could contribute to the selection process, but the majority of them revealed that they were not aware. On the whole, the finding from the two institutions indicated that the majority of respondents knew that they could take part in the selection process of libraries.

Table 4.6 Users involvement in the selection process

UCC= 424 UEW = 184	University of Cape Coast Main Library	University of Education, Winneba, Osagyefo Library	
Responses	Frequency (%)	Frequency (%)	Total
Yes	52.8%	48.9%	51.6%
No	47.2%	51.1 %	48.4%
Total	100%	100%	100%

Source: field data 2015

4.2.6 Users who took part in the selection process

Respondents who responded that they knew that library users could be part of the selection process were asked if they have been sending their inputs to the acquisition section of the library. Surprisingly, Table 4.7 shows that, in both universities the majority of the respondents revealed that they had never sent their selection input to the library.

The study also revealed that not all users who were aware that they could participate in the selection process really sent the input.

Table 4.7 Library users who took part in the selection process

UCC =224 UEW=90	University of Cape Coast Main Library	University of Education, Winneba, Osagyefo Library	
Responses	Frequency (%)	Frequency (%)	Total
Yes	31.2%	33.3%	32.0%
No	68.8.%	66.7%	68.0 %
Total	100%	100%	100%

Source: field data 2015

4.2.7 Assessment of library resources

One of the objectives of the study is to find out how relevant the library materials were to the teaching and learning process, considering this, respondents were asked to point out the percentage of the materials they deemed to be relevant to their studies. In figure 4.2, one hundred and seventy six representing (41.5%) respondents of UCC respondents revealed that 50% -60% of the materials were relevant, whilst at UEW, 34.8% of the respondents indicated the same level of relevancy.

Also, 25.9% respondents of UCC indicated that between 30%- 40% of the materials in the Main Library were relevant to the curriculum, while 29.3% of UEW respondents also agreed with the same level of relevance of materials. Also 18.7% of UCC respondents and 23.9% of UEW respondents were of the view that between 70%-80% of the materials were relevant.

In total, the findings revealed that about fifty percent of the stock of each of the libraries was relevant. This finding was a cause for concern because the majority of a library's collection should be irrelevant to the curriculum.

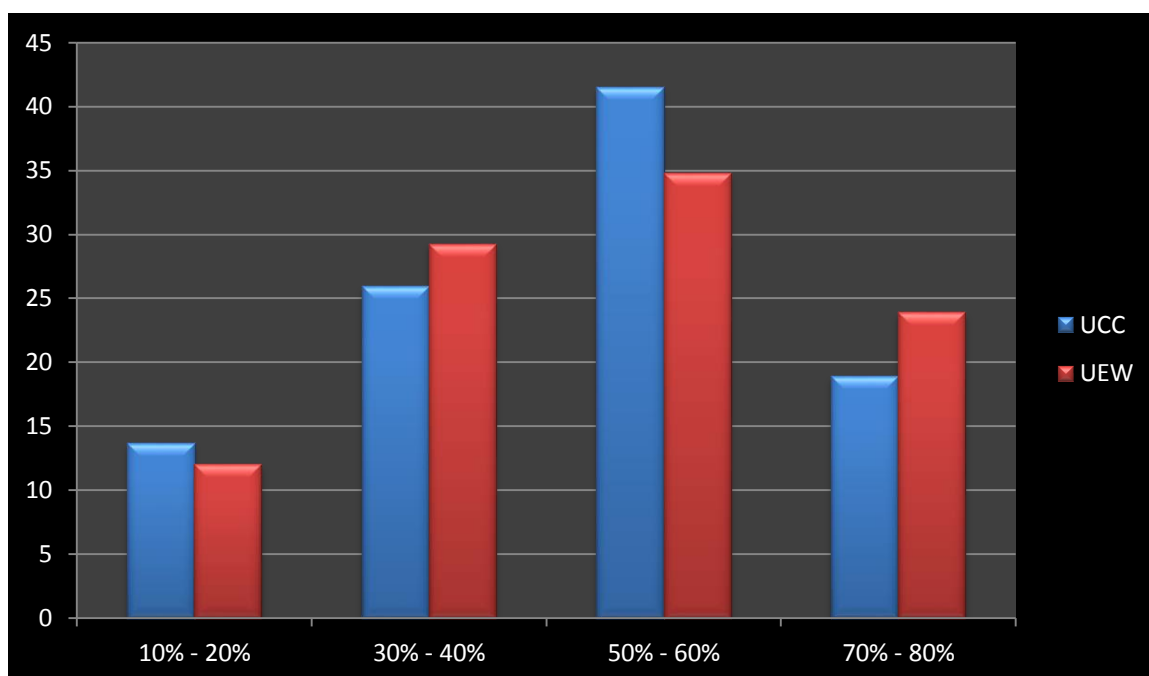


Fig 4.2 Relevance of print materials

Source: field data 2015

.4.2.8 Adequacy of print library materials

When asked to comment on the adequacy of the materials in print format, the majority of the respondents were of the opinion that the materials were not adequate as evident in Table 4.8, those who answered negative were 59.0% and at UEW 68.5% as against the positive response of 41.0% at UCC, and 31.5% at UEW.

Table 4.8 How adequate library materials are

UCC = 424 UEW= 184	University of Cape Coast Main Library	University Education, Winneba, Osagyefo Library	of
Responses	Frequency (%)	Frequency (%)	Total
Yes	41.0%	31.5%	38.2%
No	59.0%	68.5%	63.4%
Total	100%	100%	100%

Source: field data 2015

4.2.9 Assessment of shelving and other services provided by the library

When materials are well catalogued, classified and shelved, that is where resources can easily be retrieved, so respondents were asked to comment on the mode of shelving against other services provided by the library. Table 4.9 cross tabulation indicated that at the grade of “ Good”, for shelving UCC library had 15.3%, whilst UEW had 14.1% of the respondents who claimed to be very satisfied with services provided by the library. With the rank of “Fairly Good” for shelving UEW had the highest; thus 29.3% of the respondents pointed out they were very satisfied with services provided by the library, while UCC had 9.4%. At the grade of “Bad” for how the materials in the library were shelved, 2.4% of UCC; and 4.9% of UEW respondents indicated that they were not satisfied with the services of the library.

The results of the cross tabulation revealed that the level of satisfaction of library services at UEW library was averagely higher than UCC.

Table 4.9 Shelving of books and services provided by library

		What is your opinion on other library services UCC=424 UEW=184					
How would you describe the shelving of print materials in the library?		Very satisfied		Quite satisfied		Not satisfactory	
		UCC	UEW	UCC	UEW	UCC	UEW
	Good	15.3%	14.1%	23.1%	19.6%	3.0%	4.9%
	Fairly good	9.4%	29.3%	43.2%	21.7%	3.5%	5.4%
	Bad	0.0%	0.0	0.0%	0.0%	2.4 %	4.9%
Total		24.7%	43.4%	66.3%	41.3%	8.9%	15.2%

Source: field data 2015

4.2 10 Adequacy of electronic resources

In this modern era, electronic resources are highly patronized especially in academic libraries, so the study sought to find out if electronic resources of the two libraries were adequate. Webb, Gannon-Leary and Bent (2007) stated that libraries need to continuously be in touch with the research community in order to know what they really want from the library and also whether they are adequate or not.

Table 4.10 shows that electronic resources in both libraries were inadequate. This is evident by the total percentage of 73.4% of “No” response as against “Yes” response given by the respondents. There was a significant difference between the two responses.

Table 4.10 Adequacy of electronic resources

UCC = 424 UEW= 184	University of Cape Coast Main Library	University of Education, Winneba, Library	
Responses	Frequency (%)	Frequency (%)	Total
Yes	24.5%	31.5%	26.6%
No	75.5%	68.5%	73.4%
Total	100%)	100 %	100%

Source: field data 2015

4.2.11 Usage of electronic resources

Most academic libraries fall under the hybrid category, where a provision of resources is made up of print and electronic resources. Electronic resources are expensive. Therefore, some libraries are careful with the way users handle these resources. It was in the light of this, that the researcher was interested to find out whether users were allowed to use the electronic facilities freely. In Table 4.11 the majority of respondents, thus, 76.0% respondents answered in the affirmative. Those who answered negative were 24.0%.

Table 4.11 Use of electronic resources

UCC = 424 UEW= 184	University of Cape Coast Main Library	University of Education, Winneba, Osagyefo Library	
Responses	Frequency (%)	Frequency (%)	Total
Yes	77.8%	71.7%	76.0%
No	22.2%	28.3%	24.0%
Total	100%	100%	100%

Source: field data 2015

4.2.12 Use of electronic resources and accessibility

The study sought to find out issues that made electronic resources inaccessible. Table 4.12 shows a cross tabulation of inaccessibility and availability of electronic resources revealed that at UCC, 76.4% of the respondents were not able to access electronic resources because of slow internet access, whilst at UEW, 69.0% of UEW respondents stated the same reason for not being able to access electronic resources effectively.

Some of the respondents 14.2% and 21.7% were of the view that lack of proper guidance was the reason why they could not access the electronic resources. The study again revealed that 9.4% of UCC respondents lacked the technique of searching for electronic resources, whilst at UEW 9.2% respondent stated the same reason for their inability. The study revealed that majority of the users could not access the electronic resources because of the slowness of the network.

Table 4.12 Inability to access electronic resources and availability of electronic resources

UCC = 424 UEW= 184		Availability of electronic resources	
		UCC	UEW
Reasons for not been able to access electronic resources easily	Slow internet access	76.4%	69.0%
	Lack of proper guidance	14.2%	21.7%
	Lack of techniques of searching electronic resources	9.4%	9.2%
	Total	100.0%	100.0%

Source: field data 2015

4.2.13. Why information literacy should be taught

In a follow up question, respondents who indicated that the teaching of information literacy could promote the use of the library noted down the following as their reasons for saying that in Figure 4.3. At UCC, 24.7% and UEW, 29.3% of the respondents respectively said that information literacy helps one develop the skills of lifelong learning. Secondly, 22.9% and 17.9% respondents of UCC and UEW respectively indicated that, information literacy teaches one how resources are arranged in a library. Furthermore 22.4% of UCC respondents and 16.8% of UEW respondents also said that information literacy is about how to use the library effectively and finally 30.0 % of the respondents of UCC and 48.2% of UEW indicated that information literacy is about how to use the library effectively

Assessing the reasons given by respondents, one can infer that they have recognized the importance of information literacy. So as noted by Hosein (2006), when the University of West Indies St Augustine Campus recognised the importance of information literacy, they decided to produce a comprehensive programme in order that the goals of the parent institution would come into fruition.

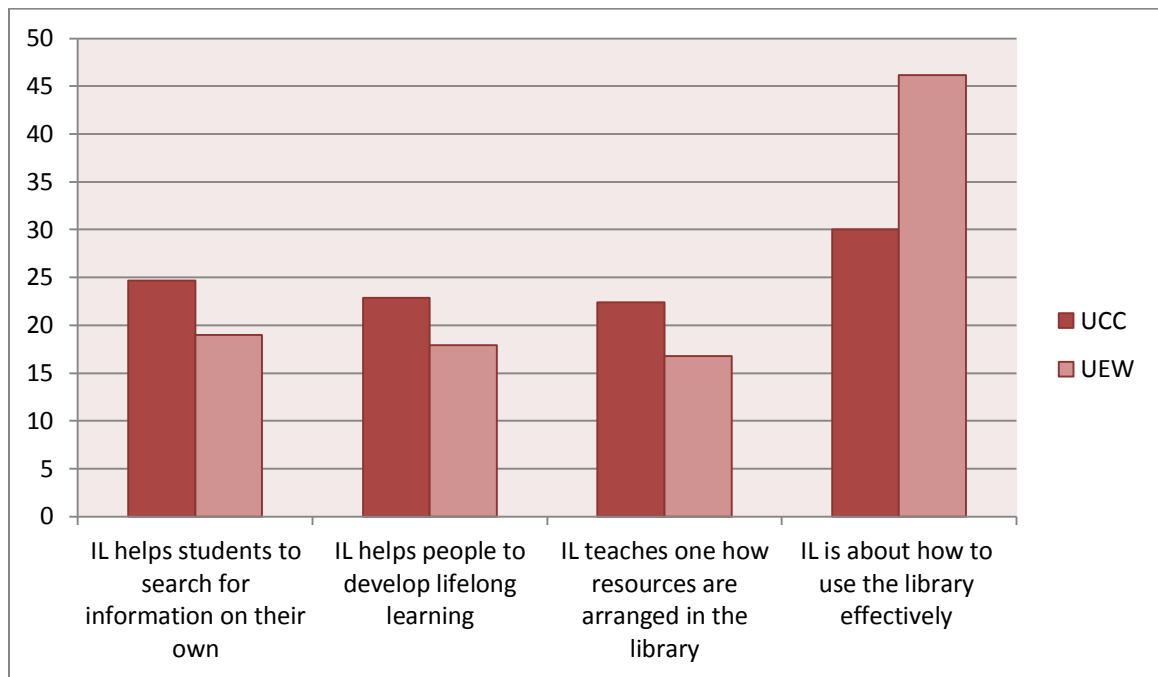


Figure 4.3 Reasons why information literacy should be taught

Source: field data 2015

4.2.14 Integration of library usage into the curriculum of the university

One of the objectives of the study is to find out how the usage of the library can be integrated into the curriculum. Thus, from the teaching of information literacy as a course at tertiary institutions, respondents were asked to suggest other ways by which the usage of the library could be integrated into the curriculum of the parent institutions.

The total of the responses revealed in Figure 4.4 that the majority of the respondents of both universities suggested that the libraries should provide relevant resources needed by users of the library. The component of this percentage was UCC 55.7%, UEW 44.6%.

In a decreasing order, other suggestions made by respondents were; library staff should promote library usage, users of the library must take active part in the selection process; provide online access to resources, library should operate 24 hours; and lecturers must give assignments. The findings therefore revealed that out of the six suggestions made by respondents, four were directed to the library staff. Therefore as noted by Dadzie (2008), librarians have the custodial duties of collecting and providing access to information in different formats in a timely manner. Thus, the responsibility of the library staff to promote the library

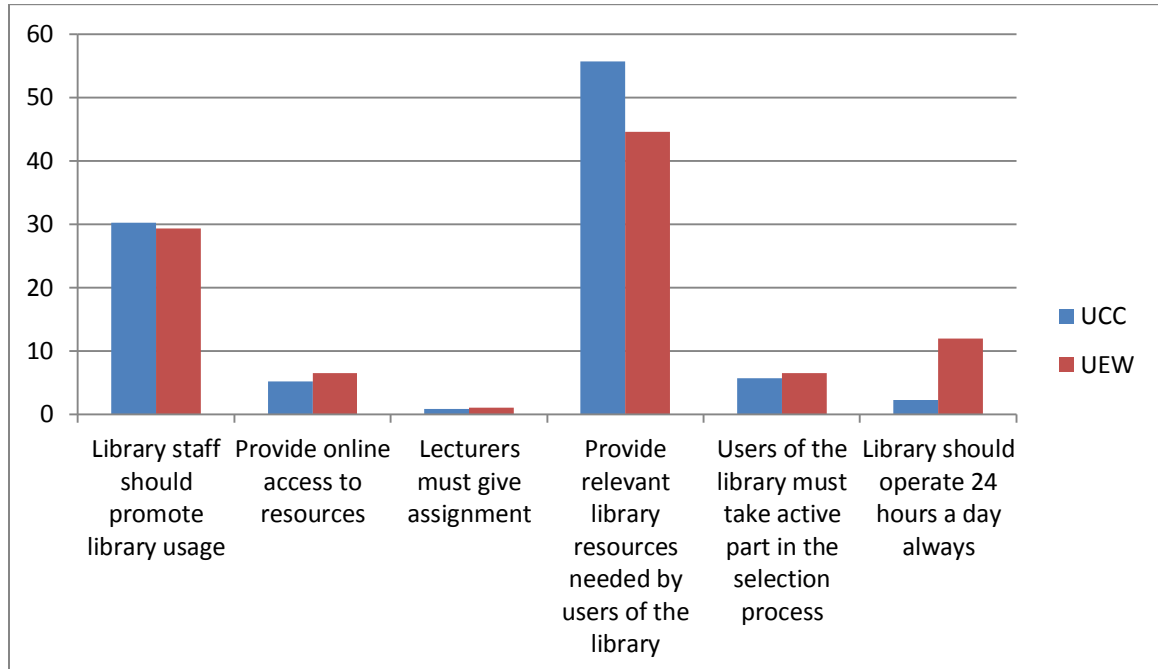


Figure 4.4 How to integrate library use of the library into the curriculum

Source: field data 2015

4.2.15 Challenges faced by users of the library

Challenges are issues that frustrate people from actualising their aims. Having this in mind, respondents were asked to state the challenges that deter them from using the library. A cross tabulation of the use of the library against the challenges are indicated in Table 4.13. The study revealed that 20.3% of user respondents of UCC visited the Main Library occasionally because they found it difficult to approach the library staff for assistance whenever they needed assistance as compared to 13.1% of UEW user respondents. This means that a greater percentage of UCC students wanted to be assisted when they visited the library.

In decreasing order, it can also be noted that 16.0% of UCC occasional library user respondents decided not to use the library often because they were not satisfied with the infrastructures of the library; on the other hand, 14.3% of UEW user respondents assigned the same reason same reason for not using the Winneba Campus Library of the University of Education, Winneba library often. Another reason given by the occasional users of the libraries under study was difficulty of tracing the relevant materials from the irrelevant ones; and this was indicated by 12.4% and 16.3% of respondents of UCC, UEW respectively. Some of the occasional user respondents, thus 6.7% of UCC and 8.3% of UEW claimed that they were not too conversant with the classification numbers of the library materials.

The cross tabulation further revealed that most of the users who visited the library once a week (4.7% of UCC; and 4.2% of UEW) did so because they were not comfortable with the infrastructure of the library. At UCC library, 2.6% of the respondents who used the library twice a week indicated that their challenge was the difficulty in approaching

library staff for assistance, whilst at UEW, it was 3.8%. The same challenge was noted by most of the respondents who used the library thrice in a week (3.3% of UCC and 3.5 % of UEW). The challenge noted by most user respondents who used the library several times (2.6% of UCC, and 2.7% of UEW) was that they were not comfortable with the infrastructure of the library.

The findings of this study were that, the major challenges faced by users of UCC library were unapproachable library staff and infrastructure, whilst at UEW it was library infrastructure and unapproachable library staff. It could be seen that approachable staff was common to the two libraries..

Table 4.13 Challenges faced by users of the library

How often do you use the library?	Challenges facing users of the library							
	UCC=424 UEW=184							
	Not conversant with the classification		Not happy with the infrastructure		Difficult to approach library staff		Difficult in tracing library materials	
	UCC	UEW	UCC	UEW	UCC	UEW	UCC	UEW
Occasionally	5.7%	7.3%	12.4%	16.3%	20.3%	13.1%	16.0%	15.3%
Once a week	3.0%	3.5%	4.8%	3.7%	3.8%	4.7%	4.7%	4.2%
Twice a week	2.1%	3.9%	2.4%	2.1%	2.6%	3.8%	2.0%	2.6%
Three time a week	2.4%	2.8%	2.8%	2.6%	3.3%	3.5%	2.4%	2.1%
Several times	1.7 %	1.5%	1.8%	2.2%	3.5%	1.0%	2.6 %	2.7%
Total	14.9%	19.0%	14.2%	16.9%	35.5%	26.1%	27.7%	12.9%

Source: field data 2015

References

- Akussah, H. (2003). Records management and preservation in Government ministries and departments in Ghana. *African Journal of library, Archives and Information Science* 12 (2), 155.
- Arinawati A. (2011). An assessment of the effectiveness of library resources and services in supporting researchers' information needs. Retrieved May 10, 2015 from www.academia.edu/.../AN_ASSESSMENT_OF_ELECTRONIC_INFOR
- Asogwa, B E. (2014). Use of ServQUAL in the Evaluation of Service Quality of Academic Libraries in Developing Countries. *Library Philosophy and Practice* (E-Journal). Retrieved 10 May, 2015 from <http://digitalcommons.unl.edu/libphilprac/1146>.
- Chang, A. & Garrison, J. (2011). Textbook lending service: providing a service student need when they need it. *College and Research Libraries* 72 (9), 528.
- Clow, A., Hucklebridge, F., Staider, T., Evan. P., Thom, L(1999). *Universities libraries in Africa: A review of their current state and future potential. Vol. 2. Case studies*. London: International Africa Institute.
- Dadzie, S.P. (2008). Promoting information literacy: the role of the librarian. INASP NEWSLETTER 2-3
- Dilevko, J & Gottlieb, L. (2003) Weed to achieve: a fundamental part of the public library mission. *Library Collections, Acquisitions, Technical Services* 27 (2003) 73–96
- Echezona, R.I., Osadede, N & Asogwa, B.E. (2011) Library services to the physically challenged: nature, challenges and strategies. *Journal of Applied Information*

Science and Technology 5(1) 14-18

Edekor, S. (2004). *Case study Ghana Library Board. In Chisenga, J., (ed.) The case of ICTs in African Public Libraries- a survey of ten countries in Anglophone Africa.* INASP. Oxford.

Egberongbe, H. S. (2011) The Use and Impact of Electronic Resources at the University of Lagos Retrieved May 10 2015 from

<http://digitalcommons.unl.edu/libphilprac/472>

Ekpenyong, G. D. (2005). Library consortia and the development of university education and research in Nigeria. *Paper presented at the Standing Conference of African University Libraries Western Area (SCAULWA). Communication No. 5. Dakar,*

Emojorho, D. (2004). Budgets and budgeting in selected Nigerian University Libraries. *The Bottom Line: Managing Library Finances* 17(3): 98-101(4).

Hosein, S (2006). Teaching Information Literacy at the University of the West Indies. *Information Development.* 22 (2) 110-115

Johnson, P. (2009). Fundamentals of Collection Development and Management. *American Library Association, Chicago, IL.*

Khan, S.A. & Bhatti, R (2012) A review of problems and challenges of professionals in developing countries including Pakistan *Library Philosophy and Practice (e-journal)* Retrieved May 1 2015 from

<http://www.digitalcommon.unl.edu/libhiprac/757/>

Kumar, P. K. S. (2012). User Satisfaction and Service Quality of the Universities Libraries in Kerala *International Journal of Information Dissemination and Technology* 2 (1).

- Little, G. (2011). Collection development in library and information science at ARL libraries. *Collection Building*, 30 (3), 135.
- Mahindra R & Kumar (2015) User Satisfaction Regarding Quality of Library Services of A.C. Joshi Library, Panjab University, Chandigarh. *Journal of Library & Information Technology*, 35 (1), 54-60.
- Mairaj M. I. & Naseer, M. M. (2013). Library services and user satisfaction in developing countries: a case study. *Health Information and Library Journal* 30 (3) 318- 26.
- Matt, E (2013). The occasional patron and patron profile. *Library Journal* Retrieved May 3, 2015
<http://www.lj.libraryjournal.com/2013/10/managing-libraries/the-occasional-patron>
- Mohindra, R & Kumar, A (2015) User Satisfaction Regarding Quality of Library Services of A.C. Joshi Library, Panjab University, Chandigarh *Journal of Library & Information Technology*, 35 (1), 54-60
- Nakiganda, M & Kaka, (2009). Preserving the past and creating the future: a case of Makerene University. *A paper presented at World Library and Information Congress: 75th IFLA General Conference and Council Meeting at Milan: Italy.*
- Oyelude, A.A. (2008). Budgeting for library technical services in electronic age. *Library phylosopy and practice (e- journal)* Retrieved May 1, 2015 from
<http://www.webpages.uidaho.edu/-mbolin/oyelude-ola.htm>
- Pymm, B (2006). "Building Collections for All Time: the Issue of Significance". *AARL Australian Academic Research Libraries* 37 (1), 61–73.
- Rinto, E. (2015) Library instruction and themed composition courses: An investigation of factors that impact student years of learning. *The Journal of Academic*

Schaffer, B. L (2011). The Kilgour collection of Russian literature at Harvard College.

Library Slavic & East European Information Resources 12 (2-3) 115

Seneviratne, D. (2006) Measuring user satisfaction: a case study at the PGIM Branch

Library at Peradeniya. *Journal of University Librarians of Sri Lanka*. 10 (200).

Shija, H. (2009). *E-resources use via the internet improvement is a must: a case of*

special libraries in Tanzania. Retrieved May 9, 2015 from

www.ais.up.ac.za/digi/docs/paper_shija.doc

Simpson, B. (2013) Hiring Non Masters in Library Studies librarians: Trends and training

implications. *American Library Association* 28 (1), 1-15.

Singh, S.P. (2004). Collection management in the electronic environment. *The Bottom*

Line:Managing Library Finances. 17 (2), 1.

Uddin, H., Ahmed, M. Z & Mushi U.N. (2009). Adequacy of reading resources and the

satisfaction of the information needs of the faculty members: a case study of the

Dhakar University Library. *Library Science*. Retrieved May 4 2015 from

www.inforsciencetoday.org/library-science-adequacy-of-resources-and-the-satisfaction

Unal, Z & Unal, A (2012). The impact of years of teaching experience on the classroom

management approaches of elementary school teachers *International Journal of*

Instruction 5 (2)

Vaagan R & Holm S (2004). Professionals values in librarianship. *New Library World*

105 (1200/1201) 213-217

Webb, J., Gannon-Leary, P., & Bent, M. (2007). *Providing Effective Library Services for*

Research. London: Facet Publishing.

Woodward, J. (2005). *Creating the customer-driven library: Building on the bookstore model*. Lisbon: ALA.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This work set out to compare the collection management practices of two public academic libraries in the Central Region of Ghana. In other words, the work looked into how the library resources of the University of Cape Coast and University of Education, Winneba Campus, libraries were built and managed in order that users of the library can access information for their academic work. To actualise the basic purpose of the study, the researcher adopted the survey methodology to study the library operations of the two academic institutions. The numerous managerial activities and their setbacks have been noted. The discussions of these findings were juxtaposed with the literature, collection management theories used and the objectives of the research.

5.1 Collection development and management practices

Collection management practices are activities performed by library staff to ensure that the information needs of the library clientele are met. Some of these activities include; selection, acquisition, preservation and weeding. A comparative assessment of the extent at which these activities are carried out at the University of Cape Coast and the University of Education, Winneba Campus libraries has been discussed based on the objective of the study.

5.1.1 Selection

Selection is one of the preliminary activities performed under collection development. Evans and Saponaro (2005) regards selection as situation whereby one chooses materials among several collections. He emphasised that selection is effective when the

information needs of the users of the library are taken into consideration and that the selection of print and non-print collections of the library is a shared responsibility of the teaching faculty, students and the library. This implies that library users cannot be avoided if the library aims at effective utilization of the library's resources.

The study indicated that in both libraries, the library staff, lecturers and students could take part in the selection process; thus, about fifty- two percent of University of Cape Coast respondents indicated that they knew that they were supposed to be part of the selection process, whilst the remaining 47.8 % pointed out they did not know. Whilst at University of Education, Winneba 48.9% of the respondents said they were aware that they could contribute to the selection process, but the majority of them; 51.1 % revealed that they were not aware.

A similar study conducted by Seneviratre (2006) at Branch Library of Peradeniya in Sri Lanka revealed that 70% of the users were aware of the fact that they could take part in the selection process of the library, but did not take part in the selection process. This finding at the University of Education, Winneba means that library staff need to intensify the awareness on user participation in the section process as noted by Afebende and Ebye (2008).

For as noted as by Dilevko, (2013)" users of academic libraries are now looking for librarians who can help them identify the resources they would use for their academic work, and that librarians of academic libraries can be true friends of library patrons by assisting them to go through their academic work.

5.1.1.1 Mode of acquisition of library materials

Acquisition involves the process of getting materials for the library; it plays a vital role in the collection development process. Acquisition is the stage at which what has been decided at the selection stage is acquired. Also it is one of the collection development practices undertaken without involving the library community (Evans and Saponaro (2005). Some of the modes of acquisition are; purchase, donation, legal deposit and exchange. Thus, the library segment of the respondents were asked to state which mode of acquisition they commonly use and the composition of their stock. The Acquisition librarian of University of Cape Coast noted the following as the composition of the current stock of 249,564; purchase was 50%; donation was 48 %; legal deposit 1 % and exchange 1%; whilst University of Education, Winneba also stated the following percentages; purchase was 46 %; donations was 51 %; legal deposit 1 % and exchange 2%.

The study at the University of Education, Winneba revealed that most of their collections were donations. This is dangerous because in the absence of a collection development policy, the library may accept anything donated to the library. More so, unsolicited donations are discarded materials of the donor(s), so having 51 percent of one's library's stock as donation was a matter for concern. Even with University of Cape Coast, the 48 % indicated as the proportion of the stock being donated materials during the period when budget allocation to the library was 10% should be a cause for concern; one would wonder what will happen now that the budget allocation to the library had been reduced to 5%.

According to the acquisition librarians of both libraries, most of the donations were unsolicited for thus, most of the materials were irrelevant to the programme of the universities. This finding is similar to a study conducted by Schnaffer (2011) and Lietaer (2008) that donation could be a problem for the receiving institutions.

5.1.3 Weeding

Johnson (2009) explains weeding as the situation whereby library materials considered to be less relevant, obsolete, weak and mutilated are withdrawn from the shelves. It is done in order that the collection in the library will attain its relevance. Chaputula, (2014) also maintains that weeding is one of the important exercises in collection management practices because there is the need for more space to be created for the growing relevant collections in academic libraries.

Looking at the above assertions, one can see why all the libraries stated weeding as the way they ensured that relevant materials were on the shelves so that users could access relevant information quickly. Despite the advantages of weeding, the study established that the libraries these days were not practicing weeding of materials regularly simply because of the fear of developing empty shelves. This is contrary to the role of academic library as noted by Nwalo (2003); which is ensuring that the academic goals of the institution are met through the provision of relevant informational materials. Secondly, this behavior is contrary to the statement by Aina (2004); that weeding is one of the practices of collection management which enables the libraries to get rid of the library's materials that are outdated, archaic, and redundant. In addition, as noted in Evans theory of Collection Management: the result of failure to conduct an activity could lead to poor

services provided. So weeding is a task that must be performed. That is why Evans (2005) advised that in a particular moment of the year, weeding should be done in academic libraries and that in performing this activity, the staff must be actively involved.

The failure of the libraries to conduct periodic weeding these days was contrary to what was asserted by Dilevko and Gottlieb (2003); they were of the view that weeding of library materials has become an integral part of library management and that it needs to be carried out on regular bases.

5.1.4 Preservation of library materials

Preservation is the act of ensuring that the favourable environment prevail in a library or achieves so that the materials would stay long. This means that harsh environmental factors serve as catalyst in the destruction of documents. Hasenay and Krtlac (2010) also asserted that preservation is all activities and resources put together to ensure that there is continuous availability of library materials. Some of these activities are binding of mutilated books, binding of newspapers, encapsulation and lamination of document.

The study further established that University of Cape Coast library had a Bindery Section responsible for binding of old newspapers, providing hard covers for materials with soft covers and binding of mutilated books amongst others. The existence of this section in the library is in line with one of the statements of IFLA (1998) that the role of library staff is to ensure that preservation activities are performed. However, with the question of how functional the Bindery of University

of Cape Coast was, it came to light that the Bindery has no embossment and trimming machines, thus compelling the Bindery Section to send works that require embossment and trimming to the University of Cape Coast Printing Press.

The findings therefore established that the University of Cape does in-house repairs, whilst University of Winneba outsources; the situation of the later institution is contrary to a study on “preserving the past and creating the future: a case of Makerere University” by Nakiganda and Kaka (2009) of which they recommended that libraries need to make provision for in-house repairs of damaged materials. Pymm (2006) also advised that libraries should adopt in- house treatment of damaged materials.

5.1.5 The impact of academic library consortium and resource sharing

A library consortium is a group of libraries coming together to form a valuable network with a non- profit intent. According to Alemna and Antwi (2002) a consortium facilitates sharing of resources, thus, library consortia are efficient tools for information resources sharing. According to Sloan (2000) a consortium helps member libraries to resolve setbacks dealing with network-level services. It also assists members to handle issues dealing with the management of print collections.

The study revealed that University of Cape Coast and University of Education, Winneba, were members of the Consortium of Research and Academic Libraries of Ghana (CARLIGH). In addition, the libraries under investigation render interlibrary lending services; the only disparity was that at the University of Cape Coast, interlibrary lending service was rendered by the Electronic Resources Section, whilst at the University of

Education, Winneba Campus libraries, the same service was rendered by Readers Services Section.

The benefits of resources sharing as noted by Tenopir (2000) are many, to him, consortia aims at enabling member libraries to achieve the aim of making users access information resources. Thompson (2004) also justifies this by saying that being a member of a consortium, where the cost for subscription for databases and journals are shared among members and the probability of members saving for other deals is high. This is exactly the benefits members of CARLIGH are experiencing.

Currently, member libraries subscribe to E- resources at a lower cost. This arrangement has been beneficial in the sense that it has kept so many academic and research libraries in Ghana active. This is evident in Evans and Saponaro's (2005) statement that, formation of a consortium can be a starter for resource sharing among libraries especially in developing countries. A Consortium also creates platform for sharing of ideas and resources. This finding can be related to Clow et.al theory; where library consortium and resource sharing forms part of the influencing factors of a successful collection management since no library can acquire all its intellectual resources. a study conducted by Egberongbe, (2011) at the University of Lagos, the majority of scholars do receive training in the use of e-resources through consortia programs.

5.2 Relevance and adequacy of library materials

The availability of electronic resources in libraries has changed the collection management activities of most libraries as supported by Curtis and Scheschy (2005). They say that the availability of electronic resources has made access to information easy

to the level that users of libraries are shifting from one resource to another hoping to get the information which will fit the activity they are supposed to perform. This means that academic libraries need to acquire resources with accurate information. However, the study revealed that in both libraries, inadequacy of these electronic resources coupled with the slowness of the network negatively affects accessibility.

On the part of print materials, the study revealed that, only 18.9% and 23.9% of the University of Cape Coast and the University of Education, Winneba, respondents respectively indicated that between 70 % to 80 % of their respective library resources materials were relevant. This situation could be attributed to some factors. Firstly, the mode of acquisition. At the University of Cape Coast Library, purchase was 50%; whilst donation was 48 %, and at the University of Education, Winneba, purchase was 46 %; and donation was 51 %. Secondly, the non participatory nature of users of the library in the selection process coupled with inadequate funding.

In total, the findings revealed that about fifty percent of the stock of each of the libraries was relevant. This finding is a cause for concern because the majority of a library's collection should be relevant to the curriculum. This assertion is similar to a study conducted by Mairaj and Naseer (2013) where users of the library claimed library materials were relevant to the curriculum.

This finding is contrary to Gruenthal's (2011) assertion that even users of the library who lack the habit of reading could be moved to read if relevant resources are made available. This assertion is supported by Ontario School Library Association (2010), which stated that learners are stimulated more where there are enough and relevant reading materials of their own interest. Thus, if the relevant materials are lacking then the possibility of

driving users away from the library will prevail and that will automatically lead to underutilisation of the library as noted at University of Cape Coast as one of the challenges the library has to battle with. This finding can be related to the Evans (1995) model, where it noted that librarians should use the tools for selecting, organising and maintaining the resources of the library to enable actors get the information they want..

5.3 Adequacy of print and non print resources

The increase in students intake resulting in the rise in students enrolment of population of the university community means that academic libraries should make adequate provision of resources to meet the information needs of users. Having thought of this, the user respondents were asked if the electronic resources were adequate. The findings established that at University of Cape Coast 75.5% of the respondents indicated that the facilities were inadequate, whilst at University of Education, Winneba 68.5% also said that the electronic resources of the libraries was inadequate.

In the same way, user respondents were asked if the print resources were adequate, and the finding revealed that those who answered negative were 59.0% at the University of Cape Coast and at the University of Education, Winneba 68.5%; as against the positive response of 41.0% at the University of Cape Coast, and 31.5% at the University of Education, Winneba. This means that the majority of library patrons were not getting access to the resources.

This problem had also been compounded by slowness of the internet as indicated by 15.3% and 12.0 % respondents of University of Cape Coast and University of Education, Winneba respectively. As a result, sharing of resources will be affected. This is contrary

to the standard set by the National Accreditation Board (NAB) of Ghana, which emphasised that there should be adequate provision of resources for users of the library. This scenario was buttressed by Evans and Saponaro's (2005) assertion that modern collection management practices are rendering standards not useful.

This finding is similar to a research conducted by Arinawati (2011) on assessment of the effectiveness of library resources and services in supporting researchers' information needs in Malaysia, which revealed that library resources were inadequate

5.4 Lack of Collection Development and Management Policies

Collection development is considered as the segment of collection management that primarily deals with issues with the selection and acquisition of library materials (Koch et al., 2013). Collection development activities are done well when there are policies directing the practices. Policies are regarded as guidelines documented to guide the running of institutions, organisation or departments. In academic libraries, policies are meant to minimize and address the challenges encountered by academic libraries.

Preliminary investigation revealed that in the library of University of Cape Coast library had a Collection Development Policy. This policy has the following as the major content of the document; curriculum analysis, selection factors, electronic collections, collection management, special consideration, library liaison programmes and job description of staff. The policy document was approved by the University Management in November, 2014. In addition, the Digital Section of the library, which works on the Institutional Repository, had also produced an Institutional Repository Policy to guide its operations. The production of these policy documents is a sign of preparedness to ensure proper

execution of collection building activities as noted by Johnson (2009). According to him, collection development policy is a document meant to provide a guide for selection and acquisition of library materials.

On the other hand, the study also established that the University of Cape Coast had no Collection Management Policy. In the same way University of Education, Winneba, had no Collection Development Policy nor Collection Management Policy. This means that its collection building activities were not guided. The absence of Collection Management Policy in both libraries is a matter of concern. This situation could negatively affect their operations because according to Johnson (2009) a library without a policy guideline is the same as a department without a documented plan. This means that management of library materials are done unguided because there was nothing to direct the mode of management of library materials. Once again, this could be the reason why averagely the library stock of the University of Education, Winneba was donated materials.

It was expected that the University of Cape Coast, one of the oldest universities in the country should have had a Collection Development Policy long ago. The absence of this important document till November, 2014 means that both libraries had been operating over the years without a policy guideline. This on the part of University of Cape Coast might have negatively affected the current library collection. The underutilisation of the library as noted by the Librarian as one of the challenges of the library could be partly linked to the non existence of a policy for some years This finding as related to Clow et..al (1999) model means that the absence of the Collection Management Policy does not meet the requirement of the model.

This finding was in line with a study conducted in Pakistan by Ameen (2006); where he used academic libraries with the respondent rate of 97% (29 universities). The study revealed that almost all the universities agreed that Collection Management Policy is an important document, however, they do not have. Akwa (2005) also noted that most academic libraries in Africa do not have policies guiding collection development and management practices. This situation according to him, may negatively affect patronage of the libraries. This is a serious issue because every material acquired for the library needs to be managed to ensure easy access and longevity.

The non existence of Collection Management Policy could be one of the reasons for less attention being paid to the Bindery Section of University of Cape Coast. As noted by Johnson (2004), the absence of Collection Management Policy may lead to inefficient collection management practices. Thus, it negatively affects collection management activities. This may be one of the contributory factors to unsatisfactory services indicated by some users of the libraries especially the occasional users.

5.5 Integration of library use into the curriculum of academic institutions

The main function of an academic library is to support teaching, learning and research activities of the parent institution. The academic library does this by collecting, preserving and making available all format of information resource relevant to their research community. The library therefore develops a collection of resources based on all the courses being taught at the university.

Looking at the vital role of the library, 52, 3% of the user respondents stated that the libraries should provide relevant library resources needed by users of the library. This

was followed by 30.0% of the user respondents who stated that library staff should promote library usage, thirdly, those who stated that users of the library must take active part in the selection process were 6.0%. The fourth statement in a decreasing order given by the user respondents was that the library should provide online access to resources, and lastly, the library should operate twenty-four hours a day. Most of the suggestions given by user respondents were issues supposed to be handled by the library staff. This supports Dadzie's (2008) assertion that it is the responsibility of librarians to collect and provide access to information in different formats in a timely manner. The users' statement could also be buttressed by the standards set by the National Accreditation Board of Ghana which posits that the development of library collection should be a joint effort between staff of the library, faculty and students.

Integrating the usage of the library into the curriculum of the institution under study firstly, means that the library should mirror the courses offered at the university (Johnson, 2009). Secondly, to integrate the usage of the library into the curriculum also calls for making provision for all users of the library including the physically challenged as noted by IFLA/UNESCO, (1994); which University of Education failed to provide for the visually impaired. However, the findings established that in both libraries the library resources were inadequate and that some of the materials were irrelevant to the curriculum.

5.5.1 Impact of teaching information literacy

Academic libraries recognise the need for students to search for information in the library independently that is why most academic institutions teach information literacy.

Information literacy is the type of discipline which enables one to develop the abilities to identify, locate, retrieve evaluate and make effective use of information. Thus, information literacy is that subject which when well taught will enable the learner to know how to learn. So someone who is information literate has the following characteristics; has the ability to know when information is needed; has the ability to locate, retrieve, evaluate information; knows the ethical and legal use of information (Thomas, 2014).

Having thought of this, the user respondents were asked if they think that the teaching of information literacy could promote the use of the library. The response from the user segment of University of Cape Coast respondents was 81.4 % whilst at University of Education, Winneba, it was 61,4%.

The teaching of information literacy as a compulsory course at the University of Cape Coast started as Information Retrieval about twenty years ago. That might have contributed to the wide gap in percentage between the two libraries as far as the affirmative response was concerned.

On the whole, since the majority of the respondents believe that information literacy or bibliographic instruction has a positive impact on library usage, there is the need for the right pedagogical skills to be applied when teaching this course as asserted by Wang (2007). He stated that in teaching Information Literacy, Resources Based Learning (RBL) as well as Problem- Based Learning Models should be applied since these models make the teaching learner centered and participatory.

5. 6 Challenges militating against collection management practices

According to Clow, Hucklebridge, Staider, Evans and Thom (1999) model collection development activities can be negatively or positively affected by any of the following; library consortium, staffing, funding, technological aspects, user participation and the policies. They asserted that challenges that occur in the collection development practices are deeply controlled by the above factors because there is a link between collection development and these factors. Though some of the challenges have been discussed above, it emerged from the study that the major factors which negatively frustrated the smooth execution of the collection management practices in the libraries under study discussed below negatively affect user satisfaction. This assertion is similar to a study conducted by Kumar (2012) on user satisfaction and service quality of the university libraries in Kerala where library users were not satisfied by the services provided by the library due to the challenges library staff encountered.

5.6.1 Inadequate funding

A library is made up of the building, collection and staff and the factor which binds these components together is funds. Funding for academic libraries is crucial if effective collection development and management is to be done. This means that effective collection management activities cannot take place without adequate funding. The sources of the funding of academic libraries in Ghana are Government subvention, GETFund, Donor Support and Internally Generated Funds (IGF) including fees paid by students.

The study revealed that University of Education library gets 10 % of income for service and fees paid by students, whilst University of Cape Coast in 2015 given only 5 %. Similar studies and assertions by Chaputula, 2011 cited by Chaputula, 2013 support this finding. They asserted that the economic difficulties most nations were encountering had changed the library practices. Alemna (1998) also added his view by stating that empirical findings have indicated that one of the major challenges libraries in Africa and for that matter Ghana in particular, faced is funding. To him, such a situation compels some academic libraries to depend on donation.

Academic libraries are the heart beat of institutions, so when they are not well funded, it will disorganise the goals and vision of the parent institution (Khan and Zaidi, 2011). This calls for librarians to reveal how indispensable the library is to the academic success of tertiary institutions.

5.6.2 Lack of adequate professional staff

The University of Cape Coast had eight professional librarians directly involve in the collection management at the sectional level, whilst University of Education had only four professionals managing the resources of the library at the same level (it excludes the librarians and their deputies). In the case of para-professionals, University of Education, Winneba had nineteen staff, whilst University of Cape Coast had only ten paraprofessionals staffs directly involved with collection management activities. The remaining staffs of fifty-eight at University of Cape Coast and twenty one at University of Education, Winneba were all non professionals.

The study revealed that at the University of Cape Coast, the Visually Impaired and the Bindery Sections of the University of Cape Coast, Main Library, were managed by non

professional librarians. The high level of non-professionals especially at the University of Cape Coast library is a problem likely to negatively affect the management of the collection. This assertion is buttressed by Edekor (2004) who pointed out that lack of professional knowledge and skills may lead to improper management. He also asserted that though on the job training could equip one with the skills and knowledge needed for performance, but, professional qualification makes one more qualified and prepared for further trainings.

However, the study also brought to light that because of inadequate professionals, the libraries under study had merged some sections. In the case of University of Cape Coast, the Readers Service and the Electronic Resource Sections were headed by one person, whilst at the University of Education, Winneba Campus, the Acquisition and Cataloguing Sections; and Readers Services and Electronic Resource Sections were managed by two persons. This situation may be detrimental to the operation of the sections since one section will be well managed at the expense of the other. However, this might have been done because of the relationship between efficiency and professionalism as supported by Clow, Hucklebridge, Staider, Evans and Thom (1999) model.

On the contrary, a study conducted by Simpson (2013) with five hundred academic library Directors and three hundred and seventy public library Directors revealed that Masters in Library Studies is not consistently a requirement in librarian recruitment. The study cited the need for non professional librarians for subject expertise and technical skills, such as Web design, data management, instructional design specialists, rare books curators amongst others. During the interview with Sectional Heads it was noted that apart from the Electronic Resource, Digital and Cataloguing Sections, in-service training

for staff was not regularly organised for staff of the remaining sections of the libraries under study

The study also revealed that much of the work is been done by the non professional librarians. However, apart from the Electronic Resource, Digital and Cataloguing Sections, in-service training for staff was not regularly organised for staff of remaining sections of the libraries under study. Training ensures advancement and that development is an important stimulate for management. Chinery (2001) also buttressed this statement by saying that training is another form of morale booster and since morale boosters motivate and bring about patriotism and loyalty to the work, it is hoped that all these will encourage staff to perform well.

Looking critically at the major role played by collection development and management activities, one can infer that it is an obligation for library staffs involve in the collection management practices to be equipped with abilities which will make them competent enough to execute the tasks which can satisfy the information needs of library users (Dilevko and Guttlib, 2004).

5.6.3 Access to library materials

Jubb and Green (2007) observed that academic libraries have over the years played an undisputed role in supporting, teaching, learning and research in all subjects and disciplines. This means that academic libraries are supposed to make information accessible to all manner of persons being able or disabled. In Ghana, the integration of the visually impaired into the main stream of education started in 1934 and at the moment, the well noted inclusive public universities in Ghana are the University of

Ghana, Legon, University of Cape Coast, Cape Coast and the University of Education, Winneba

Having thought of this, the study sought to find out if the academic libraries under study make information accessible to the visually impaired. The study established that University of Cape Coast had a section for the visually impaired. On the contrary, University of Education, Winneba does not have a section for the visually impaired. The situation at the University of Education, Winneba was against the UNESCO Public Library Manifesto which postulates that “the right to information is a primary and fundamental right even for the disabled”

On the issue of how accessible the materials were, it was revealed that the materials were well processed and shelved so that people can get access to information. To assess “How well the materials were shelved” in relation with “How satisfied other services provided” were, these two variables were cross tabulated, and it was revealed that at the grade of “Good” University of Cape Coast rating for other services was 23.1% “quite satisfactory” as against 19.6% for University of Education Winneba. At “Fairly Good”, for shelving, most respondents said other service provided was “Quite satisfactory”. In all, the rating of “Quite satisfactory” for other services was highly chosen as evident by 66.3% for University of Cape Coast, against 43.4% of University of Education, Winneba, libraries.

It can be inferred that most of the respondents of both institutions rated the level of accessibility as “Fairly Good” which depicts some level of dissatisfaction of some users and this goes against what Johnson (2009) and Browse (2013) indicated in their works

that in making information available for users, academic libraries need to concentrate more on their value-based collection building and management practices, so that the library clientele can search and make meaningful use of the various forms of the information.

The findings revealed that the majority of the respondents could not locate the books because the books were not properly shelved, thus the library staff were being accused for poor work. This finding was similar to a study conducted by Mohindra and Kumar 2015 at AC Joshi Library, Panjab University.

From the above findings, it can be noted that collection building and management practices in academic library is not a simple activity as asserted by Agyen-Gyasi, Lamptey and Frempong (2011) They were of the view that because of the nature of collection development and management together with factors militating against it, collection management has become a difficult task to perform especially where there are no policies.

5.7 The relationship between the theoretical framework and the findings of the study

The researcher used two theories; the first one being the Evans Theory of collection management (1995) and the second one was Clow, Hucklebridge, Staider, Evans and Thom (1999) framework of the relationship between collection development and factors affecting collection development. The components of the first model are as follows; professional and user activities, results of professional activities, tools, users, actors, and intellectual contents. According to Evans Theory all these components have an impact on the on collection development, collection management and selection.

Evans model emphatically stressed on the fact that collection management is an activity oriented task which needs to be dealt with by professionals and users with the right tools meant for the selection, organisation and maintenance of the print and non print materials, so that those who need these resources to satisfy their information needs can patronise the library. The collection management practices of the libraries of the University of Cape Coast and University of Education, Winneba were subjected to this model to assess the extent to which these activities were carried out.

The study revealed that even though the two libraries under study had the lay down sections that could bring about effective collection management practices, there were some deficiencies as to the extent at which the following prerequisites were handled; formulation of policies required for complete collection management practices; provision of services that could lead to easy access to all library materials by all manner of persons able or disabled; inability to promote the full usage of the library resources through effective bibliographic instruction and inadequacy of library materials. Though information literacy course is currently being studied by students of these institutions, it was revealed that the collection management practices of these two libraries failed to fully meet the requirement of the theory.

The second theoretical concept adopted; Clow, Hucklebridge, Staider, Evans and Thom (1999) was to fish out the prerequisites that can influence collection development as follows; library consortium, staffing, funding, collection development and management policies, technological aspects and user participation in the selection process influence the success or failure of collection management practices. This means that the setbacks or the challenges enumerated by the library staff and especially the users were as a result of

failure of any of the factors enumerated above. Once again, when the findings were related to Clow, Hucklebridge, Staider, Evans and Thom (1999) model, one can infer that the collection development practices could not be performed to the fullest level. Hence the findings once again could not meet the requirement of the theory.

In conclusion, one can say that the academic libraries of the two institutions purposely built by the government of Ghana to produce professional graduate teachers for first and second-cycle institutions in the country, had some challenges which had affected the management practices of the libraries.

References

- Agyen- Gyasi, K., Lamptey, R. & Frempong, A. (2011). *Academic librarian's book in maximising library use in Ghana KNUST: University Library*. Retrieved September 14, 2014 from <http://dspace.knust.edu.gh>
- Aina, L.O. (2004). *Library and information science text for Africa*. Ibadan: Third World Information Services Ltd.
- Akussah, H. (2003). Records management and preservation in Government ministries and departments in Ghana. *African Journal of library, Archives and Information Science* 12 (2), 155.
- Akwa, C. (2005). *Collection management at the Balme Library* (Unpublished Masters dissertation) University of Ghana, Legon.
- Ameen, K. (2006). From acquisition to collection management: Mere semantics or an expanded framework for libraries? *Collection Building*, 25 (2), 56-60.
- Arinawati A. (2011). An assessment of the effectiveness of library resources and services in supporting researchers' information needs. Retrieved May 10, 2015 from www.academia.edu/.../AN_ASSESSMENT_OF_ELECTRONIC_INFOR
- Browse, L. (2013). *Cooperation and collaboration to strengthen the global research cycle* Retrieved. September 6, 2014, from <http://uksg.metapress.com/content/18kh06tv56245738/>
- .Chang, A. & Garrison, J. (2011). Textbook lending service: providing a service student need when they need it. *College and Research Libraries* 72 (9), 528.
- Chaputula, H.A. (2014). Collection development practices in private universities in Malawi: The case of University of Livingstonia and Adventist University

- Libraries *Collection Building*, 31 (3), 150 -155.
- Chaputula, H. A. (2011). Impact of the global economic crisis on academic libraries in Malawi: A case study of University of Malawi and Mzuzu University Libraries. *Library Management*, 32 (8/9), 565 -570.
- Chaputula, A. H. & Kanyando, A. J. (2014). *Collection development policy: How its absence has affected collection development practices at Mzuzu University Library*. Retrieved September 20, 2014, from <http://lis.sagepub.com/content/early/2014/04/22/0961000614531005>
- Chinery, J. D. (2001). *The impact of training and development on employees performance in organisations: A case study of Environmental and Protection Agency* (Unpublished Masters dissertation) University of Ghana, Legon.
- Clow, et al (1999). *Universities libraries in Africa: A review of their current state and future potential.Vol. 2. Case studies*. London: International Africa Institute.
- Curtis, D., & Scheschy, V. M. (2005). *E-journals: A how-to-do-it manual for building, managing and supporting electronic journal collections*. New York: Neal-Schuman Publishers
- Dadzie, S.P. (2008). Promoting information literacy: the role of the librarian. INASP NEWSLETTER 2-3
- Dilevko, F. (2013). The Southern Agrarians: A case study in intellectualised collection development. *Collection Building*, 31 (1), 4-6.
- Dilevko, J & Gottlieb, L. (2003) Weed to achieve: a fundamental part of the public library mission. *Library Collections, Acquisitions, Technical Services* 27 (2003) 73–96
- Edekor, S. (2004). *Case study Ghana Library Board*. In Chisenga, J., (ed.) *The case of ICTs in African Public Libraries- a survey of ten countries in Anglophone*

Africa. INASP. Oxford.

Egberongbe, H. S. (2011) The Use and Impact of Electronic Resources at the University of Lagos Retrieved May 10 2015 from

<http://digitalcommons.unl.edu/libphilprac/472>

Evans, E. & Saponaro, M. Z. (2005). *Developing library and information centre collections: Library and information science text series*, (4th ed.). Englewood: Libraries Unlimited.

Gruenthal, H. (2011). WARNING! This document contains drugs, violence, language, sex, abuse, and some of the most amazing things on the planet!: YALSA's quick picks list. *Young Adults Library Services*, 9 (3) 37.

Hasenay, D. & Krtalić, M. (2010). Preservation of newspapers: theoretical approaches and practical achievement.. *Journal of Librarianship and Information Science*, 42 (4), 245-55.

IFLA (1998), *Principles for the Care and Handling of Library Materials*, compiled and edited by Adcock. Retrieved September 15, 2014, from

<http://archive.ifla.org/VI/4/news/pchlm.pdf>

Johnson, P. (2009). Fundamentals of Collection Development and Management.

American Library Association, Chicago, IL.

Jubb, M., & Green, R. (2007). *Researchers' use of Academic Libraries and their Services*. 31, 2012. from

<http://www.rin.ac.uk/system/files/.../Researchers-libraries-services-report.pdf>

Khan, A.M. & Zaidi, S. M. (2011). Determinants of Library's effectiveness and efficiency: A study of collection development, organization and services of Maulana Azad Library AMU (India). *Library collection, Acquisition and*

Technical Services 35(4), 95- 100.

Khan, S.A. & Bhatti, R (2012) A review of problems and challenges of professionals in developing countries including Pakistan *Library Philosophy and Practice (e-journal)* Retrieved May 1 2015 from

<http://www.digitalcommon.unl.edu/libhiprac/757/>

Lietaer, M, (2008) Please give generously! Handling donation to libraries? *Art Libraries Journal* 33(4), 35.

Little, G. (2011). Collection development in library and information science at ARL libraries. *Collection Building*, 30 (3), 135.

Mahindra R & Kumar (2015) User Satisfaction Regarding Quality of Library Services of A.C. Joshi Library, Panjab University, Chandigarh. *Journal of Library & Information Technology*, 35 (1), 54-60.

Mairaj M. I. & Naseer, M. M. (2013). Library services and user satisfaction in developing countries: a case study. *Health Information and Library Journal* 30 (3) 318- 26.

Nakiganda, M & Kaka, (2009). Preserving the past and creating the future: a case of Makerene University. *A paper presented at World Library and Information Congress: 75th IFLA General Conference and Council Meeting at Milan: Italy.*

Pymm, B (2006). "Building Collections for All Time: the Issue of Significance". *AARL Australian Academic Research Libraries* 37 (1), 61–73.

Schaffer, B. L (2011). The Kilgour collection of Russian literature at Harvard College. *Library Slavic & East European Information Resources* 12 (2-3) 115

Seneviratne, D. (2006) Measuring user satisfaction: a case study at the PGIM Branch Library at Peradeniya. *Journal of University Librarians of Sri Lanka*. 10 (200).

Simpson, B. (2013) Hiring Non Masters in Library Studies librarians: Trends and training

- implications. *American Library Association* 28 (1), 1-15.
- Sloan, B. G (2000) Understanding consortia better: what vendors can learn. *Library Journal* 125 (5), 57.
- Tenipor, C. (2000). The state online. *Library Journal*. 125 (20), 44.
- Thomas, N.P. (2014). *Information Literacy and Information Skills instruction: Applying Research to Practice in the School Library Media Centre*. London: Libraries Unlimited Inc.
- Thompson, T. L. (2004). Library consortia in the 21st century: Beyond the buying club. *Trends in Law Library Management & Technology*, 15 (2), 1–4.
- Wang, L. (2007). Sociocultural learning theories and information literacy teaching activities in higher Education. *Reference & User Services Quarterly*, 47 (2), 154-155.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The chapter gives the overall summary of the findings, draws conclusion from the study and makes recommendations on what should be done on collection management practices in the universities being investigated

6.1 Summary of findings

The study was undertaken with the hope that University of Cape and University of Education, Winneba Libraries would be able to embark on effective collection management practices so that the informational needs of users of the libraries could be met. The findings however were contrary to the expectations of the Theories.. Below are the findings vis-à-vis the challenges militating against collection management practices of the libraries under study.

6.1.1 Professionals and paraprofessionals

Staffing is one of the components of a library and with all things been equal; getting human resource with the requisite qualification is an added advantage. This is so because the human resource in libraries with the necessary qualification and training serves as a catalyst in the performance of the activities that will bring about effective utilisation of library resources. However, in the study it was unearthed that, out of a total of seventy-three staff who worked at the various sections of the University of Cape Coast Library, only 24 % were professionals and paraprofessionals. The situation at the University of Education, Winneba was better (52.2% in terms of professionalism).

6.1.2 Selection and acquisition of library materials

The selection of the library materials was not restricted to only library staff, but faculty members and students were involved. However at the acquisition stage, the University of Education, Winneba depended much on donations at the expense of the other modes of acquisition. The University of Cape Coast on the other hand, purchased most of the library collection, though the margin between purchasing and donation was not wide enough.

6.1.3 User participation in the selection process

Though most users of the library knew that they could take part in the selection process, the study found that in both libraries only few users took part in the selection process.

6.1.4 Weeding of library materials

Weeding facilitates access to materials in the library however, it was found that both libraries had stopped performing this task on regular bases as it used to be done.

6.1.5 Preservation of library materials

It emerged that the University of Cape Coast library had a Bindery responsible for the repair of library materials, whilst the University of Education, Winneba, outsources such services.

6.1.6 Relevance of library materials

The two libraries under study can be categorised under the hybrid library because they have both print and non print materials. The study however brought to light that in both

libraries most of the library materials were not relevant to their courses offered in the universities. This situation affected other services rendered by the libraries.

6.1.7 Adequacy of library materials

The study revealed that in both libraries resources were inadequate. The electronic facilities were also considered to be inadequate.

6.1.8 Provision of library service for Physically Challenged

The finding shows that, the University of Cape Coast Library had a section for the Visually Impaired, whilst University of Education, Winneba Campus libraries made no provision for these group of students, though it is one of the inclusive academic tertiary institutions in Ghana.

6.1.9 Collection development and management policies

The study established that the University of Cape Coast had Collection Development and Institutional Repository Policies, but had no Collection Management Policy. The University of Education, Winneba, however, had none of these policies.

6.1.10 Integration of library usage into curriculum of the parent institution

The teaching of information literacy as one of the compulsory courses at these tertiary level also emerged as one of the ways by which the usage of the library could be promoted. Secondly, the study also revealed that the library serving as a depository for relevant books and non-book materials could also contribute to the integration of library usage into the curriculum.

6.1.11 Resources sharing

One of the findings revealed that both libraries are members of the Consortium of Academic and Research Libraries in Ghana (CARLIGH). Through this consortium, subscriptions are made for electronic databases of which the cost involved is shared among all members. Secondly, the study established that interlibrary lending service is also provided between the libraries under study.

6.1.12 Lack of funds

The findings show that both libraries were inadequately funded the effect of this was that librarians were not able to perform their work well and that affected the relevance and adequacy of the intellectual resources of the library; and eventually affected all the practices of the library.

6.2 Conclusion

The research sought to compare the collection management practices of the University of Cape Coast and University of Education, Winneba Campus libraries, both in the Central Region of Ghana. As academic libraries meant to support the teaching, learning and research activities of undergraduate and graduate teachers, one would expect that such libraries would embark on effective collection management activities that will enable the libraries fulfill their roles.

The findings indicated that both libraries had sections responsible for collection development and management practices. Secondly, the collection management practices; carried out by both libraries were almost similar. Thirdly, the study discovered some

deficiencies as a result of some challenges; common among them were; inadequate funds, lack of professionals, inadequate relevant materials and low level of users participation in the selection process.

In sum, much had been done at the University of Cape Coast Library in terms of policy formulation, and at the University of Education, Winneba Campus library, the number of professionals and paraprofessionals was encouraging. Both libraries had however, done well in resources sharing and user education.

6.3 Recommendations

Relating the objectives of the study and the theoretical framework to the findings of the research, the following recommendations have been broadly put under the following;

6.3.1 Provision of resources for librarians

One of the findings was that library staff were not able to perform collection management practices exhaustively, as a result of non participation of most users in the selection process. It is therefore recommended that adequate resources should be provided for the libraries by the parent institutions so that librarians can perform their task as expected.

The study also revealed that most users of the library did not participate in the selection process. With the availability of the internet there is the need for adequate resources to be provided to librarians to be able to intensify awareness programmes on user participation in the selection process. This can be done during information literacy lessons, lecturers too can be informed by sending reminders to them electronically.

It was found that almost half of the collections of the libraries were donations. This means that much financial resources should be provided so that purchasing will be the major mode of acquisition. It is therefore suggested that in the case of unsolicited donations, the materials should be well evaluated before acceptance and this should be made known to the donor(s).

It was also established that the University of Cape Coast Bindery has some challenges whilst the University of Education, Winneba outsources repair services. With the provision of adequate resources the libraries should establish functional bindery section so that in- house repairs of damaged library materials can be done easily instead of outsourcing because outsourcing of preservation services expose the resources of the library to defacing.

6.3.2 Access to relevant and adequate library materials

One of the findings of study was that the relevant materials were few. It is therefore recommended that serious attention should be attached to the collection evaluation exercise by librarians during the acquisition stage. This means much resource should be provided for the library so that the library can purchase most of its collection instead of depending on donations and bequeaths. Donated materials should be well evaluated.

Weeding of library materials regularly should be revisited as it used to be in the libraries under investigation because weeding of library materials ensures that relevant materials are put at the disposal of users. An award committee can be formed to look for staff that are actively involved in the weeding exercise and awarded accordingly, this will serve as a form of healthy competition among library staff since most people would like to be

awarded. It could also be done on sectional bases; where the section which does well in terms of making relevant information available would be awarded.

6.3. 3 Integration of library use into the curriculum

Another finding of the research was that both institutions are promoting the use of the library through the teaching of information literacy. The fact that institutions are thinking of the integration of library usage into the curriculum of institutions means that much need to be done to make information accessible to all. But at the University of Education, Winneba, the visually impaired were not catered for. It is therefore suggested that some organisations and philanthropists could be contacted to fund the establishment of a section for the visually impaired at the University of Education, Winneba. Some groups will be more than willing to partner with others to establish a section for the physically challenged and probably name the section after them.

Integrating of the library into the curriculum also means that the level of professionals in the library should be encouraging so the library should intensify the advocacy role of encouraging the University Management to grant more study leave with pay to non professional librarians to further their studies in librarianship

The two libraries under investigation have satellites libraries which operate under the main libraries, so in order to build effective working relationship between these libraries and the satellite libraries and users of all the libraries, liaison librarians should be appointed to facilitate the operation, organization of workshops on new library resources and services. More so, in service programmes in customer care should be organised

regularly for library staff so that library staff would know how to behave towards library clientele.

6.3.4 Funding

One of the major findings of the study is lack of funds, the researcher therefore suggests that the advocacy role of librarians needs to be restructured and repackaged in a way that will attract sponsorship. The Bill and Melinda Gates Foundation and well known publishers could be contacted for sponsorship.

In addition, having separate accounts for the library means that the sources of Internally Generated Funds should be well structured to serve as another means of getting funds for the library. This calls for putting measures in place to curtail staff of the library from siphoning some of the monetary resources of the Bindery section.

6.3.5 Collection Development and Management policies

Preliminary investigation conducted by the researcher revealed that the University of Cape Coast had a Collection Development Policy, but had no Collection Management Policy. The University of Education, Winneba had none of the policies. It is therefore suggested that both libraries should develop a Collection Management Policy to serve as blue print for the management of the libraries.

This means that both libraries need to speed up the documentation of all the policies they do not have so as to serve as guides to the execution of the collection management practices activities well. The content of the policy is also another issue that should be

considered critically. (Kiran, 2010). Each section should produce its own policy and there should be one which encapsulates all.

6.4 Suggestions for further studies

The following suggestions have been made for further research:

- Ensuring effective collection management practices in academic libraries of Ghana.
- The role of library users in the collection management practices of academic libraries.
- A comparative study of the collection management practices between two private university libraries in Ghana.

Reference

Kiran, K. (2010). Service quality and customer satisfaction in academic libraries, *Library Review*, 59 (4) 265. Retrieved 11 May, 2015 from <http://dx.doi.org/10.1108/00242531011038578>,

BIBLIOGRAPHY

- ACRL, (2006). *Changing Roles of Academic and Research Libraries*. Retrieved September 25, 2014 from <http://www.ala.org/acrl/issues/value/changingroles>
- Adekanmbi, A. R. & Boadi, B. Y. (2008). Problems of developing library collections: A study of colleges of education libraries in Botswana. *Information Development*. 24 (1), 275- 277.
- Afebende, G. B. & Ebaje, A. S. (2008). Utilization of University Library Facility: A Case Study of Cross River University of Technology, Calabar. *Nigerian Library and Science Trends*. 5 (1 & 2), 29-37.
- Agyen- Gyasi, K., Lamptey, R. & Frempong, A. (2011). *Academic librarian's book in maximising library use in Ghana KNUST: University Library*. Retrieved September 14, 2014 from <http://dspace.knust.edu.gh>
- Aina, L.O. (2004). *Library and information science text for Africa*. Ibadan: Third World Information Services Ltd.
- Akussah, H. (2003). Records management and preservation in Government ministries and departments in Ghana. *African Journal of library, Archives and Information Science* 12 (2), 155.
- Akussah, H. (1991). The preservation of traditional materials in the “Harsh” Ghanaian environment. *African Journal of Library, Archives and Information Science*, 1 (1), 20- 22.
- Akwa, C. (2005). *Collection management at the Balme Library* (Unpublished Masters dissertation) University of Ghana, Legon.

Alegbeleye, G. O. (1999). The role of the joint IFLA/ICA committee on the preservation

and conservation of library and archival materials in Africa. *Being a paper*

presented at the 65 th IFLA Council and General Conference, Bangkok,

Thailand. Available <http://www.knaw.nl/ecpa/grip/pdf/tropical/bib-6.pdf>

Alemna, A. A. (2012). Libraries: Key to national development. *Ghana Library Journal*,

24 (1), 2.

Alemna, A. A. (2006). *Library and national development: Implication for Ghana*

(Inaugural Lecture) Accra: Ghana Academic of Arts and Sciences.

Alemna, A. A. (1994). *Libraries and information provision in Ghana*. Accra: Type Co.,

Ltd.

Alemna, A. A. & Antwi, I. K. (2002). A Review of Consortium Building among

University Libraries in Africa". *Library Management*, 23 (4/5), 234-238.

Ameen, K. (2006). From acquisition to collection management: Mere semantics or an

expanded framework for libraries? *Collection Building*, 25 (2), 56-60.

Ameen, K. (2005) "Developments in the Philosophy of Collection Management: A

Historical Review," *Collection Building* 24 (4), 112–116.

Andrade, V. & Vergueiro, W. (1996). Collection development in academic libraries: A

Brazilian Library's experience. *New Library World*, 9 (11), 28.

Arinawati A. (2011). An assessment of the effectiveness of library resources and

services in supporting researchers' information needs. Retrieved May 10, 2015

from www.academia.edu/.../AN_ASSESSMENT_OF_ELECTRONIC_INFOR

Aronson, E. (1978). *The jigsaw classroom*. Bervery Hill, Calif: Sage.

Asante, E (2014). The effect of budgetary constraints on the operations of Academic

- libraries in Ghana. *Library Philosophy and Practice(e-journal)*. Retrieved December 12, 2014 from <http://digitalcommon.unl.edu/libphiprac/1138>
- Asogwa, B E. (2014). Use of ServQUAL in the Evaluation of Service Quality of Academic Libraries in Developing Countries. *Library Philosophy and Practice (E-Journal)*. Retrieved 10 May, 2015 from <http://digitalcommons.unl.edu/libphilprac/1146>
- Bender, A. (1979). Allocation of funds in support of collection development in public libraries. *American Library Association*. 23 (1), 43-45.
- Bhatti, R. & Asghar, M. B. (2010) Library services to Medical students Quaid-e-Azam Medical College, Bahawalpur: A case study. *Pakistan Library & Information Science Journal*, 41 (23) 31.
- Blake, K. (2010). Controlling chaos: Management of electronic journal holding in an academic library environment. *Serial Review*, 36(4). Retrieved December 12, from Elsevier Science Direct
- Broadus R.N. (1977). Evaluation of academic library collection: A survey of recent literature *Library Acquisition: Practice & Theory*, 1 (1), 147-150.
- Browse, L. (2013). *Cooperation and collaboration to strengthen the global research cycle* Retrieved. September 6, 2014, from <http://uksg.metapress.com/content/18kh06tv56245738/>
- Bryman B. (2007). *Business research methods*, (2nd ed.). New York: Oxford University Press Inc.
- Busha, C.H. & Harter. S.P. (1980). *Research methods in librarianship: Techniques and Interpretation*. New York: Academic Press.

- Campbell, J. D. (2006). Changing a cultural icon: The academic library as a virtual destination: *Education Review* 4 (1), 19.
- Carlson, S. (2003). Libraries' consortium conundrum. *The Chronicle of Higher Education*, 50 (7), 30.
- Chang, A. & Garrison, J. (2011). Textbook lending service: providing a service student need when they need it. *College and Research Libraries* 72 (9), 528.
- Chapman, L. (2001). Managing acquisition in library information services. *Library Association*, London, 25 (2), 56.
- Chaputula, H.A. (2014). Collection development practices in private universities in Malawi: The case of University of Livingstonia and Adventist University Libraries *Collection Building*, 31 (3), 150 -155.
- Chaputula, H. A. (2011). Impact of the global economic crisis on academic libraries in Malawi: A case study of University of Malawi and Mzuzu University Libraries. *Library Management*, 32 (8/9), 565 -570.
- Chaputula, A. H. & Kanyando, A. J. (2014). *Collection development policy: How its absence has affected collection development practices at Mzuzu University Library*. Retrieved September 20, 2014, from <http://lis.sagepub.com/content/early/2014/04/22/0961000614531005>
- Chinery, J. D. (2001). *The impact of training and development on employees performance in organisations: A case study of Environmental and Protection Agency* (Unpublished Masters dissertation) University of Ghana, Legon.
- Clayton, P. & Gorman, G. E. (2001). *Managing information resources in libraries: collection management in theory and practice*. London: Library Association
- Clow, A., Hucklebridge, F., Staider, T., Evan. P., Thom, L.(1999). *Universities libraries in Africa: A review of their current state and future potential.Vol. 2. Case studies*. London: International Africa Institute.

- Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education, (5th Ed.)*. London: Routledge Falmer.
- Coyle, K. (2005). Libraries and standards. *Journal of Academic Librarianship*. 31 (4), 373 -376.
- Creswell, J (2003). *Research design: qualitative, quantitative and mixed methods approaches (2nd. ed.)* Thousand Oaks. CA: SAGE Publications
- .Curley, A. & Broderick, D. (1995). *Building library collection*. (6th ed.). London: The Scarecrow Press, Inc.
- Curtis, D., & Scheschy, V. M. (2005). *E-journals: A how-to-do-it manual for building, managing and supporting electronic journal collections*. New York: Neal-Schuman Publishers
- Dadzie, S.P. (2008). Promoting information literacy: the role of the librarian. INASP NEWSLETTER 2-3
- Danquah, S.A (2007). *Management of Library Materials for Dissemination in Private Universities in Ghana: A case study of Central University College* (Unpublished Masters dissertation) University of Ghana, Legon.
- Darko, D. A. & Kwarteng, K. O. (2003). *A history of University of Cape Coast: Forty years of resilience -2002*. Accra, New Town (Ghana): Woeli Publishing Services.
- Dempsey, L. (2003) The Recombinant Library: portals and people. *Journal of Library Administration*, 39 (4), 103–36.
- Detmering, R. & Sproles, C. (2012). Reference in transition; A case study in reference Collection development. *Collection Building*, 31 (1), 150-155.

- DeWalt, K. M. & DeWalt, B. R. (2002). *Participant observation: a guide for fieldworkers*. Walnut Creek, CA: AltaMira Press
- Dilevko, F. (2013). The Southern Agrarians: A case study in intellectualised collection development. *Collection Building*, 31 (1), 4-6.
- Dilevko, J & Gottlieb, L. (2003) Weed to achieve: a fundamental part of the public library mission. *Library Collections, Acquisitions, Technical Services* 27 (2003) 73–96
- EBSCO Library Survey (2011) -2011 Library collection & budgeting trends survey (Proprietary Survey Conducted by EBSCO Publishing)
- EBSCO Library Survey (2011) -2011- Publisher trends survey (Proprietary Survey Conducted by EBSCO Publishing)
- Echezona, R.I., Osadede, N & Asogwa, B.E. (2011) Library services to the physically challenged: nature, challenges and strategies. *Journal of Applied Information Science and Technology* 5(1) 14-18
- Edekor, S. (2004). *Case study Ghana Library Board. In Chisenga, J., (ed.) The case of ICTs in African Public Libraries- a survey of ten countries in Anglophone Africa*. INASP. Oxford.
- Egberongbe, H. S. (2011) The Use and Impact of Electronic Resources at the University of Lagos Retrieved May 10 2015 from <http://digitalcommons.unl.edu/libphilprac/472>
- Ekpenyong, G. D. (2005). Library consortia and the development of university education and research in Nigeria. *Paper presented at the Standing Conference of African University Libraries Western Area (SCAULWA). Communication No. 5. Dakar,*
- Emojorho, D. (2004). Budgets and budgeting in selected Nigerian University

- Libraries. *The Bottom Line: Managing Library Finances* 17(3): 98-101(4).
- Evans, G. E. (1995). *Developing library and information center collections*, (3rd ed.)
 Englewood: Libraries Unlimited, Inc.
- Evans, E. & Saponaro, M. Z. (2005). *Developing library and information centre collections: Library and information science text series*, (4th ed.). Englewood:
 Libraries Unlimited.
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*. 12 (2), 219-245.
- Friend, F. J. (2000). *Policy: politics, power and people*. In Gorman, G.E. *Collection Management*. London: Library Association.
- Gay, L. R (1987) *Educational Research: Competencies for Analysis and Application*, 3rd ed., Columbus, Ohio: Merrill Publishing Company
- Ghaehi, A. & Fahimifar, S. (2011). E-books acquisition features: Attitude of Iranian information professionals. *The Electronic Library*, 29 (6), 171-173.
- Gorman, G.E. (2003). *Collection management*. In Feather, J. and Sturges P. (eds), *International Encyclopaedia of Information and Library Science* (2nd. ed.) 81
 Routledge.
- Gorman, G.E. & Clayton, P. (2005). *Qualitative research for the information professional. a practical handbook*. (2nd ed.). London: Facet Publishing.
- Gorman, G.E. & Miller, R H. (2000). *Changing collections, changing evaluation*. In Gorman, G.E. *Collection Management*. London: Library Association
- Gruenthal, H. (2011). WARNING! This document contains drugs, violence, language, sex, abuse, and some of the most amazing things on the planet!: YALSA's quick picks lis. *Young Adults Library Services*, 9 (3) 37.
- Guzzy, J. (2010). U.S. Academic library consortia: A review. *Community & Junior*

College Libraries, 16(3): 162–184.

Hahn, K. L. (2008) *Research Library Publishing Services: new options for university publishing*, Association of Research Libraries. Retrieved December 10, 2014, from www.arl.org/bm~doc/research-library-publishingservices

Harle, J. (2010). *Growing knowledge: Access to research in east and southern Africa Universities*. The Association of Commonwealth Universities, 2010: Retrieved September 23, 2014, from <http://www.acu.ac.uk/focus.areas/arcadia.growing.knowledge>

Harwood, W. L. (1996) *Exceptional Children: An Introduction to Special Education*. New Jersey: Simon & Schuster Co. Englewood Cliffs

Hasenay, D. & Krtalić, M. (2010). Preservation of newspapers: theoretical approaches and practical achievement.. *Journal of Librarianship and Information Science*, 42 (4), 245-55.

Hazen, D. C. (1999) *Selection: Function , Models, Theory*. In Osburn, C.B. and Atkinson, R. *collection management: A New Treatise*. Greenwich, Connecticut: JAI Press

Holley, R. P. (1997). Review of Brief Tests of Collection Strength, by Howard D.White. *Journal of Documentation* 53 (December): 549-552.

Hosein, S (2006). Teaching Information Literacy at the University of the West Indies. *Information Development*. 22 (2) 110-115

Howell, K. E. (2013). *Introduction to the Philosophy of Methodology*. London: Sage Publications.

IFLA (1998), *Principles for the Care and Handling of Library Materials*, compiled and edited by Adcock. Retrieved September 15, 2014, from <http://archive.ifla.org/VI/4/news/pchlm.pdf>

- IFLANET. (2003). University libraries and other general research libraries section: strategic plan 2002-2003.[Online] Retrieved November 24, 2014 from <http://www.ifla.org/VII/s2/annual/sp02.htm>
- Jain, P. (1999). On- the job training: A key to human resource development. *Library Management*, 20 (5), 16.
- Jenkins, C. & Morley, M. (1999) *Collection management in academic libraries*. Aldershot: Gower
- Johnson, P. (2009). Fundamentals of Collection Development and Management. *American Library Association*, Chicago, IL.
- Joswick, K. E. & Stierman, J. P. (1993). Systematic reference weeding: A workable model, *Collection Management*, 18 (1/2), 103-104.
- Jubb, M., & Green, R. (2007). *Researchers' use of Academic Libraries and their Services*. 31, 2012. from <http://www.rin.ac.uk/system/files/.../Researchers-libraries-services-report.pdf>
- Kakai M., Ikoja-Odongo, R., & Kigongo-Bukenya, I. M. N. (2004). A study of the information seeking behavior of undergraduate students of Makerere University, Uganda. *World Libraries* 14 (1), 1-24.
- Katz, W. (1997). *Collection Development: The Selection of materials for libraries*. New York: Holt, Rinehart and Winston.
- Kaufman, P. (2005). Role and Mission of Academic Libraries Present and Future. *A paper presented at a symposium organized by Japan Association of Private University Libraries at Kanasai University*.
- Khan, A.M. & Zaidi, S. M. (2011). Determinants of Library's effectiveness and

- efficiency: A study of collection development, organization and services of Maulana Azad Library AMU (India). *Library collection, Acquisition and Technical Services* 35(4), 95- 100.
- Khan, S.A. & Bhatti, R (2012) A review of problems and challenges of professionals in developing countries including Pakistan *Library Philosophy and Practice (e-journal)* Retrieved May 1 2015 from <http://www.digitalcommon.unl.edu/libhipprac/757/>
- Kinner, L., & Crosetto, A. (2009). Balancing act for the future: How the academic library engages in collection development at the local and consortial levels. *Journal of Library Administration*, 49(4), 419–437. doi:10.1080/01930820902832561
- Kiran, K. (2010). Service quality and customer satisfaction in academic libraries, *Library Review*, 59 (4) 265. Retrieved 11 May, 2015 from <http://dx.doi.org/10.1108/00242531011038578>
- Koch, T. (2013). *Collection development policy*. Retrieved September 2, 2014, from <http://library.drake.edu/get-help/services.for.faculty/collection>
- Kofi, C. (2013). The perception of professional librarians about the leadership styles of university librarians in Ghana. *Ghana Library Journal*. 25(1) 25.
- Kothari, C. R. (2004). *Research Methodology, Methods and Technique*. (2nd ed.). New Delhi: New Age.
- Kratwohl, D.R. (1993). *Methods of educational and social science research: An integrated approach*. New York, NY: Longman.
- Kumar, B. R & Phil, M. (2009) User education in libraries *International Journal of Library and Information Science* 1(1), 1-5
- Kumar, P. K. S. (2012). User Satisfaction and Service Quality of the Universities

- Libraries in Kerala *International Journal of Information Dissemination and Technology* 2 (1).
- Kumar, R. (2005). *Research Methodology: A Step-by-Step Guide for Beginners*. London: Sage publications.
- Kumekpor, K. B. (2002). *Research methods and techniques of Social Research*. Accra: Son Life Press and Services.
- Kwadzo, G. & Annor, G. (2013). Managing Newspaper collection in public universities in Ghana. *Ghana Library Journal*. 25 (1), 52-53.
- Law, D. (1999) *Organization of collection management in academic libraries*. In Jenkins, C. and Morley, M. *Collection Management in Academic Libraries*. Aldershot: Gower.
- Lesniaski, D. (2004) Evaluating collections. *College & Undergraduate Libraries* 11(1) 14.
- Lietaer, M, (2008) Please give generously! Handling donation to libraries? *Art Libraries Journal* 33(4), 35.
- Little, G. (2011). Collection development in library and information science at ARL libraries. *Collection Building*, 30 (3), 135.
- Lugg, R., & Fischer, R. (2010). Future Tense—The Library on the Ground: 5 reasons why consortia matter more than ever. *Against the Grain*. 22(1), 84–85.
- Retrieved from EBSCOhost Determining curriculum and selection relationship: The University of Botswana experience. *African Journal of Library, Archives and Information Science*, 15 (1), 25-29.
- Lynch, B. P. (1982) University library standards *Library Trends* 31 (1), 33- 49.
- Mahindra R & Kumar (2015) User Satisfaction Regarding Quality of Library Services of A.C. Joshi Library, Panjab University, Chandigarh. *Journal of Library &*

Information Technology, 35 (1), 54-60.

Mairaj M. I. & Naseer, M. M. (2013). Library services and user satisfaction in developing countries: a case study. *Health Information and Library Journal* 30 (3) 318- 26.

Mangrum, S. & Pozzebon, M. E. (2012). Use of Collection Development Policies in electronic management. *Collection Building*, 31 (1), 108-109.

Matt, E (2013). The occasional patron and patron profile. *Library Journal* Retrieved May 3, 2015

<http://www.lj.libraryjournal.com/2013/10/managing-libraries/the-occasional-patron>

Mc Burney, D.H. (2001). *Research methods*. (5th ed.). Australia: Wadsworth.

McGillivray, S., Greenberg, A., Fraser, L., & Cheung, O. (2009). *Key factors for consortial success: Realizing a shared vision for interlibrary loan in a consortium of Canadian Libraries*. Librarian and Staff Publications, Digital Commons@Ryerson. Paper 15. Retrieved from

http://digitalcommons.ryerson.ca/library_pubs/15

McKee, A. E. (2005). Consortial licensing issues: One consortium's viewpoint. *Journal of Library Administration*, 42(3/4), 129–141. doi: 10.1300/J111v42n03_09

Mohindra, R & Kumar, A (2015) User Satisfaction Regarding Quality of Library Services of A.C. Joshi Library, Panjab University, Chandigarh *Journal of Library & Information Technology*, 35 (1), 54-60

Nakiganda, M & Kaka, (2009). Preserving the past and creating the future: a case of Makerere University. *A paper presented at World Library and Information Congress: 75th IFLA General Conference and Council Meeting at Milan: Italy*.

Namaganda & Sekikome (2013) Users' Perceptions of Makerere University Library

Services *Qualitative and Quantitative Methods in Libraries (QQML)* 4(1), 403 – 410,

Nawe, I (1992). Human resource management for libraries and information service:

Problems and prospects *Library Management*, 13 (1), 16.

Neuman, W. L. (2006) *Social Research Methods: Qualitative and Quantitative Approaches*, 6th ed. Boston: Pearson Education, Inc.

Noe, R.A. (1999). *Employee training and development*, Boston: McGraw-Hill.

OCLC (2003) *Collections Grid*, Dublin, OH: OCLC Online Computer Library Centre

Retrieved September 18, 2014 from

www.oclc.org/reports/escan/appendices/collectiongrid.htm

Olanlolun, S.O. & Adekanye, E.A. (2005). Collection development in an unstable economy: A case study of the University of Lagos. *African Journal of Library, Archives and Information Science*, 15 {2}, 141.

Ontario School Library Association (2010). Together for learning: School libraries and the emergence of the learning commons: A vision for the 21st Century. Toronto:

Ontario School Library Association. Retrieved October 23, 2014 from

https://www.accessola.org/.../Together_for_Learning/...Vision.../Together

Oyelude, A.A. (2008). Budgeting for library technical services in electronic age. *Library phylosopy and practice (e- journal)* Retrieved May 1, 2015 from

<http://www.webpages.uidaho.edu/-mbolin/oyelude-ola.htm>

Oyesiku F.A. & Oduwole A.A. (2004). Use of an Academic Library: A Survey on the

Olabisi Onabanjo University Libraries. *Lagos Journal of Library. Information.*

Science, 2(2), 96-101.

Patton, M. Q. (2003). *Qualitative research and evaluation method*, (3rd ed.). Thousand Oaks, CA: Sage.

Pickett, C., Stephens, J., Kimball, R., Ramirez, D., Thomson, J Burford, N (2011).

- Revisiting an abandoned practice the death and resurrection of collection development policies. *Collection Management*, 36 (3), 165-167.
- Pierce, S.J. (Ed) (1990). *Weeding and Management of Reference Collection*. New York, N.Y: Haworth.
- Powell, R. R. & Connaway, L.S. (2004). *Basic research methods for librarian*, (4th ed.). Westport, CT: Libraries Unlimited.
- Prytherch, R. (2005). *Harrod's Librarian's Glossary and reference book: A dictionary of over 10,200 terms, organisation, projects, and acronyms in the areas of information management, library science, publishing and archive management*. (10th Ed.). London: Gower Publishing Co.
- Pymm, B (2006). "Building Collections for All Time: the Issue of Significance". *AARL Australian Academic Research Libraries* 37 (1), 61–73.
- Rathinasabapathy, G. (2005). Application of Radio Frequency Identification Technology (RFID) in Libraries. In Dr. MGR-JCFW (Ed.), *Proceedings of the VII Tamilnadu Library Conference*. Chennai: TLA.
- Rinto, E. (2015) Library instruction and themed composition courses: An investigation of factors that impact student years of learning. *The Journal of Academic Librarianship*, 41(1), 14-20
- Rowley, G. & Black, W. K. (1996) Consequences of Change: The evolution of collection development. *Collection Building* 15 (2), 22-30.
- Sarantakos, S. (2005). *Social Research*, (3rd ed.). Sydney: McMillan.
- Schaffer, B. L (2011). The Kilgour collection of Russian literature at Harvard College. *Library Slavic & East European Information Resources* 12 (2-3) 115
- Seneviratne, D. (2006) Measuring user satisfaction: a case study at the PGIM Branch

- Library at Peradeniya. *Journal of University Librarians of Sri Lanka*. 10 (200).
- Shija, H. (2009). *E-resources use via the internet improvement is a must: a case of special libraries in Tanzania*. Retrieved May 9, 2015 from www.ais.up.ac.za/digi/docs/paper_shija.doc
- Simpson, B. (2013) Hiring Non Masters in Library Studies librarians: Trends and training implications. *American Library Association* 28 (1), 1-15.
- Singh, S.P. (2004). Collection management in the electronic environment. *The Bottom Line: Managing Library Finances*. 17 (2), 1.
- Sloan, B. G (2000) Understanding consortia better: what vendors can learn. *Library Journal* 125 (5), 57.
- Smith, L.A. (2008). *Selection and evaluation of reference sources*. In Bopp, R.E & Smith, L.C.(Eds) *Reference and Information Services: An Introduction*, 4th ed., Santa Barbara, CA: Libraries Unlimited.
- Spiller, D. (2000). *Providing materials for library users*. London: Library Association Publishing.
- Taylor, D. (2005). *The literature review: A few tips on conducting it*. Retrieved December 23, 2014, from <http://www.utoronto.ca/writing/litrev.html>
- Tenipor, C. (2000). The state online. *Library Journal*. 125 (20), 44.
- Terrance, L.C. (2013). Weeding worries, part 1: books, *The bottom line: Managing library Finances* 26 (3), 98 – 102.
- Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse and structure. *Qualitative Inquiry*, 17 (6), 511-521.
- Thomas, N.P. (2004). *Information Literacy and Information Skills instruction: Applying Research to Practice in the School Library Media Centre*. London: Libraries Unlimited Inc.

- Thompson, T. L. (2004). Library consortia in the 21st century: Beyond the buying club. *Trends in Law Library Management & Technology*, 15 (2), 1–4.
- Tilke, A. (1998). *Library Association guidelines for secondary school libraries*; London: Library Association Publishing.
- Twiss, T. M. (2001). A Validation of Brief Tests of Collection Strength. *Collection Management* 25 (3), 23-37.
- Twumasi, P. A. (2001). *Social research in rural communities* 2nd ed, Accra: Ghana Universities Press.
- Uddin, H., Ahmed, M. Z & Mushi U.N. (2009). Adequacy of reading resources and the satisfaction of the information needs of the faculty members: a case study of the Dhakar University Library. *Library Science*. Retrieved May 4 2015 from www.inforsciencetoday.org/library-science-adequacy-of-resouces-and-the-satis
- UNESCO (1994), Public Library Manifesto. Retrieved 3rd January, 2015 from http://www.ub.edu/biblio/aula/seminaris/IFLA_public_libraries.pdf
- University of Cape Coast: University Library Strategic Plan (2013-2017).
- University of Education, Winneba, Strategic Plan (2013-2017).
- University of Education, Winneba, Library. Retrieved September 4, 2014, from <http://www.uew.edu.gh>
- Ur-Rehman, S. et..al (2009). Are users satisfied with library services: the case of Punjab University Library. *Pakistan Library & Information Science Journal* 40 (23), 28
- Vaagan R & Holm S (2004). Professionals values in librarianship. *New Library World* 105 (1200/1201) 213-217
- Vignau, B.S.S. & Meneses, G. (2005). Collection development. *Collection Building*, 24 (1), 35- 41.

- Wang, L. (2007). Sociocultural learning theories and information literacy teaching activities in higher Education. *Reference & User Services Quarterly*, 47 (2), 154-155.
- Woodward, J. (2005). *Creating the customer-driven library: Building on the bookstore model*. Lisbon: ALA.

APPENDIXCES

APPENDIX 1

University of Ghana

College of Education

School of Information and Communication Studies

Department of Information Studies

A comparative study of the collection management practices of University of Cape Coast and University of Education, Winneba Libraries.

Interview of Library staff

Dear Respondents,

The aim of this study is to elicit information on the collection management practices of the University of Cape Coast and University of Education, Winneba, libraries. Your candid opinion would be highly appreciated. Please spare a little of your time to respond to the questions.

You are assured of anonymity in this exercise.

Thank you.

Christopher Kwame Filson

Tel. No: 0243563981

0207812335



UNIVERSITY OF GHANA
DEPARTMENT OF INFORMATION STUDIES
SCHOOL OF INFORMATION AND COMMUNICATION STUDIES

Ref. No.:

13 January, 2015

The Librarian
University of Cape Coast Library
Cape Coast

Dear Sir,

LETTER OF INTRODUCTION
CHRISTOPHER FILSON

This is to introduce to you Christopher Filson, MPhil. student of the Department of Information Studies. Christopher is expected to submit work on his thesis as part of the requirements for his Mphil. programme. He is researching on the topic: **Comparative Study of the Collection Management & Practices of University of Cape Coast and University of Education, Winneba Libraries.**

We would appreciate any support you can give him.

Yours faithfully,

DR. PERPETUA DADZIE
(HEAD OF DEPARTMENT)

COLLEGE OF EDUCATION

Tel: (+233-302) 000000 / 00000000

P.O. Box LG 60, Legon, Accra, Ghana.
Email: dislegon@ug.edu.gh

Website: www.ug.edu.gh



UNIVERSITY OF GHANA
DEPARTMENT OF INFORMATION STUDIES
SCHOOL OF INFORMATION AND COMMUNICATION STUDIES

Ref. No.: _____

13 January, 2015

The Librarian
University of Education
Winneba

Dear Sir,

**LETTER OF INTRODUCTION
CHRISTOPHER FILSON**

This is to introduce to you Christopher Filson, MPhil. student of the Department of Information Studies. Christopher is expected to submit work on his thesis as part of the requirements for his Mphil. programme. He is researching on the topic: **Comparative Study of the Collection Management Practices of University of Cape Coast and University of Education, Winneba Libraries.**

We would appreciate any support you can give him.

Yours faithfully,

DR. PERPETUA DADZIE
(HEAD OF DEPARTMENT)

COLLEGE OF EDUCATION

Tel: (+233-302) 000000 / 00000000

P. O. Box LG 60, Legon, Accra, Ghana.
Email: dislegon@ug.edu.gh

Website: www.ug.edu.gh

**SEMI- STRUCTURED INTERVIEW FOR THE SECTIONAL HEADS OF
UNIVERSITY OF CAPE COAST AND UNIVERSITY OF EDUCATION,
WINNEBA CAMPUS LIBRARIES**

1a. Sex.....

1b. What is your qualification in librarianship and for how long have you been
working in an academic library

.....

2. Could you briefly talk about what happens at your section

.....

3. What number of staff work under you in your section.....
Please comment on their professional status

.....

4. What are the collection management activities of this section of the
library.....

.....

5. How do you ensure that the library materials are relevant to the curriculum of the
university?.....

.....

6. Do you have a policy for your section? If yes, what is the
content?.....

.....

7. Which role does your section perform in order to integrate the usage of the library into
the teaching and learning process?

.....

8. What are the challenges of your section?

.....

**SEMI- STRUCTURED INTERVIEW FOR THE LIBRARIANS OF UNIVERSITY
OF CAPE COAST AND UNIVERSITY OF EDUCATION, WINNEBA CAMPUS
LIBRARIES**

1. Was the library building purposely build as a library?
.....
- 2 Give the percentage of tables and chairs suitable for usage

.....
- 3 How satisfactory are the following; lighting, ventilation
.....
.....
4. Does the library have a Library Committee?

.....
5. Can you comment on the amount of money allocated to the library?

.....
6. What are the challenges facing collection development and management in your
library?.....

APPENDIX 2

University of Ghana

College of Education

School of Information and Communication Studies

Department of Information Studies

A comparative study of the collection management practices of University of Cape Coast and University of Education, Winneba Libraries.

Questionnaire for Users of the library

Dear Respondents,

The aim of this study is to elicit information on the collection management practices of the University of Cape Coast and University of Education, Winneba, libraries. Your candid opinion would be highly appreciated. Please spare a little of your time to respond to the questions.

You are assured of anonymity in this exercise.

Thank you.

Christopher Kwame Filson

Tel. No: 0243563981

0207812335

Please tick (☐) where appropriate

SECTION A -- BACKGROUND INFORMATION ABOUT THE RESPONDENT

1 .Name of University.....

2a. Sex.....

2b. Status: Lecturer (☐) Student (☐)

3 Which subject are you teaching/offering

4. For how long have you working in your institution? (For Lecturers only)

1-5 Years (☐) 6-10 Years (☐) 11-15 Years (☐) Over 16 Years (☐)

SECTION B --- USE OF THE LIBRARY

5. How often do you use the library?

Once a week (☐) Three times a week (☐) Four times a week (☐)

Several times a week (☐)

6. Indicate your reason for using the library.

To enable me prepare for lectures (☐) For research (☐) Recreational reading

To do my assignments (☐) Others (Specify).....

7. Which of the following do you use in the library?

Journals (☐) Books (☐) Reference materials (☐) Electronic facilities (☐)

Others (specify)

8a. Are you able to locate materials when you visit the library? Yes (☐) No (☐)

8b. If No, why.....

9a. Do you borrow materials from the library? Yes (☐) No (☐)

9b. If No, why.....

SECTION C --ASSESSMENT OF THE COLLECTION

10. What percentage of the print materials is relevant to your information needs?

10% - 20% () 30% - 40% () 50% - 60% () 70% - 80% ()

11. Are the library resources on your field of study adequate? Yes () No ()

12. How would you describe the shelving of print materials in the library?

Good () Fairly Good () Bad () Very bad ()

13. Are electronic resources in the library adequate? Yes () No ()

14. Are users of the library allowed to use the electronic resources? Yes () No ()

15. What is your opinion on the services and collection of the library

Level of satisfaction	Very satisfied	Quite satisfied	Not satisfactory
Library collection			
Library staff			
Library service			

16. What are some of the challenges you encounter when accessing library materials?

.....
....

.SECTION D SELECTION OF LIBRARY MATERIALS

17a. Do you know that lecturers /students can also make input to the selection of library materials? Yes () No ()

17b. If yes, have you ever sent your input? Yes () No ()

18a. Is it advisable for lecturers/ students to take active part in the selection process?

Yes () No ()

18b. If yes, why?.....

18c. If No, why?.....

SECTION E-- INTEGRATION OF LIBRARY USAGE INTO THE CURRICULUM

19. How can the usage of the library be integrated into the teaching and learning process of the university?

.....

.....