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**INFLUENCE OF INTERNET USE ON SELECTED ACADEMIC LIBRARIES
SERVICES IN THE UNIVERSITY OF CAPE COAST**

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ABSTRACT

The insatiable information needs of students and teaching staff of universities and other academic institutions keep escalating even though traditional libraries are not increasing. The growth in academic programs and library patrons in universities coupled with reduction in library funding from government agencies has created a huge gap for academic library progress.

The change in formats of scholarly information requires that users of academic digital libraries need guidance and education in order to achieve realistic satisfaction. Inability to meet the above mentioned needs and expectations is assumed to result in dissatisfaction with the service. Users of academic digital libraries are very important. Libraries exist because of them. Users should therefore be satisfied with the service they receive (Motiang, Wallis, Karodia, 2014). For satisfaction to result there has to be a need from the user and that need has to be met. If it is fulfilled the user becomes satisfied. There is high patronage of the academic digital library and the library as a provider achieves its mission if it succeeds in providing quality services, user

education, up to date information communication technology infrastructure regularly for most users, the expansion and renewal of collections and the automation of routine activities.

The purposes of this research were to find out the influence of Internet, its awareness, and use on the students and teaching staff of libraries in the University of Cape Coast.

Keywords: influence, internet, use, academic libraries, services, university

Introduction

In recent years, researchers have started to apply the information system success theory to the study of academic libraries. For example, Chang (2013) remarked that system, information and service quality significantly influenced recognised value and user satisfaction on digital learning systems in academic libraries. Also, limited research has however used the affinity theory to reconcile the effects of digital libraries' quality on user satisfaction (Xu and Du, 2018). Service quality and academic digital library user' satisfaction has received a great deal of attention from both academic staff and students and teaching staff because of their relevance and relationship, according to Eshghi & Ganguli (2008) and the main purpose for focusing on these issues are to increase the performance of university libraries (Magi & Julander, 1996).

Cullen (2001), suggest that digital academic libraries are facing two main threats: a global digital environment and growing competition. Cullen further contends that, the quality of a digital academic library has historically been described in terms of its content and measured by the volume and size of the library's holdings and various numbers of its uses. He goes on to emphasize that such parameters have since been declared old due to the emergence of alternative and more effective approaches.

The internet creates a host of opportunities for information consumers and users. Information is also at the heart of all academic libraries. It is the duty of these academic institutions to make the information accessible to students and teaching staff.

We are currently in the "Information Age". Majority of the Technology we see around today is driven by Information Technology. This form of technology is driven by information storage, processing, retrieval, communication and dissemination.

The internet began modestly and now it connects billions of computer networks worldwide. Due to the wide network availability of the internet, the public can now access and use information to any extent. Information is now being employed for decision making with products and services. It is also used by individuals in every aspect of their lives.

The internet

The Internet is known to be the largest computer network worldwide. In the late 1950s during the cold war, the internet was developed. Simultaneously, the United States Defence Department was trying to employ the same communication methods to get different computers to network.

The internet as a result was developed to solve these challenges. It established an encrypted form of network for all forms of computers.

The Internet invention

The United States government funded the development of the modern internet called Advanced Research Projects Agency Network (ARPANET). The Stanford Research Institute, UCLA, the University of California at Santa Barbara, and the University of Utah in Salt Lake City began the ARPANET as a four-node communication network. In 1969 the computer at the Stanford Research Institute and that of the UCLA communicated for the first time. After the third letter of login was transmitted, the computer crashed. This was the beginning of a massive internet communication to come years later. The invention of the internet is attributed to Vinton Cerf and Robert Kahn though a lot of people participated in the development of the ARPANET.

It is evident that the internet is has become a very useful part of providing services for academic institutions and invariably the library. According to D'Elia and Rodger, 2000; Lewis, 1998 the internet will decline the library's activities and finally make the library services extinct with time. The advent of the internet has brought with it enormous and perpetual changes within the academic settings. The essence of these changes is as a result of the challenges the educational system is being subjected to. Some of these challenges include, the current COVID 19 pandemic, the lack of increased enrollment the introduction of new curricular and programmes to keep up with employment challenges and industry demands. Information Communication Technologies has also altered the activities of academic institutions. The way and manner in which knowledge is impacted to students and teaching staff and instructions are being given has changed as a result of the use of the internet and its related technologies.

1.2 Problem Statement

The advancement of the internet such as web 2 and web 3 has brought with it enormous amount of information opening new opportunities for users. The internet growth comes with swift communication networks and applications, the ability for users to access information anywhere at any time. The traditional library cannot be the only source of information. This has rendered the traditional libraries limited use and only useful for providing reading space.

At present the internet is a huge source of information consumption and access. It is now being used by students and teaching staff for communication, and access to other library repositories and library management systems such as KOHA. Distance learning students and teaching staff who decide to use online mode for instruction use the internet as tool for this purpose. Digital

marketing and other forms of advertising for academic institutions and industry all use the internet as a tool to achieve their aim.

The introduction and growth of the internet comes with its own challenges and benefits. New technologies emerge day in and day out with the advent of the internet. This has brought about information rich users and information poor users (Bundy, 2000).

There are skilled internet users and non-skilled internet users within academia and industry. This had brought about overwhelming setbacks to the University of Cape Coast. This study hopes to investigate the effect of the internet on students and academic staff of the chosen university. It also determined the present and future of these academic institutions as far as the use internet for learning and research is concerned. This research finally hopes that the findings will lead to the recommendation of solutions, suggestions and policies that will enhance a positive influence of internet on the services delivery and the final graduates of the University of Cape Coast.

1.3 Purpose of the study

This research aims to find out how the impact of the internet on University of Cape Coast academic and work. The purpose of this study is also to find out the extent to which the Internet is being used and how the selected university libraries can adjust it services in order to meet the needs of the students and teaching staff.

1.4 The objectives of the study

The objectives of the study is to

- Establish the level of internet benefit on students and teaching staff and academic staff of the chosen university.
- Identify the presence and effectiveness of internet services in the chosen university digital library and the policies/ strategies put in place to ensure students and teaching staff and lecturers benefit.
- Examine the factors influencing internet use at the University of Cape Coast.
- Identify the deficiencies and challenges with the level internet infrastructure at the University of Cape Coast.
- Investigate alternative source of information access apart from the traditional library facility available.

1.5 Research questions

- What is the level of internet services with students and teaching staff and academic staff of the chosen university?
- Are there internet services available in these selected university and do they need to be?
- What are the factors influencing internet use at the University of Cape Coast?
- What are the effects of internet use in the academic digital library at the selected academic institutions in Ghana?
- What are the deficiencies and challenges with the level internet infrastructure at the University of Cape Coast?
- Is there any alternative source of information apart from the internet at libraries of the selected university?

1.6 Justification for of the study

The researcher realises that using internet is part of university education and the presence of sturdy internet access will have a positive influence on the surveyed university digital libraries to determine user satisfaction with digital services.

This research stresses on the essential role internet play on students and teaching staff and lecturers information needs and any alternative source of information apart from the internet at libraries in the University of Cape Coast. The research additionally emphasises on the level of internet services and workable internet policies to improve learning and research of students and teaching staff and lecturers of the selected public university. The study establishes the factors and influencing internet use and its effects on students and teaching staff and lecturers academic and research output.

The study also raises the awareness on the deficiencies and challenges with the level internet infrastructure at the University of Cape Coast.

1.7 Scope and limitations of the study

The research examines the level internet influence on students and teaching staff as users of the two public university libraries. Students and teaching staff of the University of Cape Coast constitutes participants of the study. Students and teaching staff from other parts of the world, students and teaching staff pursuing master's degree and distant learning students and teaching staff partook in the research.

All the respondents for this study were taken from the University of Cape Coast only.

1.8 Originality of the research

The methodology for this study is one of the originality of the study. The contribution of this study to the knowledge gaps through the experiment that has not been carried out in the University of Cape Coast also constitute the originality of this study.

This study is unique such that it assesses students and teaching staff of the university analytically.

1.9 Definitions of key terms and concepts

This section of the chapter looks at definitions of key terms and concepts used in this research.

1.9.1 The internet

According to Boss (1998), the Internet is “network of networks connecting hundreds of thousands of computers worldwide with communications protocols which are common. John Onunga (1999) defines the internet as is “a computer network that uses a mixture of private and public data and telephone lines to link countless computer networks worldwide”.

Individuals can transmit electronic information through the internet as part of the many daily activities of the internet. The internet can be used for a host of activities apart from information seeking. In this information era, the internet comes as one of the most important source of information. The internet has no control from any authority. The development of the technical part of the internet provision is managed by organisations. These organisations set protocols for software and application developers of the internet. There is no governmental agency that can control the internet.

1.9.2 Influence

According to Cambridge University Press, influence is the power to have an effect on people or things, or a person. It also means to affect how someone or something develops, behaves, or thinks. Influence can also be described as causing someone to change a behavior, belief, or opinion, or to cause something to be changed.

It can also be seen as the power of the internet to have an effect on students and teaching staff or the learning and research of an entire academic institution. The internet has a profound influence on how we live today especially in our academic settings. It has created a lot of innovative ways of solving challenges in our time.

Positive or negative influence of the internet on academic and research work determine the outcome of students and teaching staff' performance and the quality of research.

1.9.3 Academic library

Bamgbade, Akintola, Agbenu, Ayeni, Fagbami and Abubakar (2015) define a academic library as a library found in institutions for learning and research. According to Borgman (1999) academic libraries are a set of information resources and associated technical capabilities used by students and teaching staff and lecturers for creating, searching for information in an academic institution.

The collection of a library stored in both paper and digital formats provides easy access to students and teaching staff and lecturers during information searches. Books and computers provide the information being searched for through the library. The ability for selected university

library to generate the required information for the students and teaching staff and lecturers guarantees a positive influence on them.

2.0 Literature Review

The influence of the internet access in Libraries Project (VITAL) sponsored in 1999 by former Information Commission and UK Library. This was established to create a method for evaluating the influence of internet use in libraries. The purpose of the project were: to invent and apply methodologies aimed at assessing of the consumer, libraries offering internet services; to collect and communicate information on the value of internet services and their influence and; to inform policy makers on the benefits and influence of internet services and how those benefits and influence can be determined.

The researcher distributed 1500 questionnaires out of which 1041 were returned (Eve & Brophy, 2000). Regarding the attitudes to internet provision, all respondents were asked to sample the rate of the importance of providing internet facilities in the selected libraries; 96% across the sample rated the internet as very beneficial. When the research participants were asked to consider whether the internet facilities are: a) important; b) a supplementary service; or c) an irrelevant expense again very few users responded positively. About 4% across the selected sample found them irrelevant. This was largely due to the conviction that people already had their own personal computers, and therefore did not need access the campus internet service. The findings of the research showed that half of respondents answering overall considered internet services as a vital service. Aside from the 3% relating to the internet services as unnecessary, 47% considered provision of internet services as a supplementary service. Eve and Brophy (2000) state that the interesting results found are the level of benefits placed on

the internet service provision by the two selected university library users who, for one reason or the other do not patronise the internet services themselves. Among the internet service users, as would be expected, internet was seen as an important by most of the selected sample. Respondents who did not use the internet facilities additionally supported the provision of internet services. A majority of respondents found the internet services as important while just over half of the selected sample saw the internet services as a supplementary service. Irrespective of the participants differences with their use of the internet services, the findings obtained show a high level of support for the internet services in selected university by students and teaching staff non-users.

3.0 Research Methodology

3.1. Data Collection Approach

This research employed qualitative descriptive approach. Some quantitative statistical approach was also used at different stages of the research. According to researchers qualitative and quantitative methods and approach is differentiated by a reflection of divergent views on research aims and knowledge and on quantification as well.

Data Collection

The researcher employed both primary and secondary form of data collection method. Questionnaires were used to collect primary data while secondary source of data collection was obtained from both published, unpublished materials. Materials from the internet formed

additional source of secondary data collection method. A comprehensive questionnaire was created to retrieve data from respondents on the influence of internet on their academic, and research activities. Based on the benefits of using a questionnaire, it was the best option. According to Veal, 1997 Questionnaires supply the researcher with better response than interviews and it also little skills to administer.

Population

The population of the study was students and teaching staff of the University of Cape Coast. The respondents of the university comprised of postgraduate and undergraduate. The model of D'Elia and Rodger (2000) was adapted and improved to identify the students and teaching staff for the research.

The university was carefully selected to denote the first public university in Ghana for programs in Education. The total population of the students and teaching staff of the University of Education Winneba are 74,720 and faculty is 7000. The researchers considered all the various categories of students and teaching staff and teaching staff. Interviews were conducted with selected students and teaching staff of the University of Education Winneba. The researcher observed four events with regard to the type of internet services provided by the University of Education Winneba.

Sampling

stratified random and purposive sampling techniques was the sampling technique used for the study. This is due to the fact that the research dealt with students and teaching staff and teaching

staff. Denscombe (1998, 12–13) states that in stratified sampling an equivalent opportunity of being selected within the population is given to all participants of the population. The research made sure different view and emotions of student and staff was documented.

Sampling Size

The desire to attain some level of confidence and for accuracy was the factors that determined the samples size of this research. In order to enhance accuracy the multi method research approach was employed for this study.

A required sample size of 225 was taken from a population of 81,720 in order to attain a 95% accuracy level. According to Yamane (1967, 886), this result in producing a considerable standard error of 5.10%.

With respect to the total population of the University of Cape Coast the research administered 140 questionnaires to students and teaching staff. The appropriate sample size selection of helped the researcher to achieve the desired level of accuracy for the results of the study. The population was divided into two strata; students and teaching staff. To select the various strata, a systematic random probability technique was employed. A total of 140 students were selected from the University. Out of the 140 questionnaires administered 115 was returned and found usable. A total of 140 questionnaires were administered to the teaching staff of the surveyed University and the returned 121 was found useful.

Data Analysis

An expert in statistics and Microsoft Excel (version 10) was employed by the researcher. The statistical package (Microsoft Excel (version 10)) was used to report analyse and code the obtained data. To find out important relationships that exist among variables the completed questionnaires were analysed. The main aim of analysing the data was to determine information about the relationships between the internet services offered by the University of Cape Coast and its influence on students and teaching staff. The researcher illustrated each research question appropriately presented and analysed with relevant test statistics. The qualitative data was analysed with the help of thematic content analysis technique. Interview transcripts and video recordings were used to gather qualitative data for this study. The qualitative data analysis for this study was based on Anderson (1998, 69–84) two principles of data analysis: (i) analysis as a process. Right up to the last moment of data gathering, the analysis that feeds back into the research design; (ii) and whatever model developed must develop automatically from data analysis instead of standing to the side as a preceding statement that the data assert as proposed. The researcher employed the use of Microsoft Excel (Version 10) to transcribe, sort and arrange the data gathered from interviews and observations for the qualitative analysis for the study. The researcher formed a new sheet for each research question. The interviewees' words were then entered in the worksheet document as proposed by Anderson (1998, 64–96). The coding process began with detail analysis of data. Anderson (1998, 64–96) suggests that coding involves dividing text data different groups and labelling these groups with terms.

Results on the influence of internet use on selected academic libraries services in the University of Cape Coast

Table 1.0

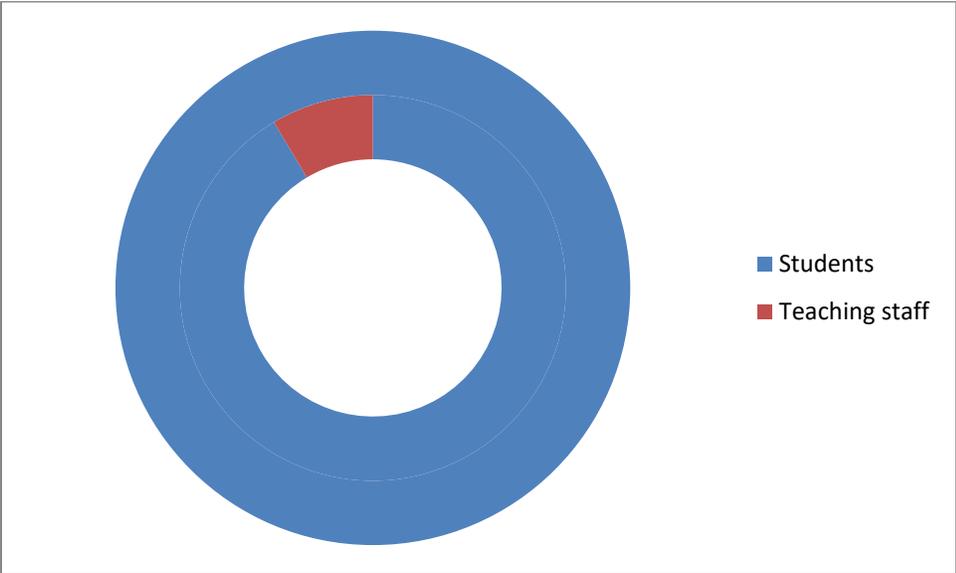
Table on population of students and teaching staff of the University of Cape Coast

Population	Students	Teaching staff
Number	74,720	7000
Total	81,720	

From the above table the researcher can conclude that students form majority of the population than the teaching staff at the University of Cape Coast.

Graph of population of students and teaching staff of the University of Cape Coast

Graph 1.0



Students are the most influenced by the internet services at the University of Cape Coast that the teaching staff.

Table on the level of internet benefit on the library services with students and teaching staff and academic staff of the chosen university

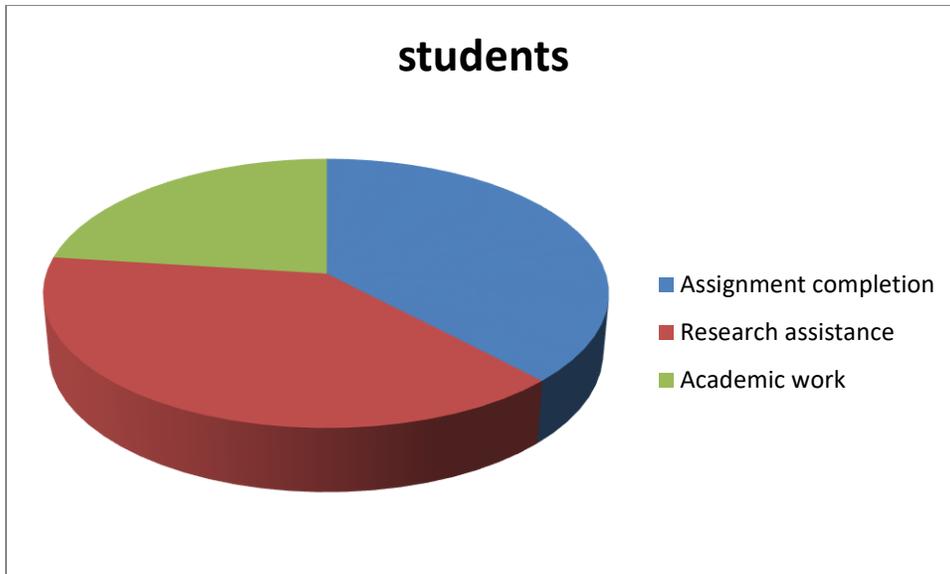
Table 2.0

Internet benefits	students	teaching staff
Assignment completion	99	101
Research assistance	102	109
Academic work	60	119

From the above table, the research can conclude that 101 teaching staff say the internet is beneficial to them in their assignment completion while 99 percent of student conclude with similar comment. Out of 140 teaching staff 109 of them say the internet benefit them in their research activities while 102 of students in the University of Cape. As far as academic work is concerned 60 students out

Form the above table it can be concluded that majority of student and teaching staff rely on the internet for their assignments completion instead of handouts, pamphlets and textbooks. The above table suggests that most students and teaching staff rely a lot on the internet for their research work. Thus few students and teaching staff use materials from hard copy books for their academic and research work.

Graph 2.0



Graph showing students of the University of Cape Coast reaction to internet services benefit.

From the graph above the researcher can infer that research work constitute a larger proportion of internet influence on students than assignment completion and academic work. Students who use the internet to assist them in their academic work are few compared to students who use the internet for assignment and research work according to the above graph.

Graph 3.0

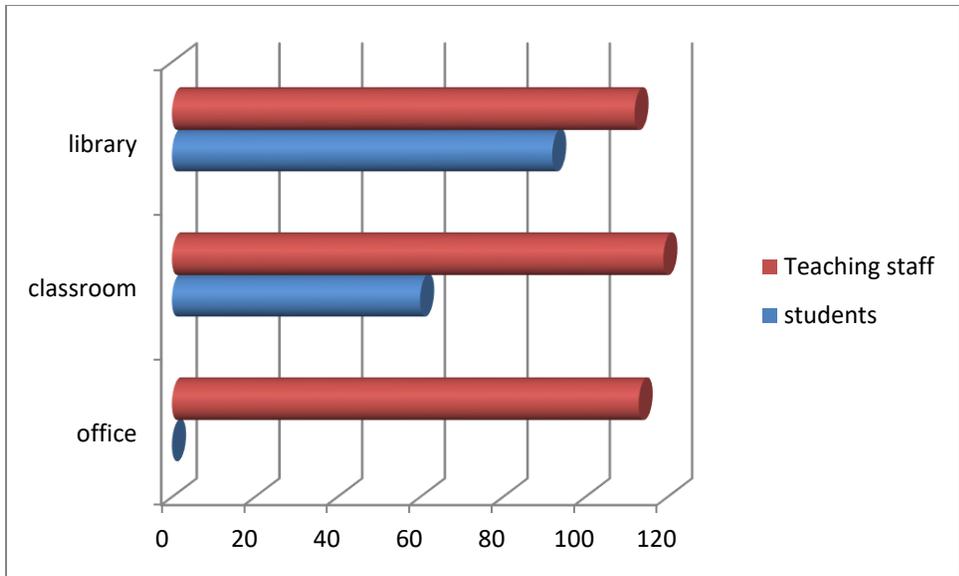
Table on the presence of internet services in the chosen university digital

Table 3.0

Internet presence	students	Teaching staff
office	0	113
classroom	60	119
library	92	112

No student said they see the influence of internet service in the various offices since students do not use offices apart from teaching staff (113) who said they did recognise the influence on internet in their various offices. There are 60 students out of the 140 students in the University of Cape Coast who said there is internet service in the class room. One hundred and nine-teen teaching staff said there recognise the influence of internet service in the classroom where they deliver their instructions. The above table concludes that since students do not use offices, only teaching staff said they recognise the influence if internet services in their various offices. Ninety-two students said they are influenced by internet when they visit the library at the University of Cape Coast whiles 112 teaching staff same.

Graph 4.0



The researcher can deduce from the graph above that within library internet it useful and beneficial to teaching staff than to students. In the classroom teaching staff again benefit more from the internet than students do. In the office, internet service benefits only the teaching staff.

Table on the effectiveness of internet services in the chosen university digital

Table 4.0

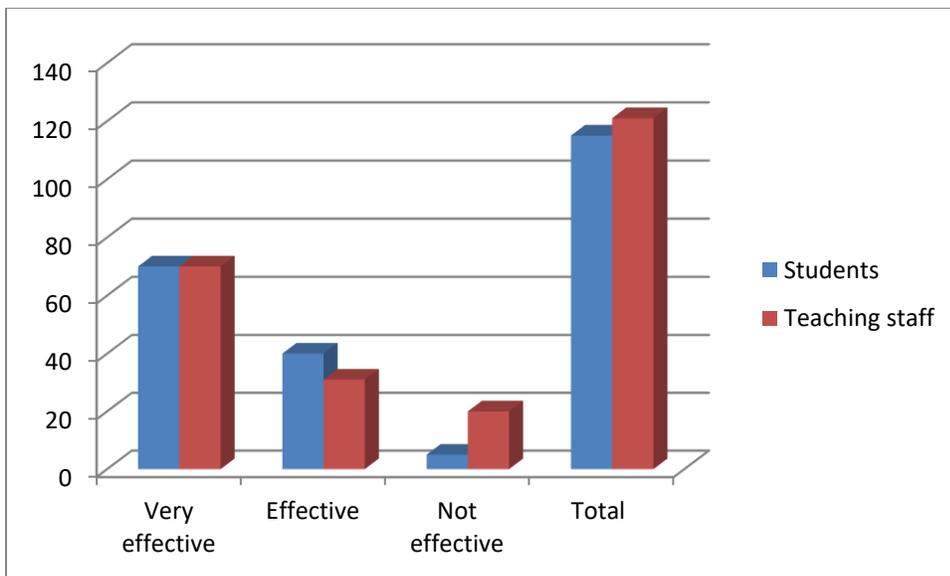
Effectiveness of internet	Students	Teaching staff
Very effective	70	70
Effective	40	31
Not effective	5	20
Total	115	121

The table above indicates that out of the 140 teaching staff and students studied, 70 of them say the internet is very effective in their various academic activities. This means an equal number of

students and teaching staff are benefiting very effectively from the internet in their teaching, learning and research work. Forty students and 31 teaching staff said the internet service at the University of Cape Coast is effective. Students who did not see the effectiveness of the internet service were just 5 while 20 teaching staff did not see the effectiveness of the internet in their various academic work. Out of 140 students who received the questionnaire 115 of them responded to the query. One hundred and twenty-one teaching staff responded to the query out of the 140.

Graph 5.0

Graph on the effectiveness of internet services in the chosen university digital



The graph above shows that a total number of teaching staff are being influenced by the internet services very effectively than students in the University of Cape Coast. An equivalent number of students and teaching staff see that the internet is very effective. Very Few students do not see the influence of internet service as effective in their academic lives at the University of Cape

Coast. Also a limited number of students and teaching staff see that the internet service in the selected University is effective.

Table on the factors influencing internet use at the University of Cape Coast.

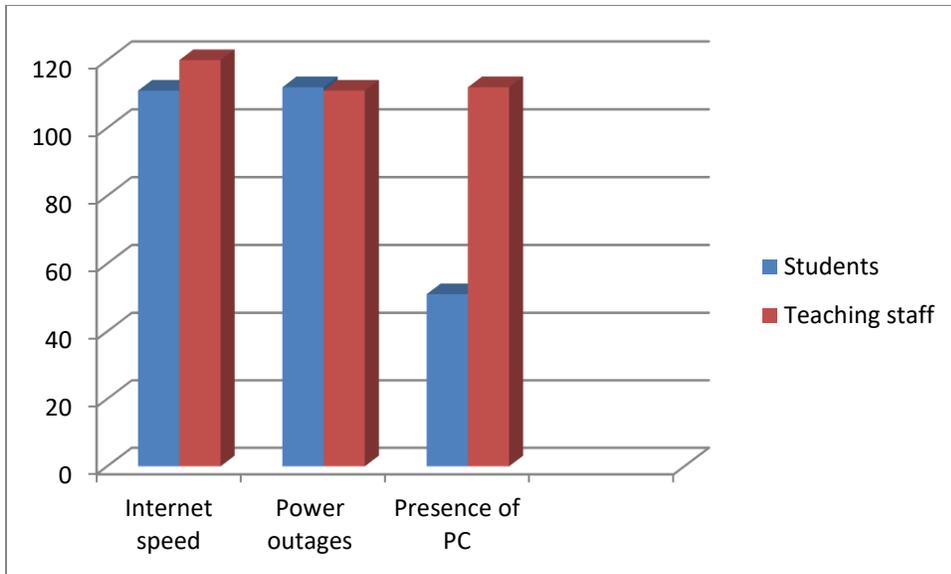
Table 5.0

Internet Factors	Students	Teaching staff
Internet speed	111	120
Power outages	112	111
Presence of PC	51	112

The table above shows that, 120 teaching staff and 111 students are motivated by the internet speed. Power outages affect 112 students and 111 teaching staff in the use of the internet service in the University of Cape Coast. The presence of personal computer do not affect student (51) than teaching staff (112). This may be due to the fact that student use cell phones to access information from the internet rather than the personal computers. As a result, student do not need personal computer. Power outages experienced by students may only affect their ability to charge their cell phones.

Graph 5.0

Graph on the factors influencing internet use at the University of Cape Coast.



The graph above indicates that majority of teaching staff of the University of Cape Coast recognise the presence of personal computers as a facility for the provision of internet service within the University campus. Few students (51 in number) of the same University recognise the availability of personal computers as a facility for the provision of internet service. Almost the same number of students and teaching staff (112 students and 111 teaching staff) said power outages influence the use of internet services in the University campus. Majority of teaching staff (120) do recognise the importance or influence of the internet speed on its use and its services. Almost the same number of students (111) said similar about the internet speed of the University of Cape Coast.

The graph above shows that power outages constitute the higher proportion of influence on internet service than the rest of the variables.

Conclusion/Recommendations

This section presents the conclusion and recommendations of the study.

Conclusion

The findings of this study on the influence of the internet services on the University of Cape Coast indicate University of Cape Coast observed the presence of a modern library with internet fast connection. The access to internet in the library acknowledged by majority of students and teaching staff at the University of Cape Coast. This was against the limited access to internet in the classroom by students. Few students complained of the ineffectiveness of the internet service in assisting to complete their assignment, academic and research work. Majority of Students additionally commented on the speed or the unsteady nature of the internet facility in the university library.

Recommendations

The core functions of the two selected university should be advocated for through the provision of sturdy internet access. This can be achieved by supplying information communications technology materials and facilities to ensure a robust internet access. The internet facilities available at the University of Cape Coast should be refurbished regularly to safeguard continual access to students and teaching staff. Information communication technology technicians should always be on standby to provide continual support to users of their respective internet access for effective teaching, learning and research.

Final Conclusion

Based on the findings, this study concludes that the university libraries in Ghana provided materials, information resources, facilities and services that supported the core business of their institutions, which was teaching, learning and research. The main objectives of the university library cannot be separated from the mission and vision of the university, which is basically teaching, learning and research. The university libraries in Ghana, therefore, have a direct influence on academic work by providing a wide range of information resources and services to the students and teaching staff. The library services provided by the university libraries helped to promote expected research activities, enhanced preparation toward examinations and provided the library users with information literacy skills that enabled them to learn on their own. All these ultimately helped to enhance academic performance at the u

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