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**Assessment of Collection Development Practices: The Case of Valley View University
Library, Ghana.**

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ABSTRACT

The focus of this study was on collection development practices at Valley View University (VVU) Library in Ghana. The study was set out to find out if there exists a collection development policy at VVU library. The population of the study was stratified into two main categories namely users of the library and the library staff .In selecting the students, simple random sampling technique was employed to select the students from four departments out of seven. The total population for both library staff and faculty members were used. Therefore sample size for the study was three hundred and two (302) made up of 210 students, 74 faculty members and 18 library staff. Data for the study was collected through questionnaires. The SPSS was used to analyze the questionnaire. The findings of this study indicated that VVU library stock both print and non-print materials for their users.

Keywords CARLIGH, Collection development practices, Collection development policy, Valley View University.

Paper type: Case study

Introduction

Collection development is a broad term which encompasses areas such as policy formulation, selection, acquisitions, maintenance and weeding of library materials. Evans (2000) defined library collection development as the process of meeting the information needs of the people (a service population) in a timely and economical manner using information resources locally held, as well as from other organizations. Globally, there are a lot of challenges confronting collection development practices in academic libraries. A study carried out by Adekanmbi and Boadi (2008) disclosed some of the challenges as inadequate constant training for information professionals, lack of adequate staff in the libraries, lack of managerial support, absence and ineffective use of collection development policies, and inadequate funds to support the exercise.

According to Aina (2004), a library collection is the sum total of library materials. Thus, books, manuscripts, serials, government publications, pamphlets, catalogs, reports, recordings, microfilm reels, micro cards and microfiche, punched cards, computer tapes, etc constitute a library's collection. A lot of research findings including (Mapulanga, 2011; Chaputula and Boadi, 2010; Kanyengo, 2009; Kavulya, 2006) have indicated that insufficient budgetary allocations had negatively affected collection development. All these challenges summed up to poor service delivery to clients. Valley View University is not left out of this snare. Therefore, this study is intended to find out how collection development is done at the Valley View University library.

Statement of the Problem

Collection development practice is an important component in the library profession. A good library is judge by the type of collections it hold for users. The collections measure how a particular library meets the goals, objectives and vision of the library and its parent institution. All over the world, academic libraries are under server pressure to ensure effectiveness and efficiency in the degree to which their collections can meet the goals, needs and missions of the parent institution. In the collection process, there should be a collection development policy to guide in the collection in order to build a strong and balance collection. It appears that collections in many academic libraries are not meeting user's demand. This also goes to affect learning, teaching and research in the academic environment which Valley View University is no exception. On account of this, it could be deduced that any library that is not able to build strong and balance collections will not be able to achieve the objectives for which the library was

established. It is against this background that the researcher deems it necessary to investigate how collection development practices are done at the Valley View University.

Objectives of the Study

- To ascertain if there exists a collection development policy at VVU
- To find out the users frequency of visit to the library
- To identify users purpose of visit to the library
- To find out if users are satisfied with the collections available in the library
- To determine the factors affecting collection development in the library

Research Questions

The research seeks to answer the following questions:

- Is there a collection development policy for the VVU Library?
- How frequent do the users visit the VVU Library?
- What is the purpose of visiting the Library?
- Are users satisfied with the library collections?
- What are the factors affecting collection development?

Review of Literature

Collection development may be defined as the process of making sure that the information needs of the people are met in a timely and economic manner using information resources that have been produced both within and without the organization. The process of planning and stock to cater for immediate needs while building a strong and balance collection over the number of years to meet the objectives of the parent institution.

Collection Development Policy in Academic Libraries

Johnson (2009) posited that, collection development policy is an officially written document of the principles leading to the selection of books and other collections that a library intended to add. It comprises the criteria used in selection, weeding and acceptance of donations. Fourie (2001) opined on the wide variety and nature of collection development policy as written document that offers opportunity for organizing, planning, controlling, directing and implementation guidelines for library collection building responsibilities. She also highlighted that collection development policy document should be dynamic and flexible in order to ensure consistency and stability in collection assessment and decision making towards the objectives, goals and missions of the institution.

Singh (2004 as cited in Lamptey, 2011) is of the view that the “policy’ means a group of guidelines designed and established for a particular purpose’’. In his view, collection development policy must be connected closely to the general and particular programs of the institution and be informed by the users need.

Frequency of visit to the library

A study conducted by Akhtar and Krishna (2006) on the use of collections and services at IIT Delhi library revealed that majority of the users (41.25%) use the library services daily, and their purpose was to borrow books and other materials while others visit the library to use audio-visual materials and the print collection. Okiy (2000) conducted a study on assesses students and faculty use of academic libraries in Nigeria with particular reference to Delta State University, and the study revealed that majority of the users, use the library 2-3 times a week or daily. The study added that textbooks were the most frequently used materials with 98 (63.6%),

followed by reference materials at 25(16.2%). Akin and Ajayi (2008) carried out a study on the use of Federal University of Technology Library in Nigeria and the study disclosed that out of 475 students, only 82 use the library on daily basis. Ritterbush (2009) study at the Regent University disclosed that on-campus students frequently visit the library, but lamented on inadequate library facilities.

Purpose of visiting the library

In the view of Oyesiku and Oduwele (2004) reported that students use the library mostly during examinations period to study and to do class assignments. The study stressed that the library collections were not adequate to satisfy users' demand. In the view of Tella, Owolabi and Attama (2009) on the use of library by students at Akanu Ibiam Federal Polytechnic, Unwana, Nigeria, out of the 1,000 students surveyed, majority of the participants disclosed that they visit the library to read, to borrow books or to make photocopies and they affirmed that they were satisfied with the library collections and services except with that of electronic resources. The study of Bhatti et al. (2013) confirmed that students frequently use library for class assignments, reading library books, examinations preparation, borrowing library books, consult reference materials and for photocopy purpose.

Satisfaction of collections in the academic libraries

Mundt and Awar (2003) and Bamigboye (2010) in a research conducted by Seneviratne (2006) on user satisfaction, his findings revealed that library patrons were not satisfied with the nature of present materials at the Library. Chamini (2010) conducted a study on students usage of an academic Library which was a user survey done at the Main Library University of Peradeniya. It revealed that the undergraduates are overall satisfied with available library resources, services

and facilities; whereas it found that library resources and services are not being fully utilized by undergraduates.

Kassim (2009) conducted a study to evaluate the library's performance by measuring the users' satisfaction with library services, infrastructure/place/space and collection/information provided by an academic library. The findings revealed that on the average, the respondents were only quite satisfied with the library services, infrastructure/place/space, and collection/information of the library as a whole.

In the view of Rehman, Shafique and Mahmood (2011) on user perception and satisfaction with reference Services in University Libraries of Punjab it was indicated that participants were satisfied with the reference collection, staff, facilities and services provided, but they were not highly satisfied with any category of reference service. Iwhiwhu and Okorodudu (2012) study on users 'satisfaction with library information resources, facilities and services in Edo State Central library, Benin-City reported that users were not satisfied with the information resources, but they were satisfied with three services provided in the library, which were hours of service, labeling services and bindery services. However, they were satisfied with the furniture available in the library.

Challenges faced by users when using the library

Bhatti et al. (2013) established that poor supply of electricity was their major problem confronting users when using the library. Onuoha and Subair (2013) opined that lack of relevant books and breakdown of internet facilities were their major obstacles when using the library. Achonna (2008) study indicated that the use of e-journal resources was low among the students of Yaba College of Technology, Yaba –Lagos Nigeria. The lack of skills, lack of provision of computers, poor power supply etc. were the major challenges faced when using resources in the

library. Adekanmbi and Boadi (2008) study on “Problems of Developing Library Collections: A Study of Colleges of Education Libraries in Botswana” using questionnaires and interviews to gather information enumerated some challenges facing academic libraries as lack of constant training for librarians, insufficient staff, inadequate support from the administration and absence of collection development policies were some of the major challenges established.

Factors affecting collection development practices in academic libraries

According to Kisiedu (2009) numerous challenges facing academic libraries such as limited funds, lack of access to resources and information, inadequate human resource and material support hinder the growth and development of academic libraries in Africa, though these challenges were recorded to be addressed, they have not yet seen the necessary attention in their operations.

Naidoo (2000) enumerated some factors affecting collection development as lack of financial support, high demand from users, rapid changing of technology and many others. Ogbonna (2000) indicated that factors such as vibrant book industry, financial support from the government, censorship, ineffective communication systems, poor funding, lack of collection development policy, lack of written development policy, lack of equipment and facilities and unavailability of standard bibliographies and inadequate library spacing are problems retarding collection development .

Methodology

The research employed a case study method that made use of qualitative and quantitative methods. Data was collected by the researchers with interview guides and questionnaires as a data collection instrument. Interview was held with the library staff and the university librarian

while the students answered the questionnaires. The population included professionals, para-professionals, students and faculty members. The total number of respondents for the study is 2659 as shown in the Table 3.1.

Table 1: Population of the study

			Total
Library staff	Professional	2	
	Para-Professional	9	
	Non-Professional	7	18
Faculty members	Senior Lecturers	8	
	Lecturers	43	
	Assistant Lecturers	23	74
Students	Students	2567	2567
Total			2659

Source: VVU, Annual Report (2015).

A simple random sampling technique was used to sample 210 students from the population of 2659. Due to the small number of library staff and the lecturers, the researcher used all the 18 library staff members; ten (10) males , eight(8) females and seventy four (74) lecturers. Therefore, the total sample was three hundred and two (302) respondents as shown in the table below. This was done with respect to Bernard’s (2012) view which states that, if a population of a study is less than two hundred (200) the entire population should be used for the study.

Table: 2 Sample Population

Target Population	Sample Population
Library Staff	18
Faculty Members	74
Students	210
Total	302

The library staff was interviewed while questionnaire was the instrument used to solicit information from the student respondents. After collecting the 210 questionnaires from the students it was realized that 43 of the questionnaires were incorrectly answered. Hence, they were not included in the analysis. Thus 167 of the students answered the questionnaire correctly. For the faculty members, it was realized that three questionnaires (3) from the lecturers were missing and this reduced their sample size to seventy one (71). Therefore, two hundred and fifty six (256) respondents answered the questionnaires. For the library staff, all the 18 staff were interview. The table below explains how questionnaires were distributed.

Table 3: Distributions of Questionnaires

	Distributed Questionnaires	Completed Questionnaires	Uncompleted Questionnaires
Students	210	167	43
Faculty	74	71	3
TOTALS	284	238	46

Source: Field work, 2015.

Data Analysis and Discussion of Findings

Table 4: Breakdown of Respondents who answered the questionnaire

Categories	Gender		Total
Students	Male=102	Female =63	165
Faculty members	Male = 44	Female =29	73
Total	146	92	238

Source: Field work, 2015.

Table 5: Responses from the questionnaire

GENDER	FREQUENCY	PERCENTAGE (%)
Male	146	61
Female	92	39
TOTAL	238	100

Source: Field work, 2015.

Table 5 represents the gender distribution of the study, and it revealed that, there was a fair representation of both males and females in the study. The table revealed that out of the total respondents of 238 respondents who answered the questionnaires, 146 (61%) were males while 92 (39%) were females. This shows that the male respondents constitute a larger part of the population in the study as against that of their female counterparts.

Interview with university Librarian and the library staff

The interview was conducted under three sub- sections which include; Section A – Collection development policy, Section B - Selection/ Acquisition of Materials (VVU) Section C - Challenges in Collection development.

Collection development policy

During the interview with the library staff and the university librarian, they all confirmed that there is a collection development policy which guides them during selection and acquisition of materials. The policy covers both print and electronic resources. The interview also revealed that the policy lacks revision because since its implementation it has never been reviewed.

Selection/ Acquisition of materials (VVU)

Interview with the university librarian and the library staff revealed that they acquire materials through direct purchase with internally generated funds from philanthropists, companies as well as individuals who also support the library with gifts and donations. Both the staff and the librarian confirmed that they receive recommended texts and titles from the various stake holders as well as input from students before final purchasing. This confirmed what Oдини (1994) wrote that the act of involving users in collection development processes and decision making benefits both the library and the patrons through acquisition of library materials that serves the need of users.

Collection Development Practices at VVU Library

In assessing how the Collection Development Practices is executed at VVU library, it was revealed that selection of materials in the library was done by the university librarian and selection committee members consisting of representatives from various departments in accordance with the collection development policy. They also receive inputs from students.

Table 6: Frequency of visit to the library.

Lecturers: Period	Freq.	Percent (%)	Students: Period	Freq.	Percent (%)
Daily	43	61	129	77	
Occasionally	28	39	38	23	
Total	71	100	167	100	
		71	167		

		238		
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With the frequency that users visit the VVU library, Table 4.3 shows that out of the total respondents of 71,45(61%) of the lecturers visit the library daily and 28(39%) visit the library occasionally, while 129(77%) students visit the library daily and 38(23%) visit the library occasionally. It can be seen from table 4.3 above that majority of the students visit the library frequently than the lecturers.

Table 7: Purposes of visiting the library

Lecturers Responses			Students Responses		
	Freq.	Percentage (%)		Freq.	Freq
To read E- Journals	9	13	To study for exams	81	48
To prepare lecture notes	16	23	To complete an assignments	38	23
To read Newspapers	13	18	To consult thesis	25	15
To do research	33	46	To do photocopy	23	14
Total	71	100		167	
	238				100

Source: Fieldwork, 2015

From the table above, the lecturers were asked about their purpose of visiting the library, and it was observed that 71 , 33(46%) of the lecturers visit the library for research purpose, and16 (23%) visit the library to prepare lecture notes. When the students were asked about their purpose of visiting the library, 81(48%) out of 167 said that they visit the library to prepare for examination while 38(23%) visit the library to complete their assignments. It could be deduced from the table then that majority of users visit the library always.

Table 8: Satisfaction with materials in the library

Lecturers Responses			Students Responses		
	Freq.	Perc. (%)		Freq	Perc (%)
Very Satisfied	8	11	Very Satisfied	37	22
Satisfied with E- resources	34	48	Satisfied with E- resources	33	20
Satisfied with print materials	17	24	Satisfied with print materials	75	45
Not Satisfied	12	17	Not Satisfied	22	13
Total	71	100		167	
	238				100

Source: Field work, 2015.

As to whether users are satisfied with the materials in the VVU library or not, Table 4.4 shows that, out of the total of 71 lectures, 34 (48%) of them are satisfied with electronic resources while 12 (17%) are not Satisfied. Out of 167 students 75 (45%) are Satisfied with the print materials while 22 (13%) students indicated that they are not satisfied with library collections.

Table 9: Challenges users faced when using the Library

Lecturers Responses			Students Responses		
	Freq	Perc (%)		Freq	Perc (%)
Late arrival of Newspapers	13	18	Lack of current textbooks	41	26
Difficult to access E-Journals	24	34	Closing hours too short	23	13
Unreliable power supply	26	37	Unreliable power supply	78	47
Inadequate books	8	11	Borrowing period is short	25	14
Total	71	100		167	100
	238				

Source: Field work, 2015.

From the table 9 above, when lectures were asked about challenges they faced when using the library, 26(37%) out of 71 indicated that their major challenge is the mobile phones distraction and 24(34%) lamented on difficulty in accessing access e- Journals in the library. Again, when students were asked about the challenges that they face in the library, 78(47%) out of 167 complained about unreliable power supply while 41 (26%) indicated that lack of current text books were their challenge.

Challenges in collection development practices

The library staff said, *“We face many challenges ranging from getting the exact titles and authors, high exchange rate, order delays in delivery of books, high charges of foreign materials from donors and also in terms of space in the library which is a great challenge because the population of library users keep growing while the space in the library have not seen any major expansion”* The university librarian also admitted to the challenges that were enumerated by the staff. This revelation confirms the studies conducted by (World Bank, 2000; Cheboi, 2001; cheboi, 2006) who observed that, lack of access to resources; inadequate human resource and inadequate financial resources directed to university education hinder the growth and development of academic libraries.

Discussion

Findings from the interview with the university librarian and the library staff confirmed that there is a collection development policy which guides them during selection and acquisition of materials. The policy covers both print and electronic resources. The study also revealed that the policy lacks revision because since its implementation, it has never been reviewed.

The findings on frequency of visit to the library revealed that out of 71 lecturers, 43(61%) visit the library daily and 28(39%) visit the library occasionally while 167 students, 129 (77%) visit the library daily and 38 students (23%) visit the library occasionally. The findings of this study disagree with that of Akin & Ajayi (2008) who studied on the use of Federal University of Technology Library in Nigeria, where it was disclosed that out of 475 students, only 82 use the library on daily basis.

The results of the findings on purpose of visiting the library revealed that out of the 71 lecturers, 33(46%) visit the library to do research, while 16 (23%) visit the library to prepare lecture notes. On the students' side, 81(48%) out of 167 visit the library to study for examination while 38(23%) visit the library to complete their assignments. This study affirms the study of Bhatti et al. (2013) that majority of the users use the library for class assignments, reading library books, examinations preparation, borrowing library books, consult reference materials, to do research and for photocopy purpose.

The findings on satisfaction of collections in the academic libraries reported that 34 (48%) lecturers were satisfied with E- resources, but 12(17%) were not satisfied with the print collections. Again, 167,75(45%) students were satisfied with print materials while 37(22%) were very satisfied with the collections. The results of this findings disagree with that of Mundt and Awar, 2003; & Bamigboye, 2010) as cited in Seneviratne (2006) that library patrons were not satisfied with the nature of present materials at the library.

The results from analysis on the challenges users faced disclosed that out of 71 lecturers 24(34%) lamented on mobile phones distractions while 24(34%) reported that they found it difficult to access e- journals. On the students part, 78(47%) out of 167 revealed that unreliable power supply was their challenge another 41(26%) reported that lack of current textbooks was

their challenge. This affirms the work of Bhatti et al. (2013) that poor supply of electricity was the major problem confronting users when using the library.

The findings on the challenges in collection development practices revealed that *getting the exact titles and authors, high exchange rate, order delays in delivery of books, high charges of foreign materials from donors are some of the challenges that the university library face*. This revelation confirms the studies conducted by (World Bank, 2000; Cheboi, 2001; cheboi, 2006) where it was observed that lack of access to resources, inadequate human resource and inadequate financial resources directed to university education hinder the growth and development of academic libraries.

Conclusion

The purpose of the study was to assess the collection development practices at the Valley View University Library with the view to identify any hindrances and to suggest possible solutions. The study discovered that, Valley View University has a written collection development policy but it has never been reviewed since its implementation. Access to information resources internally was not quite satisfactory, not to talk about access to remote resources. The study highlighted that collection development practices have not been quite successful as VVU library lacks the above prerequisite.

Recommendations

Based on the findings of the research, the following recommendations are made with references to the specific objectives. All members of the committee in charge of acquisition and selection should meet regularly, and all faculty members should also be given deadlines in the submission of recommended text books and titles. Management should as early as possible institute a review

committee for the review of the collection development policy so as to meet the interest, expectations and satisfaction of categories of users.

The library should try to provide relevant and current books in order to draw and keep more users in the library. There should be a regular supply of electricity in the library if possible and there should be a stand by generator exclusively for the library. Measures should be put in place to control the use of mobile phones in the library. There should be frequent review of the policy in harmony with the aims and objectives of the institution. The management of the VVU library should intensify their lobbying skills with the authorities of the institution so as to help to address the issue of funds, limited space and all related challenges.

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