

# Collection Management and the Challenges of Library Users: A Descriptive Study

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**Abstract: Purpose:** The purpose of the work is to find out the impact of collection management practices of academic libraries and the challenges of library users when accessing library materials.

**Design/Methodology:** A survey was conducted to ensure that a wider number of library users were involved. The convenience sampling technique was used to select library users and the quantitative data obtained were analysed using Statistical Package for Social Sciences (SPSS) version 22 software.

**Findings:** The main findings were: the electronic and non electronic resources of the two libraries were inadequate; University of Cape Coast Library had a section for the visually impaired, whilst University of Education, Winneba does not; some users of both libraries failed to get involved in the selection process and materials mainly used in the libraries were textbooks.

**Research Limitations:** The work is limited to the outcome of collection building activities performed by library staff on the usage of the information resources of the libraries of two Ghanaian universities built by the Government to train graduate teachers for the country.

**Practical Implication:** Materials in libraries are meant to be used hence collection management practices have a direct link on the patronage of libraries.

**Social implication:** Libraries as agents of education need to be accountable to their stakeholders as public funds are used in their establishment.

**Originality:** Using the end users of libraries to assess the influence collection management practices have on the available information resources is a way of ensuring that libraries meet the goals.

**Keywords:** Collections Management, Collection Development, Library Users, Patronage, Libraries, Stakeholders

## I. INTRODUCTION

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 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).

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 (Little, 2011). 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 need assessment should be done first so that resources kept in the library become relevant to the information needs of the users

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 (Khan and Bhatti, 2012).

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 materials. Increasingly, academic libraries have to justify their expenses and their need for funds to support their programmes.

## II. OBJECTIVES OF THE STUDY

The specific objective of the study was to compare the impact of collection development and management practices on the use of library materials as well as the challenges encountered by library users of two institutions basically established by the Government of Ghana to produce professional graduate teachers for basic and second cycle institutions in the country

## III. STATEMENT OF THE PROBLEM

Academic libraries are facilities that contain the intellectual resources which are needed to accomplish the goal of the academic institutions. This means that the resources of academic libraries should be relevant to the teaching, learning and research activities of the university. The situation is crucial in institutions where benefactors of the library facility are supposed to be trained as graduate teachers.

The absence of adequate financial resources in libraries in most developing countries is a detriment to the operations of libraries staff and that goes to negatively affect the quality of library services provided, consequently, the level of relevancy, adequateness and up datedness of information resources has dwindled (Adekanmbi & Boadi, 2008;. Aina, 2004; Khan, & Bhatti, 2012).

So, the key problem the study addressed was to examine the impact of collection development and management practices have on the quality and access of library materials of the University of Cape Coast (UCC) and University of Education, Winneba (UEW).

## IV. RESEARCH QUESTIONS

RQ1. What are the information resources of the libraries?

RQ2. Are users of the library part of the selection process?

RQ3. Are library resources relevant and adequate for the teaching, learning and research activities of the universities?

RQ4. What are the challenges of the users of the library?

## V. LITERATURE REVIEW

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). 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.

Collection development policies are needed 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. 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.

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) emphasised 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.

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.

A university library’s collections should be adequate enough to support and facilitate the university’s total instructional needs and research programmes; a university library collections need to be developed systematically and consistently; and also a university library’s collections shall contain all of the varied forms of recorded information (Coyle, 2005). This means that for effective content management, academic 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 cause for concern to the librarian.

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 vision of the 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.

Since the library is the heart of an institution, this means that much needs to be done by the library to make it a functional heart. 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 part. 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 (NAB) 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. On collections, 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.

As indicated by Danquah (2007), 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. 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).

Effective collection management activities cannot take place without adequate funding. The present economic stress of most countries especially developing ones has affected libraries. Chaputula (2013) also asserted that lack of funds has affected most institutions to the extent that their libraries are not adequately stocked. As asserted by Asante (2014), 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, objectives and the main function of the institution in question.

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.

*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.

From Fig. 1, 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.

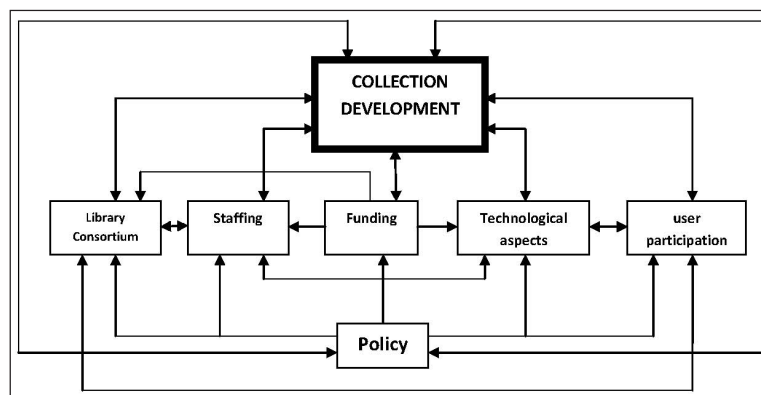


Fig. 1: Theory of the Relationship between Collection Development and Factors Affecting Collection Development by Clow, Hucklebridge, Staider, Evans and Thom (1999)

*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 prerequisites 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 looked 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.

### VI. METHODOLOGY

A survey was conducted to ensure that a wider number of library users were involved. The fish ball method was used to select 10% of the lecturers and regular final year students of the University of Cape Coast (UCC) and the University of Education (UEW). As a result, sixty- seven (67) lecturers were selected from University of Cape Coast (UCC) and fifty lecturers from University of Education, Winneba (UEW) campus. Three hundred and sixty one (361) and one hundred and forty (140) students were selected from the University of Cape Coast and University of Education, Winneba respectively.

The data collection instruments included structured questionnaire; the questions of the questionnaire were made up of about ninety percent (90%) closed- ended and ten percent (10%) open- ended. 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) version 22 software. Simple tables and graphs were used to

represent the data. Due to the usage of 10% of the targeted population, the researcher decided to use only percentages to ensure uniformity in the representation of the results.

### VII. ANALYSIS OF DATA

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

### VIII. MATERIALS FREQUENTLY USED IN THE LIBRARY

Respondents were supposed to state the actual materials they use in the library; in figure 2, it shows that at UCC, 69.3% respondents used textbooks, whilst, 63.0% of 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%.

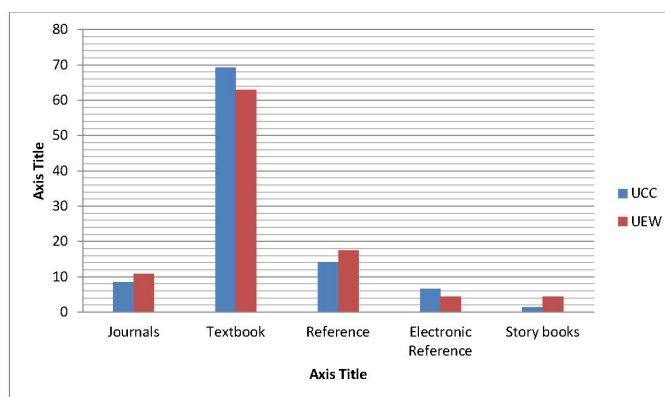


Fig 2: Materials used in the library

Source: field data 2016

### IX. USERS ABILITY TO LOCATE LIBRARY MATERIALS

Table 1 shows that 84.0% of UCC respondents had the ability to locate library materials. 75.0% of UEW respondents also answered in affirmative. However, those who indicated “No” were 16.0% at UCC, and 25.0% at UEW. This means that a greater number of respondents could locate library materials on their own.

TABLE 1: 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 2016

#### X. REASONS FOR INABILITY TO LOCATE MATERIALS IN THE LIBRARY

In Table 2 respondents who claimed that they could not locate library materials independently were asked to point out why; the response to the 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 of UEW revealed that the books were not properly shelved. Those who indicated that the books were not new books were 11.8% at UCC; whilst at UEW they were 13.0%. Surprisingly, 8.8% and 21.7% respondents of UCC and UEW respectively stated that they did not know how to search for information.

TABLE 2: 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%
Misshelving	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 2016

#### XI. LIBRARY CLIENTS' INVOLVEMENT IN THE SELECTION PROCESS

Respondents were asked if they knew that they were supposed to be part of the selection process of the library materials. Table 3 showed that, 52.8% of UCC respondents knew that

they were supposed to be 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.

TABLE 3: 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 2016

#### XII. 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 shows that, in both universities the majority of the respondents never sent their selection input to their library.

TABLE 4: 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 2016

XIII. ASSESSMENT OF LIBRARY RESOURCES

Respondents were asked to point out the percentage of the library materials they deemed to be relevant to their studies. In figure 3, 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 relevance.

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 stocks of each of the libraries were relevant.

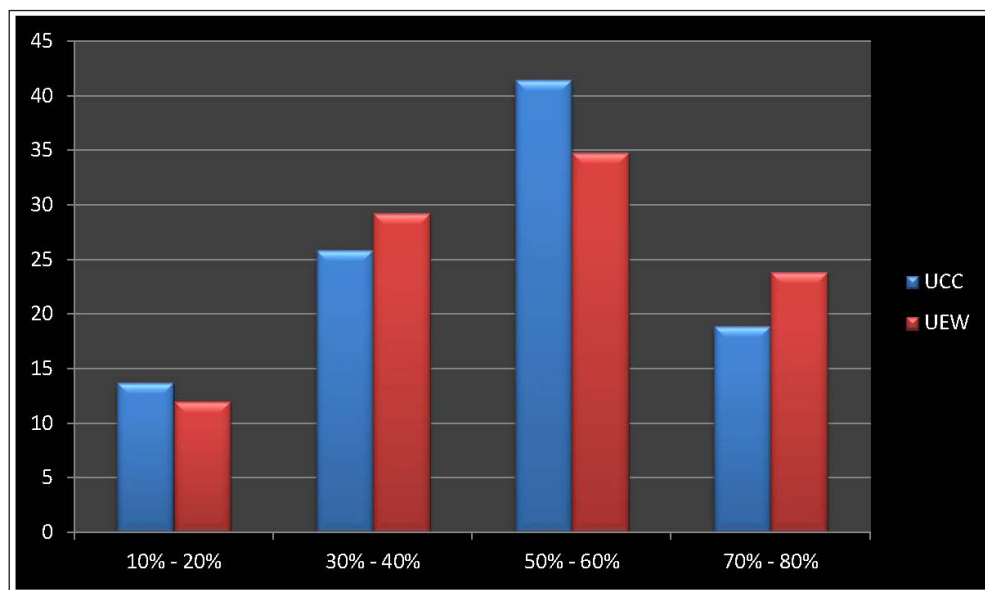


Fig 3: Relevance of Print Materials

Source: field data 2016

XIV. ADEQUACY OF PRINT 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

5. Those who answered negative were 59.0% at UCC and at UEW 68.5%, as against the positive response of 41.0% at UCC, and 31.5% at UEW libraries.

TABLE 5: HOW ADEQUATE LIBRARY MATERIALS ARE?

UCC = 424 UEW= 184	University of Cape Coast Main Library	University of Education, Winneba, Osagyefo Library	
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 2016

## XV. 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. According to Kwafoa, Imoro & Afful-Arthur (2014), 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 were adequate or not.

Table 6 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.

TABLE 6: ADEQUACY OF ELECTRONIC RESOURCES

<b>UCC = 424 UEW= 184</b>	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 2016

## XVI. 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 7, the majority of respondents (76.0%) respondents answered in the affirmative.

TABLE 7: USE OF ELECTRONIC RESOURCES

<b>UCC = 424 UEW= 184</b>	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 2016

## XVII. CHALLENGES FACED BY USERS OF THE LIBRARY

A cross tabulation of the use of the library against the challenges are indicated in Table 8. The study revealed that 20.3% of user respondents of UCC and 13.1% of UEW respondents visited the Main Library occasionally because they found it difficult to approach the library staff for assistance. 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 16.3% of UEW 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, 12.4% of UCC user respondents assigned the same reason for not using the 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 16.0% and 15.3% of respondents of UCC and UEW respectively. Some of the occasional user respondents, (5.7% of UCC and 7.3%

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 (4.8% of UCC; and 3.7% of UEW) did so because they were not comfortable with the infrastructure of the library. About four percent of UCC and 4.2% of UEW respondents also claimed that they used the library once a week because they found it difficult to trace library materials. In the same vain, 3.8% of UCC and 4.7% of UEW respondents also had difficulty of approaching library staff hence their reason for using the library once a week. On the other hand, 3.0% and 3.5% of UCC and UEW respondents respectively visited the library once a week because they are not conversant with the classification numbers of their libraries.

At UCC and UEW libraries, 2.6% and 3.8%. of the respondents who used the library twice a week indicated that their challenge was the difficulty in approaching library staff for assistance. 2.1% of UCC and 3.9% of UEW indicated that they were not conversant with the classification numbers, while 2.4% of

UCC and 2.1% of UEW respondents were of the view that the infrastructures of the libraries were bad.

With those who used the library thrice in a week, 3.3% of UCC and 3.5 % of UEW claimed that the staff were not approachable, 2.4% of UCC and 2.1% of UEW stated that they had problem retrieving library materials. 2.4% of UCC and 2.8% of UEW

respondents were not versed with classification numbers. 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. On the whole, the main challenges of users in both libraries were difficulty of approaching library staff and infrastructure.

TABLE 8: 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 Numbers		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 times 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 2016

XVIII. DISCUSSION OF FINDINGS

A. Selection

Selection is effective when the information needs of the users of the library are taken into consideration. This implies that library users cannot be excluded if the library aims at effective utilisation of the library’s resources. The study indicated that in both libraries, users of the libraries knew that they could be part of the selection process, but they failed to do so.

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 refused to be part.

B. Adequacy of Print and Non Print Resources

User respondents were asked if the print and non print resources were adequate, and the finding revealed that both resources were inadequate in the two libraries. This problem had also been compounded by slowness of the internet. 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.

XIX. ACCESS TO LIBRARY MATERIALS AND CHALLENGES

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. 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 (UG), UCC and UEW

The study however, established that UCC had a section for the visually impaired. On the contrary, UEW does not have a section for the visually impaired. The situation at the UEW was against the UNESCO Public Library Manifesto which postulates that “the right to information is a primary and fundamental right even for the disabled”

To assess “How well the materials were shelved” in relation with “How satisfied other services provided” were, the rating 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. Some too claimed that they do not know how to access the library materials.

The main challenges of users of the library were: users of the libraries not conversant with the classification system of the libraries; the nature of the library building and difficulty of approaching library staff. These finding was similar to a study conducted by Mohindra and Kumar (2015) at AC Joshi Library, Panjab University; where users of the library prove not to be skillful in tracing information sources, but attributed their inabilities to get the needed information to the inefficiency of the library staff.

## XX. HOW DOES THE THEORETICAL FRAMEWORK RELATE TO THE FINDINGS?

The model stresses on the need for library consortium, proper staffing, adequate funding, technological aspects and user participation backed by sound policies to ensure that relevant library resources are at the disposal of users of the library. The findings revealed that some of the requirements of the models were inadequate hence the inability of the two libraries to meet in totality the information needs of library users.

## XXI. CONCLUSION

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. Much had been done by both libraries to make information resources available, but the finding point out that users are not totally satisfied with the materials available and that it is high time resources were put at the disposal of academic libraries to make them functional.

The researcher therefore recommended that;

1. Users of the library should be made to know the reason why they should be part of the selection process.
2. University management should provide enough funds for the running of the library.
3. Library staff should ensure that library materials are relevant to the curriculum of the university.
4. The teaching of Information Literacy Skills should be extended to two years instead of four months so the users of the library will be equipped with the skills for searching for information.

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