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The development of academic library collections in Malawi: A case study of Chancellor College Library

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DECLARATION

I hereby declare that this dissertation, which is submitted to the University of Botswana as partial fulfilment of the academic requirements for the award of the Master of Library and Information Studies, is an original work done by me. I also declare that the work has neither been submitted nor copied elsewhere and that various materials used in the study have been duly acknowledged.

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DEDICATION

I dedicate this dissertation to my loving wife, Bertha, for all the encouragement and support she gave me throughout the time I spent working on this project. I would also like to dedicate this work to my son, Brian, for bearing my long absence from home.

Lastly, I would like to thank my mother for raising me up singlehandedly when my father abdicated his responsibilities.

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LIST OF ABBREVIATIONS

ALA   American Library Association

ALC   African Lakes Corporation

ARL   Association of Research Libraries

BAI   Book Aid International

CD ROM   Compact Disc Read Only Memory

CTS   clerical technical and support

DVD   Digital Versatile Disk

ICT   Information and Communication Technologies

LAN   Local Area Networks

MALICO   Malawi Library Consortium

MLIS   Master of Library and Information Science

OPAC   Online Public Access Catalogue

OSISA   Open Society Initiative for Southern Africa

RBM   Reserve Bank of Malawi

SPSS   Statistical Package for the Social Sciences

TPM   Technological Protection Measures

UAEU   United Arab Emirates University

UNESCO   United Nations Scientific and Cultural Organisation

UNIMA   University of Malawi

USA   United States of America

UK   United Kingdom

VSAT   Very Small Aperture Terminal

DEFINITION OF TERMS

➢ **Collection development**: is a term that covers several activities related to the development of library collections including selection, determination and coordination of selection policy, assessment of the needs of the users and potential users, collection analysis, budget management, identification of collection needs, community and user outreach and liaison, and planning for resource sharing.

➢ **Collection management**: covers collection development activities including issues to do with weeding, serials cancellation, storage and preservation.

➢ **Service community**: a group of people that a library serves.

➢ **Selection** is a process of determining which materials to add to the collection

➢ **Weeding** which is also referred to as withdrawal is the process of removing materials from active collection.

➢ **Collection development policy** is a written document that describes the collection on-site and remote access as it is now and as it will be developed while defining rules for its development.

➢ **Universe**; refers to all potential subjects who possess the attributes in which the researcher is interested in (Strydom & Venter, 2002)

ABSTRACT

The purpose of the research was to study the challenges that Chancellor College Library was facing in developing and maintaining its collection. The study addressed the following research questions: Does Chancellor College Library have a collection development programme, and if so, how effective is it? How adequate is the funding for collection development activities? How suitable are the collections to the needs of users? What are the other factors that may be militating against collection development activities? What are the possible solutions to the identified problems?

The research was a case study whose study population included library staff, students and academic staff. The total research sample was 492, which was 16 percent of the population size. Data for the study was collected through questionnaires, interviews and document analysis. Quantitative data collected was analysed by use of the SPSS whilst qualitative data was analysed thematically. The response rate was 82%.

The key findings of the study were that Chancellor College Library did not have a collection development policy, and this had affected a number of collection development activities such as materials selection and acquisition, weeding and preservation. The study also revealed that the library was not adequately funded, the collection was largely not suitable to the needs of the users and the sitting capacity was low. Limited security was another problem that was identified. Inappropriate selection methods, guides and tools were also used. In the light of the problems identified, the researcher recommended that a collection development policy be adopted for use. This would facilitate the development of a good collection. It was again recommended that more money be sourced through increased budgetary allocations from government and other donors. Automation and air conditioning of the library were also recommended. Finally, the researcher recommended that a similar study covering more academic libraries in Malawi be undertaken to uncover problems that the other libraries are facing.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The quality of any library is a direct result of how collection development decisions about selection, deselection and conservation are made and implemented. These activities are a sub-set of a larger category of activities that are grouped together under the term collection development. Johnson (2004) defines collection development as the thoughtful process of developing library collections in response to institutional priorities. Collection development covers several activities such as selection, determination and coordination of selection policy, assessment of the needs of users and potential users, collection use studies, collection analysis, budget management, identification of collection needs, community and user outreach and liaison, and planning of resource sharing. The emerging new trends over the years have shown that this definition is lacking in the sense that it does not cover other collection-related activities such as conservation and weeding. Library and information scientists have therefore endeavoured to coin an all-inclusive term that reflects the situation on the ground, something that led to the emergence of collection management in the 1980s. Collection management subsumes "collection development activities and an expanded suit of decisions about weeding, serials cancellation, storage and preservation" (Johnson, 2004, p.1). Vignau and Meneses (2005) however disagree with these assertions. They propose a definition that tends to show things working in the reverse order as they hold the view that collection management is in fact a sub-set of collection development. They define collection development as a process that comprises the management of collections, being understood as the general activities that include the planning of the collection, development, organisation, availability, access, evaluation, preservation, conservation and restoration of the collection. Much as there have been differences in terms of opinion regarding the definition of the two terminologies, one thing that keeps coming up is that the activities that are involved in both are more or less the same. Therefore, in this research proposal the two terminologies will be used synonymously.

Collection development activities that are planned and implemented should reflect the needs of the user community. Stueart and Moran (1993) remarked that the world in which we live is a buyer's market. What this entails is that anything that is done without due regard to the service community is bound to fail as consumers of the products and services would not appreciate it. Collection development managers should therefore seriously consider this aspect bearing in mind that they are the ones who procure products and services for the library, manage them and make them available to their customers. It is for this reason that Arango (1994 cited by Vignau and Meneses, 2005, p.36) has advised that collection development activities taking place in any library should "be geared principally to the needs of the community". He further advises that the exercise be carried out with knowledge of, and the participation in, cooperative programmes at local, regional and national levels. He also warns those responsible for collection development against focussing on the needs of specific users other than responding to the total needs of the service community. However, this does not mean that the needs of the minority groups should be marginalised in collection development. Their needs should be addressed as well but in doing that caution should be exercised not to derail the main agenda of the institution.

1.2 Background to Chancellor College Library

Chancellor College library is part of Chancellor College which is the largest constituent college of the University of Malawi (UNIMA). It was opened on 6th October, 1965, charged with the responsibility of supporting the teaching and research activities of the newly established University at the old Chichiri Campus in Blantyre. In 1973 it moved to Chirunga Campus in Zomba in the southern part of the country (Chiweza, et al., 2007). The other constituent colleges of the University of Malawi are Bunda College of Agriculture and Kamuzu College of Nursing situated in the capital Lilongwe, and the Polytechnic and the College of Medicine in the commercial city of Blantyre in the south.

Chancellor College Library's service community comprises 2,811 undergraduate students and 159 post-graduate students. Other service groups include 250 academic members of staff, 400 clerical technical and support (CTS) staff and 300 external users. The undergraduate students are partially residential (45%) whereas the majority of post-graduate students are non-residential (Commonwealth Education Online, 2008). The college has five faculties: Humanities, Science, Law, Social Science, and Education that offer various degrees at both undergraduate and graduate levels.

The library has made great strides over the years growing in both collections and infrastructure. The growth has seen it moving from a 9, 000 square feet building in 1969 with a seating capacity of only 150 students at the old Chichiri Campus in Blantyre (Plumbe, 1970) to the present three-story building with 770 reader places at the present Chirunga Campus in Zomba (Chiweza, 1999). The collection has also grown tremendously. In 1969, the book stock at the old Chichiri Campus comprised only 42, 121 volumes (Plumbe, 1970) but had by 2008 shot up to 280, 000 (E-mail correspondence with Chancellor College Library staff). Other collections held by the library include 1, 027 microfilms, 7, 754 slides, 2, 269 microfiche, 170 tapes (cassettes, reel to reel and video), a few gramophone records, and 50 CD ROM's. The library currently subscribes to 39 e-journals through the Malawi Library Consortium (MALICO), 54 print journals from its own resources, and receives 15-20 journals on exchange (E-mail correspondence with Chancellor College Library staff).

Collection development activities with respect to books at Chancellor College Library have been heavily dependent on gifts. This is the perpetuation of the collection development practices of the ancient libraries and the past American academic libraries (Johnson, 2004) and indeed the culture that was cultivated when the library was still in its infancy. In fact apart from a few books that were purchased, the main book stock of Chancellor College was built from gifts of volumes transferred from Dedza and Livingstonia Secondary Schools (Plumbe, 1970). The same also applies to the Malawiana Collection. According to Msiska (1976) the Malawi Collection

(Malawiana) which used to be part of the larger Africana Collection of the University of Malawi collection at Chancellor College originated partly from the funds donated by William Ewing who was at one time Director of African Lakes Corporation (ALC) in the colonial days. Presently, donations still remain one of the main collection development strategies of the college. For instance, a number of electronic journals currently in use in the library have been heavily subsidized through donor funding. Other projects such as automation are also done with donor funding (Mariri, 2005). Some of the main benefactors of the library are Book Aid International and the Reserve Bank of Malawi. Another collection development strategy as stipulated by Mariri (2005) is the receipt of generous donations from various government ministries, corporate bodies and individuals. But how serious is the problem, and what factors have led to this state of affairs. These are some of the questions whose answers this research will try to provide.

Despite the tremendous progress made in collection development, the available resources do not seem to satisfy the needs of the library clientele. According to Mariri (2005) library books at Chancellor College Library, especially those from curriculum reading lists, are in such demand that they are put in a special section called "reserve". These books can be borrowed for a few hours only, and are usually kept behind lock and key, with library staff registering all use of them. The fear is that these books would vanish if that was not done. This scramble for books seems to suggest that the collection is inadequate.

Chancellor College Library seems to take keen interest in cooperative collection development activities. One thing worth noting is that the collection of the University of Malawi Libraries has been integrated into one big collection with a union catalogue although it is geographically scattered across five colleges. The availability of the union catalogue facilitates resource sharing activities in terms of inter-library loans of books and other print materials because library users are aware of where to get materials not available in their own collection. Plumbe (1970) stated that constituent colleges of the University of Malawi cooperate in the areas of acquisition of books, classification and cataloguing, and book binding. Some of these tasks have since been

devolved back to the various colleges although cataloguing and classification are still coordinated by the central library unit possibly because it is interested in maintaining high quality entries into the union catalogue. However, book binding and conservation have remained centralised ever since. The colleges have benefited greatly from reduced operational costs as they make use of common facilities.

Chancellor College Library is also involved in inter-library loan activities with other libraries outside the University of Malawi. Locally, such schemes are known to exist with organisations like the National Library Service and Natural Resources College whilst international cooperating partners include the Universities of Zambia, Zimbabwe and Dar es Salaam. This shows that Chancellor College Library is very much in line with the current developments in the field of the library and information science circles where resource sharing such as inter-library loans is being promoted. According to Burgett, et al. (2004), some of the reasons that have made libraries embark on resource sharing are the flat budgets, materials' cost inflation and prospective space shortages for the storage of library materials. Resource sharing has grown in popularity because it enables libraries to deploy valuable financial resources in a few key areas knowing quite well that their clients would still be able to access old resources through their cooperating partners. However, Mvula (1985) had noted that the inter-library loans facility at Chancellor College Library was faced with a number of challenges. Chief among them was the absence of formal agreements and transportation problems. Borrowed materials were by then mainly sent through post which meant that materials took a minimum of ten days to reach their destination. So, apart from causing frustrations to the borrower, materials also run the risk of getting lost in transit.

Chancellor College library, and indeed the whole of the University of Malawi Libraries, has been experiencing problems in recruiting well-trained staff right from the early days. Plumbe (1970) stated that there was no chief cataloguer from 1965 up to July 1967. Staff recruitment has been made even more difficult because of the shortage of library professionals in the country. According to Uta (2005) up to 2005 the number of qualified graduate librarians in the country

did not exceed ten, and from the present writer's experience, the situation has not changed much ever-since. This obviously is a serious problem since staffing has a big impact on collection development activities such as policy formulation, materials selection, weeding and conservation etc. that can only be undertaken by well-trained staff.

Information Communication Technologies (ICTs) play a big role in collection development activities in libraries such as acquisition, processing and use. According to Chiweza (1999) ICTs at Chancellor College Library are used in circulation of library materials and accessing information on CD ROMs. They also make it possible for it to acquire photocopies of journal articles from the British Library Lending Division (Chiweza, 2000). More recently, library patrons have been using ICTs for accessing online databases and journals. However, it is not known if the available facilities are enough and if they adequately cater for the users' information needs.

Chancellor College is one of the constituent colleges of the University of Malawi which is a government sub-vented organisation. Malawi is amongst the seven least privileged countries in the world (Chiweza, et al., 2007). Due to its poor economic state of affairs, funding to Chancellor College and other government institutions has also been affected over the years. Much as there has been a general outcry regarding the levels of funding to the institution, and the library in particular, the true picture is not known. This research therefore aims at finding out the actual levels of funding to the library to determine whether they are adequate or not.

1.3 Problem statement

The literature that has been reviewed points to the fact that Chancellor College Library is facing challenges in almost all aspects of collection development. Firstly, the existing collection seems incapable of meeting the needs of the users. As Mariri (2005) has pointed out, users usually

scramble for a few titles especially those from the curriculum reading lists which are kept at the reserve section. These copies are often duplicated to cope with the demand. Duplication of copies makes libraries fill up quickly with a few titles, meaning that collection depth cannot be achieved (Oladokun & Fidzani, 2002). Heavy use of materials, on the other hand, exposes the materials to the risk of getting damaged within a short period of time. This is something that increases maintenance costs and the workload of the personnel working in the bindery.

Various authors, including Plumbe (1970) and more recently Uta (2005), have highlighted the problem of staffing that not only Chancellor College Library currently faces but the whole library sector in Malawi. Currently, Chancellor College Library has 53 members of staff: four senior and 49 junior staff members (University of Malawi Calendar, 2007-2009). It is however not known if the current staff strength is adequate to cater for the needs of the users. Furthermore, there are also concerns that the available staff may not be well-qualified for the job. Stuert and Moran (2007) and the American Library Association (ALA) Library Education and Personnel Utilization Policy Guidelines (1976 cited by Evans et al 1999, p.16) have indicated that to be considered a professional librarian, one needs to attain a Master of Library and Information Science (MLIS) degree. A second master's degree in a second subject field or a doctorate coupled with relevant work experience may sometimes be desirable, especially for higher posts. A study conducted by Gerolimos and Konsta (2008) covering the United Kingdom (UK), Canada, Australia and the USA found out that a degree in Library and Information Science were preferred by many employers. Although the level of the required degree was not specified in this case, a higher degree is for sure a necessity for one to effectively deliver at a higher management position. Qualifications for support staff (para-professional and clerical staff) vary greatly. Stuert and Moran (2007) have stated that in the United States some may have only high school diploma, but many have bachelor's degrees and some have graduate degrees of various kinds. According to Evans et al (1999), post-secondary school training in relevant skills is the least acceptable qualification for library technical assistants which happens to be the lowest position in the paraprofessional library staff cadre. Nevertheless, Uta (2005) had indicated that there were not more than ten graduate librarians in the country. Now considering the fact that the

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number of libraries in the country is large, (Uta, 1990 had indicated then that the number of libraries in various categories was 168 but according to the author's personal interaction with the library profession the number today is much higher), one tends to suspect that many of the graduate librarians occupy the most senior positions in most of the libraries leaving out the lower positions to less qualified personnel which may also be the case with Chancellor College Library.

Chancellor College Library has also been experiencing the problem of reduced funding due to inadequate government subventions to the College (Chiweza, 2000; Mariri, 2005). Inadequate funding could also make the library to rely heavily on gifts to grow its collection. Heavy reliance on gifts is a flawed collection development initiative because gifts cannot fully meet users' information needs as they may not reflect the real needs of the library.

Law (1986) indicated in his report that an acquisitions policy document had been drafted for use in University of Malawi Libraries. A collection development policy is very important because it ensures the systematic development of a library collection by serving as a resource in planning, allocation, information, administration and training (Johnson, 2004). However, information sourced through e-mail correspondence with library staff had revealed that the document was still not in use at Chancellor College Library putting in question the collection development practices at the institution.

Issues highlighted above show that Chancellor College Library is facing a lot of challenges in all aspects of collection development. Under the prevailing conditions, it is hard to adequately meet user expectations and needs. But how seriously have these problems affected the provision of library and information services at Chancellor College Library? This is the question that this research hopes to address.

1.4 Objectives of the study

The main objective of this project is to study the challenges that Chancellor College Library faces in developing and maintaining its collection, and to make recommendations for improvement.

The specific objectives of the study are to:

1. Find out the availability and effectiveness of a collection development programme at Chancellor College Library.

2. Establish the adequacy of funding for collection development activities.

3. Determine the suitability of collections to the needs of the users.

4. Identify other factors which may be militating against collection development activities.

5. To make recommendations based on the findings on how the problems identified can be solved.

1.5 Research Questions

The research seeks to answer the following questions:

1. Does Chancellor College Library have a collection development programme, and if so, how effective is it?

2. How adequate is the funding for collection development activities?

3. How suitable are the collections to the needs of users?

4. What are other factors that may be militating against collection development activities?

5. What are the possible solutions to the identified problems?

1.6 Justification for the study

This study aims to give an insight into the challenges that Chancellor College Library faces in its collection development endeavours. Large scale studies of similar nature have not been carried out despite the fact that the library has been in existence for the past 42 years. The only notable research undertaking related to this one is the one that was done by Ifidon, twenty-one years ago. The research which focussed on collection development in some African University libraries focussed on the entire University of Malawi Libraries and hence failed to unearth some of the issues that were unique to Chancellor College Library. Furthermore, despite its limitations, the findings of this research are now outdated and may no longer give a true picture of the situation on the ground. This study is therefore significant in that it will generate a body of literature that would fill the major knowledge gap that currently exists.

It is also anticipated that the study will further stimulate interest into the area of collection development which seems to be largely ignored by many researchers in the field of library and information science in Malawi. Finally, and most importantly, the research hopes to make recommendations that would help address some of the problems identified and hence lead to advancement of better collection development practices.

1.7 Scope and limitations of the study

Malawi has two state funded universities: Mzuzu University which is relatively new, and the University of Malawi which is the oldest, comprising five constituent colleges. In addition, there are also a host of other privately-owned universities. All these institutions have their own libraries which constitute the academic library environment in Malawi. However, due to

limitation of time and resources it has not been possible to study all of them. This study, therefore, only focuses on Chancellor College Library although the research findings may mirror some of the common problems faced in the sector.

Furthermore, this research focuses on collection development practices in general. Collection development is a very broad area of study covering such areas as policy formulation, selection, acquisitions, maintenance, weeding, etc. It is therefore not possible to deal with each and every element in detail meaning that some other important concepts particularly materials acquisitions and maintenance may not be dealt with in detail.

Another limiting factor is that external users have been excluded from the study because it would be hard to get them and involve them in the research since most of them are scattered countrywide. It is hoped, however, that these limitations will not detract from the quality and usefulness of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review is a very important exercise in any research exercise. This is so because apart from supporting or refuting the new research arguments and findings (Adekanmbi, 2007), it also enables the researcher acquire an understanding of the topic, of what has already been done on it, how it has been researched, and what the key issues are (Hart, 1998). Literature review would therefore inform the researcher of which areas have been widely researched and the gaps that currently exist which she or he may attempt to fill through his or her own research.

This chapter discusses some of the key issues in collection development. Some of the issues that have been reviewed include historical perspectives to collection development, collection development strategies, collection development policies, format of library collections, funding for collection development and collaborative collection development. Funding and staffing in relation to collection development, collection assessment, weeding and preservation have also been reviewed.

2.2 Historical perspectives to collection development

Collection development is not a new thing in the field of library and information science. It is just as old as libraries themselves and has evolved with the passage of time. For instance, in the ancient libraries of Nineveh, Pergamum and Alexandria collection development plans were non-existent owing mainly to the lack of knowledge in the organisation of libraries (Adekanmbi, 2007). Nevertheless, collection development activities of the time do reflect the policy of

comprehensiveness whereby the goal was to collect every valuable material librarians could lay their hands on. This is a policy that has continued over the years (Johnson, 2004). The driving force behind this policy was the fact that written records were very scarce and considered valuable items something that compelled librarians to collect and preserve everything. Such practices are also prevalent today in some libraries mainly in the developing world under which Malawi falls. Limited collection budgets do hinder the growth of collections. Library authorities hence collect virtually all book materials they can get through whatever means just to fill up their empty library shelves. Sometimes valuable items may be acquired by chance, but in most cases such a practice may only turn a library into a dumping ground of materials not wanted elsewhere and prove to be a burden to the library in terms of storage space and maintenance costs.

Collection development in many academic institutions has been a very slow and frustrating exercise mainly because of the absence of financial resources. Johnson (2004) has stated that academic libraries in the past seldom had continuing budgetary allocations. Selection decisions were also poorly coordinated. Considering the fact that selection policies were nonexistent at the time, one would be compelled to think that the quality of the book collection might not have been good enough. The absence of continuing budgetary allocations made libraries to rely heavily on donations of ready-bought books, and cash donations that were expended on book purchases (Johnson, 2004). Even these were hard to come by and it is not surprising to note that only a tenth of the holdings of colonial American libraries were added through direct purchase. The end result was that the collection grew at a very slow pace. Chancellor College Library has gone through a situation similar to this. Although it has been getting budgetary allocations for materials acquisitions, these have not been enough to cater for all its needs. It has therefore been forced to rely on gifts of ready-bought books and print journals, and sometimes cash donations to grow its collections right from the early days (Plumbe, 1970; Msiska, 1976; Mariri, 2005). Presently, the main benefactors are Book Aid International (BAI), Reserve Bank of Malawi (RBM), individuals and various other organisations. Much as this has helped to fill up the gap, it is not a healthy situation as sometimes gifts, ready-bought books and print journals in particular,

may not adequately address a library's information needs. Sometimes cash donations have their own tough conditions which make it hard for libraries to expend them on their priority areas.

2.3 Collection development policies

A collection development policy describes the collection (on site and remote access) as it is now and as it will be developed while defining the rules directing that development (Johnson, 2004). The policy document serves as both a planning and operating tool which, if carefully formulated and used, would result in a quality and balanced collection.

Historically, ancient libraries did not have collection policies in place, something Adekanmbi (2007) has attributed to the lack of knowledge and skills in the organisation of libraries at the time. The tendency then was to collect everything valuable that could be found. Nevertheless, others have described the practice as reflecting a policy of comprehensiveness; a practice that has been followed in libraries over the ages. Lack of continuing budgetary allocations to cater for book purchases, coupled with limited number of print resources over the years, did not pose major book selection challenges hence librarians did not see the need for the policy. Selection of books in academic libraries, with the exception of German university libraries, was the responsibility of the lecturers. For instance, Johnson (2004) reports that in 1930, faculty members in the United States of America were selecting as much as 80 percent of the total university library acquisitions and librarians were selecting only 20 percent. This shows that academics had assumed much of the librarian's responsibilities in as far as selection is concerned.

Although the practice has since changed in the west owing largely to the emergence of collection development policies that have put the activity in the hands of librarians, the practice still persists in some African University libraries. A study conducted by Okoye (1983) showed that lecturers still handled much of the selection of textbooks at the University of Nigeria. Nevertheless, this was done in consultation with subject specialists. Okoye further states that selection of reference

materials and non-book materials, on the other hand, was the sole responsibility of library staff. Not much, however, is known about book selection practices at Chancellor College Library, something this research intends to find out.

The movement towards the formulation of collection development policies began around the 1970s. A number of reasons have been brought forward to explain the phenomenon. However, the most prominent one seems to be the burgeoning number of publications in relation to shrinking budgets (Johnson, 2004). The situation meant that the policy of comprehensive collections that had been pursued for a long time had become unattainable hence libraries were forced to define their priorities with the aim of channelling the available little resources to those priority areas. Even if financial resources were available it was still impossible to collect everything as this would pose challenges regarding space, preservation and maintenance.

The key to having an effective policy is to ensure that it addresses the needs of the service community. These needs could be determined by conducting user studies. Unfortunately, Vignau and Meneses (2005) found out in their study that very few libraries carry out user studies making it difficult to determine the actual needs of the service community. This is the very information that is needed in framing collection development policies. At times efforts by librarians to reach out to the service community is not well received. A typical example in this case is that reported by Okoye (1983) of the University of Nigeria library where recommendation slips and publishers' catalogues sent to academic staff were never returned to the library for processing. The implication was that at the beginning of the academic year some departments did not have all the necessary materials they were supposed to have. That was the case because, as Okoye puts it, it used to take twelve weeks for an order to arrive, all things being equal. Whilst bemoaning the tendency of some lecturers who made recommendations of books to be bought at short notice, he commended those who aided collection development by helping evaluate stock and selection of books to go into the collection.

A collection development policy is a very important document because it provides direction to a library. It is therefore important that each and every library has a policy that is documented and made use of. This is however not the case with Chancellor College Library. Law (1986) noted that a collection development policy had been drafted for college libraries of the University of Malawi following the recommendations of the Loveday report of 1979 which had noted that it was not in place. However, library personnel handling materials selection at Chancellor College do not know about the existence of such a policy (E-mail correspondence with library staff). This entails that the policy was never made use of, if at all it was adopted. This study would therefore find out why the policy is not used and problems that are being experienced due to the absence of an operational collection development policy. Nevertheless, studies done elsewhere show that many libraries operate without collection development policies. A study conducted by Vignau and Meneses (2005) shows that only three university libraries out of the sixteen studied in Cuba had written collection development policies. The problem also exists in African university libraries. According to Ifidon (1990) most African university libraries do not have written selection and acquisition policies mainly because librarians think that the primary objectives of the libraries are quite clear and that they could be guided by such objectives. This could be termed the perpetuation of the ancient library practices where collection policies did not exist. However, unlike the olden times, present day libraries without policies are likely to face a lot of challenges in growing and managing their collections in the absence of collection development policies because the social-economic landscape has changed.

2.4 Theories and approaches to selection

Selection is the "process of deciding what materials are to be added to the collection" (Orden, 1995 cited in Linning, 1998, p.61). Selection as applied to collection development is a relatively new phenomenon having come into existence at around the 1960s and 1970s. As it has been noted by Ameen (2006), American and European libraries were getting excessive funds to spend on material resources hence they did not see the need to engage in selection. There were also fewer publications at the time hence the process of acquiring materials was easier. However, at

around the 1960s there was a change of fortunes. Library budgets either declined or became static at a time when there were many publications. Selection hence became necessary and became part and parcel of collection development policies that were being adopted at the time. The aim was to satisfy users' information needs by providing the best quality materials and ever since in each theory of selection the focus remains on users: their needs or wants or what is best for them. This section discusses some of the theories and approaches to selection and how they can best be affected.

2.4.1 Curriculum theory of selection

The curriculum theory of selection seeks to explain the nature of a curriculum and the role it plays in modern education and society as an instrument of improvement and change. The theory stipulates that collection endeavours as pursued by libraries should primarily be focussed on meeting curriculum demands: teaching and learning activities. According to Lukenbill (2002, pp.42-43), selection criteria influenced by the curriculum theory include:

- Do materials show any bias towards any single point of view?

- Are support and supplementary materials such as teacher's guides provided?

- Are materials organised for easy access?

- Are the content and supplementary materials accurate, up to date, honest, complete, etc?

The curriculum theory could be credited for having its focus on curriculum content as it ensures that enough materials to facilitate teaching, learning and research more especially in academic institution are provided. For instance, materials selection modelled after the curriculum theory at Chancellor College Library would focus on materials that would cater for undergraduate and postgraduate programmes as well as research interests of staff in the College's five faculties of Sciences, Social Sciences, Education, Law and Humanities. Scarce financial resources would hence be well expended. However, people's information needs are much broader than this. As Marcella and Baxter (1999) have noted, apart from education, people's information needs, among others, include leisure and recreation, health care, welfare benefits, employment

opportunities and housing. These needs can only be well catered for if the selection criterion is broader than the curriculum theory specifies.

2.4.2 Community psychology theories

Psychology is the science that deals with mental processes and behavioural characteristics of an individual, group or activity (Lukenbill, 2002). Community psychology theory states that how community workers interpret the role of their organisation influences how that organisation can and will influence the behaviour of the community it serves. Community psychology is involved in analysing and studying the community and helping to bring about change in the community through relevant programmes and services. Programmes, services and resources made available are not based solely on the judgement of a professional staff, but grow out of what the community needs and how it has expressed those needs.

Community psychology's influence on the selection of library resources has been its insistence that the selection and acquisition of resources be justified by community needs and the involvement of the community in determining those needs. In case of Chancellor College Library, this includes students, faculty staff, and possibly clerical technical and support staff and external users. Community involvement could be viewed as the strength of this theory as the library collection would reflect the needs of the users. The only weakness of the theory is that it is difficult to consult all member of the community to get the input.

2.4.3 Literary and aesthetic theory

The literary and aesthetic theory insists that only the best literature be made available to learners. The theory places much emphasis on genre as on content. According to Lukenbill (2002, p.32), items selected based on this theory are judged based on the following criteria:

- If it is a non-print item, is it well produced in terms of literary and aesthetic appeal?

- If it is a written work, is it well written and original?

- Are the writing and dialogue (in case of filmed materials) subtle and poetic?

The selection criteria vary a lot depending on the format of material in question. However, as it has already been indicated, the aim is to select the best material for users.

Selections done based on this theory would help Chancellor College Library in that only the best materials would be chosen for acquisition thereby making sure that scarce financial resources are well utelised. However, it should also be noted that libraries in dire financial situation like Chancellor College may find the theory not very useful in selection. For instance, at times quality, which the theory so much emphasises, may be disregarded with the aim of getting more materials at a cheaper price. A typical example in this case would be a situation whereby a library opts to buy more books with paper backs that cost less but not so durable other than purchase less books with hard back that cost more but are more durable.

2.4.4 Moral theory and approach

The moral theory centres on the discernment of, or instruction of, what is good and evil. This approach holds that the sole purpose of literature is to teach what is considered to be good behaviour within a society and culture, and condemn what is evil (Lukenbill, 2002). Selection criteria generally recognise that a moral approach is desirable and that the theme of a work should have well recognised moral underpinnings. The strength of the theory could be said to be that obscene materials in whatever format could not be made available to library users. Only those materials with educational value and moral purity could be accessed and hence lead to preservation of good morals and community cherished values. Nevertheless, the weakness of the theory is that it entails censorship. Moreover, issues concerning moral issues are hard to define

hence the theory might provoke controversies regarding what is right or wrong more especially in a liberal community like Chancellor College.

2.4.5 Other selection considerations

Theories of selection that have been discussed above present some of the pertinent issues in materials selection in the collection development exercise. Nevertheless, there are some other areas that need to be taken on board to effect good selection decisions. One of such consideration is service. This pertains to issues regarding use, staffing and support. Technical support is yet another. This is even more important now because of the proliferation of electronic resources. Issues to consider include the type of equipment that would be required, how it is going to be maintained and orientation of users. Another aspect to bear in mind is the cost and access. These would determine the type of resources to be selected for acquisition. For instance, electronic resources can be accessed by multiple users at a time (Bosch, Promis and Sugnet, 2005), something that is not possible with print. On the other hand, print materials are cheaper than electronic resources (Kiondo, 2004). This means that libraries with thin financial budgets like Chancellor College might not be able to afford them. Decisions regarding which materials to select would hence be based on which one wields the greatest benefits in particular service community.

2.4.6 Selection aids

A variety of selection aids may be used in the selection of materials. According to Gessesse (2000) traditional library materials are identified through reviewing sources, publishers' advertisements/catalogues, approval plans forms. Other important selection aids are newsletters, publishers' announcements, brochures, academic discussion lists, etc.

2.5 Format of library materials

The traditional role of libraries has been to collect, organise, preserve and disseminate information. This perception of libraries developed based largely on the nature of the collections libraries held in the past. Although libraries have been known to hold materials in different formats dating back to ancient times (stone inscriptions, papyrus and clay tablets), up until recently print collections have been the dominant format. The recent change in the composition of library collections has seen the emergence of materials mainly in electronic format.

Electronic information sources have been used to complement print library collections in other libraries whilst in others they have been used as alternative sources of information replacing print sources. The emergence of electronic information sources has made people change their outlook of libraries and this is something that has made them redefine the role of libraries as "to make information accessible to current users in the format they prefer while ensuring that it will be available to future generations" (Robbins, et al., 2002, p.76). The following section discusses different formats of library collections and the challenges facing each one of them.

2.5.1 Print collections

Libraries have long been associated with print collections. For some time now, the size and prestige of libraries has been associated with the number of collections they have. It is therefore not surprising that the oldest and most reputable libraries in today's world such as the Library of Congress are not only known for the vast array of services they offer but also tend to have big print collections covering several millions.

Print information sources cover a wide range of information materials in libraries. These include books, journals, magazines, brochures, reference sources: dictionaries, directories, yearbooks,

etc. and newspapers. Providing access to print resources is fairly easy when compared to electronic sources. Putting books on shelves with appropriate labelling makes them easier to reach and access even to a lay person. And as it has already been indicated, prestigious libraries are known for the large number of collections they hold and the majority of them happen to be in print. Furthermore, the future of libraries is only guaranteed by print collections. This is such the case because print collections do offer archival rights something that is not possible with electronic resources whereby users are only given licences to access resources within a given time frame after which they do not have continuing rights of access to material beyond the term of the licences (Ball, 2006).

Although print library resources have proved to be so useful, they do have their own demerits that make them less attractive to both library patrons and staff. Firstly, as Ball (2006) puts it, there are risks that materials may be vandalised or read to destruction. Cases of vandalism to print resources have become particularly common in libraries where a lot of patrons compete for few available resources, a situation Mariri (2005) has noted at Chancellor College Library. The danger of losing materials is higher in cases where materials are transported by post in interlibrary loan arrangements. Chancellor College Library Collection is also exposed to this danger as it participates in inter-library loan arrangement with various institutions both locally and internally and postage is the commonest form of document delivery. However, the fact that libraries do exercise ownership over the materials puts them in a position to take appropriate measures to control these cases unlike e-resources where everything rests on the provider.

Possibly the biggest challenge facing print resources in relation to electronic resources is that the latter is able to provide round the clock accessibility from anywhere, hence more convenient to use (Woods & Ireland, 2008; Gyeszly, 2001; Bosch, et al., 2005). Another disadvantage of print resources is that they require more staff time in terms of acquisition processes, binding and preservation. Much as these activities are seen as costly and time consuming, libraries should be encouraged to purchase print resources because perpetuity of ownership is guaranteed as

opposed to electronic resources whereby discontinuity of access would leave a library with "nothing to show for their years of paying for access to a given resource" (Robbins et al., 2002, p.78).

The emergence of electronic information sources with its attractive user platform is threatening the existence of print resources. A growing number of research literature tends to show that there is a growing shift from print to electronic resource utilisation: e-journals and internet sources. Kriebel & Lapham (2008) have noted that between 2003 and 2005, use of journals available in print only has declined dramatically, while use of journals with electronic access increased from 71 percent to 94 percent. The positive aspect of this study is that it was observed that there was a growing tendency among students to rely on the electronically available content before going to print only journals. So although the same study revealed that the use of books had declined by 18 percent since 1999, there were prospects of building a hybrid print-digital collection whereby users would use the resources interchangeably based on their preferences and convenience. This should offer hope to Chancellor College Library which is striving to build its electronic journal and database collection. Print collections currently greatly outnumber electronic resources as 280, 000 volumes are available as opposed to 39 electronic resources (E-mail correspondence with library staff).

Findings from other related studies, however, tend to show that there is a radical shift from print to electronic format (Zhang & Haslam, 2005; Buczynski, 2006; Rosati, 2006; Abdulla, 2005; Bosch, et al., 2005; Howard, 2007; Gyeszly, 2001). Users are now using more of the electronic-based information sources and library authorities are responding accordingly to this shift in demand. Among others, they are realigning their policies and resources towards satisfying the changing needs of their users. A typical example in this regard is the University of Nevada Libraries. According to Zhang & Haslam (2005) the University established the policy of purchasing the electronic version of a title if both print and electronic versions were offered. The policy includes systematically converting existing print subscriptions to electronic only. Since

the implantation of the policy, about 80 percent of the new subscriptions the library has purchased have been electronic only and about 1, 000 existing print subscriptions have been converted to electronic subscriptions. The current trends have also been reflected in budgetary allocations whereby materials budgets for electronic resources have increased whilst those of print resources keep dwindling. If the current trends continue it would not be surprising to see a complete freeze on print acquisitions in this type of library, something that is currently being experienced at the United Arab Emirates University (UAEU) Libraries. In the 2002/03 fiscal year, the Library Deanship of UAEU made a commitment to cancel printed journals and migrate to an all e-journal collection (Abdulla, 2005). Situations such as these are the ones that are giving a really bleak picture on the continued existence of print collections in libraries. However, Chancellor College library is expected to maintain a hybrid collection or even a predominantly print collection. This would be the case because the library may not have the capacity to offer more e-resources. In addition to frequent power cuts, the library budget may also not accommodate expensive electronic resources. This is evident from the fact that much of the current electronic journals are offered with the support of donors. However, all this could be a blessing in disguise as by retaining a majority print collection the library retains ownership of the materials unlike e-resources where libraries only enjoy access rights.

There is however not all gloom in as far as the continued access of print resources is concerned. In a Buczynski (2006) study, it was noted that when both an online and print edition are available, demand for the print edition remained substantial in spite of its accessibility limitations. In yet another study by Stoller (2006, p. 46) of the Association of Research Libraries (ARL) in the USA, it was found out that libraries within the grouping had not cut down on print despite making heavy investments in the provision of electronic resources:

> "Despite the massive transition of STM journals to electronic format and the
>
> dawn of the e-book, however halting, the ARL (Association of Research
>
> Libraries) academics added 9, 416, 406 volumes to their collections in
>
> 2003 – 2004, an average of 338, 207 over the number added in 1993 – 1994"

In both of these cases, it shows that while the libraries are moving towards satisfying their users' insatiable appetite for electronic information resources, they do acknowledge the risks of heavily relying on one format. There is also recognition that there is hunger out there for print formats hence the provision of information in both formats. These developments point to the fact that print sources also do have a future.

2.5.2 Electronic collections

At the dawn of the new millennium there was a marked shift in the format of information resources that libraries were providing. Consumer taste was steadily changing from the traditional print information resources to electronic resources. Bosch et al (2005, p.3) define materials in electronic format as "those that can be viewed and magnetically stored and retrieved with electronic technology". The dominant retrieval tool of many of the currently available e-resources is a computer. Electronic format of information resources that are readily available these days include full text files such as books, journals, etc. Others include numeric data files, census or stock market files, DVDs or computer hard drives accessed through Local Area Networks (LAN) or the Internet, software computer programmes and non-numeric machine readable data files. These products just like print resources can be purchased either directly from the content producer or from intermediary parties such as vendors, distributors, library consortia, etc. The mode of purchase is largely dependent on that which is preferred by the consumer.

The advent of e-resources has had a profound impact in the mode of information provision in libraries today. The major factor differentiating electronic from print information sources is the shift from product to service (Ball, 2006). What this entails is that formerly the major focus of libraries was on the acquisition, cataloguing, classification and shelving of print resources. However, the current focus is on negotiating for licences, provision of computer hardware and software, and training users on how to retrieve networked information resources. As it can be seen, electronic resources have greatly changed the work of the librarian. It should be realised

however that this change does not translate to less work on the part of the librarian but probably more because many libraries now have a hybrid collection: print and electronic resources. So apart from mastering the traditional skills allied to the field of librarianship, the present day librarian also needs to gain computer literacy skills to ably serve library users.

There are a number of reasons that have made e-resources popular with library patrons. Chief among them is "the virtual library concept and 24-hour accessibility of electronic resources" (Gyeszly, 2001, p.5). This means that patrons are able to access library collections at their own convenient time and without visiting the physical library. This is not only beneficial to the user but also the libraries themselves because it has helped solve the long standing problem of space in libraries not only to house collections but also to accommodate readers. E-resources also have other advantages which include speed of information retrieval and ease of access to information. It should however be pointed out that for this to work, heavy investment in both infrastructure and equipment is required. Most notable among these are reliable electricity supply, adequate number of computers, adequate bandwidth to accommodate the resultant traffic etc. Where these are lacking as is the case with Nigeria (Bakes cited by Lawal, et al., 2008) and other developing countries, Chancellor College Library in particular, it is hard to gain the benefits that come with e-resources.

Electronic format of information resources also have their own challenges. One such challenge is the use of Technological Protection Measures (TPM) by vendors and database producers. Eschenfelder (2008) defines TPMs as configurations of hardware and software used to control access to, or use of, a digital work by restricting particular uses such as saving or printing. The availability and use of TPMs has made library advocacy organisations argue that TPMs may create user dissatisfaction, generate interoperability problems, block archival and preservation activities and require increased staffing to handle support and training requirements (Eschenfelder, 2008). In fact many of these worries are real and are already being experienced right now. For instance, switching to electronic journals only has made libraries lose archival

control over local holdings because libraries no longer own the material but only have access to the databases. Again multiplicity of access for which e-resources have long been commended for could be about to end as some service providers are imposing a limit to the number of users that can be allowed access to a database at a time. Possibly the area where the TPMs have been deployed more than anywhere else is in the e-book sector. And as we learn from Woods & Ireland (2008) and Kriebel & Lapham (2008), the use of e-books has remained low ever since they were introduced. Apparently, the use of TPMs stands out as one of the impediments to its proliferation and acceptance by users.

Bearing in mind all that which has been discussed, it is imperative to exercise great caution when making decisions regarding format of materials to acquire. Libraries should work towards meeting the needs of current users whilst at the same time setting their eyes on the future. Based on current data, electronic format of resources seem to be the preferred choice of many users today (Kriebel & Lapham, 2008) but they are very expensive to provide (Kiondo, 2004) and their continued accessibility in the future is not guaranteed. Libraries therefore need to look at their budgets and cash flow trends before switching to electronic only materials otherwise the scheme may prove too costly to sustain in the long run. A seemingly viable option is to maintain a hybrid collection as is the case with the University of Dar es Salaam Library (Kiondo, 2004) and Chancellor College Library whereby both print and electronic collections are provided. This would ensure a library's continued existence in future in case of any eventuality.

Studies also tend to show that the needs of library users are best served in an environment where a hybrid collection exists because the two formats do complement each other. Buczynski (2006), for instance, found out that e-book collections are used as a shopping catalogue whereby students routinely search the library catalogue for a print edition of a book they have been using online. In another study by Henry, Longstaff & Kampen (2008), it was noted that e-book imprints improved the average age of the collection, increased circulation of print collections and better supported off-campus students. Chancellor College Library could also benefit a lot through the

provision of e-books. This is so because here too a good number of the undergraduate students (45%) are partially residential whereas the majority of post-graduate students are non-residential (Commonwealth Education Online, 2008). It is therefore hoped that these students could benefit much from the facility as they would be able to use the books without necessarily coming to the library. However, there is need to invest a lot in ICT facilities to make this feasible. The print collections at Chancellor College Library are also aging and it is hoped that introduction of the e-book would help improve the age of the collection as was noted in the Henry, et al. (2008) study described above. Students who have problems with online searches would also benefit from the print collection. These studies therefore show that building a hybrid collection would lead to the existence of a vibrant library capable of meeting the information needs of users with different capabilities, qualities and preferences.

2.5.3 Audio-visual materials

Audio-visual is a generic term used to describe information content held in storage and transmission media, and formats that use images and sound rather than, or sometimes in addition to, textual matter (Feather & Sturges, 2002). Audio-visual resource collections in libraries include audio-cassettes, multimedia, language packs, records, slides, film, videos, DVDs and electronic games. These collections have normally been given less attention in academic libraries with less than one percent of total acquisitions budgets being devoted to their purchase (Brancolini, 2002). Other factors that that have led to the marginalisation of multimedia resources in libraries is the existence of a well-established book collection and the fear that the purchase of expensive audio-visual materials and equipment would lead to the decline of the of print collections. The problem of space has also played a part in that many libraries lack the physical space needed to house a new collection requiring special equipment and handling. These reasons do make sense when one considers the fact that libraries in developing countries do operate on tight budgets. However, the problem could also be attributed to biases on the part of older faculty members who perceive multimedia resources as "lacking in scholarly merit" (Dimmock, 2007, p.142) but rather prefer traditional instructional methods and print resources.

Nevertheless, the emergence of newer faculty members who have grown up in a film-dominated culture is expected to boost the demand for multimedia resources and libraries are expected to respond accordingly by providing more resources in this format.

Apart from the desire to diversify the library collection, multimedia resources have become even more important today as libraries strive to meet the information needs of users with special needs. It is for this reason that libraries are now collecting such materials as talking books and newspapers, braille documents etc. to cater for visually impaired users. Other equipment that is acquired includes reading machines, magnifiers, speech synthesis software, voice recognition software, braille readers etc. Many libraries usually devote special section to such equipment and other multimedia resources.

The situation regarding audio-visual collections at Chancellor College Library does reflect that given above. Data as provided by Msiska (2000) show that by then the library had 1, 027 microfilms, 7, 754 slides, 2, 269 microfiche, 170 tapes (cassettes, reel to reel and video), a few gramophone records, and 50 CD ROM's against a book collection of 224, 000. The book collection has since grown to 280, 000 but the collecting levels of the microfilms, microfiche, slides and tapes have remained static (E-mail correspondence with Chancellor College Library staff). This shows that there has been a clear bias towards collecting print materials over the years. It is hard to figure out reasons that have led to this state of affairs. However, the library had been experiencing problems in its collection development activities due to reduced funding (Chiweza, 1999). There has also been heavy reliance on gifts and donor funding for collection development. It is therefore possible that proposals presented to donors for possible funding have neglected this area or the donors themselves are unwilling to fund material resources in this format. Furthermore, the library currently does not have special equipment and material resources for the disabled. This research would therefore attempt to find out why these materials are not collected, and generally look at why audio-visual materials in general are not given the same attention as print resources.

2.6 Collaborative collection development

Collaborative or cooperative collection development is the "sharing of responsibilities among two or more libraries for the process of acquiring materials, developing collections and managing the growth and maintenance of collections in a user-beneficial and cost-beneficial way" (Branin, 1991 cited in Johnson, 2004, p.236). The concept of cooperation arose simultaneously with the emergence of collection development policies in the 1970s. It is therefore not surprising to note that the escalating cost of library materials in relation to the dwindling library budgets coupled with the information explosion of the time made collection managers to think of the possible solutions and cooperation became a popular choice. This section discusses some of the collaborative collection development activities that libraries are involved in.

2.6.1 Consortia

Library consortia are associations of libraries that form strategic alliances to share funding, resources, technical expertise and risks (Bosch et al 2005). The rising operational costs in libraries in terms of human resource development, acquisition of materials and appropriate technologies coupled with conservation and maintenance costs have made libraries to come up with innovative measures of survival and the formation of consortia has been widely accepted and adopted by many. Consortia do differ based on aims, objectives and scope of cooperation but the majority collaborate in areas such as the acquisition of both print and electronic materials, cataloguing, staff exchanges, book binding, lending of expensive equipment and inter-library loans.

Library consortia have mainly proved very beneficial in the acquisition of both print and electronic resources. According to Nfila & Darko-Ampem (2002) and Bosch, et al. (2005), consortial purchases help bring down prices because they bring together a large group of buyers that can approach publishers with greater financial resources than an individual library. In so

doing, multiple sales are brought together in a single transaction hence reducing the publishers' overhead which makes it possible for them to offer a bigger discount. Libraries in a consortium also speak with one voice. They are hence able to negotiate favourable terms with publishers for licences of electronic resources as publishers fear losing out on bigger business deals. Furthermore, libraries participating in consortial resource sharing initiatives stand to benefit through access to a wide number of books and journals which they could not afford to subscribe to on their own. Libraries in a consortium may decide to cancel subscriptions to more expensive databases without necessarily losing access to them knowing quite well that they would be able to access them through the consortia. Financial resources redeemed could then be deployed elsewhere to fill a particular need.

Much as consortia arrangements have proved to be very beneficial, there are some drawbacks that go along with them. Robbins et al (2002) have argued to say that consortial purchasing contribute to the generalisation of collections. This scenario arises because participation in consortial purchasing make libraries have less control over adding or dropping a reference database that may be part of a larger database negotiated by a consortium. In essence, libraries may pay for information not needed by their users in order to receive discounted prices on other products they actually need. It therefore does not benefit the library much to have a big number of publications in its database that are hardly used. To avoid this scenario, it is advisable that great caution should be exercised when making decisions about which consortium to join. And as we learn from Lawal, et al. (2008) cooperative enterprise is probably more logical and easier among individual entities whose resources, problems and aspirations are somewhat similar. One such consortium of which Chancellor College Library is a member is the Malawi Library and Information Consortium (MALICO). MALICO is a grouping of mainly libraries of various constituent colleges of the University of Malawi and other tertiary institutions in Malawi. Although there are some notable differences among them, problems faced by libraries in Malawi are very similar. Chief among them is the problem of access to e-resources which MALICO has already moved in to assist through the provision of VSAT satellite links to improve bandwidth to its members with funding from the Open Society Initiative for Southern Africa (OSISA)

(Salanje, 2005). It is hoped that joining library consortia of this nature would benefit the library much.

2.6.2 Interlibrary loans

One of the arguments advanced in support of resource sharing ventures has been the realisation that "no library can claim bibliographic completeness in its collection development" (Lawal, et al., 2008, p.75). Inter-library loans are another form of library cooperation whereby a library which does not have a particular library material desired by one of its clients will borrow the material desired by one of its clients from another library on behalf of the client (Aina, 2004). It should however be realised that not all materials can be loaned out to other libraries through inter-library loans. Other materials such as reference sources, rare books, fragile materials, periodicals, audio-visuals, theses and dissertations are not normally loaned out.

Although inter-library loans are initiated by libraries wishing to fill up gaps in their collections, the system works better in instances whereby participating libraries do have a certain level of collections and are willing to share them with those that are in need. For instance, the Porat & Shaham (2004) study of inter-library loan practices in Israeli college libraries noted that colleges with larger library collections sent more outgoing inter-library loans requests than those with smaller collections. The same study also observed that libraries with smaller collections sent more inter-library loans requests to university libraries than college libraries with larger collections. This situation clearly shows that the concept of inter-library loans is diluted in situations whereby a big gap exists among participating libraries as the bigger libraries lend more than they borrow from the smaller libraries hence they are overburdened and may not enjoy the benefits that the system is supposed to present. Chancellor College Library participates in inter-library loan arrangements with some libraries both locally and internationally. These activities are however done at a very small scale.

Traditionally, inter-library loans have involved sharing of paper-based format of library resources. The commonest means of transmitting requests has been through the post, a practice that is still commonly pursued at Chancellor College Library. Nevertheless, modern approaches to inter-library loan document delivery involve the use of modern technologies such as the Internet, e-mail, digital library, fax and Ariel software. The deployment of these technologies has brought about efficiency in the system in that materials are delivered much faster than before although at a much higher cost than before. Chancellor College only uses modern technologies of document delivery to access materials from the British Library Lending Division (Chiweza, 1999). Inter-library loan requests are still done through post. Adoption of new technologies would help make the system more efficient.

Inter-library loans work better in an environment where the borrowing library knows its needs and where the material can be accessed. This is facilitated by the provision of union catalogues. In this regard, regional consortia in the US are using Z39.50 protocols to create, in essence, a single catalogue of member institutions to allow users on any campus to browse the holdings of other libraries as if they are their own (Elkington & Massie, 2000). The use of union catalogues also speeds up the process as requests are only directed to libraries that possess the required material. Its absence means that things may not work as anticipated. Chancellor College Library collection has been included in a union catalogue with other constituent colleges of the University of Malawi. Unfortunately, the catalogues can only be accessed locally (Mariri, 2005). This may hamper resource sharing with other libraries other than those within the UNIMA system because potential borrowers may not know the library holdings unless they personally make inquiries to the library.

From the foregoing discussion, it becomes evidently clear that the inter-library loan landscape has changed a lot over the years. The adoption of technological innovation has particularly changed the way inter-library loans operate from the olden days to the present time. It therefore means that greater investments in terms of equipment and expertise are required to make it work.

However, this is a big challenge not only to Chancellor College Library but also many libraries in developing countries where resources are always in short supply. And this is the case in Nigerian Law Libraries, where inter-library loan system is in place. Apart from lack of transport facilities and relevant ICTs, epileptic power supply, insufficient copies of resources, lack of funds and union catalogues have greatly inhibited inter-library loan operations among participating libraries (Lawal, et al., 2008).

2.7 Method of developing library collections

In the past, libraries had relied heavily on gifts both in terms of books, library equipment, and money to purchase books to grow their collections. Most libraries, more especially those in America, were not allocated enough budgetary resources to cater for book purchases. Libraries hence had to engage in income-generating activities such as charging library fees, charged per annum or per-use basis. Such resources and others catered for library book needs but still they were not enough. The consequences were that library collections grew at a painfully slow pace. For instance, the Harvard Library acquisitions had by 1790 averaged 82 volumes per year in the preceding 135 years (Johnson, 2004). In addition to this, most of the donations were irrelevant to the educational programmes of the time. Although there has been a complete turnaround in that collection development budgets are now being provided, money still remains the major challenge to collection development activities in both the developed and the developing worlds. A study done by Ifidon (1990) showed that, on average, acquisitions by purchase accounted for 90 percent of the university collections in university libraries across Africa. This study also covered University of Malawi libraries of which Chancellor College Library is a member. It is therefore anticipated that the collection could be of good quality if good selection practices are formulated and implemented. This was however in stark contrast to some Cuban university libraries where a Vignau and Meneses (2005) study showed that donations were the predominant method of acquiring materials followed by exchange. This state of affairs is blamed on finances.

2.8 Funding for collection development

Libraries need to have adequate financial resources to be able to finance their collection development needs. Although African state funded libraries generate their own funds through payment of overdue fines, missing books, lost borrower's cards, photocopying services, etc. (Okoye, 1983; Ifidon; 1990), their main source of funding is government grants. A study conducted by Ifidon (1990) revealed that the total income of sixteen out of the eighteen universities and their libraries used in the study of 1988 (University of Malawi inclusive and Chancellor College in particular) was US$95.067 million. Out of this figure, government subvention accounted for US$79.992 million. The balance of US$15.075 million or 15.86 percent came from other sources probably from gifts, private contributions and endowments. On average about 5.88 percent of the university recurrent budget went to the library which was slightly below the recommended rate of 6 percent (Standards for Canadian College Libraries, 2004). A more recent study done by Raseroka and Rosenberg (2000) of some southern African universities showed that the library grant had fallen to 4 percent. This means that the economic plight of the libraries was deepening.

Heavy reliance on subventions from governments and parent institutions leave libraries extremely vulnerable more especially when the source is experiencing problems or is reluctant to release adequate funding. This has been the case with Chancellor College library. The library has all along been experiencing problems with funding. This has made the library rely on donor support not only to grow its collections but also to undertake some other projects such as library automation (Plumbe, 1970; Msiska, 1976; Chiweza, 1999; Mariri, 2005; Salanje, 2005). Problems of funding came to a head in the mid 1990s when the Malawi Government adopted the cash budget system following pressure from international financial lending institutions. Cash budget system resulted in institutions getting funding on a monthly basis based on government revenue the previous month (Chiweza, 2000). Funding for the library was eventually reduced, dealing a heavy blow to its collection development activities as the library failed to effect large payment of books abroad of books and services. There are indications that the situation has since

improved but there is need to determine current levels of funding and their impact on collection development. This is what this research aims to find out.

Funding has not been the only impediment to collection development. Okoye's (1983) study of the University of Nigeria Library had stated that administrative deficiencies had further frustrated collection development endeavours. The bursar's office, for instance, was blamed for making late payments for library materials already received. The same study by Okoye had identified diversion of library funds to other university needs as a common occurrence. It is further stated that funds realised from photocopying paid into the university account were hard to get whenever there was need to buy photocopying materials. These findings, based on a Nigerian university, could also happening at Chancellor College library and this study will determine as to whether this is true.

Just as library funding has stagnated or has been reduced, the cost of materials and service provision has greatly escalated. According to Johnson (2004) serial unit costs increased by 227 percent while expenditures also increased by 227 percent over a twenty year period. Further increases were recorded in monograph unit costs that increased 75 percent and expenditures for monographs that increased by as much as 62 percent over the same ten year period. The unreliability, of funding coupled with rising costs, makes it practically impossible to plan for book purchases, let alone, sustain serial subscriptions in the long run. The consequences are therefore a drastic drop in book purchases with libraries containing a lot of broken sets.

2.9 Collection evaluation, weeding and preservation

2.9.1 Collection evaluation

Collection evaluation also referred to as collection analysis or assessment is a very important component of the collection development exercise. This is the case because it provides information on various aspects of the collection, i.e., the number of pieces and titles in a particular subject, formats represented, age and condition of materials, breadth and depth of coverage, language, patron use and non-use of the collection (Johnson, 2004). In terms of circulation, research conducted by Banks (2002) showed that 61 percent of books at South East Missouri State University Library, USA, had one or no circulation at all. Information such as this if readily available through evaluation will not only help determine how well the collection support the goals, needs and mission of library or parent organisation (Agee, 2005; Johnson, 2004) but also help implement weeding and preservation projects, all of which will help enhance the quality of the collection.

2.9.1.1 Approaches to collection assessment

Collection assessment is the process that determines materials for both weeding and preservation. The process can be done objectively and subjectively.

Objective approaches to assessment involve use of clearly defined set of criteria for assessing library materials. One of such criteria is the user-centred evaluation which determines how well the library's holdings meet the needs of the information seekers. According to Agee (2005) a powerful and efficient user-centred collection evaluation tool is the library online management system because they collect circulation data that may be manipulated to determine candidates for weeding. Inter-library loan usage and evaluation of recent acquisitions are another valuable tool.

Carrigan (1996) has argued to say that whilst analysis of the entire collection is necessary to determine holes in the collection, analysis of recent acquisitions is necessary to find areas of over-selection and hence help improve the process of collection development. Physical assessment whereby a librarian physically pulls an item from the shelves for examination is another objective approach. Physical examination would either result in weeding or material being referred for preservation.

Subjective approach involves the use of librarian's personal judgement on which materials are to be discarded based on one's perceptions on the item's relevance and usefulness. Unlike the objective approaches, decisions are not backed up by hard data.

2.9.2 Weeding

Weeding is defined as the process of removing materials from the active collection (Johnson, 2004). Weeding is the direct result of collection assessment or in other words it incorporates assessment in the sense that decisions regarding which materials to weed or withdraw from the collection are made after assessing collection use data, examining the physical condition of the materials, etc.

There are several reasons in support of weeding in libraries. One of them is to save space. Morgan (1995) has remarked that traditionally, size has been the yardstick to measure the greatness or goodness of a university library. Consequently, libraries that have devoted their energies in building a big book stock have soon found themselves running out of shelf space to accommodate new acquisitions. Constructing new and bigger library buildings to house the new stock has proved to be very expensive. A viable remedy to the problem has been to weed the collection to make room for new stock.

Weeding has other added benefits apart from freeing up shelf space. According to Slote (1997) and Johnson (2004), weeding increases book usage and reader satisfaction among others. Slote (1997) has indicated that a collection of best books when grouped by themselves, receive twice as much use as when scattered among old and obsolete material. Slote has also stated that clients find it easier to retrieve material from a smaller collection than in a larger collection. The appearance of the collection is also enhanced when the collection is weeded. Lack of weeding on the other hand results in tightly packed shelves and books stored in inconvenient locations both of which reduce user satisfaction. Other benefits derived from weeding are savings in terms of staff time to care for the collection and assuring continued quality in the collection through removal of inaccurate and out-of-date materials.

2.9.3 Preservation

Preservation in the field of library and information science encompasses activities intended to preserve, retard or stop the deterioration of materials or to retain the intellectual content of materials no longer physically intact (Johnson, 2004). An alternative to preservation is planned deterioration whereby an item is returned up until it has deteriorated beyond use and then withdrawn or replaced. Activities that are involved in preservation include binding, rebinding, repairing, using protective enclosures, controlling use, and monitoring environmental conditions. Digitisation is also another form of preservation. This is such the case because apart from offering information resources in a different format, it can also be used to prolong the life of materials in paper formats that are on the verge of destruction.

2.10 Summary

The literature review section is a very important component of any research proposal. This is so because it informs the researcher of how much has already been researched in a particular area. It

also exposes the existing gaps and therefore enables the researcher to research in a new area other than duplicating research. Some of the issues that have been reviewed include historical perspectives to collection development, collection development strategies, collection development policies, format of library collections and collaborative collection development. Funding and staffing in relation to collection development, collection assessment, weeding and preservation have also been reviewed. The literature review showed that there are gaps in such areas as selection practices, preservation and weeding practices for Chancellor College Library. The existence of such gaps makes it difficult for one to know how these collection development related practices are done at the institution. However, it is hoped that the findings of this research will give a picture of how they are done.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section describes the methodology that was used in carrying out this research. Robson (1993) describes research methodology or strategy as a general broad orientation which a researcher adopts in addressing the research questions. In other words, methodology details how one is going to find out what one intends to investigate.

This section begins by describing the research design. Other aspects that are included are the study population and sampling methods, data collection instruments, data collection procedure and data analysis.

3.2 Research design

This research undertaking made use of the case study methodology. The case study method was deemed suitable because it provides an opportunity for a problem to be studied in depth in its real life context and also allows the use of multiple sources of evidence (Bell, 2005; Pickard, 2007).

A critical review of the research questions that this research was poised to answer also played a big influence in the choice of the research design. The questions pointed to the fact that both qualitative and quantitative data would have to be collected. The case study method allows for the collection of data in both categories. The belief was that the study would not be meaningful if only one of these methods was used considering the fact that each one of them has its own

inadequacies. It was therefore anticipated that the chosen method would yield rich sources of data that would benefit the research.

3.3 Study population

The study population is another important aspect a researcher should pay attention to. Seaberg (1988) defines a population as a total set from which individuals or units of the study are chosen. Chancellor College Library serves the largest constituent college of the University of Malawi. The service community of the college is made of 2, 970 undergraduate and post-graduate students, 300 external users and 218 academic members of staff. About seventy-nine academic members of staff were either out on sabbatical, leave of absence or on secondment to government or the University meaning that only 139 were on the ground at the time of the study hence eligible to participate in the research (University of Malawi Central Office, 2008). The library has thirty library assistants and four librarians (University of Malawi Calendar, 2007-2008). In addition to this, there are also seven library assistants and four librarians from the Central Library Services, and a further ten from the bindery (Central Library Services Staff List, 2008). Although members of staff from the two categories are under the direct supervision of the University of Malawi Librarian and not under Chancellor College Librarian, they perform some collection development duties for the library such as acquisition of materials and equipment, cataloguing, book binding and provision of Internet services to Chancellor College Library. All categories of library users and members of staff listed above, except external users made up the study population of this research. External users were excluded because it was viewed that it would be hard to get them and involve them in the research since most of them are scattered country-wide. It therefore means that the total study population was 3,164.

3.4 Sampling technique and research sample

Sampling is the process of selecting a few from the many in order to carry out empirical research (Pickard, 2007). The rationale behind it is that time and resources may not permit one to study the entire population. The general belief is that the results drawn from the sample could be used to make inferences about the wider population. According to Pickard (2007), it is quite acceptable to do this in quantitative research but not in qualitative research. However, blending the two techniques could help produce results that can fairly apply to the wider community.

The process of sampling yields a research sample which the researcher looks forward to in his or her research. Seaberg (1988) defines a sample as a small portion of the total set of objects, events or persons that together comprise the subject of the study. There is no consensus regarding the exact size of a sample but a large enough sample would enable researchers to draw a more representative sample and accurate conclusions. Nevertheless, drawing large samples is very costly.

Much as there is no consensus regarding the sample size, there are some interesting recommendations which experts have made that are worth noting. Strydom and Venter (2002) have advised that if the population itself is relatively small, the sample should comprise a reasonably large percentage of the population. As a general rule of thumb, the size of the sample reduces as the size of the population increases. Seaberg (1988) and Grinnel and Williams (1990) stated that in most cases a ten percent sample should be sufficient for controlling for sampling errors. However, of much interest to the present study is the work of Krejcie and Morgan (1970). The two came up with a sampling technique consisting of a specified study population and recommended sample as shown in the Table 1 below:

Table 1: Determining the size of a random sample

Required sample size, where N = Population size and S = Sample size

N S	N S	N S	N S	N S
10 - 10	100 - 80	280 - 162	800 - 260	2800 - 338
15 - 14	110 - 86	290 – 165	850 - 265	3000 - 341
20 - 19	120 - 92	300 - 169	900 - 269	3500 - 346
25 - 24	130 - 97	320 – 175	950 - 274	4000 - 351
30 - 28	140 - 103	340 – 181	1000 - 278	4500 - 354
35 - 32	150 - 108	360 – 186	1100 - 285	5000 - 357
40 - 36	160 - 113	380 – 191	1200 - 291	6000 - 361
45 - 40	170 - 118	400 – 196	1300 - 297	7000 - 364
50 - 44	180 - 123	420 – 201	1400 - 302	8000 - 367
55 - 48	190 - 127	440 – 205	1500 - 306	9000 - 368
60 - 52	200 - 132	460 – 210	1600 - 310	10000 - 370
65 - 56	210 - 136	480 – 241	1700 - 313	15000 - 375
70 - 59	220 - 140	500 – 217	1800 - 317	20000 - 377
75 - 63	230 - 144	550 – 226	1900 - 320	30000 - 379
80 - 66	240 - 148	600 – 234	2000 - 322	40000 - 380
85 - 70	250 - 152	650 – 242	2200 - 327	50000 - 381
90 - 73	260 - 155	700 – 248	2400 - 331	75000 - 382
95 - 76	270 - 159	750 – 254	2600 - 335	100000 - 384

(Source: Krejcie & Morgan, 1970, p.608)

The Table above shows that the research sample reduces significantly as the study population increases. This Table has been used as a guide in sampling the population of the present study whose results are shown in Table 2 below:

Table 2: Study population and research sample (based on Krejcie & Morgan, 1970, Table 1)

Study population	Population size	Sample size
Library staff	55	48
Students	2, 970	341
Academic staff	139	103
Total	3164	492*

* Represents 16% of the sample size

As Table 2 above shows, the total study population was 3,163, and the total research sample was 492, which is 16 percent of the population size. To get an even more representative sample, stratified sampling was also used. According to Mitchell and Jolly (2001), stratification consists of the universe being divided into a number of strata that are mutually exclusive, and members of which are homogeneous with regard to some characteristics such as gender, home language or age. The study population was homogeneous too**.** As for the student community, stratification was done based on the level, year and discipline of study. Random sampling technique was used to get a sample for academic staff, and library staff. The method was preferred over others because it accords each element an equal chance of getting selected. As Neuman and Kreuger (2003) have rightly said, random samples are more likely to yield a sample that truly represents the population. Furthermore, the relatively smaller number of academic and library staff was also a factor in deciding on the method.

3.5 Data collection instruments

Three main data collection instruments were used in collecting data for this research. These are questionnaires, document analysis and interviews. Questionnaires and interviews are almost the same in terms of structure but only differ in that interview schedules are administered through an interview whilst questionnaires can be administered either electronically or physically, and are filled at the respondent's convenient time.

There are several reasons that merit the use of questionnaires as data collection tools. According to Pickard (2007) the reasons include:

- Ability to reach a large and geographically dispersed community at a relatively low cost.

- Ability to harvest data from a larger sample than would be possible using any other technique.

- Anonymity can be offered at well as confidentiality.

- Data analysis can be determined from the outset even as far as coding before the questionnaires have been distributed.

Based on these reasons, questionnaires were seen to be ideal data collection tools in the study.

Interviews were also seen as a valuable data collection instrument. This is so because interviews accord the researcher an opportunity to ask supplementary questions on areas requiring further clarification. This is something that is not possible with questionnaires.

Document analysis was also used to gather data for this research. O'Leary (2004) defines document analysis as the collection, review, interrogation, and analysis of various forms of text as a primary source of research data. Document analysis among others involves interacting with previously gathered census data, newspaper articles, historical archives, company minutes, etc.

The fact that document analysis involves dealing with previously collected and sometimes analysed data means that the researcher has to cope with both his own biases and that of the author.

Document analysis in this study involved studying financial reports and acquisition statistics to determine the relationship between the two. A list of guiding questions was drawn to guide the exercise. O'Leary (2004) has further stated that the term document can refer to more than just paper, and can include photographs, works of art, and even television programmes. In line with this statement, the researcher examined the condition of some selected books from the shelves, furniture and equipment to determine if they were in good condition and suitable for use.

3.6 Instrument validation and reliability testing

Reliability means dependability or consistency (Neuman, 2007). It suggests that the same thing is repeated or recurs under identical or very similar conditions. Validity on the other hand suggests truthfulness and refers to the match between a construct, or the way a researcher conceptualises the idea in a conceptual definition, and a measure (Neuman, 2007). Validity is harder to achieve than reliability but researchers in both qualitative and quantitative research strive to achieve both.

There are several ways of attaining reliability in quantitative research and one of them involves the use of pilot tests. Since the research mostly made use of quantitative techniques, both questionnaires and interviews were pre-tested on University of Botswana students and University of Botswana Library staff to test their effectiveness and validity. After refinement, both instruments were administered to the selected sample. This was meant to help ensure that correct data is collected that would lead to reliable and valid results.

3.7 Data collection methods

The researcher personally collected data from the field. To make the exercise easy, the researcher got a letter of introduction from the supervisor that was presented to Chancellor College authorities seeking authorisation to conduct research at the institution.

Questionnaires were administered to a sampled student population just before or after class. Completed questionnaires were collected immediately afterwards. This helped to ensure high retention rates of the questionnaires.

Questionnaires for academic staff and library staff were administered personally to individuals in their respective offices. Completed questionnaires were collected at a given time either through various individuals or through departmental secretaries.

An interview was only conducted with the College Librarian to get an in-depth understanding of the problems being studied. The researcher further analysed documents sourced from the library and administrative offices. A sample of books, furniture and equipment were also examined by the researcher to determine their physical condition and hence their suitability for use.

Triangulation was mostly used as a data collection technique. Triangulation is a situation whereby multiple data collection techniques or multiple sources of evidence or very commonly both are used (Pickard, 2007).

3.8 Data analysis

Data analysis means a search for patterns in data – recurrent behaviours, objects or a body of knowledge (Neuman, 2007). It involves manipulation to presentation in some sort to general interpretation of its meaning or making sense out of the data. Data analysis is a very important exercise in research because it is through this exercise that the findings of the research begin to emerge.

Since both qualitative and quantitative data were collected, a number of strategies were used in analysing the data. Qualitative data was codified into categories on the basis of themes, concepts or similar features as guided by the research questions. A Statistical Package for the Social Sciences (SPSS) computer software was used in analysing quantitative data. The package was preferred over others because it has been widely used for a period of over thirty years and hence it was deemed to be reliable. The other advantage of using this software as stated by Neuman (2007) is that it includes many ways to manipulate quantitative data, and also contains most statistical measures. SPSS was very suitable for the task at hand because large amounts of data were handled in this research. The software made processing of such type of information efficient and easy.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This research was aimed at studying the development of academic library collections in Malawi with particular focus on Chancellor College library. It looked at collection development practices that are in place and how they are impacting on service delivery at the institution.

To achieve the objectives of the study, the researcher used three data collection instruments. Questionnaires comprised the first set of data collection instruments which were administered to three groups namely library staff, academic members of staff and students. Questions designed for library staff among others covered such areas like collection development activities and responsibilities, collection development programme, funding for collection development and collection development challenges. Questionnaires for academic members of staff sought to find out department, faculty and designation while that for the students solicited information on programme and year of study, and faculty. Although the bio-data that was provided by the two groups was different, the two different questionnaires covered common aspects such as suitability of collections, collection development programme and other collection development challenges that are faced by the institution under study.

Other data collection instruments used were interviews and document analysis. The interview was administered to the Chancellor College Librarian. It covered such areas as staffing and collection development responsibilities, funding for collection development, other collection development challenges and collection development programme. Document analysis focussed on adequacy of funding for collection development.

The three data collection instruments that have been discussed above yielded a combination of both quantitative and qualitative data. Quantitative data was mainly collected from questionnaires administered to the three groups of research subjects: library staff, students and academic members of staff. Document analysis also yielded quantitative data and a bit of qualitative data. Qualitative data was mainly realised from the interview administered to Chancellor College Librarian. This chapter presents the analysis and interpretation of the data collected.

4.2 Response rate

The study population of this research comprised 54 library staff, 2,970 students, and 139 academic members of staff which added up to 3,163. The sample for this research included 48 library staff, 341 students and 103 academic members of staff. The total research sample was therefore 492. This sample was arrived at by adopting a sampling procedure recommended by Krejcie and Morgan (1970) that shows a table consisting of a specified study population and recommended sample.

The response rate varied greatly across the different study groups. The results are shown in Table 3 below.

Table 3: Response rate to the questionnaire

Study group	Research sample	No. of responses	Response rate (%)
Students	341	327	96
Academic staff	103	43	41
Library staff	48	31	64

As it can be seen from Table 3 above, students had the highest response rate of 96 percent followed by library staff at 64 percent. Academic staff had the lowest response rate of only 41 percent. Although the response rate for academic staff would seem to be low, it is still acceptable when one looks at recommendations of authors who have written on the subject. Seaberg (1988) and Grinnel and Williams (1990) for instance, have stated that in most cases a ten percent sample should be sufficient for controlling for sampling errors. As it has already been stated, the study population of the academic staff was 139. In this case, the 41 percent response translates to 31 percent of the study population which is more than three times what Seaberg recommended. The data collected from this study group is hence representative enough. The total response rate across the three research groups was 82 percent.

The response rate was highest on the side of students because the researcher got permission to administer questionnaires in class, just before commencement of lectures or soon after. It was therefore possible to collect all the questionnaires issued out at a particular time. It was however hard to administer questionnaires to academic staff because some literally refused to fill in the questionnaires. Some of the reasons given were that they were too busy to do it or in other cases some said they did not use the library. In other cases, questionnaires administered could not be returned despite the researcher personally going to their offices on numerous occasions as the academic staff members could not be found. Also, a good percentage of the academic staff members were perpetually out in the field either doing research or consultancies during the data collection period hence the researcher had no chance of administering the questionnaire to them.

The response rate among library staff was not as high as the researcher had anticipated. Problems similar to those encountered with academic staff were also encountered here. Most of the library personnel who were targeted by the researcher were in the junior category and they work in shifts. This posed a problem in meeting all of them as most of them did not start work at the same time. Yet others did not return the questionnaires. All these accounted for the relatively lower response rates.

4.3 Background information of the students

4.3.1 Faculty

The respondents were asked to indicate the faculty they belonged to. A total of 126 students responded to this question. The results are shown in Figure 1 below.

Figure 1: Faculties of the student respondents
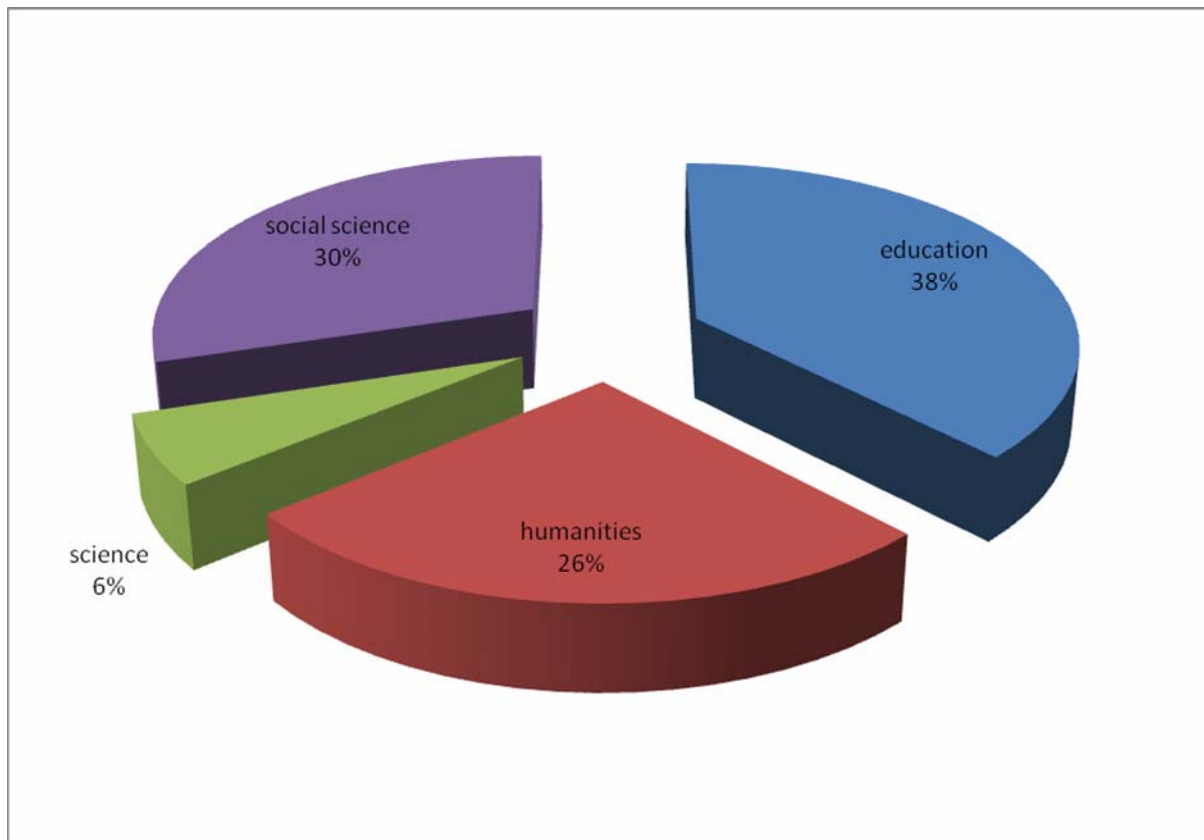
Figure1 above shows that 123 (38%) students belonged to the Faculty of Education, 86 (26%) Faculty of Humanities, 20 (6%) Faculty of Science, and 97 (30%) Faculty of Social Science.

This means that the largest number of students who participated in this research belonged to the Faculty of Education while the Faculty of Science had the least number of participants.

4.3.2 Programme of study

The student respondents were further asked to indicate their programmes of study and the faculties they belonged to. A total of 317 students responded to this question. Their responses appear in Table 4 below.

Table 4: Programmes of study of the student respondents

Programme of study	Frequency	Percentage (%)
Bachelor of Education (Humanities)	64	20.2
Bachelor of Arts (Humanities)	86	27.1
Bachelor of Education (Science)	50	15.8
Bachelor of Science	19	6
Public & Administrative Studies	18	5.7
Bachelor of Social Science	76	24
Human Resource Management	2	.6
Master of Arts (African Social History)	2	.6
Total	317	100

Table 4 above shows that majority of the student respondents were pursuing the following programmes: Bachelor of Arts (Humanities) (86 or 27.1%), Bachelor of Social Science (76 or 24%) and Bachelor of Education (Humanities) (64 or 20.2%), Bachelor of Education (Science)

(50 or 15.8%). There were fewer student respondents that were pursuing programmes in Bachelor of Science (19 or 6%) and Bachelor of Arts (Public and Administrative Studies) (18 or 5.7%). On the other hand, Master of Arts (African Social History) and Bachelor of Arts (Human Resource Management) had the least with (2 or 0.6 percent).

4.3.3 Year of study

Students were asked to indicate their year of study. The results, as shown in Figure 2 below, show that 127 respondents were pursuing their second year courses followed by third year at 91. First and fourth years were the least with 56 each.

Figure 2: Year of study of the respondents
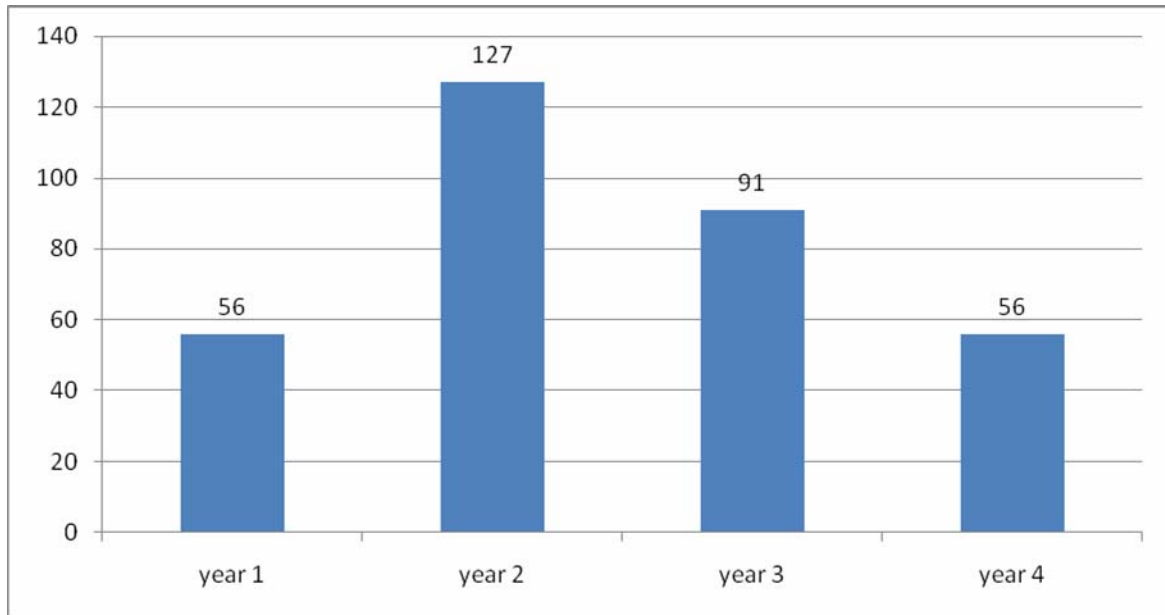
4.4 Background information of the lecturers

4.4.1 Designation of the lecturers

Information pertaining to the designation of academic staff appears in Table 5 below.

Table 5: Designation of the academic staff

Designation	Frequency	Percentage (%)
Staff associate	1	2.3
Assistant lecturer	2	4.7
Lecturer	32	74.4
Senior lecturer	4	9.3
Associate professor	2	4.7
Professor	2	4.7
Total	43	100

According to Table 5 above, at 32 (74.4%), lecturers were the single largest group amongst the academic staff community that participated in this research. They were followed by senior lecturers at 4 (9.3%). Staff associates were the least, 1 (2.3%), whilst professors, associate professors and assistant lecturers were tied at 2 (4.7%).

4.4.2 Faculties to which academic staff belonged

The academic staff was asked to indicate the faculties to which they belonged. Their responses appear in Fig. 3 below, and show that 7 (16.3%) academic staff belonged to the Faculty of Education, 19 (44.2%) belonged to the Faculty of Science, 8 (18.6%) belonged to the Faculty of Social Science and 9 (20.9%) belonged to the Faculty of   Humanities.

Figure 3: Faculties of academic staff
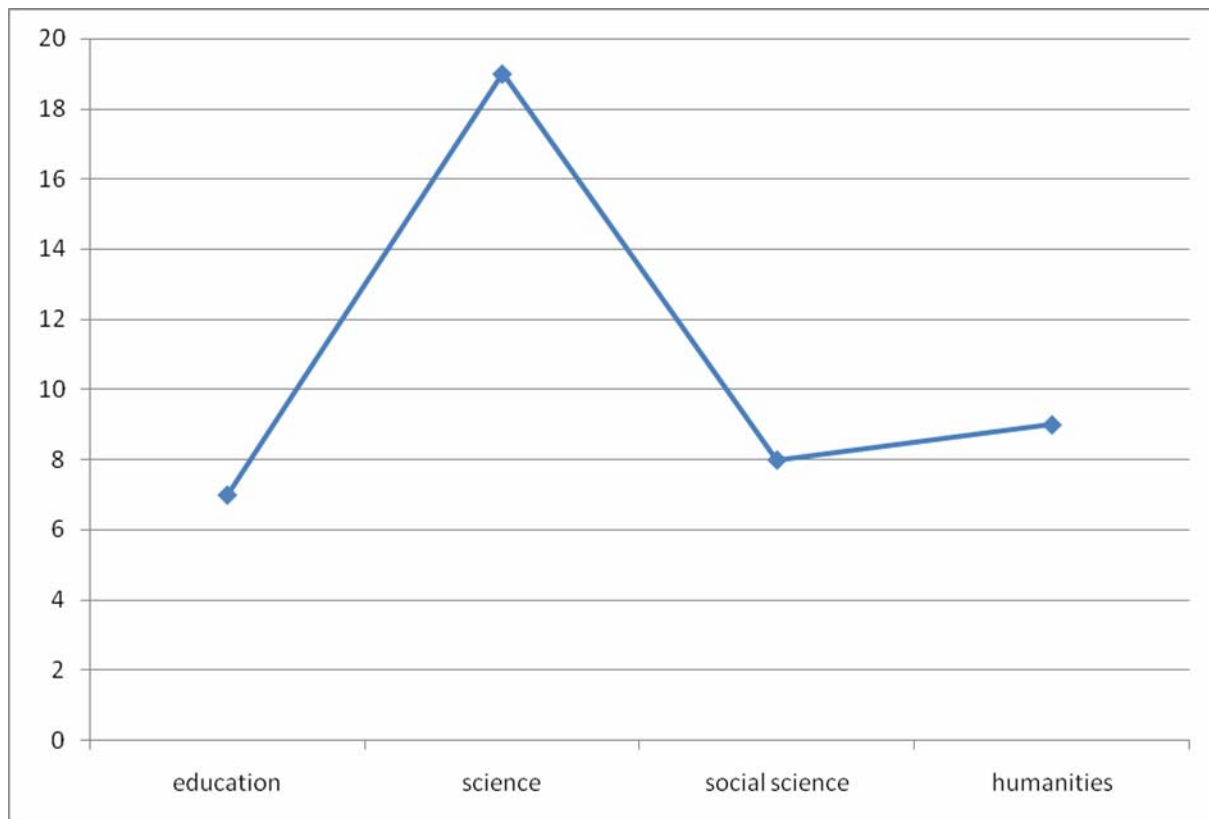
4.4.3 Departments of academic staff

Respondents were further asked to indicate academic departments to which they belonged. Results are shown in Table 6 below, and indicate that Mathematical Science Department 7 (16.3%) had the highest number of respondents followed by the Department of Curriculum and Teaching Studies 6 (14%) and Chemistry 5 (11.6%). French, Linguistics, Practical Legal Studies, Physics plus Theology and Religious Studies, with 1 (2.3%), had the least number of respondents.

Table 6: Departments of academic staff

Department	Frequency	Percentage (%)
Curriculum & Teaching Studies	6	14
Geography & Earth Sciences	3	7
Chemistry	5	11.6
Education Foundations	2	4.7
Fine & Performing Arts	3	7
Mathematical Science	7	16.3
Psychology	3	7
English	3	7
Biology	2	4.7
PAS	2	4.7
French	1	2.3
Sociology	2	4.7
Practical Legal Studies	1	2.3
Physics	1	2.3
Theology & Religious Studies (TRS)	1	2.3
Linguistics	1	2.3
Total	43	100

4.5 Background information of the library staff

As it has already been stated, a total of 31 library staff (library assistants) responded to the questionnaire that was administered to them. An interview was also conducted with the College Librarian.

4.6 Data Analysis

The researcher analysed the data that was collected in relation to the research questions. Research questions for this study as indicated in chapter three were:

1. Does Chancellor College Library have a collection development programme, and if so, how effective is it?

2. How adequate is the funding for collection development activities?

3. How suitable are the collections to the needs of users?

4. What are other factors that may be militating against collection development activities?

5. What are the possible solutions to the identified problems?

In order to answer the research questions, responses from questionnaires administered to library staff, academic staff and students were used. Information collected from the interview administered to the College Librarian was also used.

4.7 Collection development programme

A collection development programme is very important because it acts as a guide to all collection development activities of a library such as policy formulation, materials selection and acquisition, staffing and collection maintenance among others. It is for this reason that the researcher wanted to find out the existence of such a programme and hence posed the following question:

Research question one

Does Chancellor College Library have a collection development programme and, if so, how effective is it?

Since the concept under investigation was broad, a number of questions were formulated that covered elements of a collection development programme. These questions were administered to library staff, academic members of staff and students through a questionnaire. The researcher also sought to find out the same from the College Librarian through the interview that was administered to him. The following is an analysis of those questions:

4.7.1 Existence of a collection development policy

A collection development policy is one of the most important components of a collection development programme. This is such the case because as Johnson (2004) has rightly said the document serves as both a planning and operating tool which, if carefully formulated and used, would result in a quality and balanced collection. By its nature as an operating tool, the document is supposed to be known and used by both library staff and users. It is for this reason

that the researcher endeavoured to find out from all the research subjects about the existence of the policy.

Responses to the question across all the three groups show that the majority of the respondents, (36 or 83.7% for academic staff, 292 or 92.1% for student respondents and 12 or 63.2% for library staff) did not know of the existence of a collection development policy. This makes one suspect that the policy may not be there. Such suspicions were confirmed through the interview with the College Librarian who indicated that the library does not have a written collection development policy.

Some of the reasons advanced by library staff for not having a collection development policy were that the library did not have budget allocations to buy its own books so it was not important to have one. Others blamed it on ignorance on the importance of the policy whilst others stated that the problems they were experiencing were not there before hence management saw no reason for having a policy. Yet others simply said that the reasons were not known. The College Librarian, however, pointed out that the policy was in the process of being developed.

Although the College Librarian pointed out that some principles of collection development such as number of titles to be purchased had been internalised over the years, absence of the policy meant that collection development practices and decisions were haphazardly done. Again uniformity of practice was hard to achieve more especially among new members of staff who lacked a reference tool in their work.

4.7.2 Selection of library materials

Materials selection in libraries is one of the components of the collection development programme. Good selection decisions result from an all inclusive, careful consultative process involving all stakeholders. It is following this realisation that the researcher wanted to find out how the process of selecting materials for the library was done at Chancellor College. The question was put across to all the three research groups (students, academic staff and library staff) through questionnaires.

4.7.2.1 Selection of library materials by academic staff, students and the College Librarian

In terms of academic staff, 31 (72.1%) respondents indicated that they participated in materials selection. Only 12 (27.9%) respondents stated that they did not participate in the exercise.

Responding to the question of how they participated in the selection of library materials, 27 (87.1%) of academic staff who responded to this question stated that they made suggestions of books to be bought by the library. Only 4 (12.9%) indicated that their participation was in the form of selection of titles from catalogues circulated by the library.

An analysis of responses from the questionnaires administered to the students shows that they were largely ignored in the process of selecting materials for the library. Only 8 (2.6%) students indicated that they do participate in the selection of materials whilst 301 (97.4%) of their counterparts said that they did not.

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Responses from the interview with Chancellor College Librarian and questionnaires administered to library staff confirmed the findings from the two groups above. The College

Librarian indicated that it was himself, acquisitions library staff and academic staff who were involved in materials selection. Students were therefore left out.

4.7.2.2 Responses from library staff on the selection of library materials

The library staff were asked to indicate those who were involved in the selection of library materials. The majority of the library staff 22 (34.9%) indicated that academic staff did much of the selection of materials purchased by the library. The second highest group, 18 (28.6%), indicated that senior library staff (College librarian) did the selection, whilst 18 (28.6%) library staff stated that paraprofessional staff were doing the selection. Fewer respondents, 3 (4.8%) indicated that students did the selection whilst the least number of library staff 2 (3.2%) indicated that materials selection was done by library assistants.

Table 7: Responses from library staff on participation in materials selection for the library

Type of response	Frequency	Percentage (%)
Academic staff	22	34.9
Library assistants	2	3.2
Paraprofessional staff	18	28.6
Senior library staff	18	28.6
Students	3	4.8
Total	63	100

4.7.3 Guides in selection of library materials

Library staff was further asked to indicate how it was guided in the selection of materials. Their responses appear in the Table 8 below.

Table 8: Guides used in making selection decisions of library materials

Selection guides	Frequency	Percentage (%)
Collection development policy	5	11.4
Personal judgement of what users need	25	56.8
Reference guides	11	25
Individual requests from users	2	4.5
Curriculum	1	2.3
Total	44	100

Responses in Table 8 above show that the majority of the library staff 25 (56.8%) used personal judgement of what users needed as a guide in their selection of library materials. This therefore raises the possibility that wrong decisions could be made as personal judgements are prone to bias. Reference guides, with 11 (25%) respondents were another commonly used reference guide. Interestingly, 5 (11%) respondents indicated that they used a collection development policy as a guide which as it has already been discussed did not exist. It is therefore possible that the respondents might not have understood the question or they were referring to some other document other than the collection development policy. Individual requests from users 2 (4.5%) respondents and curriculum 1 (2.3%) respondent were least used as guides.

4.7.4 Selection tools

In regard to tools used in selection, most of the library staff respondents indicated that publishers' catalogues were widely used. Other commonly used tools were suggestions from faculty and students, vendors' software and indexing and abstracting journals. The results are displayed in the Table 9 below.

Table 9: Tools used by library staff in the selection of materials

Selection tools	Frequency	Percentage (%)
Publishers' catalogues	27	41.5
Vendors' software	11	16.9
Indexing and abstracting journals	7	10.8
Suggestions from faculty and students	20	30.8
Total	65	100

4.7.5 Inter-library loans

The College Librarian and library staff were asked to indicate institutions with which they had inter-library loan agreements. Both indicated that inter-library loans mainly took place with sister colleges of the University of Malawi such as the Polytechnic, Bunda College of Agriculture, College of Medicine and Kamuzu College of Nursing. Other notable institutions that participated

in inter-library loan agreements with Chancellor College Library included Domasi College of Education, Malawi Institute of Education, National Library Service, Adventist University and Mzuzu University.

The lent out items were sometimes collected physically by the borrower or sent by courier services such as DHL or Pony Express. Sometimes the materials were carried by staff travelling to the borrowing library.

The information given above shows that the library was using old document delivery methods which were prone to delays. Furthermore, materials were likely to get lost in transit. Modern electronic document delivery methods which are faster and more efficient were not in use.

4.7.6 Benefits from inter-library loans

The College Librarian indicated that the library had benefited from the inter-library loan facility. That had arisen from the fact that Chancellor College Library had not been able to meet library users' demands from its stock and had managed to get needed items from other libraries. These sentiments had been reaffirmed by some of the library staff. Other benefits that had been derived from the facility were that stolen materials by students were often recovered from the other libraries, and the arrangement led to the fostering of relationships between the libraries involved.

Responses from library members of staff indicated that others were not convinced of the usefulness of the inter-library loans claiming that the arrangement had not benefitted the library much. Some of the critics of the programme had pointed out that most of the participating libraries had a stock which was relevant to the courses offered at the service institution. Others also blamed the facility as being responsible for the loss of books. This could largely be the result of the document delivery service used which as it has been stated already relied on individuals and road transport.

4.7.7 Other cooperative collection development programmes

The College Librarian, through the interview, stated that the library participated in other cooperative collection development programmes. Most notable one involved the subscription to electronic journals paid through the Malawi Library Consortium (MALICO). This means that the library had access to more electronic journals which it could not afford to subscribe to from its own resources.

4.7.8 Weeding library materials

The researcher asked library staff through the questionnaires to indicate if at all they weeded their collections. A total of 28 respondents gave answers to this question, and the majority of them, 20 (71.4%), indicated that weeding took place at Chancellor College Library whilst 8 (28.6%) indicated that weeding never took place.

The main reason given for engaging in the exercise was to get rid of outdated and irrelevant books. Other reasons were to create space, remove books with multiple copies and remove materials for repairs. These results are shown in Table 10 below.

Table 10: Reasons for weeding library materials

Reason for weeding	Frequency	Percentage (%)
To get rid of outdated and irrelevant books	18	54.5
To create space	7	21.2
To remove books with multiple copies	2	6.1
To remove materials for repairs	6	18.2
Total	33	100

As it can be seen in Table 11 below, those who indicated that weeding never took place mainly blamed it on lack of management interest 2 (33.3%) and laziness 2 (33.3%). Fear of reducing the library stock and shortage of staff were some of the reasons given for not weeding. Both of them had one respondent or 16.7% each.

Table 11: Reasons for not weeding library materials

Type of response	Frequency	Percentage (%)
Lack of management interest	2	33.3
Laziness	2	33.3
Fear of reducing the library stock	1	16.7
Shortage of staff	1	16.7
Total	6	100

4.7.9 Staff development programme

The researcher wanted to find out if a staff development programme existed to enable staff acquire skills that would enable them effectively deal with collection development challenges. This question was put across in an interview administered to the College Librarian.

The College Librarian indicated that a staff development programme existed. He however, indicated that the programme had not been effective because of the unavailability of funds for training for most of the years. That was evident by the fact that out of the four senior librarians available, only the College Librarian had a master's degree training in librarianship. Two assistant librarians (Readers Services and Periodicals) were undergoing training whilst one (Special Collection) had a Bachelors Degree in Human Resources Management. In terms of library assistants, only one had a diploma in librarianship whilst the rest had attained certificate training in librarianship. This shows that the college library staff was not fully equipped to deal with collection development challenges.

4.7.10 Preservation/conservation activities in the library

Preservation or conservation of library materials is another integral aspect of the collection development programme. It is for this reason that the researcher wanted to find out from the questionnaire administered to library staff the preservation/conservation activities that were carried out in the library.

Responses to this question show that book binding was the commonly used conservation activity in the library with 30 (55.6%) respondents mentioning it. The second commonly used conservation activity was mending of pages and reinforcing of book spines. That method was

mentioned by 23 (42.6%) respondents. Only 1 (1.9%) respondent indicated that digitisation was used as a conservation activity. The analysis of these responses appears in Figure 4 below.

Figure 4: Preservation/conservation activities carried out in the library
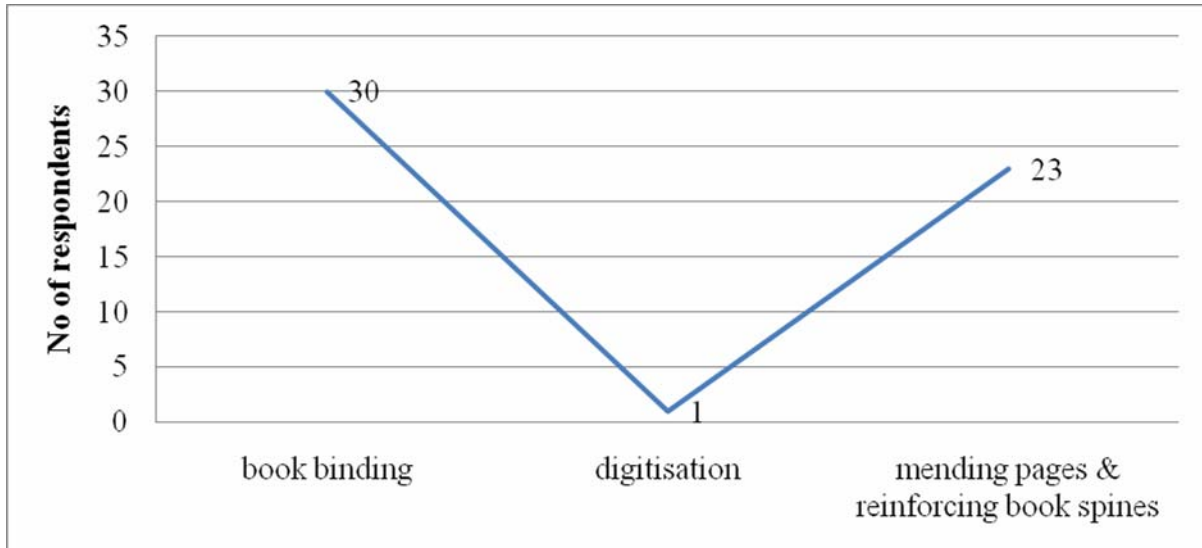
Reasons that were given as to why book binding, and mending and reinforcing book spines were prefered conservation methods were that they were either cheap 22 (55%) or they were easy to do 18 (45%).

4.8 Adequacy of funding for collection development activities

The researcher asked the following question in order to find out the adequacy of funding for collection development:-

Research question two

How adequate is the funding for collection development activities?

The researcher analysed responses from the questionnaire administered to library staff and an interview with the College Librarian including information sourced through document analysis to find answers to the question above.

4.8.1 Responses from the College Librarian regarding frequency of budget cuts

Asked if the library experienced frequent budget cuts, the College Librarian responded in the affirmative. According to him, frequent budget cuts had affected the library in a number of ways. Firstly, fewer library materials were being bought. Secondly, there was little or no training of library staff. Thirdly, fewer repairs and maintenance to the library building were carried out. Finally, there was no frequent attendance of conferences and workshops.

4.8.2 Responses from the Library staff regarding frequency of budget cuts

All library staff through the questionnaire indicated that the library experienced frequent budget cuts. On how the budget cuts had affected the library, the respondents indicated that frequent budget cuts have had a negative impact on book purchases 19 (55.9%) and periodical subscriptions 4 (11.8%), and hence there was heavy reliance on donations 5 (14.7%). The other notable effects of the budget cuts were lack of current and relevant materials 3 (8.8%). Furthermore, repair of books was not possible 2 (5.9%) and patrons started to rely heavily on computers for electronic information resources to meet some of their information needs 1 (2.9%). These responses are shown in Table 12 below.

Table 12: How budget cuts have affected the library

Responses	Frequency	Percentage (%)
Dwindling book purchases	19	55.9
Periodical subscriptions suspended	4	11.8
Heavy reliance on computers for electronic information resources	1	2.9
Repair of books is not possible	2	5.9
Lack of current & relevant materials	3	8.8
Heavy reliance on donations	5	14.7
Total	34	100

4.8.3 Budgets of colleges versus budgets for library materials

Through the document analysis method, the researcher attempted to find out the total budget allocation to the colleges and the library. This was done to determine the adequacy of funding for collection development.

Table 13: Financial subventions from government, 1998 – 2008

Financial year	Total funding for Chancellor College	Amount spent on books and equipment	Percentage (%) of total college budget
1998	109, 876, 732	247, 692	0.22
1999	116, 324, 476	392, 847	0.33
2000	122, 686, 892	379, 869	0.30
2001	138, 881, 578	372, 247	0.26
2002	399, 004, 379	742, 692	0.18
2003	510, 391, 835	559, 237	0.10
2004	687, 166, 998	750, 845	0.10
2005	758, 236, 866	722, 088	0.09
2006	1, 007, 050, 074	920, 691	0.08
2007	1, 093, 636, 822	1, 523, 431	0.13
2008	1, 292, 381, 524	3, 018, 603	0.23

Source: Chancellor College budget figures as provided by Accounts personnel.

Statistics as shown in Table 13 above show that financial resources spent on the acquisition of library materials over the ten-year period hardly surpassed one percent of the total college budget. According to the Standards for Canadian College Libraries (2004), the recommended

standard is 6 percent. It therefore means that financial allocations for materials acquisitions fell far below the recommended standard which makes one to conclude that the library was grossly underfunded.

4.8.4 Book purchases vs. materials budget allocation

The researcher wanted to find out how inadequate funding had impacted on the acquisition of books in the library by looking at acquisition statistics. Book acquisition statistics shown in Table 14 below indicate that the library was facing great difficulties in acquiring books. Throughout the study period (1988 – 2008), the library bought 1,026 books in total. This represented 9.1% of all book acquisitions. On average, the library bought 103 books a year with the least number of 24 being bought in 1998 and the highest number of 188 being bought in 2008. These figures are very low and it is therefore not surprising to note that the library had to seek alternative means of acquiring books: exchanges and donations. A total of 1,235 books were acquired through exchange, representing 11% of all book acquisitions whilst 8,913 books were acquired through donations, representing 79.7% of all book acquisitions. This means that donations were the single largest means of acquiring books at Chancellor College Library. The results are shown in Table 14 below.

Table 14: Library book acquisition statistics

Calendar year	No. of books bought from materials budget	No. of books bought from cash donations	No. of donated books
1998	24	13	618
1999	37	15	847
2000	52	34	573
2001	69	43	68
2002	82	27	934
2003	84	35	918
2004	91	53	776
2005	108	89	788
2006	137	127	776
2007	154	178	601
2008	188	621	2014
Total	**1026**	**1235**	**8913**

Source: Chancellor College Library acquisitions register

4.8.5 Journal purchases vs. materials budget allocation

Attempts were also made to establish the impact of reduced funding to the library on the acquisition of journals. Statistics as shown in the Table 15 below show that, overall, the number of journal acquisitions had dwindled across all the three categories: purchases, exchange and donations over the ten year study period. Journal purchases, for instance, though small and fluctuating, reached their peak of 73 titles in the year 2000 before plummeting to their deepest lows of 18 titles in the years 2004, 2005, 2006 and 2008. The same situation applied to journals received through exchange. The largest number of 31 titles was received in 1998 and 1999 before plummeting to 12 in 2005. Journal donations have followed a similar trend over the years. A record number of 219 titles were received in 1998 whilst the least number (87) were received in 2005. A more detailed analysis shows that the years 2004, 2005 and 2006 were very bad to the library in as far as journal acquisitions were concerned because few titles were acquired across all the three categories, with the year 2005 being the worst. Further analysis shows that 458 journals were bought from the library budget over the ten year period representing 20% of all journal acquisitions. Journal acquisitions through exchange over the same period totalled 254 (11%) of journal acquisitions whilst journals acquired through donations totalled 1,526 (68%) of all journal acquisitions. The results are shown in Table 15 below.

Table 15: Journal acquisitions statistics

Calendar year	No. of journals bought from library account	No. of journals acquired through exchange	No. of donated journals
1998	69	31	219
1999	67	31	185
2000	73	29	172
2001	63	27	147
2002	53	26	148
2003	35	24	130
2004	18	18	103
2005	18	12	87
2006	18	16	95
2007	26	24	142
2008	18	16	98
Total	**458**	**254**	**1526**

Source: Chancellor College Library acquisitions register

4.8.6 Other collection development related projects

The researcher wanted to find out other major projects undertaken by the library over the past ten years (1988 – 2008) and their sources of funding. This was done to determine if the library had the capacity to fund those projects. The results are shown in the Table 16 below.

Table 16: Other collection development related projects undertaken over the past ten years (1988-2008)

Year	Project	Donor	Value (MKW)
1998	-	-	-
1999	-	-	-
2000	-	-	-
2001	Purchase of computers & scanner and software	Rockefeller Foundation	1, 200, 000
2002	Purchase of 23 computers	Japanese Government	1, 450, 000
2003	-	-	-
2004	-	-	-
2005	-	-	-
2006	Purchase of 20 computers	American Embassy	1,750,000
2007	-	-	-
2008	Purchase of 20 computers	Malawi Government	5, 000,000

Key: (-)   indicates that no project was undertaken

Source: Chancellor College Library office files

Information captured in Table 16 above shows that all the major projects undertaken since 2001 had been done with donor funding. This indicates that the library was failing to finance its own projects, possibly due to financial constraints being faced.

4.8.7 Priorities in the purchase of library materials

The library staff were asked to indicate what they perceived to be the order of priority in the purchase of library materials. The majority of the respondents 18 (20.7%) indicated that book purchases were given first priority. Newspapers 15 (17.2%) were given second priority whilst print journals 11 (12.6%) and e-journals 9 (10.3%) were given third and fourth priority respectively, with purchase of bandwidth and provision of Internet service being the least. The mere fact that respondents gave multiple answers as regards the priority areas shows that the library's priorities are not clearly defined. This could possibly be the result of the lack of the collection development policy. The results of their responses appear in Table 17 below.

Table 17: Order of priority in the purchase of library materials

Type of response	Priority rating	Frequency	Percentage (%)
Books	1st priority	18	20.7
	2nd priority	2	2.3
Print journals	2nd priority	2	2.3
	3rd priority	11	12.6
	4th priority	6	6.9
E-journals	2nd priority	1	1.1
	3rd priority	1	1.1
	4th priority	4	4.6
	5th priority	9	10.3
Newspapers	1st priority	1	1.1
	2nd priority	15	17.2
	3rd priority	2	2.3
The Internet	3rd priority	5	5.7
	4th priority	6	6.9
	5th priority	4	4.6
Total	-	87	100

Some of the justifications given for the current priority set up were that users heavily relied on books and newspapers. Another commonly cited reason was that newspapers were liked for current news. On the other hand, print journals were said to be expensive hence being down the

priority list. Technology was said to be moving fast hence the need to have Internet service so as to have up-to-date information all the time. It had also been stated that most of the donors donated money for the acquisition of books only, hence prioritising books. Few computers and slow adaptation of patrons to the computer age to facilitate access to electronic information had also been stated as reasons for prioritising book acquisitions.

4.8.8 Mode of acquiring library books

Efforts were made to find out the percentages of books acquired through direct purchases, donations and exchanges.

4.8.8.1 Percentages of books acquired through direct purchases

The researcher asked the library staff to indicate the percentages of books that were acquired through direct purchases between 1988 and 2008. Since book purchases were directly related to available financial resources, the researcher wanted to find out what impact library funding might have had on the activity.

Information in Table 18 below shows that 10 (50%) of the respondents indicated that 1-20% of the books were acquired through direct purchases. Four respondents (20%) stated that direct purchases accounted for 21-40% of books, 2 (10%) put it at 41-60% whilst another 4 (20%) respondents indicated that direct purchases stood at 61-80%. These figures point to the fact that book purchases are low meaning that the library had to rely on other means of growing its collection. The fact that no definite figures are given in this section indicates that the library has problems with record keeping.

Table 18: Percentages of the books acquired through direct purchases

No. of library staff	Estimation of percentage (%) of books acquired through direct purchases
10 (50%)	1 – 20
4 (20%)	21 – 40
2 (10%)	41 – 60
4 (20%)	61 – 80

4.8.8.2 Percentages of books acquired through donations

The Library staff were asked to indicate the percentages of books that were acquired through donations. The results are shown in Table 19 below.

Table 19: Percentages of the books acquired through donations

No. of library staff	Estimation of percentage (%) of books acquired through donations
3 (15%)	1 – 20
4 (20%)	21 – 40
1 (5%)	41 – 60
12 (60%)	61 – 80

An analysis of the findings shown in Table 19 above shows that 12 (60%) of the respondents indicated that 61-80% of the books were acquired through donations, 4 (20%) put the figure at

21-40%, 3 (15%) indicated 1-20% whilst 1 (5%) said it was 41-60 percent. Inconsistent figures are again given in this section highlighting the problem of record keeping.

As it has already been seen, book purchases were low. It is therefore not surprising to see that the library was relying much on donations to grow its collection. This is more like a survival measure.

4.8.8.3 Percentages of books acquired through exchange

Efforts were further made to find out the number of books acquired through exchange. Fifteen (15 or 48%) library staff members out of thirty-one (31) responded to this question and all of them indicated that book acquisitions through exchange accounted for between 1-20%. This figure is similar to that of book purchases which means that the two were least deployed as means of growing the library collection at Chancellor College Library.

4.9 Suitability of collections to the needs of the users

The following question was asked to students and academic staff to solicit information on the suitability of collections to the needs of users:

Research question three

How suitable are the collections to the needs of users?

Information provided by both students and academic staff was analysed to find answers to the question above.

4.9.1 Use of materials from the college library by academic staff

Academic members of staff were asked to indicate if they used materials from the library. Responses to this question show that 38 (88.4%) respondents used materials from the library. Only 5 (11.6%) respondents indicated that they did not use materials from the library.

Academic staff who said they did not use materials in the library gave the following reasons as to why they did not use the materials. The results are shown in Table 20 below.

Table 20: Reasons why some academic staff do not use materials in the college library

Reasons for not using library	Frequency	Percentage (%)
Most of the materials are outdated	4	50
Materials are few	2	25
Materials required not found in library	2	25
Total	8	100

The main reason given by those who did not use materials in the library was that most of the materials were outdated 4 (50%). This raises some questions about the suitability of the collection and its ability to meet the information needs of this user group. Other reasons given were that materials were either few 2 (25%) or that they were not found in the library 2 (25%).

4.9.2 Use of materials from the college library by students

Students were also asked to indicate if they used materials from the library. Results to the question show that 311 (95.7%) students indicated that they used materials from the library whilst only 14 (4.3%) students did not.

Students who indicated that they did not use materials from the library were asked to state the reasons why they did not use the materials. According to information provided in Table 21 below, the main reasons that discourage some students from using the library were that most of the materials were either outdated or they were not enough. Both of these reasons had 7 (28%) responses. Other notable reasons were that materials required were not found in the library 5 (20%), most materials were not useful 3 (12%) and it was difficult to locate materials 3 (12%). These statistics show that the collection though widely used by both students and academic staff may not be completely suitable to the needs of the users. The results are shown in Table 21 below.

Table 21: Why some students did not use the library

Response	Frequency	Percentage (%)
Most of the materials are outdated	7	28
Most of the materials are not useful	3	12
Difficult to locate materials	3	12
Materials are not enough	7	28
Materials required not found in library	5	20
Total	25	100

4.9.3 Materials mostly used by academic staff in the library

Academic staff who indicated that they used materials in the library was asked to indicate materials they mostly used in the library. Results from Fig. 5 below show that 41 (51%) respondents mostly used books from the library. The second most used materials were print journals which were mentioned by 21 (26.3%) respondents. The rest of the statistics regarding use of materials from the library are as follows: electronic journals 8 (10%), Internet search engines (Google, Yahoo! etc) 7 (8.8%), CD ROMs 2 (2.5%) and other periodicals (newspapers and magazines) 1 (1.3%). These findings justify those made in Table 17 whereby it was found out that books were given first priority in allocating money for materials acquisition owing mainly to their heavy use. Although print and e-journals were also heavily used in the library, newspapers were given second priority possibly because they were cheaper to subscribe to as opposed to the journals. Results are displayed in Figure 5 below.

Figure 5: Materials mostly used by academic staff in the library
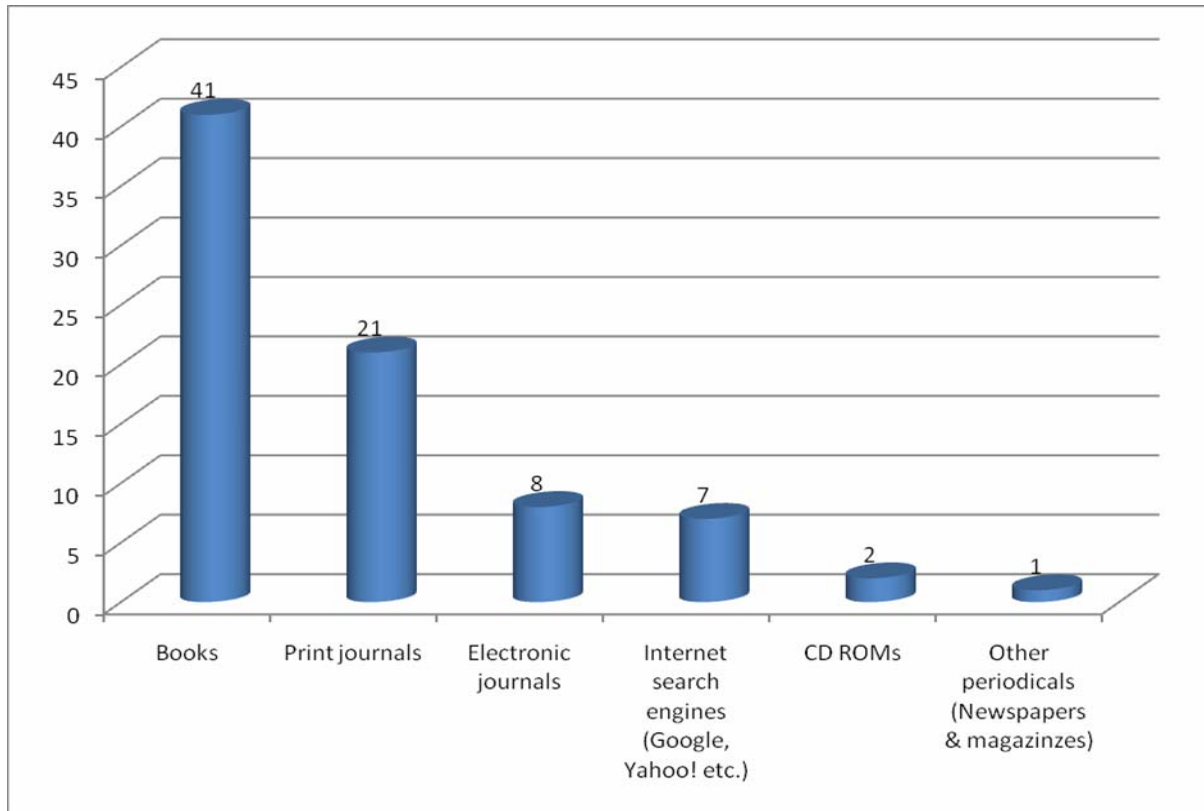
4.9.4 Materials mostly used by students in the library

Students who used materials in the library were asked to indicate materials they mostly used. Multiple responses were given to this question and an analysis of their responses show that 319 (36.1%) students used books which means that books were a popular information resource to the students. Internet search engines (*Google, Yahoo!* etc) with 277 (31.3%) responses were other preferred information resources mostly used by students in the library. Print journals 179 (20.2%) and electronic journals 59 (6.7%) plus newspapers 34 (3.8%) were also widely used, whilst CD ROMs 10 (1.1%) and lecturers' reprints/photocopies 6 (0.7%) were the least used materials by students in the library. These statistics are shown in Figure 6 below.

Figure 6: Materials mostly used by students in the library
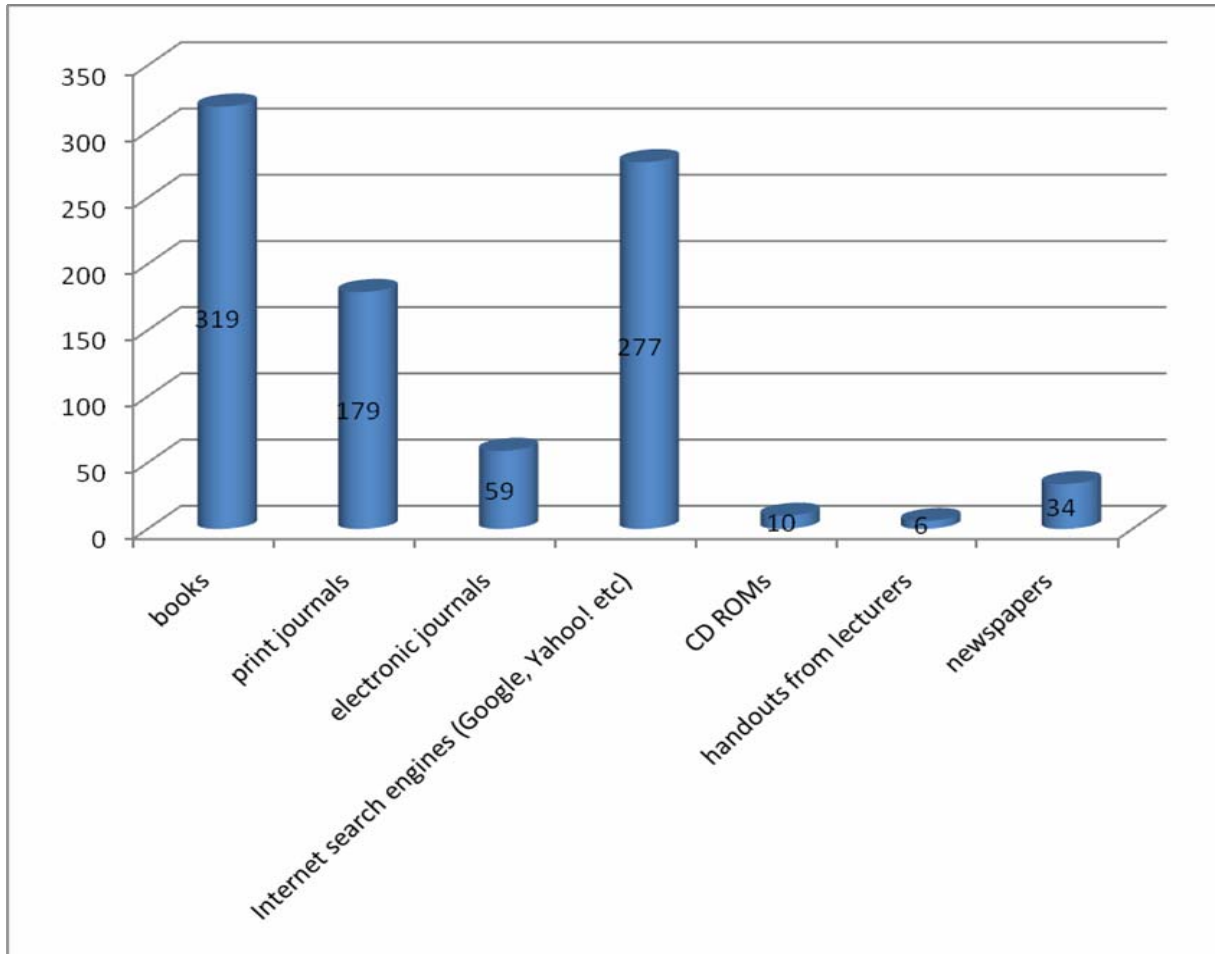
4.9.5 Main reasons for using the library by academic staff

Academic staff was asked to indicate the main reasons for using the library. Multiple responses were given, and as it can be seen in Figure 7 below, 43 (55%) respondents indicated that they used the library to prepare for classes. Consultancies and research with 15 (19%) and 12 (15%) responses respectively, were the second major reasons mentioned. Recreation 5 (7%), health matters 2 (3%) and employment issues 1 (1.3%) complete the list.

Figure 7: Main reasons for using the library by academic staff
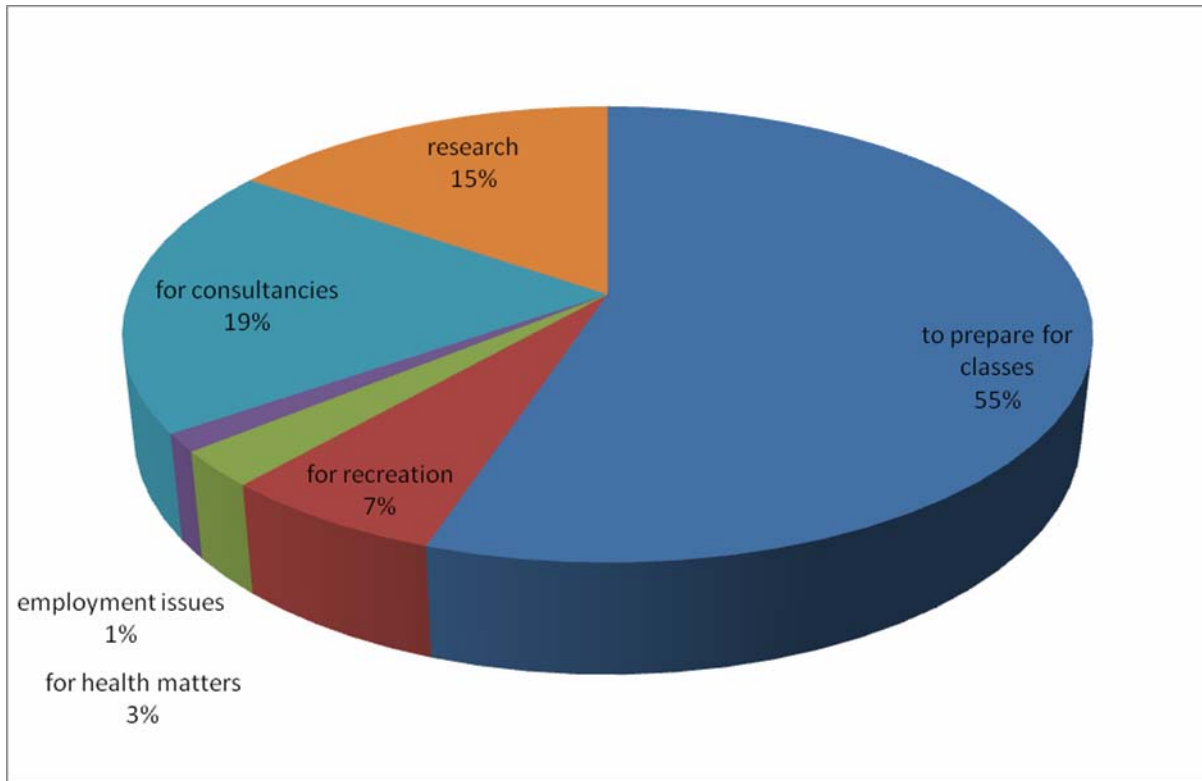
4.9.6 Main reasons for using the library by students

Students were asked to indicate the main reasons for using the library. As it can be seen in the Table 22 below, the main reason why students used the library was to access information for assignments 320 (34.3%). Being an academic library, it can therefore be said that the library was meeting its key objective of meeting the information needs of the students. This does give a hint in determining the suitability of the collection. Other major uses of the library by students were to sit down to do assignments 214 (23%) and accessing a quite place for study purposes 187 (20.1%). A considerable number of students also used the library to access information for recreation 109 (11.7%). It is also worth noting that a smaller number of respondents went to the

library either to chat with friends or to consult them on assignments 20 (2.1%). This could be a recipe for noise in the library building which could disturb other serious readers. These responses are shown in Table 22 below.

Table 22: Main reasons why students use the library

Response	Frequency	Percentage (%)
Accessing information for assignments	320	34.3
Accessing information for recreation	109	11.7
Accessing information on health matters	27	2.9
Accessing information on employment	55	5.9
Accessing a quite place for study purposes	187	20.1
Doing assignments	214	23
Chatting with friends/consulting friends on assignments	20	2.1
Total	932	100

4.9.7 Physical condition of library materials

The academic staff was asked to indicate if they thought the physical condition of the library materials was good or bad. Responses to this question showed that 27 (62.8%) respondents were

of the opinion that library materials were in bad condition. The remaining 16 (37.2%) were of the opinion that library materials were in good condition.

Student respondents were also asked to tick options that best described the books in the library. An analysis of their responses appears in Table 23 below.

Table 23: Condition of books in the library

Response	Frequency	Percentage (%)
Most of the books are outdated	258	35.2
Most of the books are relatively new	13	1.8
Most of the books are damaged	212	29
Most of the books are in good condition	21	2.9
Most of the books are useful	68	9.3
Most of the books are not useful	160	21.9
Total	732	100

A large number of the respondents indicated that most of the books were outdated 258 (35.2%), damaged 212 (29%) or not useful 160 (21.9%). Only a few respondents thought the books were useful 68 (9.3%), in good condition 21 (2.9%) or were relatively new 13 (1.8%). These responses do raise some doubts about the suitability of the library materials.

4.10 Other factors that may be militating against collection development activities

With regard to other factors that may be militating against collection development activities, the following question was posed:

Research question four

What are other factors that may be militating against collection development activities?

Efforts were made to determine other factors that may be militating against collection development activities other than those already identified. The researcher made efforts to find answers to this question by including questions that specifically addressed this aspect in the questionnaires administered to the students, academic and library staff as well as the interview with the College Librarian. Their responses are presented below.

4.10.1 Responses from students on conditions in the library

For this question, respondents gave multiple responses. As Figure 8 below shows, 75 (14.6%) respondents indicated that the furniture was old and not suitable, 143 (27.9%) indicated that the furniture was old but suitable, 207 (40.4%) indicated that space was not enough whilst 88 (17.2%) indicated that the space was enough.

Figure 8: Responses of students on conditions in the library
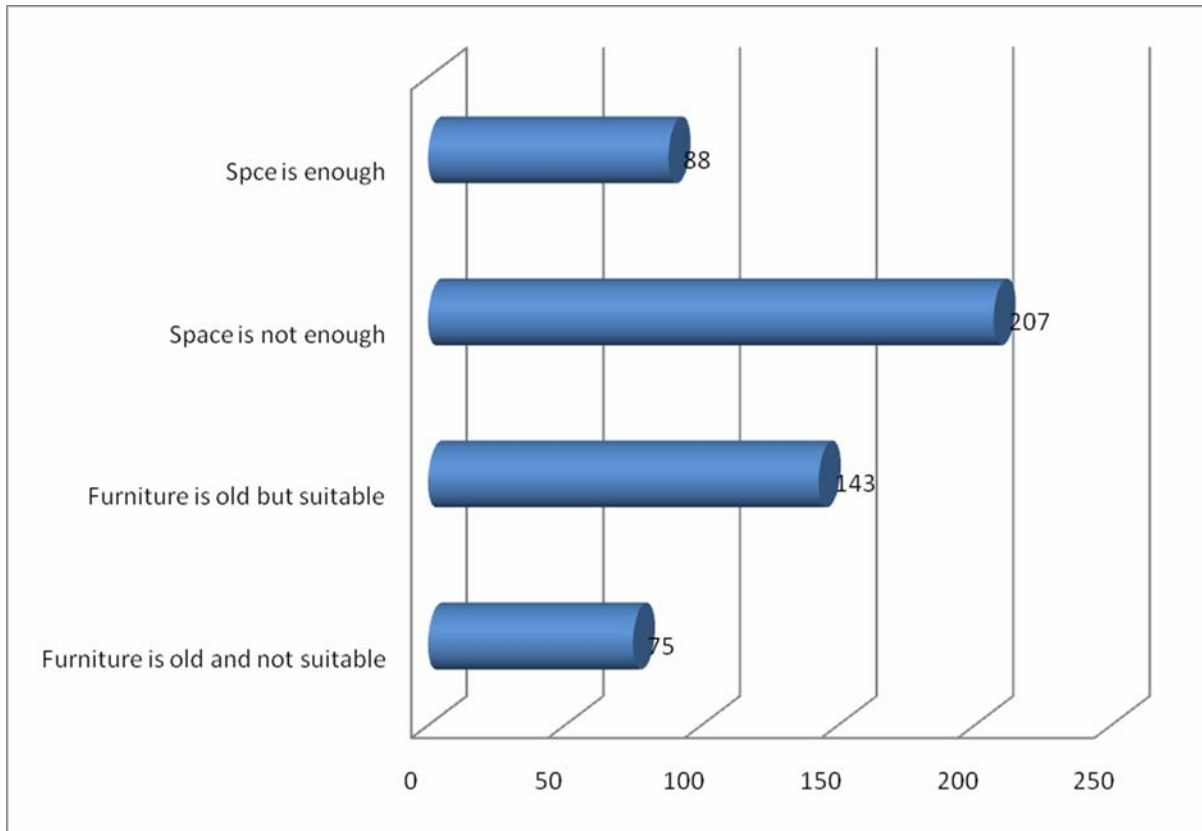
4.10.2 Responses from academic staff on conditions in the library

For this question, respondents gave multiple responses. As Figure 9 below shows, responses from academic staff to this question resembled those of students. For instance, the majority of the respondents 34 (47.9%) indicated that space was not enough. The second group, 18 (25.4%) indicated that the furniture was old but suitable. Thirteen 13 (18.3%)) respondents indicated that the furniture was old and not suitable and only 6 (8.5%) respondents indicated that the space was enough. The results are shown in Figure 7 below.

Figure 9: Responses of academic staff on conditions in the library
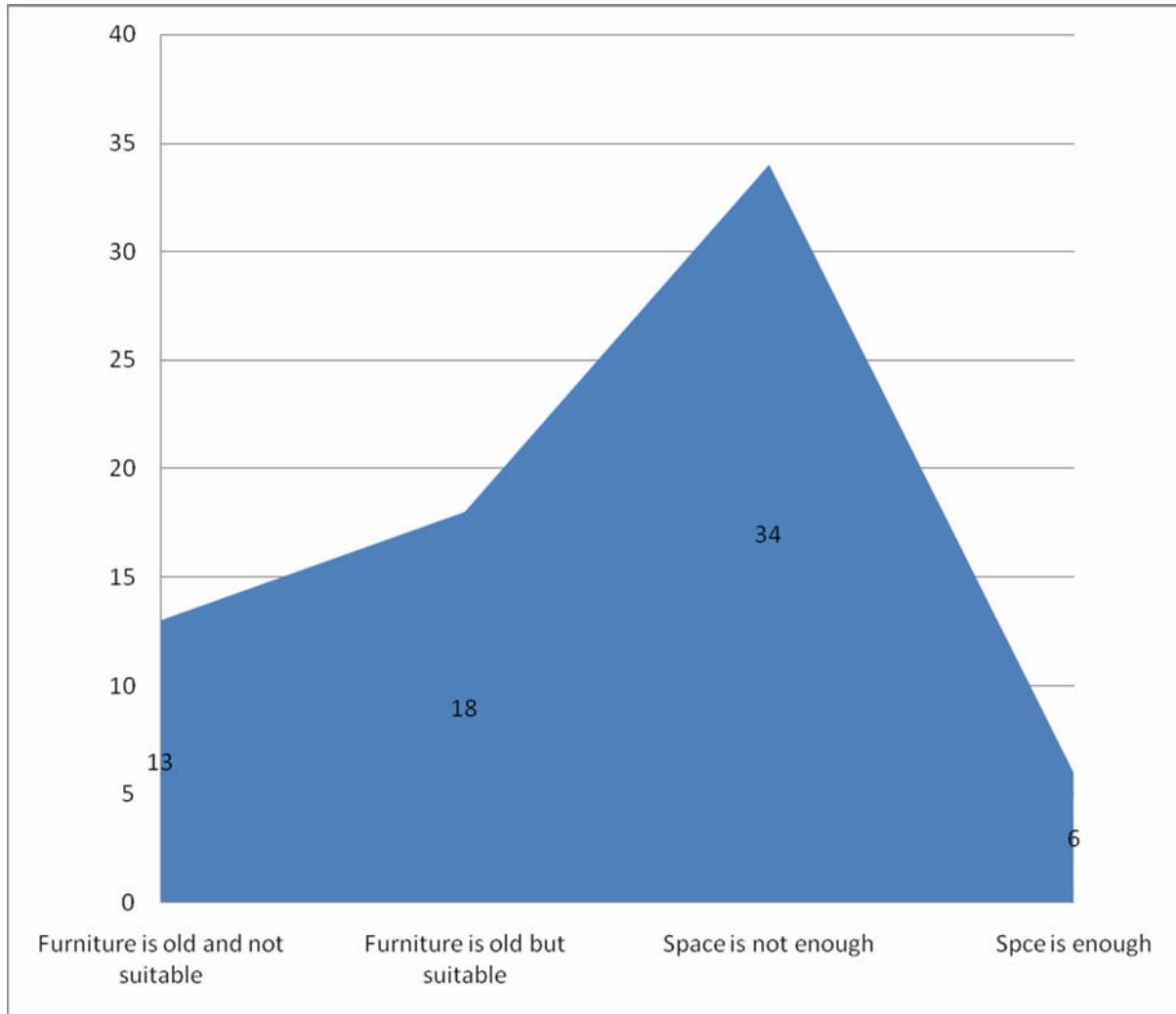
4.10.3 Main challenges facing the library as perceived by students

Students were asked to indicate what they considered to be the main challenges the library was facing. Multiple responses to this question were given, and an analysis showed that 221 (31.9%) respondents indicated that there was inadequacy of reading material. The second highest group, 117 (16.9%) stated that the sitting capacity was limited whilst 104 (15%) indicated that most of the materials were outdated. Other notable challenges mentioned by students were noise 84

(12.1%), inadequate computers for Internet access 47 (6.8%), damaged/torn books 43 (6.2%), inadequate staffing 14 (2%), and slow and unreliable Internet 14 (2%).   Although they did not feature prominently in the student responses, lack of money to purchase library books 12 (1.7%), lack of properly trained personnel 6 (0.9%) and loss of books through theft 6 (0.9%) were some of the challenges mentioned as facing the library. These results are shown in Table 24 below.

Table 24: Student responses on the main challenges facing the library

Responses	Frequency	Percentage (%)
Outdated materials	104	15
Limited sitting capacity	117	16.9
Inadequate computers for internet access	47	6.8
Inadequate reading materials (books)	221	31.9
Frequent power cuts	25	3.6
Inadequate staffing	14	2
Noise	84	12.1
Damaged/torn books	43	6.2
Slow/unreliable internet	14	2
Lack of properly trained personnel	6	.9
Lack of money for purchase of library materials	12	1.7
Loss of books through theft	6	.9
Total	693	100

4.10.4 Main challenges facing the library as perceived by academic staff

Academic staff was asked to indicate what they perceived to be the main challenges the library was facing. Their responses are shown in Table 25 below.

Table 25: Academic staff's responses to the main challenges facing the library

Response	Frequency	Percentage (%)
Outdated textbooks	23	24.5
Congestion	14	14.9
Inadequate books/journals and other equipment	17	18.1
Noise	2	2.1
Unreliable internet	5	5.3
Theft of materials	5	5.3
Damage to books	3	3.2
Library services not fully automated	12	12.8
Shortage of staff	3	3.2
Lack of financial resources	10	10.6
Total	94	100

Academic staff was mainly concerned with the currency of the information materials available in the library. This is evident from the fact that 23 (24.5%) respondents indicated that outdated

textbooks were the main challenge the library was facing. Inadequate books/journals and other equipment 17 (18.1%) respondents, congestion 14 (14.9%), library services not fully automated 12 (12.8%) and lack of financial resources for the purchase of materials 10 (10.6%) were some of the key issues raised. Other challenges as raised by the academic staff were unreliable Internet 5 (5.3%), theft of materials 5 (5.3%), damage to books 3 (3.2%), shortage of staff 3 (3.2%) and noise 2 (2.1%).

4.10.5 Library staff's perception of the furniture in the library

The researcher asked library staff to indicate what they considered to be the condition of the furniture in the library. An analysis of the responses to this question shows that 17 (41%) respondents indicated that the furniture was inadequate when compared with the sitting capacity. On the other hand, 9 (21%) respondents indicated that the furniture was adequate when compared to the sitting capacity. Furthermore, 13 (31%) respondents stated that the furniture was in good condition whilst 3 (7%) respondents stated that the furniture was in bad condition.

4.10.6 Library staff's perception of the major challenges facing the library

The library staff were asked to indicate what they considered to be the major challenges the library was facing. Their responses, appearing in Table 26 below, show that low sitting capacity 14 (20%) respondents, inadequate number of books 11 (15.7%) respondents, limited training opportunities 10 (14.3%) respondents, limited budget 9 (12.9%) respondents, shortage of staff 7 (10%) respondents and inadequate computers 7 (10%) respondents, were the main challenges identified. Some of the challenges mentioned included outdated books 4 (5.7%) respondents, frequent power cuts 3 (4.3%) respondents, noise 3 (4.3%) respondents, security 1 (1.4%) respondent and lack of trained personnel 1 (1.4%) respondent.

Table 26: Library staff's perception of the major challenges facing the library

Challenges facing library	Frequency	Percentage (%)
Sitting capacity is low	14	20
Frequent power cuts	3	4.3
Inadequate computers	7	10
Inadequate number of books	11	15.7
Lack of trained personnel	1	1.4
Noise	3	4.3
Outdated books	4	5.7
Limited training opportunities for staff	10	14.3
Limited budget	9	12.9
Shortage of staff	7	10
Security	1	1.4
Total	70	100

4.10.7 Provision of Internet access to users

The library staff were asked as to whether Internet access was provided to users or not, and all the thirty one (31) respondents stated that the service was provided.

4.10.8 Major problems faced in the provision of Internet service

The researcher wanted to find out from the library staff the problems faced in the provision of Internet service to users. As it can be seen from Figure 10 below, inadeqaute number of computer terminals 16 (28.6%) responses, slow speed due to limited bandwidth 15 (26.8%) and frequent blackouts 10 (17.9%) were the major challenges encountered in the provision of Internet service at the institution. Frequent breakdowns of computer hardware 7 (12.5%), charges discouraging use 5 (8.9%), abuse of the service by students 2 (3.6%) and lack of technicians 1 (1.8%) were some of the problems identified. The problems identified are outlined in Figure 10 below.

Figure 10: Major problems faced in the provision of Internet service
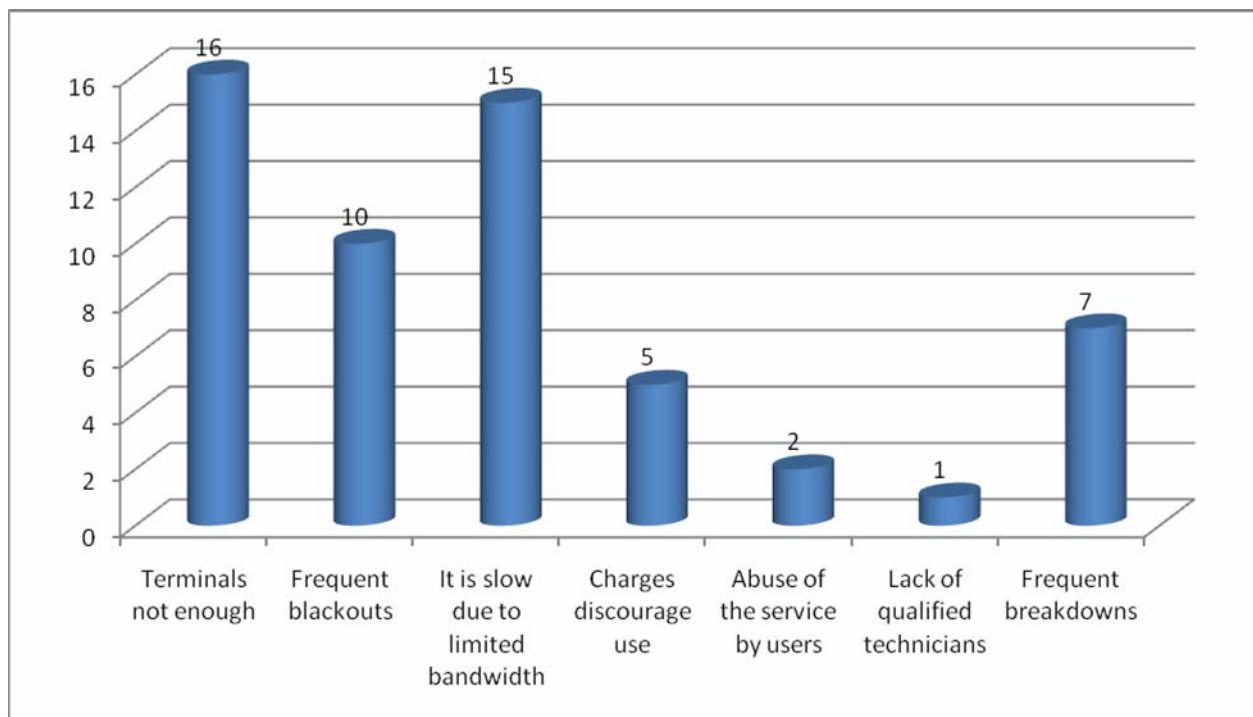
4.10.9 Problems faced in the provision of electronic journals

The library staff were asked to list problems that were faced in providing electronic journals. According to Table 27 below, inadequate number of computers 13 (38.2%) respondents and lack of knowledge about their existence 11 (32.4%) respondents were the major problems faced. Some of the problems faced mirror those associated with Internet service such as slow speed of the Internet due to limited bandwidth 4 (11.8%) respondents, charges discouraging use 4 (11.8%) respondents and ferquent blackouts 2 (5.8%) respondents.

Table 27: Problems faced in the provision of electronic journals

Response	Frequency	Percentage (%)
Frequent blackouts	2	5.9
Inadequate number of computers & other equipment	13	38.2
Slow speed of the Internet due to limited bandwidth	4	11.8
Lack of knowledge about their existence and use	11	32.4
Charges discourage use	4	11.8
Total	34	100

4.10.10 Other collection development challenges as identified by the College Librarian

The following are other collection development challenges that came out through the interview with the College Librarian.

4.10.10.1 Understaffing and security

The College Librarian stated that the library was understaffed at senior level but adequately staffed at junior level.

Security was another notable problem identified. According to the Chancellor College Librarian, the main security challenge related to controlling the movement of books and other materials in and out of the library and also mutilation of book pages. Increases in the number of users coupled with failure by student users to buy their own books had made some of them to resort to stealing of books and mutilation of pages.

4.10.10.2 Selection and acquisition of library materials

The library also faced problems relating to the selection of library materials. The College Librarian reported that there was more demand for new titles than the available financial resources could afford. The College Librarian stated that they solicited donations from both local and international donors as a means of overcoming the problem. Another solution to the problem was lobbying for better funds allocations.

Three main challenges were mentioned in regard to the acquisition of collections. Inadequate funds in relation to the high demands for materials, delays in arrival of materials acquired and higher landing costs of library materials purchased from outside the country. All this meant that the library faced problems in meeting the information needs of its users.

The College Librarian stated that some of the solutions they employed to overcome these problems included soliciting donations from both local and international donors and lobbying for better funds allocations. Whenever possible, efforts were made to find cheaper suppliers.

4.10.10.3 Space, furniture and suitability of the library building

The library faced space problems in that the number of library users had been increasing while the library space had not. And, as the College Librarian put it, new developments in library services, i.e., provision of computer laboratories and discussion rooms were pretty hard to achieve under those circumstances. Storage space was another area of concern. As the available space reduced, storage space also became a challenge.

Furniture was another problem area. Furniture didn't last long because the rate of movement was very high as users kept on shifting them from one place to another as the demand was high whilst the supply was low. Heavy demand raised the need to increase the quantities and also pushed up the cost of repairs.

Concerns were further raised about the suitability of the library building. The current building was purposely built at the time of construction. But as the years passed by and new services were needed there was need for regular restructuring. This restructuring had resulted in the partitioning of certain areas to create computer laboratories to facilitate provision of e-resources, and also creation of new offices for the increasing staff population.

CHAPTER FIVE

SUMMARY, DISCUSSION AND RECOMMENDATIONS

5.1 Summary

The purpose of the research was to study in detail the challenges that Chancellor College Library was facing in developing and maintaining its collection. This was done because literature that was reviewed indicated that Chancellor College Library was facing challenges in various aspects of collection development which included the size of the collection and inadequacy of staffing and funding, among others. The research was therefore embarked upon to establish the extent to which these problems had affected the provision of library and information services at Chancellor College Library.

The study addressed a number of research questions. These were:

1. Does Chancellor College Library have a collection development programme, and if so, how effective is it?

2. How adequate is the funding for collection development activities?

3. How suitable are the collections to the needs of users?

4. What are the other factors that may be militating against collection development activities?

5. What are the possible solutions to the identified problems?

The research was a case study whose study population was 3,164. It included 55 library staff, 2, 970 students and 139 academic staff. The study population yielded the following sample: 48 library staff, 341 students and 103 academic staff. The total research sample was 492, which was 16 percent of the population size. Data for the study was collected through questionnaires,

interviews and document analysis. Quantitative data collected was analysed by use of the Statistical Package for the Social Sciences (SPSS) whilst qualitative data was analysed thematically. Response rate amongst the students was at 96%, 41% for academic staff and 64% for library staff. The total response rate across the three research groups was 82%.

A number of interesting findings came out in the research. Most notably, it was discovered that Chancellor College Library did not have a collection development policy. The absence of the policy had affected a number of collection development activities such as materials selection and acquisition, staff development, weeding and preservation. The study also revealed that the library was not adequately funded. Inadequacy of funding had greatly affected materials acquisition such that the library was forced to rely on donations and exchanges to grow its collection. Much as the collection was in wide use, concerns were raised about the quality, adequacy, usefulness and accessibility of the materials in the library. This made the researcher conclude that the collection was largely not suitable to the needs of the users. Problems that were identified as militating against collection development included limited sitting capacity brought about by limited space and inadequate furniture, old furniture, inadequate security, unsuitability of the library building and lack of storage space. Others included noise, inadequate staffing, lack of properly trained personnel, library services not fully automated and limited training opportunities.

5.2 Discussion of findings

5.2.1 Availability and effectiveness of a collection development programme

As it has already been seen from chapter one, collection development covers several activities such as selection, determination and coordination of policy, collection analysis, evaluation and weeding, etc. A collection development programme would therefore cover these elements. In an

effort to answer the question on the availability and effectiveness of the collection development programme at Chancellor College Library, the researcher examined some of these elements of the collection development programme.

5.2.1.1 Collection development policy

In regard to the existence of a collection development policy, the majority of the respondents, (36 or 83.7% for academic staff, 292 or 92.1% for student respondents and 12 or 63.2% for library staff) did not know of the existence of a collection development policy. These findings raised a big likelihood that the policy might not have been there or, if available, it was not being used. Such suspicions were cleared by information sourced through the interview with the College Librarian who indicated that, indeed, the library did not have a written collection development policy.

Although the College Librarian pointed out that some principles of collection development, such as the number of titles to be purchased had been internalised over the years, absence of the policy meant that collection development practices and decisions were haphazardly done. The College Librarian's views on the subject of collection development reflects the findings made in the Ifidon (1990) study which found out that many African University libraries did not have written selection and acquisition policies mainly because librarians thought that the primary objectives of the libraries were quite clear and that they could be guided by such objectives. Studies done elsewhere also show that many libraries were not keen on developing and using collection development policies. For instance, a Vignau and Menesses (2005) study in Cuba showed that only three university libraries out of the sixteen studied had written collection development policies. Since a collection development policy serves as both a planning and operating tool aimed at achieving both a quality and balanced collection (Johnson, 2004), the absence of the document at these universities and indeed at Chancellor College Library means that these objectives would be hard to attain.

Some of the reasons advanced by the library staff for not having a collection development policy were that the library did not have budget allocations to buy its own books so it was not important to have it. Others blamed it on ignorance on the importance of the policy, whilst others stated that the problems they were experiencing were not there before hence management saw no reason for having a policy. Lack of sufficient funds is not a convincing reason for not having a collection development policy. In fact this could even be used as a basis of having a policy to make sure that the few available funds were expended on priority areas that could be defined in the policy. Even donors would be happy to see funds donated being well spent. This is something that can be achieved with a policy. Probably a more convincing reason for not having the policy was that of ignorance of the importance of the document. This problem could be solved by sensitising library personnel on the importance of the document.

5.2.1.2 Selection of materials

Selection of materials is yet another component of the collection development programme that this study looked into. Responses to this item by academic staff show that 31 (72.1%) respondents indicated that they participated in materials selection. Only 12 (27.9%) respondents stated that they did not participate in the exercise. In terms of students, only 8 (2.6%) respondents indicated that they participated in the selection of materials, whilst 301 (97.4%) of their counterparts said that they did not. Responses from the interview with Chancellor College Librarian and questionnaires administered to library staff confirmed the findings from the two groups above. The College Librarian indicated that it was himself, the acquisitions library staff and the academic staff who were involved in materials selection. Students were therefore left out. Failure to involve students in the selection of library materials meant that their interests might not have been well catered for when acquiring the materials. Furthermore, it goes against the advice of some experts such as Farmer (2001) and Odini (1994) who have argued for the involvement of all users in the collection development exercise.

The findings above in some ways resemble those made by Adekanmbi (2007) who studied collection development strategies in colleges of education in Botswana and found out that both lecturers and students were largely ignored in the selection of library materials. It is however encouraging to note that in the present study, selection of library materials was a collaborative exercise between academic staff and library staff. This means that librarians did not abdicate their responsibility but sought input from the users to attain the right balance. This was in contrast with the trend that was observed in a study by Okoye (1983) of the University of Nigeria where lecturers were said to handle much of the book selection.

5.2.1.3 Selection guides and tools

The majority of library staff (25 or 56.8%), used personal judgement of what users needed as a guide in their selection of library materials. More reliable sources were least used. This is evident from the fact that only 11 (25%) respondents indicated that they used reference guides and 1 (2.3%) respondent indicated that he/she used the curriculum (see Table 8). This, therefore, raises the possibility that wrong decisions could be made as personal judgements are prone to bias and may not reflect the real needs of the user community. Interestingly, 5 (11%) of the students indicated that they used a collection development policy as a guide which as it has already been discussed did not exist. It is therefore possible that the respondents might not have understood the question or they were referring to some other document other than the collection development policy. Publishers' catalogues and suggestions from faculty and students were the selection tools that were mostly used by library staff. However, Publishers' catalogues were the ones that registered more use with 27 (41.5%) respondents indicating that they used them whilst 20 (30.8%) respondents indicated that they used suggestions from faculty and students. Vendors' software with 11 (16.9%) respondents and indexing and abstracting journals with 7 (10.8%) respondents were the other selection tools that were used (see Table 9). Although the Internet was not mentioned as a selection tool, the tools used show diversity and inclusiveness especially when one considers the fact that they cover some of the important elements of the library

collection namely books and journals. Nevertheless, use of other authoritative selection tools such as book reviews and academic discussion lists would help improve the quality of the selected materials.

5.2.1.4 Inter-library loans

Chancellor College Library has an inter-library loans arrangement with sister colleges of the University of Malawi such as the Polytechnic, Bunda College of Agriculture, College of Medicine and Kamuzu College of Nursing. Other notable institutions that participated in inter-library loan agreements with Chancellor College Library included Domasi College of Education, Malawi Institute of Education, National Library Service, Adventist University and Mzuzu University. All these institutions are locally based, and many of them offer courses similar to those offered at Chancellor College library. This shows that the participating libraries have common interests which can be catered for through the Inter-library loan facility. It therefore comes as no surprise at all to hear that Chancellor College Library had benefited from the inter-library loan facility. According to the College Librarian, Chancellor College Library had not been able to meet users' demands from its stock and had benefited from the facility in such a way that it had managed to get needed items from other libraries. These sentiments had been reaffirmed by some of the library staff. Other benefits that had been derived from the facility were that stolen materials by students were often recovered from the other libraries, and the arrangement led to the fostering of relationships among the libraries involved.

The effectiveness of the inter-library loan facility was affected by the document delivery methods that were in use. For instance, lent out items were sometimes collected physically by the borrower or sent by courier services such as DHL or Pony Express. At times the materials were carried by staff travelling to the borrowing library. This means that the library was using old document delivery methods which were prone to delays. Furthermore, materials were likely to get lost in transit. Modern electronic document delivery methods which include use of modern

technologies such as the Internet, e-mail, and fax which are faster, reliable and more efficient were not in use. Furthermore, a visit to the library webpage showed that the Online Public Access Catalogue (OPAC) could only be accessed locally, something that was also observed by Mariri (2005). This means that patrons outside the institution were denied speedy access to the library's holdings, a development that could negatively impact on the operation of the inter-library loan facility. This was in contrast to what was practiced elsewhere. According to Elkington & Massie (2000), regional consortia in the USA were using various softwares to create in essence a single catalogue of member institutions to allow users on any campus to browse the holdings of other libraries as if they were their own. The use of union catalogues speeds up the inter-library loans because requests are only directed to libraries that possess the required material.

Responses from library members of staff indicated that others were not convinced of the usefulness of the inter-library loans claiming that the arrangement had not benefitted the library much. Some of the critics of the programme had pointed out that most of the participating libraries had a stock which was relevant to the courses offered at the service institution. Others also blamed the facility as being responsible for the loss of books. This could largely be the result of the document delivery service used which as it has been stated already relied on individuals and road transport.

5.2.1.5 Subscription to electronic journals

Chancellor College Library participated in cooperative collection development programmes. The most notable one involved the subscription to electronic journals paid through the Malawi Library Consortium (MALICO). This means that the library had access to more electronic journals which it could not afford to subscribe to from its own resources.

5.2.1.6 Weeding

Weeding took place at Chancellor College Library. Responses to this item by library staff showed that 20 (71.4%) respondents indicated that weeding took place whilst 8 (28.6%) respondents indicated that weeding did not take place. It is pleasing to note that weeding took place as each and every good library should weed its collection. As indicated by Johnson (2004) and Slote (1997) weeding increases book usage and reader satisfaction. It is hoped that the same could be achieved at the Chancellor College Library if weeding was effectively done.

The main reasons given for weeding were to get rid of outdated and irrelevant books. Other reasons were to create space, remove books with multiple copies and remove materials for repairs. On the other hand, some of the reasons given for not weeding were due to lack of management interest and laziness, fear of losing valuable library materials and shortage of staff. Much as weeding has been taking place at the institution, there are doubts about the effectiveness of the exercise. As Slote (1997) has rightly stated, some of the reasons for weeding a collection are to remove inaccurate and out-of-date materials. The exercise may also lead to the removal of damaged materials from the collection. But it is unfortunate to note that outdated and damaged books are still found in the library (see Table 23). The same table also shows that a good number of the students, (160 or 21.9%) were of the opinion that most of the books were not useful. The problem of outdated materials was again singled out as the main problem facing the library by both students and academic staff when asked about what they considered to be the main challenges facing the library (see Tables 24 and 25). Although not top of the list, the problem of outdated materials also featured prominently in the responses given by library staff (see Table 26). Damaged books were again mentioned as another area of concern by students and academic staff in Tables 24 and 25. Responding to an earlier question about the physical condition of library materials, most of the academic staff (27 or 62.8%) stated that library materials were in

bad condition. These findings tend to show that weeding practices at the institution are not effective because they had failed to achieve their main objective.

5.2.1.7 Staff development programme

 The College Librarian indicated that a staff development programme existed. He, however, indicated that the programme had not been effective because of the unavailability of funds for training for most of the years. That was evident by the fact that out of the four senior librarians available, only the College Librarian had a master's degree training in librarianship. Two assistant librarians (Readers Services and Periodicals) were undergoing graduate training, whilst one (Special Collection) had a bachelor's degree in Human Resources Management. In terms of library assistants, only one had a diploma in librarianship whilst the rest had certificates in librarianship. Stuert and Moran (2007) and American Library Association (ALA) Library Education and Personnel Utilization Policy Guidelines (1976 cited by Evans et al 1999, p.16) have indicated that to be considered a professional librarian, one needs to attain a Master of Library and Information Science (MLIS) degree. A second master's degree in a second subject field or a doctorate coupled with relevant work experience may sometimes be desirable, especially for higher posts.

A study conducted by Gerolimos and Konsta (2008) covering the United Kingdom (UK), Canada, Australia and the USA found out that a degree in Library and Information Science were preferred by many employers. Although the level of the required degree was not specified in this case, a higher degree is for sure a necessity for one to effectively deliver at a higher management position. Qualifications for support staff (para-professional and clerical staff) vary greatly. Stuert and Moran (2007) state that in the United States some may have only high school diploma, but many have bachelor's degrees and some have graduate degrees of various kinds. According to Evans, et al. (1999), post-secondary school training in relevant skills is the least acceptable qualification for library technical assistants which happens to be the lowest position

in the paraprofessional library staff cadre. By looking at the professional qualifications of Chancellor College Library staff, one would say that most of the para-professional staff had attained the minimum qualifications for the post which is certificate although there was stagnation afterwards in that very few were able to gain higher qualifications such as diplomas and degrees which are necessary for effective service delivery. In terms of professional staff, many of them were not qualified as it is evident that it was only the College Librarian who had attained the required qualification. It can therefore be concluded that the library staff were not fully equipped to deal with collection development challenges.

5.2.1.8 Materials conservation

Materials conservation activities took place at Chancellor College Library. Book binding was the commonly used conservation activity in the library with 30 (55.6%) respondents mentioning it. The second commonly used conservation activity was mending of pages and reinforcing of book spines. The method was mentioned by 23 (42.6%) respondents. Only 1 (1.9%) respondent indicated that digitisation was used as a conservation activity. The majority of the respondents (22 or 55%), indicated that book binding, mending and reinforcing book spines were prefered conservation methods because they were cheap whilst the rest (18 or 45%), indicated that they were easy to do.

Efforts made in preservation of library materials are commendable because if effectively done they would help "retard or stop deterioration of materials or retain the intellectual content of materials no longer physically intact" (Johnson, 2004, p.151). This would in effect prolong the life of the collection and also make it appealing to the user. However, there are concerns about the effectiveness of the preservation activities that are carried out at Chancellor College Library. For instance, responding to the question on conditions of books in the library, 212 (29%) student respondents stated that most of the books were damaged (see Table 23). Again, responding to another question on the main challenges facing the library, 43 (6.2%) student respondents and 3

(3.2%) academic staff stated that most of the books were damaged (see Tables 24 and 25). The researcher's tour of the library stacks verified these findings. During the tour, it was observed that huge chunks of old volumes of books dating as far back as thirty to forty years ago, some mouldy with dilapidated covers and falling pages, lay on the shelves. A good number of them were unshelved too. All this show that although efforts were put into preservation activities of the collection, the whole exercise was not entirely effective. Although the ineffectiveness of the exercise could be attributed to budget cuts (see Table 12 & 13) and understaffing at junior level as the College Librarian had put it, the problem can also be said to stem from the library staff's neglect of duty. It is therefore important that library staff weed the collection because it is a very important exercise.

5.2.2 Adequacy of funding for collection development

An analysis of the responses given by the College Librarian, the library staff, students, academic staff and financial reports sourced through document analysis show that funding for collection development activities was inadequate (See Tables 13, 24 and 25). Inadequate funding had negatively impacted on collection development activities. Firstly, the library was failing to put in place an effective staff development programme because of lack of funds for training. Consequently, the library was lacking in well-trained staff as it is evident from the fact that out of the four available librarians, only the College Librarian had attained a master's degree training in librarianship which is the minimum qualification for the post. Two others were undergoing training whilst one was yet to be trained. On the part of the junior staff, only one had attained diploma level training whilst the rest were only trained to certificate level. Under-training of staff would greatly affect collection development activities because library personnel would lack the necessary skills to effectively discharge their responsibilities.

Possibly, the area that had been greatly affected by inadequate funding was that of materials acquisitions and maintenance. Statistics, as shown in Table 12, indicate that most of the

respondents (19 or 55.9%), were of the opinion that frequent budget cuts have had a negative impact on book purchases. Other respondents (4 or 11.8%), stated that budget cuts had negatively impacted on periodical subscriptions a situation which had forced the library to rely heavily on donations. This observation was made by 5 (14.7%) respondents. The other notable effect of the budget cuts as stated by 3 (8.8%) respondents was the lack of current and relevant materials. Furthermore, 2 (5.9%) respondents observed that repair of books was not possible and 1 (2.9%) respondent indicated that patrons started to rely on computers to meet some of their information needs. These opinions as expressed by library staff were backed up by hard data. Book acquisition statistics in Table 14 show that on average only 9.1% of all book acquisitions over the ten-year study period were purchased. The rest came through exchanges (11%) and donations (79.7%). Though slightly better when compared to books, journals acquisitions followed a similar trend. Statistics in Table 15 indicate that on average, journals acquired through purchase over the study period averaged 20%. Those acquired through exchange averaged 11% whilst those acquired through donations averaged 68%. These findings are in sharp contrast to those made by Ifidon (1990), who found out that, on average, acquisitions by purchase accounted for over 90 percent of the university collections in university libraries across Africa, an indication that the library was performing poorly in this area. Furthermore, a look at some of the major projects undertaken by the library over the study period (1998 – 2008) such as the purchase of computers, show that all of them were undertaken with donor funding. This is a clear indication that the library was failing to fund projects using its own resources.

Materials acquisition statistics, as discussed above, show that both book and journal acquisitions were heavily dependent on donations. These findings are similar to those made by Vignau and Meneses (2005) who found out that donations were the predominant method of developing library collections in Cuban university libraries, followed by exchange. This entails that donations at Chancellor College Library were used to fill up the gap created by the lack of purchases other than complementing them, a practice Johnson (2004) says was prevalent in the ancient libraries emanating from the lack of funding at the time. Although in this case funding was provided to Chancellor College Library, it was very inadequate to cater for the needs of the

library. The prevailing circumstances mean that the collection may not be capable of meeting all the information needs of the users because donations may not necessarily reflect the needs of the library clientele, more especially in an environment where a collection development policy does not exist. These fears are applicable to Chancellor College Library because, as it has already been discussed, it does not have an acquisitions and selection policy, something that makes selectors use personal judgement of what users need as a guide in selection (see Table 8). This could mean that a lot of irrelevant materials were added to the collection every year. It is therefore not surprising to note that 160 of the student respondents (21.9 percent) were of the opinion that most of the books were not useful (see Table 23).

The problem of funding in university libraries is well documented (Okoye, 1983; Ifidon, 1990; Johnson, 2004; Mariri, 2005). Being sub-vented organisations, many university libraries rely on government to fund many of their activities which are often supplemented by gifts, private contributions and endowments. Poor macro-economic conditions have forced many governments to slash funding to university libraries. This development has affected collection development budgets and consequently their activities. The problem of funding that was being experienced at Chancellor College Library, as noted in this research, is a perpetuation of the problems that have been there over the years. As different researchers have noted on various occasions, (Mariri, 2005; Salanje, 2005; Chiweza, 1999; Msiska, 1976; Plumbe, 1970), the library has all along been experiencing funding problems. Such a trend had forced it to rely on donor funding not only to grow its collection but also to undertake some of its major projects such as automation. Although there has not been significant increments percentage wise, the years 2007 and 2008 had seen a steady increase in the materials budget (see Table 13).

As much as the library had also registered an increase in the number of book acquisitions through exchange and donations over the same period, it is interesting to note that the number of book purchases had shot up considerably from 24 in 1998 to 188 in 2008 (see Table 14). This entails that an increase in the materials budget has had a positive impact on book purchases.

Nevertheless, it is worrying to note that the number of journal acquisitions across the three categories (purchases, exchanges and donations) continues to decline (see Table 15). This means that an increase in the materials budget has not had a positive impact on journal purchases. It is therefore possible that much of the available resources were channelled towards book purchases. As it can be seen from Table 17, books were given first priority in the purchase of library materials whilst journals were given third priority. This could serve as a possible explanation of the observations discussed above. Another possible explanation could be that the cost of subscribing to journals was very high. This means that only few journal titles could be subscribed to. Johnson (2004), quoting the Association of Research Libraries findings, noted that serial unit costs had increased 227 percent whilst monograph unit costs had increased 75 percent between 1986 and 2002, signifying that serial unit costs were three times higher than those of monographs. If the cost of subscribing to journals kept on increasing as it has been noted above, it would not be surprising to see journal title subscriptions diminishing even at this time when budget allocations were increased.

5.2.3 Suitability of the collections to the needs of the users

Much of the information given regarding the quality of the materials at Chancellor College Library show that the collection is largely not suitable to the needs of the users. To begin with, the collection itself (print and electronic resources) was in wide use by both academic staff and students. This is evident from the fact that 38 (88.4%) academic staff respondents and 311 (95.7%) student respondents stated that they used materials from the library. Books, print journals and e-journals were all widely used by both students and academic staff although Internet search engines (*Google, Yahoo!* etc) were mostly used by students than academic staff (see Figures 5 and 6). Although both students' and academic staff's primary motives for using the library were different, on the larger picture, the aim remains the same in the sense that in both cases the motives were academic related. Academic staff mainly used the library to prepare for classes, whilst students mainly used it for accessing information for assignments. Research and consultancies were the other reasons for using the library for academic staff, whilst students,

among others, used it for doing assignments and accessing a quiet place for study purposes (see Figure 7 and Table 22).

Much as the collection had registered wide usage, concerns were raised regarding the quality, adequacy, usefulness and accessibility of the materials in the library. Academic staff respondents who indicated that they did not use the library stated that most of the materials were outdated. Other reasons given for not using library materials were that materials were few, and that materials required were not found there (see Table 20). Students who did not use the library again gave the above stated reasons for their unwillingness to use the library but chief among them was that the materials were dated. Other reasons given were that it was difficult to locate materials and most of the materials were not useful.

Similar concerns and a lot more had been registered elsewhere by all the research subjects. For instance, when asked to comment about the physical condition of the library materials, most of the academic staff (27 or 62.8%) were of the opinion that the materials were in bad condition. Students also showed great dissatisfaction with the collection based on their responses as captured in Table 23. Among others, 258 (35.2%) indicated that most of the books were outdated, 212 (29%) stated that most of the books were damaged and 160 (21.9%) indicated that most of the books were not useful. Responding to another question on the main challenges the library was facing, 104 (15%) students again stated that the materials were outdated, 221 (31.9%) complained of inadequate reading materials, 47 (6.8%) said computers for Internet access were inadequate. Furthermore, 43 (6.2%) said the books were either torn or damaged, 25 (3.6%) complained about frequent power cuts, 14 (2%) said the Internet was slow and unreliable, whilst 6 (0.9%) complained about the loss of books through theft (see Table 24).

Similar concerns came out in academic staff responses to the same question. As it can be seen in Table 25, outdated textbooks, with 23 (24.5%) responses, were the main concern raised. Other concerns raised in Table 25 that touched on the suitability of the collection were inadequate

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books/journals and other equipment (17 or 18.1%) responses, unreliable Internet (5 or 5.3%) responses, theft of materials (5 or 5.3%) responses, and damage to books (3 or 3.2%) responses. Library staff also highlighted some of the issues raised by both students and academic staff. Chief among them were inadequate number of books and computers (11 or 15.7%) responses, frequent power cuts (3 or 4.3%) responses and outdated books (4 or 5.7%) responses (See Table 26). Issues regarding datedness and damage to library materials were verified by the researcher's visit to the library stacks and the bindery. Examinations made on books in the shelves showed that in other instances a collection of books, some dating as far back as thirty to forty years, others mouldy and damaged, were lying grouped together on the shelves, at times unshelved. A visit to the bindery also revealed that there were many books that were waiting to be attended to. Long queues were also observed at the reserve section where core textbooks for particular courses were kept. During the interview session, the College Librarian acknowledged the inadequacy of library materials and blamed it on the scarcity of funds for the acquisition of new materials.

Issues raised above regarding the bad condition, datedness and damage to the materials point to the fact that the collection was lacking in quality. It is therefore not surprising to note that library patrons had doubts about the usefulness of the collection. Other complaints registered in relation to the adequacy of books and computers terminals for Internet access point to the fact that the collection lacks depth. Furthermore, concerns about slow Internet speed and frequent power cuts made the provision of electronic resources ineffective. Theft of library materials, difficulties encountered in accessing materials, and the unavailability of materials in the library point to another question regarding the accessibility of the materials. All these issues make one conclude that much of the collection is not suitable to the needs of the library clientele.

As it has already been stated, most of the students and academic staff use the collection. In the light of this, it is therefore possible that most of them use materials from the open shelves where most of the materials are outdated, or as it has been observed, the students scramble for the few

quality materials that are available at the "reserve section". Based on the experiences of the researcher during the data collection period, the latter stands out. These findings do reflect those made by Mariri (2005) who intimated that library books at Chancellor College Library, especially those from the curriculum reading lists, were in such great demand that they were put in a special section called "reserve". These books can be borrowed for a few hours only, and are usually kept behind lock and key, with library staff registering all use of them. The fear is that they would vanish if that was not done. Problems noted above, mainly those related to damage of the print collection, reflect those made by Ball (2006) who stated that print materials are at risk of being vandalised or being read to destruction. Mariri (2005) had also noted that the practice of vandalising and damaging books existed at Chancellor College Library. The findings from this study therefore mean that the situation has not changed much.

5.2.4 Other factors which may be militating against collection development activities

5.2.4.1 Inadequate space, limited sitting capacity and old furniture

The main problems identified in regard to conditions in the library included inadequate space, sitting capacity and old furniture. Both academic staff and students indicated that although the furniture was suitable, it was old. The College Librarian, on the other hand, indicated that furniture was inadequate. This view was also held by the library staff. The scarcity of chairs in the library had led to an increase in the rate of movement, and consequently breakages which had in turn pushed up the cost of repairs. Another common concern among the respondents was in regard to space. Both students and academic staff were of the view that space was not enough (See Figures 8 & 9). The College Librarian had also alluded to this and added that the number of library users had been increasing while library space had not. And as he had put it, this was impacting on new developments in library services e.g. the provision of computer laboratories and discussion rooms. These claims were verified by the researcher. During the tour of the library, it was observed that some sections of the ground floor which were meant to house offices

of library staff were occupied by academic staff. This had forced the library to partition some sections of the library first floor, initially meant for other uses such as accommodating book shelves, to create office space for library staff. Other sections that were meant to be occupied by readers were also being partitioned to create computer laboratories. This had heightened the problem of reading space which was already being experienced.

The problem of space in the library was likely to have great implications on collection development activities, more especially collection use. As it has already been seen, the main use of the library by students was for accessing information for assignments. Added to this is the fact that most of the students used the library to access a quiet place for study purposes. Others sat down there to do assignments (see Table 22). This possibly arose mainly because, as it has already been discussed, the most widely used collection at Chancellor College Library was the "reserve collection". Such materials could only be used in the library during library opening hours, and only taken out overnight. Therefore, space problems were great impediments to users who liked to use such type of materials from the library.

5.2.4.2 Noise, inadequate staffing, library not fully automated and lack of well-trained staff

Some of the major challenges facing the library were noise, inadequate staffing, and lack of well-trained staff, library services not fully automated and limited training opportunities. These problems were identified by students, academic and library staff (see Tables 24, 25 and 26). All the problems identified above have a direct effect on collection development in one way or the other. Noise, for instance, could be a nuisance to serious readers in the library and could have an effect on collection use. Inadequate staff and lack of properly trained personnel, possibly due to limited training opportunities, as stated above, would lead to poor service delivery. Inadequacy of staff means that many patrons would be left unattended to in good time and at times not adequately helped.

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As it has already been discussed, both electronic journals and Internet search engines were widely used especially among the student community (see Fig. 6). This trend is a reflection of the findings made by Kriebel and Lapham (2008) who had noted a decline in the use of print journals and an increase in the use of electronic journals from 71 percent to 94 percent between 2003 to 2005. As Ball (2006) has stated, the major factor differentiating electronic information sources from print information sources is the shift from the product to service. To effectively deliver in the current environment, library staff would require advanced search skills and wide knowledge in computer hardware and software. However, based on the information given above, these skills were lacking, signifying that there was a big challenge in delivering quality services. It has also been indicated that the library was not fully automated. Lack of automation in such areas like document delivery services had, among others, impacted on the effectiveness of the inter-library loan service. The service relied on courier services such as DHL or Pony Express as a document delivery method as opposed to electronic document delivery methods such as the Internet, e-mail, and fax which are faster, reliable and more efficient.

5.2.4.3 Security, selection and acquisition of materials and suitability of the library building

Other notable problems raised by the College Librarian were security, selection and acquisition of materials, suitability of the library building and storage space. Security in the library, according to the College Librarian, had particularly become difficult to implement due to increases in the number of users. This had resulted in heavy competition for the few available resources. Again failure by student users to buy their own books made them sometimes to resort to stealing of books and mutilation of pages. Such cases were also noted by Mariri (2005) which entails that the situation still persists. Selection of materials is another problem that the library is grappling with. It was reported that there was more demand for new titles than available financial resources could meet. The problem means that few resources can be selected for acquisition, signifying that users' demands could not be adequately met. Despite providing material resources in both print and electronic format, emphasis was put on acquiring print resources. This is evident from the fact that books were given first priority, followed by

newspapers and then print journals. Electronic journals were fifth on the list (see Table 17). Although Kriebel and Lapham (2008) had reported that user preferences were moving towards the use of electronic resources, Chancellor College Library seemed to have chosen to concentrate more on print resources. Possibly this came about because electronic resources were more expensive to provide (Kiondo, 2004). Another possible explanation could be the lack of the necessary capacity to provide them, evidenced by the inadequacy of computer terminals, limited bandwidth, etc. (see Figure 11).

5.2.4.4 Acquisition of collections

Three main challenges were mentioned in regard to the acquisition of collections. These were fewer available funds in relation to the high demands for materials, delays in arrival of materials acquired and higher landing costs of library materials purchased from outside the country. These problems were likely to have similar effects to those resulting from the selection of materials discussed above. The suitability of the library building was another cause for concern. The College Librarian indicated that the current library building was purpose-built but, as the years passed by and new services were needed, there was need for more space and therefore the building was subjected to regular restructuring. Alterations that were increasingly being done to the building in terms of partitioning to create computer laboratories and offices bear testimony to this. Again, the acute space problems that were being experienced show that the structure was not planned to accommodate the burgeoning student population. Storage space was another area of concern. This was likely to have a major impact on the preservation of available library materials.

5.3 Recommendations

Based on the findings of the research, the following recommendations are made:

5.3.1 Existence of a collection development policy and its effectiveness

5.3.1.1 Collection development policy

As it has been established, Chancellor College Library does not have a collection development policy. It is therefore recommended that a collection development policy should be drawn up and adopted for use. The College Librarian should initiate a consultative process leading to the formulation of the policy that should include all key players such as library staff, academic staff and students. This would ensure that the views of all interested parties are incorporated into the document.

The collection development policy should be updated from time to time to ensure that it reflects the current working environment. Frequent updates to the policy document will make it user-friendly and hence lead to the enhancement of library operations. Since the collection development librarian is the one who oversees collection development activities in the library, it is therefore recommended that the holder of the post should be responsible for updating the policy document in consultation with relevant stakeholders such as library users and collection development staff.

5.3.1.2 Materials selection

The study findings revealed that selection of materials in the library was done by the College Librarian, the library staff and the academic staff. Students were not involved and reliable selection aids such as reference aids and curriculum were least used. The collection development policy, if put to use, would help rectify these mistakes because it would detail the selection process, indicate who should be involved and specify the right selection aids to be used. In this

case, it is recommended that the collection development librarian should make sure that whatever has been recommended in the policy is implemented. If this is not done, it is possible that the status quo will remain even when the policy document has been drawn up and adopted.

5.3.1.3 Weeding and preservation

Much of the collection was described as being outdated, damaged or not useful. This was blamed on the current weeding and preservation activities which were rated to be ineffective. It is therefore recommended that these collection development activities should be included in the policy document. The policy should furthermore assign responsibility for carrying out these responsibilities and state how they can be implemented in the library. Library staff should also ensure that these activities are well planned for and executed, preferably included in the overall library calendar of events in a particular year. It is hoped that if this is done a suitable collection reflecting the needs of the users would be achieved.

5.3.1.4 Inter-library loans

The study revealed that Chancellor College Library has inter-library loan arrangement with various locally-based institutions. However, the effectiveness of the inter-library loan facility was affected by the document delivery methods that were in use. For instance, loaned out items were sometimes collected physically by the borrower or sent by courier services such as DHL or Pony Express. Modern electronic document delivery methods which include use of modern technologies such as the Internet, e-mail and fax which are faster, reliable and more efficient were not in use. Furthermore, the library OPAC facility could only be accessed locally, signifying that patrons outside the institution were denied speedy access to the library's holdings, something that could negatively impact on the operation of the inter-library loan facility.

In the light of this, it is recommended that the College Librarian should facilitate full automation of the library to bring about efficient delivery of inter-library loan services. In this regard, appropriate machinery such as fax machines, computer hardware and software and other appropriate modern technologies that are available on the market should be bought and installed for use. Efforts should also be made to upgrade the OPAC facility to ensure that it is accessible to outside users. This would help enhance the inter-library loan facility and also help pave the way for other resource sharing initiatives that would benefit the library.

5.3.1.5 Staff development programme

The College Librarian indicated that a staff development programme existed. He, however, indicated that the programme had not been effective because of the unavailability of funds for training for most of the years. The ineffectiveness of the programme was evidenced by the fact that much of the library staff, especially at junior level, did not have higher qualifications such as diplomas and degrees. Based on these findings, it is recommended that the College Librarian should lobby for more budget allocations in the library vote for training purposes. Efforts should also be made to approach other organisations both locally and internationally for scholarships. This would help to get more library staff trained. This would in turn help them acquire the necessary knowledge and skills that would enable them to perform better.

5.3.2 Adequacy of funding for collection development

The problem of inadequacy of funding for collection development had been seen to have reached very worrisome levels. This was so because inadequacy of funding was seen to be affecting each and every aspect of the library operations such as materials acquisition and staff development programme. It is hence necessary that steps need to be taken to urgently address the problem. As it has already been indicated elsewhere, Chancellor College Library and the parent institution get a large percentage of their funding from government. It is therefore imperative that the College

Principal with the assistance of the University's Vice Chancellor should lobby for more funding from government. It is hoped that increased funding from government to the College would eventually trickle down to all departments including the library. Such funds would be used to fund many of the library's collection development related activities which the research had revealed were suffering from reduced funding.

The research had also revealed that the library's materials budget was very low. For instance, statistics captured in Table 13 show that the amount of money spent on books and equipment hardly surpassed one percent of the total college budget over the ten-year study period which was far below the recommended standard of 6 percent (Standards for Canadian College Libraries, 2004). In this regard, it is recommended that the College Librarian should lobby for increased funding for the materials budget to make sure that resources allocated for this purpose are in line with international standards. The best way of advancing this issue is to bring it to the attention of the library committee that normally comprises heads of academic departments. Gaining the support of such individuals would help a lot because they would help convince those that make budget allocations to various departments on the need to restructure the materials budget to reflect such standards.

Money has been, and will always be, a problem due largely to an ever increasing list of activities that need to be done. It therefore means that even if the materials budget were to reach the prescribed minimum 6 percent, it might still be inadequate because the cost of materials keeps on rising at a fast rate. This then raises the need for exploring other means of sourcing money to meet the deficit. One way of raising money is to draw up viable project proposals that could be presented to potential donors for possible funding at both local and international level. Some of the areas to be considered are automation of the user services and digitisation of indigenous knowledge which cultural organisations such as the United Nations Scientific and Cultural Organisation (UNESCO) may be keen to assist. Another way of generating money is to introduce a library fee. This could be built in the fees that students pay each academic year.

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According to Mugasha (2001 cited in Boadi, 2006, p. 75), a similar arrangement has worked well at Makerere University Library in Uganda and it is therefore worthy trying. The money so realised could be used to fund some collection development activities such as the purchase of materials which are currently suffering due to reduced funding. Soliciting more book and journal donations would also help ease pressure on the materials budget. However, donations in both of these areas should only be accepted if they meet the specifications as outlined in the acquisitions policy to be drawn up as recommended in this study. The College Librarian should work in collaboration with various section heads to determine projects that would be presented to donors for possible funding and oversee the drafting of the project proposals.

5.3.3 Other factors militating against collection development activities

5.3.3.1 Space

The study identified various problems that were militating against collection development one of which relates to limited space. The problem of space in the library can be addressed by extending the library building. The library structure was designed in such a way that it can accommodate future extensions above the second floor. The College Librarian should seriously consider taking this option to create more space to cater for the increasing student population. Other options which the College Librarian could consider are relocating the computer laboratories to other buildings with the aim of creating more reading space. Yet another option is to move out academic staff that is occupying offices in the ground floor. The office space so created could be occupied by library staff. This would free up space that had been partitioned into offices in the first floor for other uses. Additionally, the Readers Services Librarian should initiate the procurement of more chairs to be used by library users. This would lessen the amount of movement thereby reducing breakages and hence maintenance costs.

5.3.3.2 Noise

Noise was another problem that was identified in this study. The Readers Services Librarian can tackle this problem by instituting patrols by security personnel in the reading area. Punishments as stipulated in the library regulations should also be meted out to persistent offenders to stamp out the malpractice.

5.3.3.3 Shortage of staff

Concerns were also raised in relation to staff shortages especially in the junior ranks. The College Librarian should work in collaboration with the Human Resources Department to hire more well-trained staff to ensure effective service delivery.

5.3.3.4 Library services not fully automated

It was also found out that library services were not fully automated. Areas that were seriously affected by lack of full automation were the Online Public Access Catalogue (OPAC) and other web-based services, document delivery services and lending services. For instance, the OPAC could only be accessed locally which made it impossible for users outside campus to access library holdings. The library also used book pocket cards for lending out items, and post and courier services were used as a document delivery method. The College Librarian should look for funding from either government or donors to facilitate full automation of the library something that would help bring about faster and more efficient library user services.

5.3.3.5 Air conditioning of the library

Air conditioning was another area of concern. It is therefore recommended that the College Librarian should work on identifying funds to install air-conditioning equipment in the library to ensure that temperatures are controlled. This would help bring about a conducive reading environment, and also ensure that library materials are protected by exposing them to the required temperatures.

5.3.3.6 Security

In terms of security, it was found out that library materials were mutilated primarily because they were in short supply. The best possible solution to this problem is to provide adequate materials. The Collection Development Librarian should therefore evaluate the collection to see areas where the collection is thin, and work out modalities on how the collection could be beefed up. Another possible solution to the problem of mutilating book pages is to institute deterrence measures such as meting out heavy fines to culprits and increasing the number of patrols by library security staff especially in the reading area.

5.4 Summary of key findings

1. Chancellor College Library did not have a collection development policy.

2. Selection of library materials was done by the College Librarian, library staff and academic members of staff. Students were not involved in selection of library materials.

3. Library staff used personal judgement of what users needed as a guide in their selection of library materials. More reliable sources such as reference guides and curriculum were least used.

4. Chancellor College Library had an inter-library loans arrangement with sister colleges of the University of Malawi such as the Polytechnic, Bunda College of Agriculture, College of Medicine and Kamuzu College of Nursing. Other notable institutions that participated in inter-library loan agreements with Chancellor College Library included Domasi College of Education, Malawi Institute of Education, National Library Service, Adventist University and Mzuzu University. All these institutions are locally based and many of them offer courses similar to those offered at Chancellor College library.

5. The effectiveness of the inter-library loan facility was affected by the document delivery methods in use. Loaned out items were mostly dispatched using courier services such as DHL or Pony Express or were sometimes collected physically by the borrower. At times the materials were carried by staff travelling to the borrowing library. Modern electronic document delivery methods which include use of modern technologies such as the Internet, e-mail and fax which are faster, reliable and more efficient were not in use.

6. The library's Online Public Access Catalogue (OPAC) could only be accessed locally. This means that patrons outside the institution were denied speedy access to the library's holdings, something that could negatively impact on the operation of the inter-library loan facility.

7. The library participated in other cooperative collection development programmes. The most notable one involved the subscription to electronic journals paid through the Malawi Library Consortium (MALICO).

8. Weeding took place at Chancellor College Library although it was not effective.

9. Staff development programme existed at the institution. However, the programme had not been effective because of the unavailability of funds for training for most of the years.

10. Materials conservation activities took place at Chancellor College Library with book binding as the commonly used conservation activity in the library, followed by mending of pages and reinforcing of book spines. This activity too was deemed to be ineffective.

11. Funding for collection development activities was inadequate. Financial resources spent on the acquisition of library materials over the ten-year period (1998 – 2008) hardly surpassed one percent of the total college budget. This was far below the recommended rate of 6 percent (Standards for Canadian College Libraries, 2004).

12. Inadequacy of funding for collection development activities greatly affected book purchases and made the library to rely on donations and exchanges to grow its collection. On average, only 9.1% of all book acquisitions over the ten-year study period were purchased. The rest came through exchanges (11%) and donations (79.7%).

13. Journal acquisitions were also affected by inadequacy of funding. On average, journals acquired through purchase over the study period averaged 20%. Those acquired through exchange averaged 11% whilst those acquired through donations averaged 68%.

14. The library collection was in wide use by both academic staff and students. This was evident from the fact that 38 (88.4%) academic staff respondents and 311 (95.7%) of student respondents stated that they used materials from the library.

15. Books, print journals and e-journals were all widely used by both students and academic staff although Internet search engines (*Google, Yahoo!* etc) were used more by students than academic staff.

16. Much as the collection had registered wide usage, concerns were raised regarding the quality, adequacy, usefulness and accessibility of the materials in the library. In this regard, users were of the opinion that most of the materials were outdated or were in bad physical condition. Others indicated that materials were few, difficult to locate or not found in the library, or not useful at all.

17. Inadequacy of Internet terminals, slow Internet speed and frequent power cuts made the provision of electronic resources ineffective.

18. Problems that were identified as militating against collection development included low sitting capacity brought about by limited space and inadequate furniture, old furniture, limited security, selection and acquisition of materials, suitability of the library building

and storage space. Others included noise, inadequate staffing, lack of properly trained personnel, library services not fully automated and limited training opportunities.

19. Solution to the problem of selection and acquisition of library materials, as suggested by the College Librarian, was soliciting donations from both local and international donors. Another solution to the problem was lobbying for better funds allocations and whenever possible, finding cheaper suppliers.

5.5 Summary of recommendations

1. A collection development policy should be drawn up and adopted for use.

2. The Chancellor College Principal, with the assistance of the University's Vice Chancellor, should lobby for more funding from government. It is hoped that increased funding from government to the College would eventually trickle down to all departments including the library. Such funds would be used to fund many of the library's collection development related activities which the research had revealed were suffering from reduced funding.

3. The College Librarian should lobby for increased funding for the materials budget to make sure that resources allocated for this purpose are in line with international set standards.

4. The College Librarian to collaborate with section heads in writing project proposals that could be presented to potential donors for possible funding at both local and international level. Some of the areas to be considered are automation of the user services and digitisation of indigenous knowledge which cultural organisations such as the United Nations Scientific and Cultural Organisation (UNESCO) may be keen to assist.

5. The College Librarian was urged to explore other ways of generating money to supplement the library budget. One way of doing this is to introduce a library fee which could be built in the fees that students pay each academic year. The money so realised

could be used to fund some collection development activities such as the purchase of library materials.

6. Soliciting more book and journal donations would also help ease pressure on the materials budget. However, donations in both of these areas should only be accepted if they meet the specifications as outlined in the acquisitions policy to be drawn up as recommended in this study.

7. A suitable collection capable of meeting the needs of users would be achieved through use of the collection development policy. This is so because the document would help regulate the whole collection building exercise by instituting good selection strategies, guiding the acquisition process, directing collection use and managing weeding and preservation activities in the library.

8. It is recommended that the College Librarian with the assistant of section heads draw up a calendar of events/activities for a particular year that would help plan for all collection development activities. It is hoped that this would ensure that even the less frequently occurring events are carried out. Consequently, this would also help plan for and properly coordinate events to ensure that labour intensive activities such as weeding are done when the pressure of work eases, preferably at the end of the academic year.

9. The problem of space in the library can be addressed by extending the library building, or relocating the computer laboratories to other buildings with the aim of creating more reading space. Yet another option is to move out academic staff that is occupying offices in the ground floor to free up office space for library staff. This would free up more space in the first floor that could be used by readers.

10. The Readers Services Librarian should initiate procurement of more chairs for use by library users.

11. The problem of noise can be tackled by instituting patrols by security personnel in the reading area. Punishments as stipulated in the library regulations should also be meted out to persistent offenders to stamp out the malpractice.

12. The College Librarian should source funding from either government or donors to facilitate full automation of the library to help bring about faster and more efficient library user services.

13. Funds should be identified to install air-conditioning equipment in the library to ensure that temperatures are controlled. This would help bring about a conducive reading environment, and also ensure that library materials are protected by exposing them to the required temperatures.

14. The Readers Services Librarian should tackle problem of mutilating library materials by administering heavy fines to culprits, and increasing the number of patrols by library security staff especially in the reading area.

5.6 Areas for further research

This research undertaking was on the development of academic library collections in Malawi but only focussed on Chancellor College Library. However, there are many academic libraries in Malawi. Some are attached to government funded universities and colleges whilst others are attached to church and privately owned universities. A similar study covering all these institutions would be an interesting venture because it would help bring out interesting findings considering the fact that they differ `in terms of sources of funding and the number of years they have been in existence.

Cooperation and resource-sharing among academic libraries in Malawi is another potential researchable topic. This would help investigate resource sharing practices that are in place, the problems that are being faced and suggest possible solutions to the problems.

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APPENDICES

Appendix 1: Interview questions administered to Chancellor College librarian

Introduction

I am a student pursuing a Masters in Library and Information Science programme at the University of Botswana. My research topic is on the development of academic library collections in Malawi: A case study of Chancellor College Library. I am kindly appealing to you to assist me do my research by answering the following questions.

The information you are going to provide will be treated with utmost confidentiality and used solely for the purpose of this research. Kindly respond by ticking in the appropriate box or filling in the spaces provided.

A. STAFFING AND COLLECTION DEVELOPPMENT RESPONSIBILITIES

1. Kindly list senior staff positions available and the qualifications of their occupants

Staff position	Qualification

2. How many members of staff do you have for the following junior positions?

Staff position	Number	Qualifications
Chief library assistants		
Senior library assistants		
Library assistants		

3. Which one of these best represents your staffing position?

(a) Understaffed   (   )

(b) Overstaffed   (   )

(c) Adequate   (   )

4. Who are responsible for collection development activities in the library (selection and acquisition of materials)

(a)..

(b)..

(c)..

(d)..

B. FUNDING FOR COLLECTION DEVELOPMENT

5. Do you experience frequent budget cuts?   Yes   (   )   No   (   )

6. If the answer to the above question is yes, how has it affected you as a library? (Kindly focus on events of the past five years i.e. 2002 - 2008)

(a)..

(b)..

(c)..

(d)..

C. OTHER COLLECTION DEVELOPMENT CHALLENGES

7. What challenges do you face in the selection of your collections?

(a)...

(b)...

(c)...

(d)...

8. What strategies have you been using to overcome those challenges?

(a)...

(b)...

(c)...

(d)...

9. What challenges do you face in the acquisition of your collections?

(a)...

(b)...

(c)...

(d)...

10. What strategies have you been using to overcome those challenges?

(a)...

(b)...

(c)...

(d)...

11. What problems do you face in regard to the following:-

(a) Space

....

....

....

....

(b) Security

....

....

....

....

(c) Furniture

....

....

....

(d) Suitability of the building

....

....

....

....

12. What other collection development challenges do you face?

....

....

....

....

D. COLLECTION DEVELOOPMENT PROGRAMME

13. Do you have a written collection development policy?   Yes (   )   No (   )

14. If yes, how beneficial has it been so far?

(a)..

(b)..

(c)..

(d)..

15. If not, why do you not have one?

....

....

....

....

16. What inter-library loan agreements do you have in place?

(a)..

(b)..

(c)..

(d)..

17. How are borrowed and lent materials delivered?

(a)..

(b)..

(c)..

(d)..

18. Why is this document delivery method preferred over others?

(a)..

(b)..

(c)..

(d)..

19. Has Chancellor College library benefited from this scheme?   Yes (   )   No (   )

20. Kindly, explain your answer above.

....

....

....

....

21. What other cooperative arrangements are there and how have these benefited the library

....

....

....

....

22. Do you have a staff development programme?   Yes   (   )   No   (   )

23. Has the staff development programme been effective or not?

....

....

....

....

Appendix 2: Questionnaire administered to library staff

Introduction

I am a student pursuing a Masters in Library and Information Science program at the University of Botswana. My research topic is on the development of academic library collections in Malawi: A case study of Chancellor College Library. I am kindly appealing to you to assist me do my research by answering the following questions.

The information you are going to provide will be treated with utmost confidentiality and used solely for the purpose of this research. Kindly respond by ticking in the appropriate box or filling in the spaces provided.

A. COLLECTION DEVELOPMENT ACTIVITIES AND RESPONSIBILITIES

1. Who are involved in the selection of library materials?

(a) Senior library staff   (   )

(b) Paraprofessional staff (senior library assistants)   (   )

(c) Academic staff   (   )

(d) Administrative staff   (   )

(e) Students   (   )

(f) Others, please specify..

2. What guides your selection decisions?

(a) Collection development policy   (   )
(b) Personal judgement of what users need   (   )
(c) Reference guides   (   )
(d) Others, please specify...

3. What tools do you use in the selection of library materials?

(a) Publishers' catalogues   (   )
(b) Vendors' software   (   )
(c) Indexing and abstracting journals   (   )
(d) Suggestions from faculty and students   (   )
(e) Others, please specify...

4. Does the library provide Internet access to users? Yes (   )   No (   )

5. What major problems do you experience in the provision of this service?

(a)...
(b)...
(c)...
(d)...

6. What problems do you face in providing electronic resources?

(a)...
(b)...
(c)...
(d)...

7. If electronic journals & databases are not provided, what are the reasons?

(a)..

(b)..

(c)..

(d)..

B. COLLECTION DEVELOPMENT PROGRAMME

8. What strategies do you use in developing your library collections?

    (a) Direct purchases from library resources   (   )

    (b) Purchases made from donated money   (   )

    (c) Book/journal donations   (   )

    (d) Others, please specify...

9. What percentage of the books is acquired through the following?

    (a) Direct purchases..

    (b) Donations...

    (c) Exchanges...

10. Does the library have a written collection development policy? Yes (   ) No (   )

11. If yes, when was the collection development policy adopted?..

12. Has the collection development policy ever been revised?   Yes ( )   No ( )

13. When was it last revised/what is the frequency of revision? ....

14. If not, why? ....

15. Which areas does the policy cover?

    (a) Selection   (   )

    (b) Budget allocation   (   )

    (c) Staffing   (   )

    (d) Collection evaluation   (   )

    (e) Weeding   (   )

    (f) Conservation   (   )

    (g) Others, please specify...

16. If you do not have collection development policy, kindly state reasons for not having one.

(a)...
(b)...
(c)...
(d)...

17. Kindly indicate the order of priority in allocating money for buying library materials (number them 1-5 in terms of priority.

    (a) Books   (   )

    (b) Print journals   (   )

    (c) Electronic journals   (   )

    (d) Newspapers   (   )

    (e) Purchases of bandwidth for Internet (   )

    (f) Other materials, please specify   (   )

18. Kindly give reason(s) for your answer above

(a)...

(b)...

(c)...

(d)...

19. Do you weed your library collections?   Yes   (   )   No   (   )

20. If yes, why?

(a)...

(b)...

(c)...

(d)...

(e)...

21. If not, why?

(a)...

(b)...

(c)...

(d)...

22. What conservation activities do you carry out in your library?

(a) Book binding   (   )

(b) Digitisation   (   )

(c) Mending pages & reinforcing book spines   (   )

(d) Deacidification   (   )

(e) Other, specify..

23. Why is the conservation method (s) preferred over others?

(a) It is cheap   (   )

(b) It is easy to do   (   )

(c) Others, please specify...

24. With which libraries do you have inter-library loan agreements?

(a)..

(b)..

(c)..

(d)..

(e) ....

25. How has the library benefited from the inter-library loans?

(a)..

(b)..

(c)..

(d)..

C. FUNDING FOR COLLECTION DEVELOPMENT

26. Do you experience frequent budget cuts?   Yes (   )   No   (   )

27. If the answer to the above question is yes, how has it affected you as a library? (Kindly focus on events of the past ten years)

(a)..

(b)..

(c)..

(d)..

D. OTHER COLLECTION DEVELOPMENT CHALLENGES

28. Which of the following statements best describes the furniture in your library?

(a) It is in good condition   (   )

(b) It is in bad condition   (   )

(b) It is adequate when compared to the sitting capacity   (   )

(c) It is inadequate when compared to the sitting capacity   (   )

(d) Others, please specify...

29. What would you describe as the major challenges facing the library?

(a)...

(b)...

(c)...

(d)...

(e)...

Appendix 3: Questionnaire administered to Chancellor College students

Introduction

I am a student pursuing a Masters in Library and Information Science program at the University of Botswana. My research topic is on the development of academic library collections in Malawi: A case study of Chancellor College Library. I am kindly appealing to you to assist me do my research by answering the following questions.

The information you are going to provide will be treated with utmost confidentiality and used solely for the purpose of this research. Kindly respond by ticking in the appropriate box or filling in the spaces provided.

1. Kindly provide your personal details in the table below

Item	Response
Programme of study (e.g. BSc Ed)	
Year of study	
Faculty	

A. SUITABILITY OF COLLECTIONS

2. Do you use books/journals from the college library? Yes   (   )   No (   )

3. If you do not, why? (You may tick more than one item if appropriate)

(a) Most of the materials are outdated   (   )
(b) Most of the materials are not useful   (   )
(c) Difficult to locate materials   (   )
(d) Materials are not enough   (   )
(e) Materials required not found in library   (   )
(f) Others, please specify..

4. Which of the following materials do you use in the library? (You may tick more than one item if appropriate)

(a) Books   (   )
(b) Print journals   (   )
(c) Electronic journals   (   )
(d) Internet search engines (Google, Yahoo! etc)   (   )
(e) CD ROMs   (   )
(f) Others, please specify..

5. Main reason for using the library (You may tick more than one item if appropriate).

(a) Accessing information for assignments   (   )
(b) Accessing information for recreation   (   )
(c) Accessing information on health matters   (   )
(d) Accessing information on employment   (   )
(e) Accessing quite place for study purposes   (   )
(f) Doing assignments   (   )
(g) Other, specify..

6. Please tick an option/options that best describes books in the library

    (a) Most of books are outdated   (   )
    (b) Most of books are relatively new   (   )
    (c) Most of the books are damaged   (   )
    (d) Most of the books are in good condition (   )
    (e) Most of the books are useful   (   )
    (f) Most of the books are not useful   (   )

B. COLLECTION DEVLOPMENT PROGRAMME

7. Do you know of the existence of a collection development policy in your library?

    No   (   )   Yes   (   )

8. If yes, did you participate in its formulation? No   (   )   Yes   (   )

9. Do you participate in the selection of library materials in your library?

    Yes   (   )   No   (   )

10. If the answer to the above is yes, in what way?

    (a)..
    (b)..
    (c)..
    (d)..

C. OTHER COLLECTION DEVELOPMENT CHALLENGES

11. Kindly tick an option/options that best describes the conditions in the library:

    (a) The furniture is old and not suitable   (   )

    (b) The furniture is old but suitable   (   )

    (c) The space is not enough   (   )

    (d) The space is enough   (   )

12. Kindly list down what you consider as the main challenges the library is facing

(a)..

(b)..

(c)..

(d)..

Appendix 4: Questionnaire administered to academic staff

Introduction

I am a student pursuing a Masters in Library and Information Science program at the University of Botswana. My research topic is on the development of academic library collections in Malawi: A case study of Chancellor College Library. I am kindly appealing to you to assist me do my research by answering the following questions.

The information you are going to provide will be treated with utmost confidentiality and used solely for the purpose of this research. Kindly respond by ticking in the appropriate box or filling in the spaces provided.

1. Kindly provide your personal details in the table below

Item	Response
Department	
Designation (ie. Lecturer, Senior Lecturer etc.)	
Faculty	

A. SUITABILITY OF COLLECTIONS

2. Do you use materials in the college library?   Yes   (   )   No   (   )

3. If you do not, why? (You may tick more than one item if appropriate)

(a) Most of the materials are outdated   (   )

(b) Most of the materials are not useful   (   )

(c) Difficult to locate materials   (   )

(d) Materials are few   (   )

(e) Materials required not found in library   (   )

(f) Others, please specify ....

4. Which of the following materials do you mostly use in the library? (You may tick more than one item if appropriate)

(a) Books   (   )

(b) Print journals   (   )

(c) Electronic journals   (   )

(d) Internet search engines (Google, Yahoo! etc)   (   )

(e) CD ROMs   (   )

(f) Others, please specify...

5. Main reason for using materials in the library

(a) To prepare for classes   (   )

(b) For recreation   (   )

(c) For health matters   (   )

(d) Employment issues   (   )

(e) For consultancies   (   )

(f) Others, please specify...

6. Is the physical condition of the library materials good? Yes (   ) No (   )

B. COLLECTION DEVLOPMENT PROGRAMME

7. Do you know of the existence of a collection development policy in your library?

Yes   (   )   No   (   )

8. If yes, did you participate in its formulation?   Yes (   )   No   (   )

9. Do you participate in the selection of library materials in your library?

Yes   (   )   No   (   )

10. If the answer to the above is yes, in what way?

(a) ....

(b) ....

(c) ....

(d) ....

C. OTHER COLLECTION DEVELOPMENT CHALLENGES

11. Kindly tick an option/options that best describes conditions in the library:

(e) The furniture is old and not suitable   (   )

(f) The furniture is old but suitable   (   )

(g) The space is not enough   (   )

(h) The space is enough   (   )

12. Please list down what you consider as the main challenges the library is facing.

(a)..

(b)..

(c)..

(d)..

Appendix 5: Letter of introduction to Chancellor College

UNIVERSITY OF BOTSWANA
FACULTY OF HUMANITIES

Corner of Notwane
and Mobuto Road,
Gaborone, Botswana

Pvt Bag 00703
Gaborone
Botswana

Tel: [267] 355 2196
Fax:[267] 318 5098

27 November, 2008

TO WHOM IT MAY CONCERN

The bearer of this note, Mr. Aubrey H. Chaputula, is an MLIS (Master of Library and Information Studies) student in the Department of Library and Information Studies of this University. As an important requirement of the programme, he is expected to complete a dissertation on an approved topic. The topic of his dissertation is *"The development of academic library collections in Malawi; a case study of Chancellor College Library"* and he is currently in the process of collecting relevant oral and documented information to enable him to complete the dissertation. We should be very grateful for any assistance you can give him in this respect.

Thank you very much for your co-operation.

Dr. B. Y. Boadi
Supervisor
Department of Library and Information Studies

cc: Head, Department of Library and Information Studies
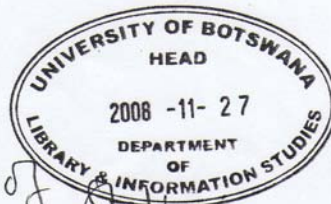
All Members of Staff

Please assist him with the relevant information he requires.

16/12/08

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