COLLECTION DEVELOPMENT PRACTICES AT THE HUYE CAMPUS

LIBRARY, UNIVERSITY OF RWANDA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF INFORMATION SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY AND INFORMATION STUDIES, DEPARTMENT OF LIBRARY, RECORDS MANAGEMENT AND INFORMATION STUDIES

MOI UNIVERSITY
ELDORET

2016
DECLARATION

DECLARATION BY THE CANDIDATE

I declare that this is my original work and has not been presented by anyone for academic purposes, hence all rights reserved thereupon

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DEDICATION

I dedicate this work to my loving husband SIBOMANA Tharcisse who is my pillar of strength and to my three children DUSHIME Bruce, HIRWA Simplice and JURU Arabella who have endured long period of my absence during the cause of this study. I love you all
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study.

Secondly, to my supervisors Mr. Amoth Duncan and Professor Japhet Otike for their
tireless support, guidance, and encouragement throughout until the completion of my
research work

Thirdly, I wish to take this opportunity to thank University of Rwanda for the financial
support and study leave to undertake my course without it I wouldn’t have made it. Not
forgetting the library staff of Huye campus library for accepting to provide data without
which this research activity would not have reached this far.

Lastly special tanks to my Mother in law for the blessing given to me always before
coming back to University .May the almighty God bless you all abundantly.
ABSTRACT

Collection development is the vehicle through which library activities can be measured by the users. Academic libraries which are considered to be nerve center of academic and research activities must help achieve the academic goals of their parent institutions and this can be done by developing adequate library collection and/or providing books and wider access to relevant electronic resources. To be able to build sufficient collections that serve the mission of a university, it is necessary to have a guide in the form of a policy that directs on how information materials are added into the library. Huye Campus library experiences a lot of difficulties in acquisition and collection management due to unclear collection development policy. Consequently, collection development practices in the Huye Campus remain low key and poorly administered. The aim of this study was to analyze collection development practices at Huye Campus Library with a view to propose ways and means of improving collection development practices. The objectives of the study were to: examine the current collection development policy at Huye Campus Library, identify the levels of individual players involved in selection responsibilities of the library collection, determine procedures involved in designing a collection development process, determine the extent to which collection development policy is used at Huye campus library, examine the challenges facing collection development practices and recommend best collection development practices. The study was guided by System theory. A total of 74 respondents consisting of library staff and heads of academic departments were studied. Questionnaires and interview schedules were used to collect the data. The qualitative data collected was analyzed thematically while the quantitative data was analyzed by use of tables and figures. The study revealed that there is insufficient budget; difficulties of dealing with faculties, inability to evaluate library collection, inadequate staff to carry out collection development, delays in the delivery of ordered books, low motivation of librarians, mirror image by decision-makers and unclear policy are the challenges facing collection development practices in Huye Campus library. The study concluded that collection development practices in Huye Campus library faced various problems and challenges. The study recommends involvement of all stakeholders in the development of collection development policy, review of the collection development policy after every three years, application of collection development policy at every stage of collection development process including weeding and evaluation, form a committee to handle collection development issues and provision of adequate funds for library.
TABLE OF CONTENTS

DECLARATION .................................................................................................................. ii
DEDICATION ......................................................................................................................... iii
ACKNOWLEDGEMENT ........................................................................................................ iv
TABLE OF CONTENTS ....................................................................................................... vi
LIST OF TABLES ................................................................................................................ x
LIST OF FIGURES ............................................................................................................... xi
LIST OF APPENDICES ......................................................................................................... xii
LIST OF ABBREVIATIONS ................................................................................................. xiii

CHAPTER ONE ..................................................................................................................1
INTRODUCTION AND BACKGROUND .............................................................................1

1.1 Introduction ................................................................................................................... 1

1.2 Background of University of Rwanda .......................................................................... 5

1.2.1 The College System ............................................................................................... 6

1.2.2 Huye Campus .......................................................................................................... 8

1.2.3 Huye Campus Library Collection and its Mission ................................................... 9

1.2.4 Huye Campus Library Sections ............................................................................. 9

1.2.5 Collection development policies .............................................................................12

1.2.6 Assessment of user community ..............................................................................14

1.2.7 Selection Process .................................................................................................... 14

1.2.8 Acquisition Process ............................................................................................... 15

1.2.9 Evaluation Process ................................................................................................ 16

1.2.10 Weeding Process .................................................................................................. 18

1.2.11 Electronic Collection Development ......................................................................18

1.3 Statement of the Problem ............................................................................................ 19

1.4 Aim of the Study .......................................................................................................... 20

1.5 Objectives of the study ............................................................................................... 21

1.6 Research questions ..................................................................................................... 21

1.7 Assumptions of the study ........................................................................................... 22
1.8 Significance of the study

1.9 Scope & Limitation of the study

1.9.1 Scope of the study

1.9.2 Limitation of the study

1.10 Definition of operational terms

1.11 Summary

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

2.1 Purpose of literature review

2.2 Theoretical Framework

2.2.1 System Theory of Organizations

2.2.2 Application of System Theory of Organizations

2.3 Collection development policies and planning

2.3.1 Collection development policy in academic libraries

2.3.2 Methods of collecting information materials in academic libraries

2.3.3 Benefits of collection development policies

2.3.4 Formulating a Collection Development Policy

2.4 Selection & Acquisition of library collection

2.4.1 Criteria for Acquisition

2.5 Maintenance and Preservation

2.6 Evaluation process and strategies

2.7 Problems facing collection development practices

2.8 Sources for developing library collections

2.9 Ways of developing library collections

2.10 Summary

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

3.2 Research design
3.3 Study population ........................................................................................................... 55
3.4 Census technique ........................................................................................................ 56
3.5 Instruments of data collection .................................................................................. 56
   3.5.1 Questionnaires ........................................................................................................ 56
   3.5.2 Interviews ................................................................................................................ 57
   3.5.3 Observation .............................................................................................................. 58
   3.5.4 Documentary sources ............................................................................................. 58
3.6 Pre-test of data collection instrument ....................................................................... 58
3.7 Data collection procedures ....................................................................................... 60
3.8 Data analysis methods ............................................................................................... 60
3.9 Ethical considerations ............................................................................................... 60
3.10 Summary ................................................................................................................... 61

CHAPTER FOUR .............................................................................................................. 62
DATA PRESENTATION, ANALYSIS AND INTERPRETATION ........................................ 62
4.1 Introduction .................................................................................................................. 62
4.2 Response rate .............................................................................................................. 62
4.3 Demographic Characteristics of Respondents .......................................................... 62
4.4 Experience in the Service .......................................................................................... 63
4.5 Age Group of Respondents ....................................................................................... 64
4.6 Qualifications of Respondents .................................................................................. 65
4.7 The existence of collection development policy ......................................................... 65
4.8 Participation in the formulation of the policy ............................................................. 66
4.9 Review of collection development policy by the library ............................................. 67
4.10 The procedure involved in collection development in Huye Campus Library ......... 67
4.11 The Degree to Which Collection Development Policy is Used ................................ 67
4.12 Level of satisfaction in terms of collection development practices ......................... 71
4.13 Challenges facing collection development practices at Huye Campus library ............. 72
4.14 The main challenges in developing and applying a collection development policy in library ........................................................................................................................................................................................................................................................................... 77
4.15 Strategies to improve collection development policy ............................................... 80
4.16 Summary .................................................................................................................................82

CHAPTER FIVE ..........................................................................................................................83
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS ..............83
5.1 Introduction ..........................................................................................................................83
5.2 Summary of research findings ..........................................................................................83
  5.2.1 Research question one: How adequate is the collection development policy at Huye Campus library? ........................................................................................................ 83
  5.2.2 Research question two: What are qualifications of those involved in the selection responsibilities of the library collection? ...................................................................................... 84
  5.2.3 Research question three: What are the procedures involved in designing a collection development process? ................................................................................................................. 84
  5.2.4 Research question four: What are the challenges facing collection development practices at Huye Campus library? ........................................................................................................ 85
  5.2.5 Research question five: What strategies should be put in place to encourage the development and use of collection development policy at Huye Campus library? ........................................................................... 86
5.3 Conclusion ............................................................................................................................87
5.4 Recommendations: .............................................................................................................88
  5.4.1 Development of collection development policy ................................................................. 88
  5.4.2 Review of the collection development policy ................................................................. 89
  5.4.3 Application of collection development policy at every stage of the collection development process including evaluation ................................................................. 89
  5.4.4 Establish a Committee to handle collection development issues ................................ 90
5.5.5 Funding ............................................................................................................................ 91
  5.5.6 Suggestions for Further Research ................................................................................... 91
REFERENCES ..............................................................................................................................92
LIST OF TABLES

Table 4.1: Respondents’ Experience in the Domain of Study ..............................................63
Table 4.2 Existence of collection development policy .............................................................66
Table 4.3. Purposes for using collection development policy .....................................................70
Table 4.4 Satisfaction level in terms of collection development practices ...............................71
LIST OF FIGURES

Figure 4.1. Status of Respondents.................................................................63
Figure 4.2. Respondents’ Age.....................................................................64
Figure 4.3. Level of Study of Respondents.....................................................65
LIST OF APPENDICES

APPENDIX I: INTRODUCTION LETTER................................................................. 99
APPENDIX II: INTERVIEW FOR LIBRARY STAFF ......................................... 100
APPENDIX III: QUESTIONNAIRES ................................................................. 103
APPENDIX IV: DATA COLLECTION LETTER .............................................. 106
APPENDIX V: REQUEST FOR DATA COLLECTION LETTER ....................... 107
APPENDIX VI: INTRODUCTION TO CARRY OUT RESEARCHER LETTER ........ 108
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALA</td>
<td>American Library Association</td>
</tr>
<tr>
<td>CASS</td>
<td>College of Arts and Social Sciences</td>
</tr>
<tr>
<td>CBE</td>
<td>College of Business and Economics</td>
</tr>
<tr>
<td>CE</td>
<td>College of Education</td>
</tr>
<tr>
<td>CAVM</td>
<td>College of Agriculture, Animal Sciences and Veterinary Medicine</td>
</tr>
<tr>
<td>CMHS</td>
<td>College of Medicine and Health Sciences</td>
</tr>
<tr>
<td>CST</td>
<td>College of Science and Technology</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>UR</td>
<td>University of Rwanda</td>
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</table>
CHAPTER ONE
INTRODUCTION AND BACKGROUND

1.1 Introduction

Libraries in academic institutions are very important facility in that no learning institution can do without it because it is the place where the users can obtain all kinds of information resources.

Kumar(1986) argued that the demand for information had been existence since long time ago and this brought in the need for libraries in universities which were among the first to build; included in his book he points out the universities should have fully equipped libraries so meet the demands of the users. He further said that the major task of university library is to build a library collection that meets the needs of lecturers, students, researchers, and scholars adequately. The quality of services and the satisfaction of the users depend greatly upon the kind of collection made available thus the selection should be made carefully depending on the user’s needs, sizes of the users, courses offered and the availability of other libraries around so as to facilitate resource sharing.

The library collection here ranges from book to non-book formats it houses physical books, E-books, e-journals. CD-ROMS, audio visual collection and databases which are organized in a systematic way and has increased access to information amongst library users.

Academic libraries which are considered to be nerve centers of academic and research activities must help achieve the academic goals of their parent institutions and this can be
done by developing adequate library collection and/or providing books and wider access to relevant electronic resources. Chukwu (1998) maintains that the major indicator of a good library is the quality and quantity of its collections. It is necessary for university libraries to acquire current and relevant information resources necessary for sustaining the teaching, learning, and research activities that universities are known for.

Collection development has been described as one of the most discussed but least understood areas of librarianship (Magrill and Hickey, 1984). It represents an evolving concept of library collection management devised to answer changing reader demands on library collections (Bloomfield, 1988). As a specialization in librarianship, it was born out of professional need to hire a specialist to identify and locate needed resources and make sure that the library was effective in getting the material it needed. Readers do not simply need access to those books catalogued, preserved and available within an institution; they demand bibliographic and surrogate access to materials outside the country, and often outside their specific knowledge. It is therefore within the province of collection development to manage these processes and continue to serve readers within such an extended framework. Collection development has always been the basic concern of all types of libraries with approaches in each library reflecting institutional goals, user needs and the library’s role within the institution. Collection development within a university library environment demonstrates a wide variety of development.

Collection development is a process of selecting, ordering and payment of information materials for the use of the users in the library (Olaojo and Akewukekere, 2006). Based on this, collection development helps to enhance the assemblage and provision of a
variety of information materials to meet the desperate need of library users. Nnadozie (2006) described collection development as a planned, continuous and cost effective acquisition of quality and relevant materials to meet the needs of the users and objectives of the university libraries.

Collection development is concerned with the formulation of a systematic plan to build a library collection which will meet the needs of its users. It encompasses a number of activities related to the development of the library’s collection including the determination and coordination of selection policy, assessment of current and potential user needs, collection use studies, collection evaluation, identification of collection needs, selection of materials, planning of resource sharing, collection maintenance and weeding (Gorman and Howes, 1989; Clayton and Gorman, 2001).

Reitz (2007) defines collections development as the process of identifying the information needs of the library patron and acquiring materials that will meet users’ needs. He further says that collection development is the process of planning and acquiring a balanced collection of library materials over a particular period of years based on the assessment of information needs of the patrons. Other scholars such as Evans and Soprano (2005) assert that collection development is the process of identifying the strengths and weakness of the library collection in terms of user’s needs and community resources and attempting to correct weakness that exist. According to Magrill and Hickey (1984); Hannaford (1980) Collection development is described as an area that is mostly discussed but least understood field of librarianship. On the other hand, Bloomfield (1988) argues that collection development represents a concept of library’s collection
management that is aimed to answer the changing demand of readers on library collections. Collection development being a specialization in the field of library, it was born from a professional need to employ a specialist who could identify as well as locate the needed resources and ensuring that the library was effective in acquiring the right material it needed. Readers do not simply need access to those books catalogued, preserved and available within an institution; they demand bibliographic and surrogate access to materials outside the country, and often outside their specific knowledge. It is therefore within the province of collection development to manage these processes and continue to serve readers within such an extended framework.

Collection development ensures that the institution’s library meets the information needs of its patrons and clients. The concern by most libraries has been always on collection development forcing each library to come up with approaches that reflect institutions goals, needs of users, and the role of the library within an institution. In a University library context, collection development demonstrates a wide variety of development patterns. University libraries exist to support teaching, research and public service programmes of the university. Collection development plays a very crucial role in the university library. The objective of collection development is to provides the materials that meets the needs of the university studies; provides materials that support research work of the lecturers and post-graduate students; cooperate and share resources with other academic libraries with similar programmes.

Academic libraries are mandated to provide response to a multiplicity need of academics as well as interest groups. Hickey and Magrill (1984) state that a written collection
development policy is an important tool for guiding all activities related to planning, budgeting, selecting and acquiring library materials. Collection development policies are the first evidence in determining if a library is engaged in collection development or not. Most University libraries have become increasingly aware on the benefits they get by having a strong and updated collection development policy (Bostic, 1988). These policies provide guidelines to help in the overall selection of information material and the funds allocation. A written collection development policy provides the balance for the selection of individual items and enhances consistency and balance in the collection growth. Boakye (1994) says that provision of information materials is the most fundamental activities of all libraries because a highly sophisticated system of information storage and retrieval is of no use unless it affords access to the right documents.

1.2 Background of University of Rwanda

The University of Rwanda is the only public University in Rwanda and as such it is a multi-campus, multi-disciplinary university designed to meet the economic, social and cultural needs of the country and its people. The University grew out of six previous public institutions which had a proud history of success for their students and staff. It was established by the Government of Rwanda through the law no 71/2013 of 10/09/2013. It resulted from the merge of the nation’s seven public Higher Learning Institutions into a consolidated entity governed by the Board of Governors and an Academic Senate with strong staff and student representation, along with the Vice Chancellor who is the University’s chief executive officer. UR’s Titular Head is the Chancellor, and it consists of the following academic entities:
- College of Arts and Social Sciences (CASS)
- College of Agriculture, Animal Sciences and Veterinary Medicine (CAVM)
- College of Business and Economics (CBE)
- College of Education (CE)
- College of Medicine and Health Sciences (CMHS)
- College of Science and Technology (CST)

- The University of Rwanda is a singular, multi-campus institution. It operates from departments and schools that make up Colleges. It is currently based in the new college of Business and Economics until the new headquarters are built adjacent to the College of Science and Technology and it comprises by the following campuses:

Nyagatare Campus, Gikondo Campus, Huye Campus, Nyarugenge Campus Busogo Campus, Remera Campus, Rubirizi Campus, Nyamishaba Campus, Kicukiro Campus, Byumba Campus, Kibungo Campus and Rwamagana Campus.

1.2.1 The College System

There are 6 (six) independent, self-governing colleges at The University of Rwanda. The college system is at the heart of the University’s success, giving students and academics the benefits of belonging to both a large, internationally renowned institution and to a smaller, interdisciplinary, academic college community. It enables leading academics and students across subjects and year groups, and from different cultures and countries to come together to share ideas. All Colleges invest heavily in facilities for extensive library
and IT provision, accommodation and welfare support, and sports and social events. The relatively small number of students at each college allows for close and supportive personal attention to be given to the induction, academic development and welfare of individuals.

Vision:

By 2020 the UR will have educated the next generation of leaders in Rwanda who are prepared and dedicated to building a more just and sustainable world.

Mission:

The UR will support the development of Rwanda by discovering and advancing knowledge, committed to the highest standards of academic excellence, where students are prepared for lives of service, leadership and solutions.

Objectives:

- Develop interdisciplinary, problem-based academic programmes aligned with Rwanda's development needs.
- Integrate IT-based resources from around the world.
- Ensure students have the leadership, entrepreneurship and management skills needed to create employment.
- Prepare students for service to their communities and country through applied service learning programmes nationally and internationally.
- Create applied, evidence-driven, research centers focused on problem solving, aligned with Rwanda's development needs.
- Develop continuous education programs for upgrading skills and knowledge.

1.2.2 Huye Campus

The Huye Campus is one of the campuses of the University of Rwanda located in Butare, the second town of Rwanda. It was created in 2013 with the opening of the University of Rwanda, former National University of Rwanda, through the law no 71/2013 of 10/09/2013. This Campus is the biggest campus in terms of population because it accommodates many schools from different colleges that make up the University of Rwanda. Except the College of Education, other five colleges run many of their programmes in Huye Campus. The Campus Titular Head is the Campus director. The Colleges which operate in Huye Campus are:

**College of Arts and Social Sciences (CASS):** This College has different schools which operate in Huye campus such as: School of Law, School of Arts and Language, School of Social Science and Political Sciences, and School of Communication and Information.

**College of Agriculture, Animal Sciences and Veterinary Medicine (CAVM):** The CAVM’s school which active in Huye Campus is School of Agriculture, Rural Development, and Agriculture.

**College of Business and Economics (CBE):** The Schools from this College which work in Huye Campus are: School of Economics and School of Tourism.
College of Medicine and Health Sciences (CMHS): The Schools of Medicine and Health Sciences that function in Huye Campus are Schools of Medicine and Pharmacy and the School of Health Science.

College of Science and Technology (CST): The Schools from this College which run their programmes in Huye Campus are School of Engineering, School of pure and applied Sciences, last but not least is the School of ICT and Telecommunication.

1.2.3 Huye Campus Library Collection and its Mission

The Huye Campus Library (the former National University Main Library) provides a variety of scientific information by which users can meet their needs. It counts a collection of 150,000 books, it has subscribed to 28 titles of printed journals, 33,000 e-journals, and facilitates free access to open e-resources such as open J-Gate among other e-resources and it also makes some audio and video materials available for the library patrons. Presently, the Huye Campus library almost serves all UR colleges.

The Huye Campus library mission is to satisfy any request from its users and provide the up-date, relevant and reliable documents in order to support teaching, learning and research activities to all College community such as academic staff, researchers, administrative and technical staff and students both postgraduate and undergraduate.

1.2.4 Huye Campus Library Sections

The Huye Campus library (the Main library of former National University of Rwanda) began in 1963 with the opening of the National University of Rwanda currently University of Rwanda. It has been extended and updated according to the needs of users.
It used to serve only the printed documents, but the number of services has grown progressively. The Campus Library started a transformation process in July 2007. The main objective of this transformation is to shift from the traditional way of management into the modern one. In addition the Campus ICT Centre has facilitated the Campus services to get access to electronic resources; this enables the library to be connected to all international electronic documents via ICT servers and to exchange information with other partners of the library across the world.

ICT section controls two ICT computer labs containing 68 computers in total all connected to the internet. The two computer labs are opened every day to be used by students, researchers and lecturers. Library and its branch libraries have undertaken an automation process that can improve the effectiveness and efficiency in the service delivery. The Campus library brings together the following sections: Acquisition; Cataloging and classification; serials; references; Circulation desk and ICT sections and a section of Rwanda for Special documents on Rwanda.

a) Acquisition

This Section of library is responsible for the selection and purchase of Materials or resources. The departments receive requests from different faculties/ schools and processes orders for purchase. It provides current awareness services through dissemination of new acquisitions such as purchase, donations, or gifts. In collaboration with teaching staff from different faculties and schools the head of acquisition gathers orders for the proposed documents and compiles the final list that is sent to the
procurement for purchasing after the approval of the Director of library. The stamping and assigning of bar-codes to print materials are done in this section.

b) Circulation Desk

This section is located at the entrance of the Main Library. The borrowed books are recorded and discharged at this point. The list of overdue books is compiled and kept in this section with a copy. A title can be loaned for a period of 15 days renewed two times. The library also charges a fine for overdue books equivalent of 200 Rwandan francs per day. However, lecturers are allowed a long loan of one month renewed two times. If they delay returning the book, they are also charged a fine equivalent to the above amount.

c) Cataloguing and Classification. Section

This section is responsible of the following: Creating of entries of items in the collection, assigning class numbers, creating authority files to include accepted form of access points, checking of duplicate entries.

d) Special Collection Section

This is not open access area for research. Materials from this section are not for loan except with a special authorization from the Director of Library. In that case, students and lectures are authorized for short loan. This section holds all documents on Rwanda written by Rwandan and / or any other author, about Rwanda. The major documents include government publications, Rwanda culture, theses and dissertation for only post
graduate students, novels and any other information on the people, land, and climate of the country.

d) Periodicals Section:

This section manages the current and retrospective periodicals such as magazines, journals, newspaper; bought or donated to the library. The loaning of materials in this section is not allowed. Users borrow for using within the periodical section and reading room. Library users use this section for research purposes and also for current awareness.

e) Reference And Information Services:

A reference desk is available at the College library to assist in answering user’s queries and assist them to access the document.

1.2.5 Collection development policies

Fordham (2009) defines "collection development" as the process that comprises a systematic building of library collections in order for studying, teaching; undertake research, recreational purposes, and other needs of users/patrons. Collection development process encompasses selecting and deselecting of current and retrospective information materials, planning of the best strategies for continual acquisition, and evaluation of library collections in order to look into how well the user’s needs are served. Generally, collection development includes many operations of the library ranging from the bit of selection of titles of individual for purchase to the point of withdrawal of the expendable
materials. A well written collection development policy is what guides the collection development of any library.

White and Crawford (1997) say that collection development defines the scope of the existing collections in the library, it helps in continual development of library information resources, and outline the relationship between the selection and mission and goals of the library. A good collection development policy guides in planning, budgeting, selecting and acquisition of library information resources. A number of reasons have led to formulation of collection development policies in University libraries. These reasons include the proliferation of electronic information due to advances and developments in new technology.

A good collection development policy must include resources in electronic format and must be revised to incorporate any new development in the collection. According to Evans and Zaranosky (2000) a policy helps assure continuity and consistency in the collection process despite changes in staff and funding.

The function of a collection development policy is to inform everyone about the nature and scope of the collection, priorities of the collection, and the purpose of the collection development process. A policy must be distributed to the patrons and staff for it to be fully implemented. Failure to distribute the collection development policy affects its overall implementation. A policy that is available in electronic format can be easily communicated to the public through the Intranet or Internet of the University.
1.2.6 Assessment of User Community

Andrade and Vergueiro (1996), viewpoint, collection development process begins with the community: Knowing the users and analyzing their needs first before any other process. Effective collection development can only be potential when it is based on sound knowledge of the community that is being served. User assessment is important when developing collection development policies, standards and guidelines. User needs assessment can be done through analysis and surveys. It is valuable to evaluate circulation statistics, interlibrary loans requests and analyze the size, depth, breath and the growth of the library’s collection (Allen, 1994).

1.2.7 Selection Process

Gessesse (2000) views selection as the process of identifying needs of the library collection in terms of subject and specific types of materials; determining how much money is available for collection development and allocating a specific amount for each category or subject; developing a plan for identifying potentially useful materials to acquire; and conducting a search for the desired materials.

Selection process involves the following stages; Identification of collection needs in terms of subject and specific types of materials especially where there is no any written collection development policy. The second step involves the determination of the finances available for collection development and allocating a specific amount for each category or subject; development of plans for identification of potentially useful information material for acquisition and lastly, doing a search for the desired information material.
According to Evans (2002) published lists, catalogs, fliers, announcements and bibliographies are mostly used for identifying potential materials to be acquisitioned.

1.2.8 Acquisition Process

Acquisition is the implementation of selection decisions: ordering, receipt, and payment. These must be done according to a procedure that is guided by the collection development policy. To correctly distinguish ends from means, examine values as well as capabilities, the dimension and importance of Readers Services must be known. This is only determinable through the use of a written collection development policy statement or document. According to Buckland's (1963) argument, all library operations that primarily facilitate the exploitation of the collections and those directly consumed by the end users of the library have their roots in the collection development policy. Acquisition is the next step after the selection in collection development. It entails acquiring books and other materials for the library. Organizing the incoming request in order to carry out verifications is the first step in acquisition process.

Items already in collection may be requested by selectors and they may combine and confuse author’s names, titles and publishers. Bibliographic verification is therefore the next step and becomes necessary. It involves two processes, the first one is verification and the second is searching. Searching establishes whether the library needs to order the item while verification aims at checking if bibliographic details of the items selected are entered correctly and searching ensures that the materials ordered are not duplicate copies of what is already in the collection.
The internet is also used in the verification of order information. It can be achieved through publishers’ online catalogs or distributors web pages like the Amazon.com. Evans and Zaranosky (2000) observed that many of those systems show ordered and received status in online public access catalog that tends to reduce the number of request that duplicate the existing orders. Normally, an acquisition librarian always determines the acquisition method to use, the vendor to be used and where to get the money before placing an order. After doing that, he goes further and assigns an order number to help in tracking the order. The orders are then signed and become ready for mailing to the vendor.

ICT enhances efficiency and cost-effectiveness when ordering materials. Today, computer generated orders and data are stored electronically in the developed countries, the volume of paper associated with ordering activities is reduced. Some libraries handle the whole order process electronically, store the transaction in both library’s and supplier’s computers because they have no order forms. That same process can also be done through online transaction whereby money transfers are used. Online ordering makes acquisition of materials faster and efficient. The last step in the acquisition process is receiving orders. Receiving orders needs careful planning and if not done properly, it can be more complex and time consuming than ordering.

**1.2.9 Evaluation Process**

Collection evaluation is important to collection development and collection management because it is impossible to build a balanced, relevant collection of material unless the
strengths and weaknesses of the current collection are known. Bibliographers need to know the actual and desired levels of their collections in order to plan meaningfully.

Evans and Zaranosky (2000) define collection evaluation as a process which aims at determining the strengths and weaknesses of a collection. Evaluation of a collection helps in developing intelligent, realistic acquisitions program based on a thorough knowledge of the existing collection; it helps to justify increased funding demands or for a subject allocation; it increases the staff’s familiarity with the collection; and helps to know if the library is comparable to others serving similar communities.

It is impossible to build a balanced, relevant collection of materials unless the strengths and weaknesses of current collection are known. Collection evaluation is therefore important to collection development. Librarians need to be aware of the current collection so that they have a better basis for decision making when acquiring information materials in future (Agee, 2005). The following approaches are used when evaluating a collection: user-centered approach; collection-centered approach; and the assessment of specific subject approach. Collection-centered methods involve checking list, bibliographies and catalogs; expert opinion; comparative use statistics; and collection standards.

On the other hand, the user centered methods comprise of: circulation studies; user opinion; analysis of inter-library loan statistics; citation studies; in-house use studies; and document delivery tests (Evans and Zaranosky 2000). User-centered approach is done through a survey by developing questionnaires and interviewing. They are traditionally done manually by sending printed copies of questionnaire to users to fill; that process is
slow and inefficient. The library management systems use makes this approach to collection evaluation easier and more efficient.

1.2.10 Weeding Process

The practice of discarding or transferring to storage excess copies, rarely used books and materials no longer in use is known as weeding. Discarding involves withdrawing a volume of a book from a collection because it is unfit for further use or is no longer needed (McGraw, 1956). Transferring on the other hand retains the item at a second level of access which may not be open to the user. Weeding a collection is always necessary when: the material and information are out of date; the materials are deteriorated physically; better editions of a specific title are available; or the institutional objectives are changed and hence the need for the collection to change over time to reflect changes in the user community and library goals.

1.2.11 Electronic Collection Development

Information has been revolutionized and the seeking behaviors of library users changed by developments in information and communication technology. The rapid transformation of data and information into digital form has been facilitated by the new technology, whereas development in software has provided powerful new methods of collection development management. That has therefore resulted to a change in ways in which documents and information are produced, stored, organized and accessed. Digitalization enables information to be delivered in electronic format, which has made users reluctant to use physical materials in perceiving the internet which is the answer to their information needs. The development of electronic information in academic libraries
involves the subscription of the following electronic information; e-books, e-journals, online databases, e-journals and e-bibliographies.

The process of developing electronic information resources includes “acquisitions of electronic resources such as databases, e-books and journals through license and access to quality free web resources”. Gbaje (2007) electronic collection development that a library should have appropriate ICT infrastructures such as a reliable connectivity and web site to provide users with access to relevant information for research, learning and teaching.

1.3 Statement of the Problem

To be able to build sufficient collections that serve the mission of a university, it is necessary to have a guide in the form of a policy that directs on how information materials are added into the library. It is evident that university that has a comprehensive policy and adheres to it has a very good collection not necessarily in numbers but in mainly relevance.

The Huye Campus Library provides a variety of scientific information. It counts a collection of 150,000 books, it has subscribed to 28 titles of printed journals, 33,000 e-journals, and facilitates free access to open e-resources such as open J-Gate among other e-resources and it also makes some audio and video materials available for the library patrons.

In spite of all this, collection development practices remain a problem in the Huye Campus Library due to lack of proper collection development policy. Most University libraries have collection development policies on paper but experience a lot of difficulties
in using them thus leading to difficulties in balancing for the selection of library items, it possesses challenges in acquisition and collection management, results to limited storage space for information resource and leads to lack of dedicated budget for collection development of the library. However, no decisive action has been taken by the Campus to improve collection management practices. Consequently, collection development in the Huye Campus remains low key, poorly administered and not a priority of library management activities. Lack of enforcement of strong collection development management systems and practices, continue to expose the Huye Campus Library to enormous problems due to weak collection development policy.

A written collection development policy is an important tool for guiding all activities related to planning, budgeting, selecting and acquiring library materials (Macgrill and Hickey, 1984). Library is the lifeblood for the University performance and therefore, dictates the need to have a proper collection development practices. It is in view of these challenges that, the researcher intends to do an analysis of the collection development practices at the Huye Campus Library, University of Rwanda and propose possible solutions to those challenges.

1.4 Aim of the Study

The aim of the study is to analyze collection development practices at The Huye Campus and provide recommendations that can assist in enhancing collection development practices in library.
1.5 Objectives of the Study

This study was guided by the following objectives

i. To examine the current collection development policy at the Huye Campus library.

ii. To identify the levels of individual players involved in selection responsibilities of the library collection.

iii. To determine procedures involved in designing a collection development process.

iv. To determine the extent to which the collection development policy is used in Huye Campus library.

v. To examine the challenges facing collection development practices at Huye Campus Library.

vi. To recommend best collection development practices.

1.6 Research Questions

This study was guided by the following research questionnaire:

i. How adequate is the collection development policy in Huye Campus library?

ii. What is the level of individual players who are involved in the selection responsibilities of the library collection?

iii. What are the procedures involved in designing a collection development process?

iv. To what extent is the collection development policy used in Huye Campus library?
v. What are the challenges facing collection development practices?

vi. What strategies should be put in place to encourage the development and use of collection development policy at Huye campus library?

1.7 Assumptions of the study

The study is based on the following assumptions

- Although collection development practices are very critical in Huye campus library, there is still a gap that needs to be filled to make it effective.
- Current collection development practices at Huye Campus library adequately depend on the individual players who are involved in the selection responsibilities of the library collection.

1.8 Significance of the Study

The findings of the study are expected to strengthen security of the items in the collection, improve the selection process of the library items by enforcing the collection development policy. The study will explain to the management on the importance of procedures of designing collection development policy. The study will also help in addressing the challenges facing collection development practices by the campus library by proposing recommendations that will support collection development practices as well as provide a strategy of reforming these practices.
1.9 Scope & Limitation of the Study

1.9.1 Scope of the Study

The area of focus of this study is analysis of collection development practices at Huye Campus Library, in the University of Rwanda.

1.9.2 Limitation of the Study

The language was the main barrier to the respondents. In Huye campus most people are good at French. In this regard the respondents wrote little in English language which made it difficult for the researcher to obtain detailed information.

It may not possible to generalize some of the findings of this study to other campuses.

1.10 Definition of Operational Terms

Collection development policy: It is a statement of general collection building principles that delineates the purpose and content of a collection in terms relevant to both external audience (such as readers or funders) and internal audience (all staff), written statement that provide clear and specific guidelines for the selection, acquisition, storage, preservation, relegation and discard of stock:

Academic Library: A library that is associated or attached with any educational institution to support its educational programmes. It’s an integral part of formal education system which provides time bound education from primary school level to university level.
**Acquisition:** The process of obtaining information materials through purchases, exchange and gifts.

**Collection:** refers to book selection, library acquisition, building the collection and developing it

**Collection development:** collecting, purchasing materials which contributes to the development of the core library collection as well as provide the patron with entrée to any number of fields of knowledge. It is a process of planning a library’s program for acquisition and disposals, based on building of the collection in the sense of the library’s collection management policy (Fordhan, 2008).

**Collection Development Process:** A range of library activities including information needs assessment, development collecting development policies, selection process, acquisition, evaluation and weeding of the collection.

**Collection Evaluation:** Judgment as to the value of a library collection based on comparison with some known value.

**Library:** A collection of books used for reading or study, or the building or room in which such a collection is kept

**Library Collection:** An accumulation of information resources developed by information professionals intended for a user community or a set of communities
**Policy:** A policy is a statement that is intended to provide information about the management system, the system’s goals and how the system operates at the company. It should clearly state the objectives of the system (i.e. reducing or eliminating safety and health risk) and provide for a commitment to improving performance.

**Weeding:** The practice of discarding or transferring to storage excess copies, rarely used books and materials no longer in use is known as weeding.

**1.11 Summary**

This chapter has provided the introduction to the study. The themes covered include:-
background information of the study; background information of University of Rwanda Libraries; statement of the problem; aim of the study; objectives of the study; research questions; assumptions of the study; scope and limitation.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter presents a review of relevant literature in the area of collection development practices in academic libraries. It also provides the theoretical models that inform the study. The themes presented in this literature review will include: purpose of literature review; theoretical framework; collection development policy; Selection of library collection, Collection development practices and the Challenges facing collection development practices.

2.1 Purpose of Literature Review
Literature review encompasses the systematic, location and analysis of documents containing information related to the problem being investigated in the research. It provides a detailed knowledge concerning the studied topic. It assists the researcher unravel what other researchers have done in relation to the problem being studied. Literature review helps the researchers to avoid any unnecessary and unintentional duplication of work; it forms a framework by within which the findings of the research are interpreted (Mugenda and Mugenda, 2003). On the other hand Cresswell (2003) opines that literature review helps in showing the researchers the results that are related to the study being reported as well as providing a framework for the importance of the study and acts as a benchmark for comparing of results of the study with other findings.
2.2 Theoretical Framework

A theory is defined as a reasoned statement or group of statements, supported by evidence and is meant to explain phenomena. It is a systematic explanation of the relationships among phenomena (Kombo and Tromp, 2006). Generalized explanations to an occurrence are explained by theories. A theoretical framework is an examination of the existing or self-formulated theories in relations to the research objectives (Oso and Onen, 2005). It introduces the researcher to a new view of the research problem thus enabling the researcher understand the total cause of the problem. The problem is therefore acknowledged from a wider perspective. This study was guide by System Theory of organizations by Van Bertalanffy (1950).

2.2.1 System Theory of Organizations

This study was guide by System Theory of organizations by Von Bertalanffy. Systems Theory was first introduced by Von Bertalanffy (1950) and was introduced into the organizational setting by Katz and Khan (1966). Systems theory is an approach to organizations which likens the enterprise to an organism with interdependent parts, each with its own specific function and interrelated responsibilities. The system may be the whole organization, a division, department or team; but whether the whole or a part, it is important for the organization development practitioner to understand how the system operates, and the relationship the parts of the organization have.

The emphasis in organization development devises that real systems are open to, and interact with, their environments, and it is possible to acquire new properties through emergence, resulting in continual evolution. Rather than reducing an organization to the
properties of its parts or elements, systems theory focuses on the arrangement of and relations between the parts which connect them into a whole. Oso and Onen (2005) argue that if a subsystem fails the whole system is put in danger. They further argue that the fundamental concept of System theory is the notions of emergence and interaction. Systems take input from the environment, process them and produce outputs to the environment. Systems are also characterized by self-regulation and control. They monitor, regulate, and control their outputs in order to remain stable and achieve goals. Because a system exists in a dynamic environment, it must be adaptable and able to change (Littlejohn and Foss, 2005).

2.2.2 Application of System Theory of Organizations

The system theory was chosen because of its notion of a system consisting of a subsystems that are interrelated and that work together for the system to work and open system interact with environment and are affected by the change that take place in the adjacent environment.

Therefore Collection development as a subsystem of the library system has functions that are interconnected and that are affected by change in the surrounding environment. The purpose of collection development in academic library is to effectively provide relevant and up to date information in all formats to library users. Collection development as user centered activity should not be static but dynamic to the changing environment. Collection development should be done to the satisfaction of users and if using a dynamic collection development policy is what provides effective information materials more
efficiently, then Huye campus library has no option but to hold it in its collection development.

The Library is an open system, which interacts with the environment and is continually adapting and improving. In this regard collection development practices must be adapted and improved and interact with the environment in which it operates. If the library is to be successful in terms of collection development practices it must pay attention to the external environment, and take steps to adjust itself to accommodate the changes in order to remain relevant. All parts of the library are interconnected and interdependent. If one part of the system is affected, all parts are. That means that if collection development as library sub-system fails other library system will be affected.

2.3. Collection Development Policies and Planning

Futas (1984) examined a survey conducted of academic and public libraries policies in relation to collection development. Ten academic library collection development policies as well as several selected segments of library policies like goals and objectives, selection, collection maintenance, and intellectual freedom are outlined. Finance is and has always been an issue of concern in the policies. The initial practice of having a policy on what percentage will be spent on what type of material gives place to generalizations and formulae. One implication is that policies do not have to change every year with a new budget. The results of the survey could be safely extended to other academic libraries in the developed nations.
A collection development policy establishes ground rules for planning, budgeting, selecting, and acquiring library materials. These documents provide a framework for coordinated collection development programs throughout the university libraries. In addition, these policies help the library serve the academic community. They assist bibliographers in making not only routine selections, but also approval plan profiles and gift acceptance decisions. With common terminology and collecting standards, bibliographers can work with greater consistency towards defined goals. The standard processes to be considered include selection, scope of collecting, and replacement of missing but useful materials and worn-out materials. According to Eguavon and Ochai (2001), collection development is a planned, systematic development of a collection based on the objectives of the library. He further says that Collection development includes everything that goes into acquiring materials, including selection, ordering, and payment. It is a chain of events that includes planning, administration, and control. Collection development serves as a foundation upon which other library services are built.

The collection should be inclusive and contain whatever materials contribute to the library mission. The collection development policy establishes ground rules for planning and budgeting, selection and acquisition of library materials. This is in agreement with Poole as reported by Cutter (1978) that, "it is important to remember when one is trying to select the best that there are as many kinds of best as there are kinds of readers". Cutter (1978) once asked, "Best in what? In style? In interest? In instructiveness? In suggestiveness? In power? Best for whom? For the ignorant? F or people in general? or
College students? Since the library attempts to serve all those various categories of readers, they would be willing to accept a variety of materials, whose standards of quality might vary as the titles are seen to be useful for one group or another.

Elaturoti (1995a) views development as the process of assessing the strengths and weaknesses in a collection and then creating a plan to correct the weakness and maintain the strengths. Selection is the decision-making aspect of collection development. The decision to order means attempting to build a well-balanced collection covering most subjects equally, whereas, during difficult economic times, it will only be possible to attend to a few users requests.

Acquisition is the implementation of selection decisions: ordering, receipt, and payment. These must be done according to a procedure that is guided by the collection development policy. To correctly distinguish ends from means, examine values as well as capabilities, the dimension and importance of readers services must be known. This is only determinable through the use of a written collection development policy statement or document. According to Buckland (1963), all library operations that primarily facilitate the exploitation of the collections and those directly consumed by the end users of the library have their roots in the collection development policy.

Ikem (1995) opines that collection development policy is the vehicle through which the library achieves the goals of its readers' services. Proper budgeting (in line with the collection development policy) and its careful operation are vital to the success of library services activities. It should be used as a planning and monitoring instrument. Just as no
group of activities can succeed without proper planning, so also the activities of meeting users needs cannot succeed without proper policies and monitoring.

Shermans (2006) asserts that collections development policy is a document that informs the patrons/users, governing bodies, administrators, and their library in the area of the scope and nature of this library collection. Moreover, he denotes that “Collection development is the selection, acquisition, evaluation, and maintenance of a collection of materials and resources that meet the needs of the people it is intended to serve.” Ifidon (1996) argues that any collection development must go hand in hand with the student’s population, the institution’s/Universities programmes as well as basic and applied research that is geared on getting solutions to the societal problems. He further denotes that most University’s collection development objectives are to:- provide information materials that meet the needs of academics of students; provide information materials that support research work of both lecturers and students; cooperate and resource sharing with other academic libraries among other objectives. Moreover, he asserts that financial resources have a major implication on achieving these objectives as it dictates the quantity and quality of the information resources to be acquired by the University. Laura et al. (2013) opines that collection development policy is crucial as it directs library staff in maintaining and developing the library. They further indicate that collection development policy should provide the collection development practices and provide continuity in the following areas; selection, purchasing and retention decisions.
According to the American Library Association (ALA) standards as discussed by Carter (1974), three elements are very important in a collection development policy. They are general overview, which is the introduction and general collection; detailed analysis of subject collections; and a miscellaneous section

Collection development policies, standards and guidelines include community analysis, planning for the building of collections, formulation of collection development policies, selection and the tools used for selection, issues surrounding publishing, intellectual property and censorship, and also weeding and collection evaluation (Blake & Surprenant 2000:901). It is no longer just selection of traditional media that is required. Selectors must currently also deal with such matters as site licenses and making decisions between standalone CD-ROM workstations and networked CD-ROM subscriptions. They must know how to purchase gateway access to commercial vendors, how to integrate electronic resources into collection development policies and decide whether to buy print or electronic versions of resources. They also have to make decisions about either buying a resource or accessing it through another channel (Blake & Surprenant 2000:908-909).

2.3.1 Collection Development Policy in Academic Libraries

The task of university libraries is to select, maintain and provide access to relevant and representative information resource. This can be achieved through adequate collection development. Collection development can be described as the ways of building up and improving upon a library’s information resources. Olaojo and Akewukekere (2006) defined collection development as a process of selecting, ordering and payment of information material for the use of the user in the library. This collection development
helps to enhance the assemblage and provision of a variety of information materials to meet the desperate need of library users.

Nnadozie (2006) described collection development as a planned, continuous and cost effective acquisition of quality and relevant materials to meet the needs of the users and objectives of university libraries. Commenting on the importance in Nigeria university libraries, Olanlokun and Adekanya (2005) submitted that collection development is an important aspect of library service that can promote libraries. They went on to say that university libraries need to rise up to their responsibility by providing materials capable of supporting teaching, learning and research and also for community service.

Collection development is the vehicle through which library activities can be measured by the users. Lamb (2004) stated that the major benefit of good collection is that it helps the library to review the strength and the weakness of their collection. Showing the importance of collection development in libraries, Ranganathan’s 5 laws stated that the library is a growing organism.

Ifdon (1997) maintains that library objectives and philosophy must be taken into consideration in collection development, emphasizing that the area of interest and concerns of library users are paramount. Attama (2005) identifies ways in which university libraries can build their collections including legal deposits, exchange, direct purchase, donation, and photocopies. Jones (2006) categorizes collection into four areas: Materials to support student’s learning and teaching, materials to support research, special collection, and “just in case” materials.
Nwafor (1997) discovered that a low level of funding of university libraries had led to the deterioration in the quality of library collection. This was supported by Lawal and Okwuez (2007), Okobo (1998) and Olanlokun and Adekeye (2005) discovered that problems facing library collection foreign exchange restriction, economic, recession, and the large population of students.

Bloomfield (1988) outlines what are considered as the major issues in collection development. The six identified issues include the identification of the purpose of mission either of the library itself or its parent body, the formulation of specific library strategies, and policies, for implementing the collection policy statement, the division of the budget and its consequent problems, monitoring and resource sharing. It is taken for granted that these issues include the assumption that libraries do not have sufficient funds.

2.3.2 Methods of Collecting Information Materials in Academic Libraries

Collection development can be termed as acquisition, which can be done through the following methods:

(i) Loaning;

It is a method of collection where certain information materials are collected from libraries and with any other information centers. The materials are being used for sometimes and return to their owners.

(ii) Exchange;

This is where some information centers exchange of their collections. This method is also effective in that it always allows information centers to purchase information materials so
as to develop their collection development. Kumar says, certain materials cannot be purchased but may have to be archived on exchange.

(iii) Custody;
This method of transfer custody is normally transferred from one agency to another thus increasing the collection. Elisabeth Witals says “custody transfer is the means by which most schools in the country records and legal custody are transferred.

(iv) Membership:
This method of collection development is always carried out in libraries but not forgetting any other information center. It is usually for the users to register in certain information centre so they can be able to use and get information materials free of charge as a member.

(v) Donations;
These are methods of collection development which are subscribed free of charge from government, ministries, parastatals, non-government organization etc

2.3.3 Benefits of Collection Development Policies
According to the American Library Association (2009), collection development is a term representing the process of systematically building library collections to serve study, teaching, research, recreational, and other needs of library users. The process includes selection and deselecting of current and retrospective materials, planning of coherent strategies for continuing acquisition, and evaluation of collections to ascertain how well they serve user needs. Collection development policy statements are necessary planning documents. Although the value of collection policies is not universally accepted, the
prevailing view among library professionals is that a collection development policy statement is a necessary tool leading to consistent, informed decisions. The ideal collection policy is a living document, reviewed and revised regularly, that "organizes and guides the processes of acquiring and providing access to materials and information sources, integrating these into coherent collections, managing their growth and maintenance, and making decisions about preservation, withdrawal, and cancellation (Gorman and Miller 1997)." Overall, policies facilitate consistency and communication between libraries and are information tools for working with the library's community.

A written collection development policy statement is intended "to clarify objectives and to facilitate coordination and cooperation, both within a library or library system and among cooperating libraries. If it is well done, it should serve as a day-to-day working tool that provides the necessary guidelines for carrying out the majority of tasks within the area of collection building (Gardner 1981)." As Gardner conveys, a collection development policy serves a broad range of functions, and in fact he continues by presenting a dozen reasons why a policy statement should be devised. In his view such a document is valuable for the following reasons. The policy: Forces staff to think through library goals and commit themselves to these goals, helps them to identify long- and short-range needs of users and to establish priorities for allocating funds; helps assure that the library will commit itself to serving all parts of the community, both present and future; helps set standards for the selection and weeding of materials; informs users, administrators, and other libraries of collection scope and facilitates coordination of collection development among institutions; helps minimize personal bias by selectors and
to highlight imbalances in selection criteria; serves as an in-service training tool for new staff; helps assure continuity in collections of any size and provides a pattern and framework to ease transition from one librarian to the next; provides a means of staff self-evaluation, or for evaluation by outsiders; helps demonstrate that the library is running a business-like operation and provides information to assist in budget allocations.

Collection development policy statements are necessary planning documents. Although the value of collection policies is not universally accepted, the prevailing view among library professionals is that a collection development policy statement is a necessary tool leading to consistent, informed decisions. The ideal collection policy is a living document, reviewed and revised regularly, that "organizes and guides the processes of acquiring and providing access to materials and information sources, integrating these into coherent collections, managing their growth and maintenance, and making decisions about preservation, withdrawal, and cancellation (Gorman and Miller 1997)." Overall, policies facilitate consistency and communication between libraries and are information tools for working with the library's community.

2.3.4 Formulating a Collection Development Policy

Many useful suggestions have been offered for writing an effective collection development policy. The American Library Association in particular provides an excellent standard reference document, Guide for Written Collection Policy Statements (1996). The ALA guide identifies essential elements for a written collection development policy and establishes a standard terminology and structure for use in the preparation of such a policy. Although not equally applicable to all libraries, the ALA guidelines were
formulated to serve libraries of all kinds of sizes. By drafting individual policies, libraries can "produce tools that enable selectors to work toward defined goals and thus to use funds wisely in shaping strong collections, to inform staff and users concerning the scope and nature of existing resources and plans for continual development of collections, and to provide information that will help to provide objective evidence for use in the budgetary allocation process (Gabriel 1995)."

Bushing, Davis, and Powell (1997) outlines that the collection development policy should have an introduction; mission statement; audiences and purpose of the policy; defined community and user groups; description of the types of programs for the patrons; brief general description of the collections and information resources and a collaborative collection development issues as described below.

**Mission statement:**

This may include the mission of the parent organization as well as that of the library. A vision statement may also be included along with long- and short-term goals and any relevant objectives related to information resources.

**Audiences and purposes of the policy:**

The purpose should discuss library management, planning, accountability, and consistency. To who is the policy addressed? Staff? Board? Users? Community officials and politicians? Administration? All of these? Be specific about the primary audience as well as identifying other possible readers of the policy.
Community and user groups defined:
What are the characteristics of the library's user community? What are the educational levels? Use demographic and other factual and statistical information to define the library's community or institution. Which groups do or do not use the library? For what purposes do they use the library? What are their occupations or disciplines of interest?

Description of the types of programs or patron's needs:
What educational, recreational, social or research needs must be met by the library? Are there programs or distinct requirements for special needs populations?

Brief general description of the collections and information resources:
In general, provide a description of the collections: their size, primary formats, languages, and reading or information level. At what rate are they growing or are they being maintained at a stable size?

Cooperative or collaborative collection development issues:
Make a statement with regard to other libraries and access to remotely held information resources in electronic, print, or other formats. Do interlibrary loan, Internet access, or patron direct access to other collections has an effect upon the collection management of the library? If the library participates in specific collaborative activities, interlibrary loan services or other consortia arrangements, these should be addressed here.

2.4 Selection & Acquisition of Library Collection
Gessesse (2000) views selection as the process of identifying needs of the library collection in terms of subject and specific types of materials; determining how much
money is available for collection development and allocating a specific amount for each category or subject; developing a plan for identifying potentially useful materials to acquire; and conducting a search for the desired materials. According to Alvin (2006), the following factors should be considered in selecting the library materials for purchase and donation acceptance; Favorable review in standard library review media, favorable review in noted periodicals or newspapers, profile in noted periodicals or newspapers, credentials of the author to write or produce the title, currency and accuracy of content, quality of content (writing style, grammar, etc.), quality of illustrations for juvenile materials, suitability of content and presentation for intended audience, balance of presentation of controversial issues, the population diversity of the community, quality of binding (print titles, for multiple circulations), or quality of physical items (audiovisual titles, for multiple playbacks), consistent printing style for print titles and lack of typographical errors, quality of production values (sound and picture) for audiovisual titles, value of material in relation to the existing collection and the library’s collection goals, demand for the material, space and budgetary considerations and lastly, translator’s reputation, if the book is a foreign-language work.

Selection of information materials is deciding which materials to buy according to the needs of the users.

2.4.1 Criteria for Acquisition

Acquisition is the implementation of selection decisions: ordering, receipt, and payment. These must be done according to a procedure that is guided by the collection development policy. To correctly distinguish ends from means, examine values as well as
capabilities, the dimension and importance of Readers Services must be known. This is only determinable through the use of a written collection development policy statement or document. According to Buckland's (1963) argument, all library operations that primarily facilitate the exploitation of the collections and those directly consumed by the end users of the library have their roots in the collection development policy. According to Laura et al (2013) the criteria for acquisition of library collections is based on budget allocation by subject and format is based on public demand, usage statistics, relevance to the Collections of Distinction, and available resources. Items may be added to the circulating, research, or special collections. Reserve levels in the circulating collection are monitored after purchase to respond to public demand. Selectors use several criteria when evaluating material, keeping in mind physical space requirements and the Library’s resources.

Items need not meet all criteria for inclusion in the collection. Furthermore, they denote the evaluation criteria for all acquisitions include: Public demand and anticipated demand, relevance to the interest and needs of the community, attention of critics and reviewers, award winners, or inclusion in bibliographies, significance, timeliness, or permanence of subject matter, relevance and suitability of physical format, representation of diverse points of view, clarity, accuracy, and logic of presentation, relevance to early literacy, responsive to school age and teen interest, and scholastic support and enrichment, literary merit and contribution to the field of knowledge, relationship to the existing collection, reputation or qualifications of the author, creator, or publisher, value of the resource in relation to its cost, suitability of subject and style for intended
a audience, availability of content through the internet, subscription databases, or other means and condition of material. Laura et al also gave the additional criteria for acquisition of electronic resources which includes: Ease of use and remote access potential, Hardware, software, networking, and storage requirements; Licensing requirements; Comparison of content and cost with other available formats and long term availability and perpetual access rights

2.5 Maintenance and Preservation

Maintenance is a term that replaced what used to be called weeding, replacement, bindery, repair, and duplication. Bank and Magrill (1979) assert that weeding is a term used to refer to the removal of an item from the library’s active collection for the purpose of either discarding it or sending it to storage. Weeding is done to allow storage space for new information material as well as to allow easy access to the collection, or to improve the services to the users. The subject librarians at the University library make the decision at all times on how to handle worn out books or other library materials from the collection; whether to bind, mend or withdraw them. Weeding is an integral part of maintaining the collection at the University library.

Jones (1990) observed that the management of stock should be clearly seen within the context of the overall management of the organization. Analysis of borrowers and their use of different categories of stock are very important in stock management.
Principles used to determine whether to retain a material include age, popularity, accuracy and relevance of information and sound professional judgment. This is not a proposal to take decision-making from librarians and to give it centrally-based specialists.

2.6 Evaluation Process and Strategies

The usefulness of any collection can be determined by looking at how well the library satisfies its patron needs. According to Okoro (1985), “an elegant library building is a white elephant unless it houses materials appropriate for the users”, “a sophisticated system for information retrieval is pointless if it affords access to the wrong documents”, “an impressive structure of staff management is a luxury unless it organizes staff in a way which facilitates the library’s main purpose.” These are all reminders of the importance of evaluating a library’s collection. The American Library Association’s Resources and Technical Services Division Guidelines on collection evaluation helps determine whether a collection is meeting its objectives, how well it is serving its users, in what ways or areas it is deficient, and in what remains to be done to develop the collection. As Mosher (1989) noted, every librarian is anxious to be able to answer the question “How good is my collection?” A number of techniques can be used to achieve this end; these can be qualitative, or quantitative, simple or complex, costly or inexpensive, time-intensive or time-economic, one-time or on going, and can be applied to the study of the collections or collection effort of any type of library (Mosher, 1989).

There are various methods for evaluating the quality of a collection such as; having it evaluated by a specialist in that field, the use of reading lists, bibliographic checking, numeric counts, formulas and standards, interlibrary loan analysis, checking against the
catalogue of other libraries, implementation of user surveys, analysis of machine readable cataloguing data and the use of collection maps and Scat analysis.

Since a large part of collection development is making sure that selections continue to be valid and reflect the collection development, librarians must evaluate the chosen materials on an ongoing basis. Katz (1980) points out in his seminal work, collection development “the purpose of collection development analysis and evaluation, among other things, is to determine the quality of the collection.

Evaluation of the library involves two steps. First, establishing what collection is like in terms of size, currency, and quality; and secondary, deciding how well it serves its users groups Katz (1980). Its goal is to ascertain how good the collection is and then determine how it can be improved (Gorman 1989). There are many ways librarians do that, and most, if closely connected to the collection, are aware of where the gaps are and which books or journals should be weeded or replaced.

Tjoumas and Blake (1990) did comparative studies on collection evaluation which provided an inventory of possible techniques developed to assess library holdings. The two approaches which dominated were the impressionistic approach which is extremely subjective and the checklist method which requires a certified list of sources identifying titles essential to support an academic programme. Identifying collection evaluation techniques which are cost effective, easy to implement and accurate would provide librarians with valuable instruments to prepare both internal and external reports.
Taher (1990) and Kumar (1990) analyzed an American studies collection, taking into consideration growth and use patterns and highlighted the trends and prospects in collection development and evaluation of user needs in India. Two methods, descriptive and analytical are utilized to determine whether or not a collection is balanced. Such a study of collection development and evaluation is of tremendous importance to one understands of existing needs to predict the future.

2.7 Problems Facing Collection Development Practices

It is vital to recognize the current issues that affect the planning process of collection development. The first issue concerns the debate on quality versus demand. The university library is usually created for the specific purpose of providing accurate and current information for a students, researchers and lecturers and, therefore, must have information materials of high quality and the patrons should be in a position to access and retrieve them in sometimes demanding circumstances. The other issue involves the concern over explosion of information. The amount of research and number of researchers is increasing, and the amount of published material is increasing, thereby challenging libraries in their desire to provide access to this increased wealth of information. Meanwhile, libraries have also been trying to contend with the rising cost of the materials in conjunction with the decreasing space in their physical facilities. Additionally, the impact of technology has created problems in accessing information. Not only are libraries trying to purchase relevant and appropriate print materials, they are now also trying to provide information in alternate formats. While the digitization of information is not a particularly new issue, it does present a challenge to libraries with
limited budgets. The final issue involves interlibrary cooperation. With improvements in
technology, libraries have the ability to participate in electronic networks which enables
them to conveniently share material at little cost.

Bloomfied (1988) described what are considered the major issues in library collection
development. These are; identifying with the mission of the parent institution,
formulating appropriate library policies and measures for the implementation of
collection policy statement, the division of the budget and the resulting problems,
monitoring various collection development strategies and resource sharing among sister
institutions. This is based on the fact that libraries usually didn’t have sufficient funds.
This necessitates the need to manage effectively available fund for the growth of library
collection.

Gyeszly, Harrel and Smith (1990) compared statistically the library collections and its
growth for sterling C. Evans library, Texas A & M University. They relate the number of
students in the university, faculty life, materials and available fund to the growth of the
collection. Libraries that are actively involved in the development of the collection are in
a dilemma with increasing in the price of library materials in this period of global
economic meltdown. In such situation, collection development policy must be carefully
written and reviewed to address the needs of different department of the university.
Unfortunately many libraries don’t operate with any policy. Kelly (1991) drew attention
to the funding patterns in academic libraries and library funding methods. Over the years,
available funds for collection development have been dwindling, hence the need for
librarians to develop alternative collection development strategies other than direct
purchase from vendors. Soliciting for donations, involving in gifts and exchanges are possible ways of developing the collections. Coupled with this, is the need for Librarians to have clearly established collection development policy.

Cabytey- Adodoadgi (1998) on the development of libraries, concentrated on a developing country like Ghana. He asserted that the poor and imbalanced collection is due to the inability of the librarians to operate a clearly established policy. He said further, that the idea is to have a collection development policy which will be based on key factors such as library budget, selectivity and users’ needs assessment and development.

Lundu (1989) and Lungu (1989) noted that, the fundamental problem in relation to the acquisition of scientific literature in Zambia was the absence of clear collection development policy. Apart from the University of Zambia Library, other libraries in the country lack clear collection development policy. The need for the development of library collection is closely related to the operation of a well established policy

2.8 Sources for Developing Library Collections

Once librarians uncover the strengths and weaknesses of a collection, and have done the appropriate weeding, they can concentrate on building an exemplary collection of materials. This can be done in a variety of ways and librarians will often use many different tools to collect materials. For instance, collection development librarians use the catalogues of other libraries as "stock selection tools" (Gorman 1989, 252). Library catalogues are simply bibliographies that represent the choices made by a group of people
building a library collection. As a collection tool, they can give insight into what is considered important in a particular subject area, and what is not, by its exclusion. Catalogues also provide some standard information on authors, publishers, ISBNs, and possibly prices that may help collection librarians with selection and acquisition. They are particularly useful if retrospective collecting is taking place, since they alert librarians to the existence of titles (Reed-Scott 1991, 307). Overall, these inventory lists are only appropriate as alerting tools, and must be used with other selection tools, such as subject bibliographies and reviews, to learn the value of the items (Gardener 1981, 109-111).

Librarians can also use subject bibliographies, which are lists of materials that relate to a particular discipline or subject scope. They select "the most worthwhile books on a particular subject" (Gardener 1981, 153). Subject bibliographies are a good place to start when collecting in a specific area because they provide a valuable overview of a discipline. These tools are especially important when building retrospectively because they allow the librarian to see what has historically been considered worthwhile in a field. However, subject bibliographies also have inherent problems that fundamentally reduce their usefulness in certain fields of study - fields that need timely cutting edge materials, such as many areas in the sciences.

Subject bibliographies are out of date the day they are published. They sometimes contain books that currently have little value, having been replaced by newer and better titles (Gardener 1981, 156). For instance, it is easy to see how textbooks on genetic engineering are quickly superseded. Another difficulty is the subjectivity of the author who compiles such a list. G. Edward Evans writes: "personal opinions vary, and these are
either one person's opinion or a composite of many opinions about the value of a particular monograph" (Evans 1987, 128). Finally, finding some materials listed in subject bibliographies can be very time-consuming and sometimes impossible, if an item is no longer published (Gardener 1981, 156). Nonetheless, a librarian can probably find many items that have enjoyed continued success. Checking Bowker's *Books in Print*, a trade bibliography, is a good place to start looking for newer editions.

Trade bibliographies are alerting devices that make no statement on the value of the works cited (Katz 1980, 252-254). Their main purpose is to list titles that are currently available from a series of publishers, within a geographic area. For example, Whitaker's *Books in Print* concentrates on materials published in Great Britain, while *Canadian Books in Print* will contain everything that is currently available from Canadian publishing houses. They give basic purchasing data, with "information gathered from the publishers, such as complete titles, correct spelling of authors' names, ISBNs, years of publication, and prices (Katz 1980, 124). They are handy tools if a library is trying to expand a particular subject area of their collection. Supplements such as Bowker's *Subject Guide to Books in Print*, which uses *Library of Congress Subject Headings*, can be valuable, although as Katz stresses, these resources are only alerting tools and should be used with reviews and subject bibliographies (Katz 1992, 100).

In areas such as science, retrospective collecting will always play a role in the collection development process, but being aware of what is new is very important, particularly when you consider Derek de Solla Price's research. He reports that since the early 1700s the number of scholars in scientific disciplines has doubled every fifteen years (Bennion
1994, 25). This means that there is new material being published every day which librarians must be aware of. They use publishers catalogues to find new titles to add to a collection. Librarians will scan the catalogues for particular authors and will select on that basis alone, since waiting for reviews is often impossible (Katz 1980, 148). The reputation of a publisher, coupled with a book that has multiple editions, is another way librarians choose monographs. The value of publishers catalogues lies in the fact that they allow librarians to know a particular book has been published, and offer a way to collect current materials.

It is also a good idea for science collection librarians to read journals such as *New Scientist*, which lists the top ten science books; *Science Books and Films; Choice*, which has reviews for university level materials; *Library Journal*; and Katz’s *Magazines for Libraries*. These sources are invaluable as alerting devices for current and upcoming materials, and are also a good way to keep abreast of new areas of interest in the sciences.

2.9 Ways of Developing Library Collections

Librarians can save time and streamline the collections process by using purchase plans, such as blanket orders, standing orders, and approval plans. Since some publishers do not deal with jobbers, or because some jobbers will not bother with smaller presses, librarians must order directly from the publisher (Katz 1980, 160). In such cases, they may decide to use a blanket order, especially if it is a specialist publisher from which the librarian orders most everything they produce (Chapman 1989, 99). There is no profile needed for this arrangement; all the publisher needs to know is the subject area and price range. In return, there is an automatic discount for each title (Katz 1980, 165). If the press is quite
small, or with an association that publishes, such as the ALA, these orders are called standing orders (Katz 1980, 166).

Approval plans require librarians to develop a profile of their institution, detailing which subject areas they are interested in, the language of materials, preferred publishers, and price range (Katz 1980, 164). This profile is given to a book jobber, who then matches materials with the library's criteria, allowing unwanted items to be returned, if they are considered outside the library's profile (Gorman 1989, 193). Approval plans can be helpful to collections librarians, as long as they are not used for the entire budget; this would mean that there is no real connection between the staff and the materials coming into the library. Besides wiping out important local flavours that were always evident when collection development was done in-house, outsourcing, "severs the tie between the collection and the librarian and has the potential to create cookie-cutter collections" (Oder, 1997, 30).

2.10 Summary

This chapter has provided a review of literature on the topics of library management, and collection development practices. The literature review has revealed a lot on collection development practices. It has looked at an overview of literature review and explained different views from scholars about what understand it. The chapter has also provided an understanding of collection development policy, benefits of collection development policies, sources for developing library collection, strategies for developing library collection and problem facing collection development. To this extent, the literature sources consulted are unanimous that collection development practices in library
management should be harnessed as an essential success factor in the successful
development of the library in any institution or organization.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a method that systematically solves the research problem. It is a science of studying how research is done scientifically (Kothari2003). Research methodology involves the different steps employed by the researcher in investigating his/her research problem and the logic behind it. This chapter also presents the population studied, the research instruments used in collecting data, procedures that were applied in data analysis and ethical consideration,

3.2 Research Design

Research design is the theoretical structure within which research is conducted, which constitutes the blueprint for the collection, measurement and analysis of data (Kothari2003). It is an arrangement of conditions for collection and analysis of data in a manner that combines relevancy with the research purpose (Kombo2006).

This study was conducted through a survey research method. The latter was deemed most suitable for this study because survey is useful when a researcher wants to collect data on phenomena that cannot be directly observed such as opinions on library resources and services.

There are two models used by researchers in carrying out his research: qualitative and quantitative research. Mugenda and Mugenda (1999) consider quantitative research as a design, techniques and measures that produce discreet numerical or quantifiable data
while qualitative research involves, designs, techniques and measures that do not generate discrete numerical data. On the other hand, qualitative approach concerned with collecting data on how users feel and what they think.

Quantitative and qualitative approach were used in this study to help the researcher:
- examine the current collection development policy at the Huye Campus,
- identify the levels of individual players involved in selection responsibilities of the library collection,
- determine procedures involved in designing a collection development process,
- determine the extent to which the collection development policy is used in huye Campus library,
- examine the challenges facing collection development practices at Huye Campus Library and recommend best collection development practices.

### 3.3 Study Population

Population is defined as “an entire group of individuals, events or objects having a common observable characteristic” it is further observed that population is the aggregate of all that conforms to a given specification (Mugenda and Mugenda, 2003). On the other hand, population has been defined as a collection of all objects, events or individuals having some common characteristics that the researcher is interested in studying (Mouton, 1996).

A total of 74 respondents consisting 16 library staff and 58 heads of academic departments of Huye Campus, University of Rwanda was used in this study.
3.4 Census Technique

According to University of Illinois at Chicago, a census is a simple count or gathering of information from all people in the population. A census can have two meanings. One is an attempt to collect data from every member of the population being studied rather than choosing a sample. The other is a specific form of social survey organized by governments with the aim of collecting information from every household in the country. Government censuses are organized at regular intervals most commonly every ten years with the information collected affecting political structures and social policies.

Census was ideal for this study because of the small number of the respondents involved hence it allows for easy tracking down of everyone. It takes less time to gather and compile results.

3.5 Instruments of Data Collection

The instrument that was used in collecting data was from both primary and secondary sources. The following instruments were used to collect data for this study: questionnaire, interviews, observation and documentary sources. These instruments were used in order to gather comprehensive data as well as to ensure the validity of the findings.

3.5.1 Questionnaires

They are data collection methods commonly used to obtain important information about the population. It is designed and developed to address a specific objectives, research questions or hypothesis of the study. The researcher therefore needs to take the above into consideration when designing a questionnaire and must also know how information
obtained will be analyzed (Mugenda and Mugenda, 1999). In this study the questionnaire was used to collect data from Heads of academic departments main reason why questionnaire are addressed to the HODs was that they are more comfortable and will be unlike to have difficulties when responding to questions.

3.5.2 Interviews

An interview is an oral administration of a questionnaire or an interview schedule. A researcher needs to obtain maximum co-operation from respondents in order to obtain accurate information through interviews. The researcher must therefore establish a friendly relationship with the respondent prior to conducting the interview (Mugenda and Mugenda, 1999). They further identified the following benefits of interviews to a researcher:- It provides in-depth data to the researcher which is not possible to get using a questionnaire; Interviews make it possible for the researcher to obtain data required to meet specific objectives of the study; It guards the researcher against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses and they are more flexible than questionnaires because the interviewer can adopt to the situation and get as much information as possible.

In this regard, the interview technique was used to collect data from the library staff. The reason why this technique was used was that it allows the researcher to investigate for in-depth information and helping to explain responses and collect useful information for the study.
3.5.3 Observation

Observation as a method of data collection was used in obtaining facts about the activities done in the library. It is a tool used in research which must be designed to fulfill a specific research project. This method was adopted because it provides first hand information and distinguishes between facts and assumptions. It was used to fill facts left by the other methods. In other words, this method involved the collection of information through investigation and observation of physical, material and human resources without interviewing the subject. An observation design enables the researcher to observe behavior in its natural settings. Although it was time consuming, the major advantage of the observation design was that the researcher was able to observe the library collection management and observing how library collection was managed.

3.5.4 Documentary Sources

Documentary sources were consulted in the collection of relevant data. They included the theses, journals, books, and research projects on library management.

3.6 Pre-test of Data Collection Instrument

The primary data for this study was collected using questionnaire and face to face interview which were developed by the researcher. The draft of interview and questionnaire were pre-tested on 10 respondents. 4 from HODS and 2 acquisition librarians and one staff from circulation desk from library staff. The purpose of pre-test exercise was to test reliability and validity of the data collection instruments. To assess whether the research instruments were clear, whether participants gave same answers for
the same question. Information acquired during pre-testing was used to revise the instruments in order to meet objectives of the study. The pre-tested instruments gives the researcher the flexibility to check the relevancy of the question and to see if it the amendment had to be done (Babie, 1990).

10% of the total population was used for pre-test exercise. Mugenda and Mugenda (2003), argues that at least a tenth of the total population is adequate for a pre-test. Purposive technique was used to identify pre-test subjects. The pre-test was done in neutral location that was not used in the definite field work.

The chosen location for the study was in University of Rwanda in Nyarugenge Campus, College of Business and Economics library and was done by interviewing Tree acquisition librarians and four HODS.

The results of the pre-test exercise were as follow:

- The respondents were asked to identify any words that is misspelled. All respondents did not identify any misspelled in the interview schedules and questionnaire
- Font size: All respondents indicated that the font size used was legible enough
- Clarity of question: Five respondents identified a question that was not clear in both interview schedules and questionnaire however none of them offered an suggestion for clearer question. Nevertheless, the researcher replaced the question with one he, she felt were clearer than the first.
The pre-testing exercise was therefore vital because it contributed to the improvement of the quality of tools of data collection for this study.

3.7 Data Collection Procedures

Data was collected through face to face interview through physical visits to the faculties. The questionnaires was designed and administered to the respondents. Respondents were approached for consent by emails, telephone and personal visits prior to collecting the data.

3.8 Data Analysis Methods

Data analysis was guided by quantitative and qualitative methods. The qualitative data collected was analyzed thematically while the quantitative data was analyzed by use of tables and figures.

3.9 Ethical Considerations

Ethics is a term that refers to norms/behavior of conduct that distinguishes between acceptable and unacceptable behavior (Resnik 2007). Moreover, it is seen as methods, procedures, or perspectives by which one decides how to act and for analyzing complex problems and matters (Shamoo and Resnik 2003). According to Williman (2005), ethics refers to a code of behavior that is appropriate to academics especially when conducting research. Furthermore, Williman asserts that ethics is the appropriateness by which the researcher behaves in relation to the rights of those who become the subject of the study or those affected by it. He however notes that these behaviors will vary depending on the norms of behavior that prevail which will in reality allow for a range of ethical positions. Researchers therefore need to take into consideration ethical issues when conducting
research and should remain sensitive to the impact of the research on those whom the researcher seeks help.

Mugenda and Mugenda (1999); Saunders, Lewis & Thornhill (2003); Dooley (2004); Hart (2005) say that ethical concerns include confidentiality, plagiarism, honesty, objectivity, respect of intellectual property, dissemination of findings, anonymity, non-discrimination, voluntary and informed consent, academic freedom, social responsibility and respect for colleagues.

In order to protect the rights of participants in research especially those who were requested to respond the questionnaire, interview and discussion, the following consideration was put in place:

1. The principle of voluntary participation requires that people are not intimidated into participating in research.

2. Confidentiality: The participants were assured that the information will not be made available to anyone who is not directly involved in the study.

3. The principle of anonymity which essentially means that the participant is remaining anonymous throughout the study

3.10 Summary

This chapter has covered the introduction, research design, population of the study, census technique, Instruments of data collection, data collection procedures, data presentation and analysis, ethical considerations and pre-test of data collection instruments
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with presentation and interpretation of the data as obtained from the respondents. It has two main parts. First, demographic characteristics of respondents are presented and commented, and, second, the results related to the respondents’ perceptions, views and feelings relating to the research questions and objectives are presented, interpreted and analyzed.

4.2 Response Rate

A total of 74 questionnaires were sent out to be completed by library staff and heads of academic departments in Huye campus, University of Rwanda. All 74 questionnaires were filled and returned to the researcher, thereby giving response rate of 100%.

4.3 Demographic Characteristics of Respondents

Throughout this research, as any other research involving demographic characteristics of respondents, the respondents and their results are summarized in the following:
Figure 4.1: Status of Respondents

Figure 4.1 indicated the composition of the respondents as librarians 16(21.6%) and Heads of departments 58(78.4%)

4.4. Experience in the Service

Table 4.1: Respondents’ Experience in the Domain of Study

<table>
<thead>
<tr>
<th>Work experience in years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>7</td>
<td>9.5</td>
</tr>
<tr>
<td>3-6</td>
<td>15</td>
<td>20.3</td>
</tr>
<tr>
<td>7-10</td>
<td>24</td>
<td>32.4</td>
</tr>
<tr>
<td>11-14</td>
<td>16</td>
<td>21.6</td>
</tr>
<tr>
<td>Over 14</td>
<td>12</td>
<td>16.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>74</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.1 showed that most of the respondents 67(90%) had experience of 3 years and above indicating that the respondents had enough experience to provide accurate information

4.5 Age Group of Respondents

![Age Group of Respondents](chart)

**Figure 4.2: Respondents’ Age**

With the reference to figure 4.2, the most aged group of people among respondents are belonged of the category of age between 26 and 30 making 31.1% of the total number of respondents, followed by the category of the respondents having the age between 36 and 40 who represent 25.7% of all respondents. 14.9% of respondents were between 31 and 35 years old, while 12.2% of them were above 41 years old. The least aged people among the respondents, were between 20 and 25 years(16.2%) and no single respondent was found to be less than 20 years old.
4.6 Qualifications of Respondents

Data in figure 4.3 above showed that 57(77%) were holders of masters degree, 7(9.5%) had PHD degree while 10(13.5%) had bachelors degree. This is an indication that most of the respondents were involved in policy formulation and therefore were likely to provide accurate information for this research.

4.7 The Existence of Collection Development Policy

In order to get the data on collection development policy, the respondents were asked whether they had a collection development policy. Their responses are indicated in table 4.2.
Table 4.2: Existence of Collection Development Policy

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th>HOD</th>
<th>LIBRARIANS</th>
<th>FREQUENCY</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>52</td>
<td>16</td>
<td>68</td>
<td>91.9</td>
</tr>
<tr>
<td>NO</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>8.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>16</td>
<td>74</td>
<td>100</td>
</tr>
</tbody>
</table>

The study established that 68(91.9%) knew the existence of collection development policy in Huye Campus library 6(8.1%) said that there is no collection policy. The table 4.1 showed that collection development policy existed in Huye Campus Library. The six Heads of department said that there was no collection development policy because they had never seen it since they begun to work with Huye Campus library.

4.7.1 The frequency of Use of Collection Development Policy

This question about the use of collection development policy was answered by 68(91.9%). The response showed that the collection development policy at Huye Campus library was used rarely.

4.8 Participation in the Formulation of the Policy

The study showed 52(70.3%) respondents who were Heads of departments all of them did not play any role in terms of the formulation and development of collection policy, whereas 3 (4.8%) among 16 library staff participated in the formulation and advancement of collection development policy. It appears that only 3 among 74 respondents participated in the formulation and the advancement of collection development policy.
which is not fair. The study showed that collection development policy in Huye Campus is in the hands of 3 senior librarians: Director and Her 2 Deputy Directors. No single person from teaching staff participated in the formulation of this policy. Respondents indicated that 3 people are not enough to undertake this crucial activity which could be coordinated efforts from teaching staff together with librarians. The policy was not effective in meeting the user’s needs.

4.9 Review of Collection Development Policy by the Library

As for how often the library reviews collection development policy, out of 74 respondents representing 100% argued that the collection development policy had never been reviewed. The policy should be reviewed and refined in order to take into account changes in information technology; changes in collection needs based on the change of the collection programmes. They felt that the policy should be dynamic in order to remain relevant, up-date and reliable. As shown from respondents view point one can say that collection development policy in Huye campus is ineffective. The many challenges associated with this matter is that the information provided in library did not satisfy the community that the library exists to serve. In a normal way, collection policy should be dynamic in order to give value to information services.

4.10 The Procedure Involved in Collection Development in Huye Campus Library

This question was asked to determine procedures involved in collection development in Huye Campus Library. The study revealed that the most common procedures used in collection development cited by majority of respondents are summarized below:
✓ **Needs Assessment of the Community:**

The respondents were asked whether needs analysis was carried out in the library. The majority of them 68(91.9%) indicated that the user needs analysis was sometimes done using only evaluation of circulation statistics.

✓ **Selection of Library Materials**

Sixty nine (93.2%) of respondents stated that selection is a coordinated effort between librarians and the faculties. They also said that electronic and printed selection tools were used to select relevant information materials. The most common tools used were:

- Printed publishers’ catalogues
- Online publishers catalogue
- Book lists and online sites e.g Amazon and bookfinder.

✓ **Acquisition process**

The participants 63(85.1%) said that the acquisition of library materials was done by tendering. Huye Campus library relied for supplies on International dealers. The 16(21.6%) library staff interviewed indicated that when ordering materials, orders were typed into Excel program, and then sent to the procurement office after being checked by the Director of Library. Final list is sent to the different vendors to supply the materials. The researcher asked the library staff 16(21.6%) to cite other different methods used to acquire materials. All of them stated that gifts and direct purchase were two common ways to acquire information materials in Huye campus library. They stated that gifts were not appreciated by users because many times information is not relevant and the library is
weak in terms of refusing gifts which contain irrelevant information. They indicated that this had a big impact in terms of space for new ordered materials.

✓ **Preservation and Maintenance of Information Materials:**

The subject librarians make decision from time to time on how to handle damaged out books. Out of 74 respondents 25(33.8%) stated that the library usually repairs, replaces and binds the damaged books. The researcher asked librarians 16(21.6%) how library knew the damaged materials and the response from all of them was that the library knew the damaged books when it is borrowed by the users from the shelves. This means that if it is not borrowed it will stay on shelves without it being repaired. There are many problems related to preservation and maintenance cited by a number of 63(85.1%) which include: the library does not have the appropriate storage for the removed materials. The same respondents indicated that the unwanted books were kept in the sacks. The study found that the removed books could not be made available for use.

✓ **Weeding Process:**

A number of 15(20.2%) of respondents indicated that weeding process was done occasionally. They said that the process is done manually and electronically whereby they remove the books which are no longer in use. The books were removed from the shelves at the same time in the computer system. The problems associated with weeding which was done rarely were inadequate of space for new materials that caused the difficulties in accessing the collection.
4.11 The Degree to Which Collection Development Policy is Used

The respondents indicated that there are different uses of collection development policy. The policy is used at different level. The results are summarized on table 4.3:

**Table 4.3: Purposes for Using Collection Development Policy**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>HOD</th>
<th>Librarians</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection</td>
<td>55</td>
<td>14</td>
<td>69</td>
<td>93.2</td>
</tr>
<tr>
<td>Acquisition</td>
<td>55</td>
<td>14</td>
<td>69</td>
<td>93.2</td>
</tr>
<tr>
<td>Resolving dispute</td>
<td>42</td>
<td>16</td>
<td>58</td>
<td>78.3</td>
</tr>
<tr>
<td>Weeding</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Evaluation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marketing tools</td>
<td>9</td>
<td>3</td>
<td>12</td>
<td>16.2</td>
</tr>
</tbody>
</table>

There are different purposes for which the collection development can be used in the library. According to the answers from respondents, 69(93.2%) of them indicated that it was used for selection, the same percentage of respondents who supported the idea that it was used for acquisition. With regard to resolving dispute and for weeding, the purpose scored the percentage 78.3% and 20% respectively while only 16.2% of respondents said that it is used as a marketing tool. No single respondent supported the idea that it is used for evaluation.
Selection and acquisition process are library activities by which the library spends its time. The acquisition department generated orders that are sent to and processed by the acquisition librarian. Acquisitions are done by tendering.

As confirmed by 74(100%) respondents, there were no rules for evaluation of library collection. Normally, the library collection needs continuous evaluation in order to keep on target with the library’s mission and to provide materials to meet customer’s interests and needs in a timely manner. According to the data from 74 respondents, Huye Campus library did not evaluate its collection. They gave many reasons to explain why evaluation is not carried out. Some were that evaluation is expensive, librarians do not have the skills to carry out evaluation. The importance of evaluation is to keep on target with the library’s mission and to provide materials to meet customer’s interests and needs in a timely manner. Unfortunately this was not realized in Huye Campus Library.

4.12. Level of Satisfaction in Terms of Collection Development Practices

Table 4.4: Satisfaction Level in Terms of Collection Development Practices

<table>
<thead>
<tr>
<th>Indicators</th>
<th>HOD</th>
<th>Librarians</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6.8</td>
</tr>
<tr>
<td>Satisfied</td>
<td>33</td>
<td>6</td>
<td>39</td>
<td>52.7</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>15</td>
<td>4</td>
<td>19</td>
<td>25.7</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td>14.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
<td>16</td>
<td>74</td>
<td>100</td>
</tr>
</tbody>
</table>
The table above summarizes the respondents’ degree of satisfaction with collection development practices. 44(59.5%) respondents were interested by the collection while 30(40.5%) respondents were not happy with the collection. 40.5% of respondents who were not satisfied with the library collection is a big number. This indication showed that the library collection development practices at Huye campus did not satisfy the user’s needs. There were many needs that required to be satisfied.

4.13 Challenges Facing Collection Development Practices at Huye Campus Library

To determine the challenges that hinder collection development practices at Huye campus library, the question was asked to both librarians and Heads of academic departments. Common challenges cited by majority of respondents are summarized below:

✓ **Insufficient Budget:**

Data on amount allocated to library in Huye Campus library were collected because funds play a vital role in management. Planning as a management function involves anticipating future trends and determining the best strategies and tactics to achieve organizational objectives.

Out of 74 respondents, 69(93.2%) studied indicated that budgetary constraints limit the development of both print and electronic resources. Funds allocated to the library were not enough to meet the library needs. Many reasons were cited by them why there was inadequate funding. Among the reasons was that the policy makers did not appreciate the role the library played in the university. Failure to involve library managers in the budgeting process also contributes to inadequate funding of library.
Diversion of library funds to non-library activities by policy makers was a hindrance in the development of libraries in the university.

✓ **Difficulties of Dealing with Faculties:**

From the data collected 56(75.7%) of respondents felt that reminding the heads of departments and coordinating with them to make sure that the selection is done caused delays in selection.

The same respondents also indicated that it is a big problem in Huye campus to solicit the co-operation of the teaching staff and a much bigger problem to maintain their co-operation and interest in recommending titles for purchase. It is also a problem to get more of the teaching staff individually or collectively through Faculty Library Committees to be involved in selecting books for the library. All respondents 74(100%) indicated that it is also a normal practice for new courses to be introduced in the faculties without the lecturer informing the library to establish a core collection to support the course and fill the gaps in the existing collection.

✓ **Integration of Electronic Resources and Technologies into the Process of Collection Development Process:**

The study revealed that 35(47.3%) of respondents mentioned many challenges involved in integrating electronic resources and technologies into the process of collection development in Huye campus library. In obligation to the selection process itself, there were major managerial issues under consideration such as the budget, policy, personnel, and the technology etc.
☑ Inability to Evaluate Library Collection:

Information generated by collection evaluation may be used to demonstrate how the library contributes to the corporation, institution, agency, or community of which it is a part; to document for the library’s funding authority what has been accomplished with the money provided for collection development; and to justify future budget requests. Evaluation report can be used to support collection decisions such as weeding, storing, preserving, buying multiple copies, converting records, and reclassifying collections.

The researcher collected data from respondents on whether Huye Campus library evaluated its library performance. All respondents 74(100%) established that evaluation of a collection which is a cornerstone of collection development policy is difficult, expensive and continuous. All of them indicated that the library were unable to evaluate its collection. Other reasons associated with non evaluation of library collection given by them were inadequate staff, and untrained staff in terms of library evaluation.

☑ Inadequate Staff to Carry Out Collection Development Process:

Data on sufficiency of staffing levels are important because the staffing levels in library set–up must be adequate in order to perform library activities carefully and effectively.

Out of 74 of respondents used in this study 61(82.4%) considered staffing levels as inadequate. They gave example of acquisition department which had only one staff.
Unclear Collection Development Policy:

Disjointed legal framework necessitated by unclear policy and guidelines was cited by 58 (78.4%) as one of the big problems affecting library management. They stated that in the absence of library collection development policy, confusion and lack of clear direction on the development of the library tend to reign.

Fifty eight (78.4%) stated that the library policy of Huye campus is not efficient. First of all, it is used rarely and it is used in some areas where by it focuses in selection process and acquisition process. It is kept to the director office. In normal way collection development policy should be near users in order to perform well their activities.

Delays in the Delivery of Books:

Procurement bureaucracies which tend to disturb the acquisition of information resources was mentioned as a big problem affecting collection development process. Procurement procedures were so slow. Out of 74 (100%) studied indicated that there was usually a delay in the delivery of ordered books. Acquisitions were done by tendering. All of them stated that this activity can take the whole year. They stated that Books from overseas arrive late, taking half a year or sometimes the whole year meaning that library users must be prepared to wait for long time to get the books they require. Sometimes the books arrive when they were no longer needed.

Internet Connectivity:

Out of 74 Respondents 20(27%) stated that low internet speed and frequent disconnection of the internet also affected collection development.
✔ Use of Printed Selection Tools.
It was stated that 32(43.2%) of respondents used in this study, indicated that printed catalogue and book lists slowed down the selection process. This is so because they can only be used by one person at a time.

✔ Online Ordering:
The study indicated that 44(59.4%) respondents that online ordering requires prepayment which is usually against the policy of the library. It was established that ordering information items online required prepayment before the orders were processed and delivered. Respondents indicated that this option is against collection development policy of the university and the delivery of the information materials paid for was not sometimes guaranteed.

✔ Mirror Image of Library by Decision Makers:
The study revealed that 71(95.9%) off respondents indicated that lack of interest in the library by policy makers affected the library in terms of performance. The reason for this was that library is not an income generating section or department. Libraries in University of Rwanda were among the sections or departments that do not generate income. Since the library did not generate income for the university, less attention and focus was given to it by policy makers. Much attention was directed to those sections and departments that generate income.
✓ Low Motivation of Librarians:
Data on motivation level among library staff in Huye Campus library were collected. This is because a motivated staff will embrace library activities and work in order to achieve goals and objectives of the library. Out of 74 respondents 56(75.7%) stated that poor motivation and low self esteem of library profession led to lack of passion for their profession. Librarians are still under established since they are not ranked equally with other professionals and job scales for librarians are way below those of other professionals in the civil service set up. These disparities are considered as a demoralizing.

4.14 The Main Challenges in Developing and Applying A Collection Development Policy In Library
The respondents were asked to state the main challenges that impede the development and use of collection development policy in Huye campus library. Several responses were given by respondents:

✓ Proliferation of Electronic Resources:
The data on how collection development was affected by proliferation of electronic resources were collected. 62(83.8%) of respondents indicated that the current big issue that collection development policy at Huye Campus Library was facing was how much and what digital materials needed in the library today.

These respondents above were asking themselves if electron resources should replace the traditional print materials or to maintain both electronic and print documents. They were
also challenged by trend in electronic publishing versus print publishing in view of the fact more than 90% of information today is still in print?

They were also asking themselves if they need more and separate budgets for acquiring new digital materials, as they could be more costly. Copyright and access issues were also a big challenge that could hinder the implementation of library collection development policy. Although books by their very nature are less time sensitive compared with news magazines and scientific journals, the trend is certain that more and more titles are being made available in e-book format. More and more players will appear besides the current leading providers such as NetLibrary and Baker and Taylor.

Sixty two (83.8) indicated that despite this seemingly popular trend, librarians should be aware of their users’ habits if it justifies increasing e-book collection and what type of e-books to be included.

✓ Insufficient Budget:

Cost involved in the creation and maintenance of library is quite high. In this context, financial restraints are much more severe in developing nations like Rwanda than the developed ones. Nowhere in the world are library budgets keeping pace with the growth of information, documents and ever-increasing demand for them. The budget made to most libraries remains static year after year. Even if there is no such cut, the purchasing power keeps on decreasing due to inflation. Although the problem of reduction of budget is a universal one, it is quite serious in Huye campus Library on many counts. Out of 74 respondents 69(93.2%) indicated that insufficient money available to purchase materials
may force the library to limit the collection. With the diminishing budgets and ever increasing prices of books and non-book materials, there was need for a sound collection development policy with periodic revision.

The same respondents (93.2%) also indicated that the financial support provided to the library was also crucial to the selection and acquisition policy. While it is the goal of collection development to meet the information needs of the university community, this was not realized in Huye Campus library due to financial constraints, considering the diversity of user information needs, and the vast amount of information available. Ideally expenditures for library materials should be large enough to provide for adequate materials for every research or study programme that is sponsored by the university. If Huye Campus does not receive adequate funds for its purpose, the library may be obliged to limit some of its crucial teaching and research materials acquisition activities and defer the introduction of new programmes. This has a direct bearing on the activities of the university.

✓ **Library Buildings (space):**

The study revealed that 48 (64.9%) of respondents stated that Huye Campus library faces difficult decisions because its buildings were put up when the population served was significantly smaller and economic conditions made it difficult, if not impossible, to finance the expansion or replacement of buildings. The library faced the necessity of limitations on the purchase and retention of library materials. Adequate funding for library was necessary to expand buildings and create large rooms to accommodate library materials and to make library attractive to clients.
✓ **Inability to Evaluate Library Collection:**

Collection evaluation helps determine whether a collection is meeting its objectives, how well it is serving its users, in what ways or areas it is deficient, and in what remains to be done to develop the collection.

The study established that all 74(100%) respondents indicated that evaluation of a collection which is a cornerstone of collection development policy was not done because it is a time consuming, continuous and thus expensive. They argued that if evaluation is not done the library could not have a reasonable collection, so the institution would suffer economically and in terms of space.

**4.15 Strategies to Improve Collection Development Policy:**

To improve collection development policy at Huye Campus Library, the question was asked to both librarians and Heads of department. The responses are summarized below:

✓ Develop effective working relationships with the academic community in order to further their scholarly activities.

✓ Establish and develop partnerships with institutions with similar mission to deliver ways of sharing costs and resources to sustain and improve high-quality library collections and services for current and future users.

✓ Initiate or participate in innovative collaborative projects which benefit Huye Campus community
Participate in professional library organizations/bodies in formulating and advocating national and international policies that will support the further development of coordinated library and information services.

Support the development of library staff at all levels across Huye Campus to be able to continue providing model services in the future.

Communicate effectively with library staff to improve efficiency, decision-making and team-work.

Adopt a more entrepreneurial approach to funding opportunities to deliver key priorities.

Analyze circulation and other statistics to assess collection use.

Participate in resource sharing with other libraries and organizations.

Organize focus groups and hold regular community information meetings.

Review collection development policies to meet the needs of teaching, learning and research.

Put into practice digitization strategy, seeking grant and donor funding opportunities and pursuing appropriate Collaborations, both internal and external.

Use mixed groups to achieve a rich understanding how the change is seen from different perspectives.

Generate a holistic view of what must be done to give the collection a secure future.

Use analytical events to enhance library staff understanding of importance independencies and to support them in devising a way forward.

Help different sub-systems to work well together in independent areas.
Use processes that will increase collaboration across units

Exposé library staff to the outside world in which the library operates

4.16 Summary

From all data collected from 74 respondents, collection development process in Huye campus library faced many challenges. Other than collection development policy which is used to a small extent. Various challenges were mentioned by the respondents such as: difficulties of dealing with faculties, Delays in the delivery of ordered books, inability to evaluate library materials, inadequate staff to carry out collection development process and constraint of budget.

The chapter discussed also the strategies that could be used by the library to enhance collection development process such as: Use mixed groups to achieve a rich understanding how the change is seen from different perspectives, Generate a holistic view of what must be done to give the collection a secure future, Help different sub-systems to work well together in independent areas, Expose library staff to the outside world in which the library operates, Use processes that will increase collaboration across units Organize focus groups hold regular community information meetings etc.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study and formulates a number of recommendations to address main issues that were found to challenge collection development practices at Huye Campus library. The summary is presented in relation with the aim, objectives, research questions and assumption of the study. It offers recommendations that can help to resolve the problems that hinder the development of collection practices in Huye Campus library as well as the suggestions for further research.

5.2. Summary of Research Findings

In relation with the objectives the findings can be presented as below:

5.2.1 Objective One: To examine current collection development policy at Huye Campus Library

This objective has been established to verify the existence and the efficiency of collection development policy

A big number of respondents 68(91.9%) indicated that a collection development policy was available. On whether the policy is updated 74(100%) of respondents indicated that the policy was not updated. The reasons given for not updating the policy were inadequate staff to carry out this activity and time to do it. The connotation for not
updating the collection development is that the usefulness of the collection in meeting the user needs and good organization in collection development process may not be accomplished.

The study also revealed that the collection policy was used in acquisition of library material, resolving dispute and in selection process. However the policy was not used in other collection development process activities such as: weeding, evaluation of library collection, preservation of library material etc.

5.2.2 Objective Two : To identify the levels of individual players involved in selection responsibilities of the library collection

The findings showed that a very big number (86.5%) of respondents had master’s degree. This is an indication that most of the respondent were involved in policy formulation and therefore were likely to provide accurate information. Unfortunately they are not involved in the formulation because they were not informed.

5.2.3 Objective Tree : To determine procedures involved in designing a collection development process

The study found 5 components involved in collection development process. A number of 49(66.2%)stated that there were five procedures involved in collection development process in Huye Campus library such as: Assessment of the community that library exists to serve, selection process, acquisition process , preservation and weeding (de-selection). At this point the study showed that selection process and acquisition process were done at
a large extent, whereas others activities such as: user needs analysis, evaluation of collection, weeding were not satisfied

5.2.4 Objective Four: To determine the extent to which collection development policy is used in Huye Campus Library

Selection and acquisition process are library activities by which the library spends its time. The study found that in Huye Campus Library, all parts of collection development process are not interconnected and the policy is not applicable at every stage of collection development process, Therefore collection development practices is not efficient because If one part of the collection is affected, all parts are.

5.2.5 Objective Five: To examine the challenges facing collection development practices at Huye Campus Library

The study showed that collection development practices at Huye Campus faced various challenges, such as:

Insufficient budget which limits the development of both print and electronic resources

Difficulties of dealing with faculties were another challenge that affects collection development practices. The fact that one had to keep on reminding the teaching staff and coordinating with them to make sure that the selection is done caused delays in selection.
Delays in the delivery of ordered books. All respondent indicated that there was usually a delay in delivery of ordered books. This means that the users do not receive the information needed at the right time.

Integration of electronic resources and technologies into the process of collection development which is very expensive is another problem cited by respondents, online ordering which required prepayment and it is not allowed by library collection development policy, the limited space to accommodate the information materials was also mentioned by majority in this study, poor motivation of librarians was also mentioned by many respondents.

The present situation does not permit the possibility to work well in order to satisfy the user’s needs and reach appropriate, reliable and up-date information at the right time.

5.2.6. Objective Six : To recommend best collection development practices

In order to enhance the development and use of collection development policy at Huye campus the respondents in the study recommended the following:

- Use mixed groups to achieve a rich understanding how the change is seen from different viewpoints.
- Make a holistic view of what must be done to give the collection a secure future
- Use analytical events to enhance library staff understanding of importance independencies and to support them in planning a way forward
- Help different sub-systems to work well together in self-governing areas
✓ Use processes that will increase collaboration across units

✓ Expose library staff to the outside world in which the library work

✓ Develop effective working relationships with the academic community in order to further their scholarly activities.

✓ Develop partnerships with commercial and not-for-profit bodies to develop new services for the benefit of our user community.

✓ Participate in professional library organizations/bodies in formulating and advocating national and international policies that will support the further development of coordinated library and information services.

✓ Establish and develop partnerships with institutions of similar mission to deliver ways of sharing costs and resources to sustain and improve high-quality library collections and services for current and future users.

✓ Communicate effectively with library staff to improve efficiency, decision-making and team-work etc.

5.3 Conclusion

Collection development and management in academic libraries is a complex and important part of providing facilities in which academics and researchers can acquire the information they need. This complexity has been brought about by the technological changes and multiplicity of documents formats.

This study endeavored to analyze collection development practices at Huye Campus library and then make suggestions to improve it. The study assumed that although
collection development practices are very critical in Huye campus library, there is still a gap that needs to be filled to make it effective.

From the findings of this study, it can be concluded that collection development practices at Huye Campus library are faced with various problems and challenges. Other than insufficient budget mentioned by majority, there were others challenges that contributed to collection development practices problems such as difficulties of dealing with faculties, integration of electronic resources into collection development process, inability to evaluate library collection, delays in delivery of books, mirror image of library by decision-makers, unclear collection development policy and poor motivation of librarians are the main obstacles to the development of library collection at Huye Campus library. All respondents pointed out that to be able to build sufficient collections that serve the mission of the university, it is necessary to have a guide in the form of policy that directs how information materials should be added into the library. This requires the formulation of clear goals and policies which must be in keeping with the goals and mission of the library and institution as a whole.

5.4 Recommendations

From the findings of this study, and the conclusion drawn from them, the following recommendations are made.

5.4.1 Development of Collection Development Policy

Huye Campus library should identify the major stakeholders of its library. For each group, it is significant to understand and align their goals, communicate in an ongoing
way, and clearly communicate their role in the development of collection development policy, ranging from providing input to reviewing designs for making decisions.

Identifying its stakeholders is essential in assessing the importance of key people, groups of people, or institutions that could significantly influence the success of the library collection development policy.

5.4.2 Review of the Collection Development Policy

A policy is a set of rules, formal or informal that directly restricts, encourage, or otherwise shape the flow of information and guide the management of library collection.

Collection development policy should be reviewed every three years to ensure the document that continues relevant to the needs of the library and its community. It should be reviewed to ensure the best possible match with the needs of teaching, learning and research. The policy should be reviewed regularly to reflect the changing information needs. Collection Development Policy should not be static; it should change in line with institutional changes such as expansion or downsizing, budget concerns, changes in faculty, and technological enhancements.

5.4.3 Application of Collection Development Policy at Every Stage of the Collection Development Process Including Evaluation

Selection and acquisition process are library activities by which the library spends its time. Huye Campus Library should make sure that collection development policy is applicable at every stage of the collection development process. All parts of collection
development process are interconnected and interdependent. If one part of the collection is affected, all parts are.

5.4.4 Establish a Committee to Handle Collection Development Issues

Huye Campus library should form a committee to identify and address key collection development and management issues for library relating to management of acquisitions funds and the general collections. The committee should work on a wide variety of collection issues including strategic initiatives, which may include:

(a) Aligning collection development practices with any shifts in collections funding.

(b) Coordinating and providing leadership to collection managers as well as developing processes to meet their needs.

(c) Developing and recommending policies relating to collection development and management of general collections.

(d) Determining priorities for acquiring new content for the general collections.

(e) Serving as an advisory group for allocating funds for collections acquisitions

This committee should be chaired by Deputy Vice-Chancellor in charge of academic affairs, the library director as secretary, Head of collection development, Head of acquisitions and at least one member to represent each faculty. This committee should meet once per month or more if needs arise.
5.5 Funding

Inadequate funding in Huye Campus library was considered as challenge. Funds allocated to library were not enough to meet the library needs. In view of the above findings, the study recommends that Huye Campus should provide adequate funds for library by increasing its annual financial allocation in order to adequately meet the information needs of its clients. Funding plays a vital role in management because without it very little can be realized. With adequate provision of funds, subscriptions to a wide variety of journals and purchase of other information materials would be possible.

5.5.6 Suggestions for Further Research

This study focused on collection development practices at Huye campus library, University of Rwanda. The current study proposes the following areas for further research:

- Further studies should be conducted to establish the impact of resource sharing on collection development at Huye Campus library.
- Further studies should be carried out to examine the effect of evaluation and weeding on collection development at Huye Campus Library.
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APPENDIX 1: INTRODUCTION LETTER

Moi University,
School of Information Science,
P.O. BOX 3900-30100
Eldoret,

Dear Respondent,

RE: QUESTIONNAIRE ADMINISTRATION

I am a Master’s Degree student at the above named institution. I am currently carrying out a study on the Analysis of the Collection Development Practices at Huye Campus Library, University of Rwanda and you have been picked to participate in the study.

The purpose of this letter is to kindly request you to assist me in terms of providing and sharing your knowledge and experience in this study.

I take this opportunity to assure you that the information you provide will be used only for the purpose of this study and will treated with strict confidence.

Thank you in advance.

Yours faithfully,

Ayinkamiye Ancilla
APPENDIX II: INTERVIEW FOR LIBRARY STAFF

1. What is your status in the University

Librarian [ ]

HOD [ ]

Dean [ ]

Other specify: ........................................................................................................

2) How long have you been working in Huye Campus Library?

a) 1 years-2years [ ]

b) 3 years-6years [ ]

c) 7 years-10years [ ]

d) 11 years-14 years [ ]

e) Over 14 years [ ]

3. In which age group are you?

<30 [ ]

31-40 [ ]

41-50 [ ]

>50 [ ]

4. What is your highest professional qualification?

Certificate [ ]

Diploma [ ]
Degree [ ]
Masters [ ]
PHD [ ]

5. Is there a collection development policy at Huye campus library?
   YES [ ]     NO [ ]     Don’t know [ ]
   If Yes how often do you use it in collection development process?
   Very often [ ]   Often [ ]   Rarely [ ]   Not at all [ ]   Don’t know [ ]

6. Do you participate in the development of collection development policy?
   YES [ ]     NO [ ]
   If Yes what role do you play?
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

7. How often does your library participate in the amendment of collection policy? (tick where appropriate)
   Monthly [ ]   Quarterly [ ]   Annually [ ]   Not at all [ ]   Don’t Know ( )

8. What procedure do you follow in designing a collection development process in Huye Campus?
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

9. To what extent is the collection development policy used in Huye Campus library?
   (a) Used for selection [ ]
   (b) Used for Acquisition [ ]
   (c) Used as marketing tool [ ]
   (d) Used to resolve dispute? [ ]
10. What is your level of satisfaction in terms of collection development practices in your library? (tick where appropriate)

(a) Very satisfied [ ]
(b) Satisfied [ ]
(c) Dissatisfied [ ]
(d) Very dissatisfied [ ]

11. What are the challenges facing collection development practices at Huye campus Library?

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………………………………………………………………………………………………
………………………………………………………………………………………………

12. What do you think are the main challenges in developing and applying a collection development policy at Huye Campus library?

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13. What strategies should be put in place to encourage the development and use of collection development policy at Huye Campus library?

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APPENDIX III: QUESTIONNAIRES

QUETIONNAIRE FOR HOD

1) What is your status in the University

Librarian [ ]
HOD [ ]
Dean [ ]
Other specify……………………………………………………………………………………………………
……………………………………………………………………………………………………

2) How long have been working in Huye Campus Library?

a) 1 years-2years [ ]
b) 3years-6years [ ]
c) 7years-10years [ ]
d) 11years-14years [ ]
f) Over 14 years [ ]

3) In which age group are you?

<30 [ ]
31-40 [ ]
41-50 [ ]
>50 [ ]

4) What is you highest professional qualification?

Certificate [ ]
Diploma [ ]
Degree [ ]
Masters [ ]
PHD [ ]

5) Is there a collection development policy at Huye campus library?
   YES [ ]  NO [ ]
If Yes how often do you use it in collection development process?
   Very often [ ]  Often [ ]  Rarely [ ]  Not at all [ ]

6) Do you participate in the development of collection development policy?
   YES [ ]  NO [ ]
If Yes what role do you play?
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........................................................................................................................................
........................................................................................................................................

7) How often does your library participate in the amendment of its collection development policy? [tick where appropriate]
   Monthly [ ]  Quarterly [ ]  Annually [ ]  Not at all [ ]  Don’t Know [ ]

8) What procedure do you follow in designing a collection development process in Huye Campus?
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........................................................................................................................................
........................................................................................................................................

9) To what extent is the collection development policy used in Huye Campus library?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
10) What is your level of satisfaction in terms of collection development practices in your library? (tick where appropriate)

(a) Very satisfied [ ]
(b) Satisfied [ ]
(c) Dissatisfied [ ]
(d) Very dissatisfied [ ]

11) What are the challenges facing collection development practices at Huye campus Library?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

12) What do you think are the main challenges in developing and applying a collection development policy at Huye Campus library?

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13) What strategies should be put in place to encourage the development and use of collection development policy at Huye Campus library?

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APPENDIX IV: DATA COLLECTION LETTER

MOI UNIVERSITY
DEPARTMENT OF LIBRARY, RECORDS MANAGEMENT AND INFORMATION STUDIES

REF: MU/SIS/LSMIS/SA/34
14th, Jan 2014

TO WHOM IT MAY CONCERN

RE: DATA COLLECTION – AYINKAMIVE ANCILLA

The above named is a postgraduate student in department of library, Records Management and Information Studies, School of Information Sciences, Moi University pursuing a Master of Science degree in library and Information sciences She is carrying out a research programme entitled “Analysis of collection development practices at Huye Campus Library, University of Rwanda” under supervision of Mr. Duncan Amoth and Prof. Japhet Otike.

The purpose of writing is to request you to kindly allow Ms. Ancilla to conduct the research in your organization and request your staff to assist her in collecting the necessary data. The present field work will last from January–15th to February, 2015 at Huye Campus. Data analysis and interpretation will be done in Kenya for a period of four months, (16th February to April 2015), during which she will also be undertaking her fourth and last taught semester. The information given will be treated with utmost confidentiality and will be used only for purpose of the research. We look forward to your continued support and co-operation.

Thank you.

Yours sincerely,

DR. DAMARIS ODERO
HEAD,
DEPARTMENT OF LIBRARY, RECORDS MANAGEMENT & INFORMATION STUDIES

DO/mm
AYINKAMIYE Ancilla

University of Rwanda/Huye Campus

LIBRARY

e-mail ayinkamiye12@gmail.com

To The DVC

University of Rwanda

Kigali

Dear Sir,

RE: Data collection

I’m humble to request you to kindly allow me to conduct the research in your institution during January 2015.

In fact, I’m a Masters student Registered in the Department of Library, Record Management and Information studies, School of Information Sciences, Moi University and I’m carrying out a research program entitle: Analysis of collection development practices at Huye Campus Library, University of Rwanda. The aim of the study is to analyze the collection development practices at The Huye Campus library and provide recommendations that can assist in enhancing collection development practices in library.

Attached is To whom it may concern from my department.

Yours sincerely

AYINKAMIYE Ancilla
APPENDIX VI: INTRODUCTION TO CARRY OUT RESEARCHER LETTER

To the Principal
College of Arts and Social Sciences
University of Rwanda

Dear Dr. Katesi,

Re: Introduction to carry out research
The above captioned matter refers

On behalf of the University of Rwanda, I am pleased to introduce to you, Ms. Ancilla Ayinkamiye, a staff of University of Rwanda Library who is undertaking Postgraduate Studies at Moi University. She will be collecting data in your institution on her Master Degree in Library and Information Sciences research project titled “Analysis of Collection Development Practices at Huay Campus Library, University of Rwanda” for the period 12th January to 15th February 2015.

Kindly accord her your cooperation to enable her research to be successful.

In case you need more information, please do not hesitate to contact the University of Rwanda Director of Research and Postgraduate Studies Unit on V.G.Masanja@ur.ac.rw

With kind regards,

Prof. Verdiana Grace Masanja
Coordinator of Research and Post Graduate Studies
UR Research and Postgraduate Studies Unit

CC: Deputy Vice Chancellor (All)