THE MANAGEMENT OF ACADEMIC LIBRARIES: A COMPARATIVE STUDY OF THE UNIVERSITY OF THE WESTERN CAPE LIBRARY AND DHAKA UNIVERSITY LIBRARY

BY
SALMA CHOWDHURY

Submitted in partial fulfilment of the requirements for the degree of PHILOSOPHIAE DOCTOR in the Department of Library and Information Science, University of the Western Cape.

PROMOTER: PROFESSOR G.H. FREDERICKS.

DATE SUBMITTED: NOVEMBER 2006.

BELLVILLE: UNIVERSITY OF THE WESTERN CAPE, SOUTH AFRICA.

UNIVERSITY *of the*
WESTERN CAPE

DECLARATION

"I declare that THE MANAGEMENT OF ACADEMIC LIBRARIES: A COMPARATIVE STUDY OF THE UNIVERSITY OF THE WESTERN CAPE LIBRARY AND DHAKA UNIVERSITY LIBRARY is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references."

Signature……………………………….

Date…………………………………….

UNIVERSITY *of the*
WESTERN CAPE

DEDICATION

Dedicated to my late father: C. M. ATIQUZZAMAN

LIST OF ACRONYMS

AACR	Anglo American Cataloguing Rules
ACRL	The Association of College and Research Libraries
ALA	American Library Association
ARL	Association of Research Libraries
AU	Africa University
BULIBNET	Bangladesh University Libraries Network
CA	Chemical Abstracts
CALICO	Cape Library Consortium
CALIM	Consortium of Academic Librarians in Manchester
CAPE TECH	The Cape Technikon
CD-ROM	Compact Disks- Read Only Memory
CDS/ISIS	Computerized Documentation System-Integrated Set for Information Systems
COPY	Consortium Project (University of Pennsylvania and Yale University)
CSIR	The Council for Scientific and Industrial Research
CURL	Consortium of University Research Libraries
DDC	Dewey Decimal Classification
DDS	Directorate of Documentation Services
DELNET	Development Library Network
DSD	Documentation Service Department
DU	The University of Dhaka / Dhaka University
DUAL	Dhaka University Automation of the Library

DUL	Dhaka University Library
DULAP	Dhaka University Library Automation Project
DVDs	Digital Versatile Disc
EBSCO	Elton B Stephens Company
EMUNET	Eduardo Mondlane University Network
ERNET	Education and Research Network
ETD	E-Theses and Dissertations
FM	Frans Malherbe
FRELICO	Free State Library and Information Consortium
GAELIC	Gauteng Environmental Library and Information Consortium
GCSE	General Certificate of Secondary Education
GOPAC	Graphical Online Public Access Catalogue
ICT	Information and Communication Technology
IDRCC	International Development Research Centre of Canada
IFLA	International Federation of Library Associations and Institutions
IT	Information Technology
IIT	Institute of Information Technology
ILL	Inter Library Loans
ILR	Inter Library Requests
ILST	Information Literacy Skills training
INFLIBNET	Information and Library Network
IOP	Institutional Operational Plan
ISAP	Index to South African Periodicals

ISBD	International Standard Bibliographic Description
ISBN	International Standard Book Number
IU	The Islamic University
KCVU	Kentucky Commonwealth Virtual University
KFU	King Faisal University
KFUPM	King Faid University of Petroleum and Minerals
LAN	Local Area Network
LC	Library of Congress
LEA	Local Education Authority
LIBIS	Library Information System
LICT	Library Information Communication
LISTA	Library, Information Science and Technology Abstracts
LSQ	Library Staff Questionnaire
LUQ	Library User Questionnaire
MALIBNET	Madras Library Network
MALMARC	Malaysian MARC
MARC	Machine Readable Cataloguing
NEHAWU	National Education, Health and Allied Workers Union
OCLC	Online Computer Library Center
OECD	Organisation for Economic Cooperation and Development
OPAC	Online Public Access Cataloguing
PC	Personal Computer
PEN TECH	The Peninsula Technikon
PET Project	Post Graduate Enrolment through put project
PhD	Doctor of Philosophy

R	Rand
R & D	Research and Development
SABICAT	South African Bibliographical Information Catalogue
SABINET	South African Bibliographic and Information Network
SACD	South African Corporate Database
SAICA	South African Institute of Chartered Accountants
SALC	Self Access Learning Centre
SAMARC	South African Machine Readable Cataloguing
SASOL	Suid Afrikaanse Steenkool en olie-South African Coal and Oil
SCONUL	Standing Conference of National & University Libraries
SEALS	South Eastern Academic Library System
SIDA/SAREC	Swedish International Development Agency / The Department for Research Cooperation
SOUL	Smalltalk Open Unification Language
SPSS	Statistical Package for Social Sciences
SRC	Student Representative Council
TK	TAKA
UCT	The university of Cape Town
UCTD	Union Catalogue of Theses and Dissertations
UEM	University Eduardo Mondlane
UGC	University Grants Commission
UK	United Kingdom
UKMARC	United Kingdom Machine Readable Cataloguing
ULC	University Library Committee

UNDP	United Nations Development Programme
UNO	United Nations Organization
UOHYD	University of Hyderabad
U.S.A/USA/US	United States of America
US	University of Stellenbosch
USMARC	United States Machine Readable Cataloguing
UWC	The University of the Western Cape
UWCL	University of the Western Cape Library
UZ	University of Zimbabwe
UZL	University of Zimbabwe Library
WINISIS	Windows version - Integrated Set for Information Systems

ACKNOWLEDGEMENTS

My praises and thanks are due to the Most High, the Almighty Allah who has provided the knowledge, strength, wisdom, help and for such a great blessing in various ways to the completion of this study.

Many people were involved in the undertaking of this study. It is not possible to mention all of them by name. However, a few deserve to be mentioned here.

First and foremost, I appreciate the tremendous efforts of Professor G.H. Fredericks my cheerleader, lighthouse keeper and supervisor. A **V**ery **S**pecial thanks goes to him, whose suggestion and guidance made me go through the writing of this dissertation. His keen interest in my work, valued comments and supervision were a great source of my success.

There were friends and well-wishers who assisted me in various ways: academically, socially and administratively. Without their support, I would not have been able to pursue this programme. These include: Dr. Sadrul Amin (Dean of Arts faculty, Dhaka University), Professor S.M.Mannan, Dr. S.M. Zabed Ahmed, Dr. Nasiruddin Munshi, Md. Saiful Alam, Dr. Md. Hanifuddin, Dr. Mezbahul Islam, Dr. G. Hart, Dr. Gavin Davis, Ms. Sally Witbooi, Sonia Stroud, Lovell Arendse, and Mr. Nafiz Zaman (ex-student). I thank them for their co-operation.

I would like to thank all those who provided the information, which enabled me to write this dissertation. Some of them completed the questionnaires and librarians accepted to be interviewed. Their participation in this study is greatly appreciated. I would also like to thank the consultants of the PET Project (UWC): Dr. Elaosi Vhurumuku, Wicleffe Musingarimi, Oziniel Ruzvidzo, Julius Wamema, Dr. Hashim Isaa Muhammed and Zakariya Mohammed.

The study was made possible through partial financial assistance provided to me by Dhaka University Overseas Scholarship. At the same time, my employer, the University of Dhaka granted me study leave, which afforded me the opportunity to come to South Africa to pursue my programme. I am very grateful to Dhaka University.

Finally, my sincere thanks and appreciation are due to my husband Moshiur Rahman, mother Noor Jahan Zaman, two sisters Tania Chowdhury and Sonia Chowdhury, my only child Sabah Noor Rahman for the loneliness they experienced during my absence. Without their sacrifice, patience and support, the completion of this work would not have been possible.

CONTENTS PAGE

List of Tables

List of Figures

SUMMARY

This research project is a comparative study of management of two university libraries (University of the Western Cape and Dhaka University) from two different countries (South Africa and Bangladesh). This research was to identify and document how the functions of management are applied in both libraries.

A sample of the two university libraries' users, librarians, and library staff were taken. The questionnaire, interview, observation and documentary sources of information were major methods of data collection. In order to provide a brief presentation on how the management functions were applied at other university libraries, a description of how some university libraries in the U.K, U.S.A, Eastern countries and Africa are given.
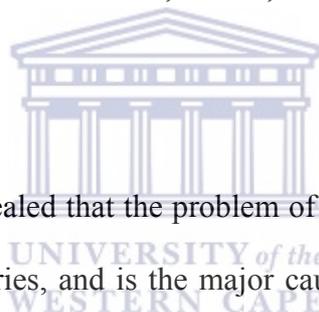
The findings of the study revealed that the problem of inadequate financial support is true for both University libraries, and is the major cause amongst other weaknesses. Both libraries still use a large percentage of non-professional staff and the library service is in desperate need of personnel. However, the observed difference between DUL and UWCL in this comparative study was significant. Services offered in both libraries differ in some cases such as: Consortia, Inter library loans, OPAC, CD-search, e-journals and multimedia. These areas still need to be developed at DUL. UWC have the most of these facilities. Although it needs to improve on aspects such as e-journals, access to data-bases and open access on the Internet.

A comparative analysis is made of the application of library management functions at the two university libraries. Recommendations from the study are presented. Among

other things, it is suggested that the two studied libraries can improve service delivery if they vigorously promote fund raising activities, improve salaries and allowances of the library staff, and speed up and complete the computerization of delivered services.

CHAPTER ONE: INTRODUCTION

1.1 Background

1.1.1 Academic libraries' mission

Academic libraries are an essential component of any educational institution, be it a college, or a university. The International Federation of Library Associations and Institutions (IFLA) recognizes this fact and asserts that university libraries are indispensable to the functioning of universities and the achievement of their academic missions. So important are university libraries to IFLA that it has a University Libraries Section, which seeks to promote: "the integration of the library in the core institutional functions of learning, teaching, research and services" (IFLANET,2003:Online). Accordingly, the academic library exists to assist the academic, researcher or student in the process of their self-discovery, adoption of high ideals in life, and the improvement of scholastic efficiency through self-study and the upliftment of the capacity for critical thinking.
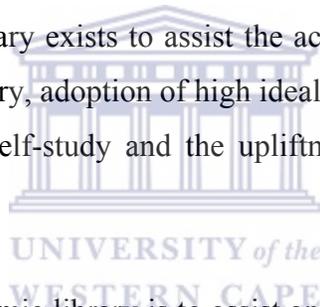
The basic function of the academic library is to assist and support the study and teaching that goes on in the academic institution. In this effort the academic library essentially aims to: capture and hold the interest of the academic community's reading; to produce intelligent users of all types of documents; and to cultivate in users an appreciation of libraries as academic institutions. The academic library provides essential reading materials and documents for research (Chowdhury,2001:289). In order to determine the extent to which an academic library is achieving its objectives, one should examine the extent to which the users (students and faculty) use the library resources.

1.1.2 Management of academic libraries

Normally academic library management is directed towards the attainment of the objectives of the academic institution (Fakudze,1996:13). Academic library management involves many functions and processes. Corrall (1993:17) is of the opinion that in helping academic libraries adapt to changing circumstances in the future, there will be a need for different approaches to the management of the services they offer. It will be vital to provide a strategic vision, which is meaningful both to staff and to users. Harvard University for example, when faced with major changes, published a statement: **Harvard College Library, ten years hence**. The statement included information about collection development, stressed the increasing reliance on automated services, pledged a major programme of retrospective conversion and emphasized the need for co-operation with other research collections. The importance of identifying and meeting user needs, together with the provision of training in sources and techniques to help users make best use of the collections was also stressed. However, the statement also asserts that, increasingly, holdings will have to be located offsite and that the role and work of the library will be subject to continuous change. The convergence of libraries with other services is also likely to be on the agenda for many institutions. The move to link libraries with computing, and sometimes other services continues, one impetus being the development of new learning resource centers in a number of universities. Convergence creates its own challenges including developing effective teams across different disciplines, multi-skilling staff so that they are more flexible and can support a wider range of services. It is also important to create a user focus for all aspects of the service (Corrall,1993:18).

Heseltine (1995:432) on the other hand is of the opinion that there are also implications for collection development and storage. There is a continuing need for collaboration in a competitive atmosphere and a move to sharing services may be irresistible. There are a number of interesting examples of co-operative acquisition and access schemes in the United Kingdom (UK), including the Consortium of Academic Librarians in Manchester (CALIM). The management of staff is also likely to change. Staff, at all levels, will need

to become more proactive and receptive to change. Whiston (1995:107) mentioned that various approaches to the management functions in academic libraries such as professional development, training, appraisal and performance review become more important and the contentious issue of financial support will need to be addressed.

According to Fakudze (1996:13) lists of academic library management functions vary from one author to another. While this is so, four major management functions can be identified and these are: planning, organizing, leading and controlling. Empirical studies of academic library management tend to be based along these four broad functions of management. In this study academic library management will be examined from the perspective of these four broad functions.

1.1.3 Comparative Study

According to Collings (1971) and Jackson (2001) pragmatic goals of comparative librarianship are:

1) To study available data concerning academic library systems, problems, and solutions of selected countries, in the light of their particular circumstances; or to contribute to the critical analysis and solution of widely found library problems, viewed in their respective contexts;

2) To gain perspective on, and add insight into the library problems, which are present in one's own situation;

3) To assist in the development of data and techniques for the comparative study;

4) To provide guidelines for a proposed new library program in one's own country or in a foreign country;

5) To stimulate and assist judicious consideration and possible adaptation of promising practices and solutions to academic library problems from one area to another while guarding against indiscriminate emulation;

6) To strengthen the scholarly content and practical relevance of academic library education and training, both for national and foreign students, through the consideration of academic library development and problems in differing cultural contexts; and

7) To contribute to the advancement of international understanding and more extensive and effective co-operation in library development (Collings,1971:492-94; Jackson,2001:Online).

Although academic libraries differ from each other in many aspects and respects they share certain fundamental things in common. For example, they have the same basic functions and organizational structures; they carry on some of the same activities; and they have more or less the same problems.

The researcher Awuku (1995) has done comparative studies of academic libraries in developing countries. Awuku (1995:24) reports a study that compares library situations in two West African countries (Ghana and Nigeria) and two Southern African countries (Zambia and Botswana). The study examines and analyses variables that "affect the motivation and productivity of library staff" in university libraries. Awuku looks at issues of measuring performance and strategies and techniques for improving library productivity. The study recommends that higher productivity and the realization of organizational goals and objectives can be achieved through motivation of subordinate library staff.

While people are more familiar with academic library management advances and developments in such countries as the United States of America (USA), Canada, United Kingdom (UK), Australia, and New Zealand there is little known about South Africa and Bangladesh. To the researcher's knowledge, no study has attempted to compare academic library management of universities in Bangladesh and Africa.

1.1.4 The two libraries

An important aspect of research is the analysis of various data sets (people, places, ideas, and objects). This can be done through describing or discussing the ways in which they are similar and dissimilar. The proposed study will be based on an extensive comparative

study of the management of two university libraries in two different developing countries: Bangladesh and South Africa. The selected libraries are:

i. University of the Western Cape Library

ii. Dhaka University Library

The main interest of this research is to identify and document what aspects of the basic functions of management e.g. planning, organizing, leading and control are applied within these university libraries.

1.1.4.1 South Africa

South Africa has a vibrant Higher Education sector, with more than a million students enrolled in the country's 21 public universities, 15 technikons (now called Universities of Technology) and many colleges. The University of the Western Cape is one of the public universities (Garson,2005:Online), which has been playing a distinctive academic role in helping to build an equitable and dynamic nation. It was established as a college in 1959 and gained university status in 1970. The University of the Western Cape (UWC) has 7 faculties, 51 departments and 20 Institutes, Schools and Units. Its total number of students is approximately 15000. Faculty member strength of UWC is 690 with 923 administrative and support staff. There are sixty-one library staff members both professional and administrative support staff. The library employs 34 student assistants who assist staff in working shifts, complementing staff where there is a shortage and getting rid of backlogs in the UWC Library (University of the Western Cape,2002:4).

The overall budget for UWC Library is prepared by the University Librarian and submitted to the Financial Department of UWC. Regarding the Library Materials budget, the allocation per year, per category is considered and approved by the Senate Library Committee as tabled by the University librarian (A more complete version of the organogram is described in chapter four). Funds are also generated from users (fines for losing, late return of library materials and photocopies) and some from donor agencies. The UWC Library has a total collection of over 281,000 volumes of books, 89,243 bound

Journals and 250,000 volumes of special collections and about 20,000 electronic resources as well as 130 Databases.

1.1.4.2 Bangladesh

There are 29 universities in Bangladesh (13 public universities and 16 private universities), about 2,198 colleges (Government and Non-Government), (Bangladesh Educational Statistics,2000:2). There was no University in Bangladesh before 1 July 1921. Presently Dhaka University has 8 Institutes, 10 Faculties and 46 Departments. Its student enrolment is 28,623. The total number of faculty staff is 1343. Administrative staff number 3143.

Dhaka University library is the oldest university library of the country. In 2001, a total of 185 persons were employed in the Dhaka University library (Mostafa,2004:124). The major financial sources for the libraries are the grants from the University Grants Commission (UGC) and minor sources of income include amounts collected as overdue charges from readers as well as money raised by the disposal of unwanted materials. Dhaka University library is known to have a stock of half a million of monographs, books, manuscripts, periodicals, microforms, and rare books with different types of special collections.

The researcher will be making recommendations based on the findings on measures for development and of mutual benefit to the UWC and Dhaka university libraries. In this study, all the aspects of management functions will be covered at each library in order to compare the two universities.

1.2 Statement of the Problem

An academic library management programme should provide first for the foundations of effective service: -a statement of academic library service objectives, a competent staff with authority as well as responsibility for developing academic library services, a plan of organization and administration and adequate financial and administrative support. Secondly, provision should be made for the physical facilities, library resources and services which will be required. Thirdly, there should be continuous maintenance and development, and for co-operation and co-ordination of library services within the university and its library. Finally, it should provide for periodic evaluations of the service to ensure that the academic library is fulfilling its mission effectively (Rob,1981:5).

Facts emerging from the 1981 survey of Dhaka University library show that it has not been well administered and properly organized (Rob,1981:5). The existing problems identified by the researcher in the library of Dhaka University are:

a) Poor organization that the university library is not organized properly;

b) The staff complement is not satisfactory;

c) The staff consists of both non-professional and untrained staff;

d The present staff are not able to present internet and telecommunication services;

e) The present budget is inadequate;

f) Lack of relevant equipment and furniture as a result of lack of funds.

According to Rob (1981:6) these problems stand as barriers to the effective management of Dhaka University Library. The library is continuously battling with organizational, administrative, equipment, furniture, and staff problems. The experience by the researcher of the library and observation by her shows that this is still the case today. The library system and services are not as efficient as one finds in the Western World. For instance, Dhaka University Library is still maintaining a manual cataloguing system while the development of computerized catalogue has been at a slow pace. In 1998, the library started its automation program named as Dhaka University Library Automation Project (DULAP) funded by the United Nations Development Programme (UNDP) and

University Grants Commission (UGC). This phase is referred to as the Change Management Phase.

Dhaka University Library now has a stock of half a million of different material and it is not an easy proposition to digitise all information from existing catalogue cards. Dhaka University Library is also in the process of developing Online Public Access Catalogue (OPAC) terminals. After the majority of the retrospective data is captured on a computer (approximately 100,000) the Dhaka University Library staff will start offering OPAC for users to browse the catalogue. Internet browsing facilities for research development is being developed as well. Actually the project (Alam,1999:1-2) is still ongoing and it is a very good initiative by the Dhaka University authority.

A survey of UWC library was done during the year of 2000 by Davids and found that a very real problem to the library is one of finance and shortage of books. Limited library budget is the barrier to a proper management of the UWC library (Davids,2000:xii). Although, in 1976 the University of the Western Cape (UWC) Library officially started a project to use Machine Readable Cataloguing (MARC), which came with the installation of Univac90/30 computers. Sixty thousand (60,000) titles were computerised in 1975. The Council for Scientific and Industrial Research (CSIR) developed the local MARC and UWC received the MARC format from the CSIR on a monthly basis (Bekker,1979:101-106). "In 1979 the MARC working group accepted the South African version. It was called SAMARC (South African Machine Readable Cataloguing). SAMARC became the standard record format for representation and exchange of computerised bibliographic records between different computer systems in South Africa. In the late 1970s and early 1980s the need for a national network to support the South African information industry with a centralised computer system and databases was realized and in 1983 SABINET (South African Bibliographic and Information network) was founded" (King,2003:6).

The UWC Library has OPAC, online databases, electronic resources, interlibrary loans, Thintana training room, auditorium, 24-hour study facilities. All of these are presently absent at Dhaka University library. Many universities and their governing bodies are making concerted efforts to improve their access to global information by establishing resource sharing Consortia that will facilitate wider, deeper and cheaper access to information and UWC has not been left out in this move. The library authority has recognized the need to join the knowledge sector through adequate access to global networks. Presently, the major Consortia in South Africa are Cape Library Consortium (CALICO), Gauteng Environment Library and Information Consortium (GAELIC), Free State Library and Information Consortium (FRELICO), and South Eastern Academic Library System (SEALS). UWC Library is part of CALICO (King,2005:9).

It is therefore necessary to determine the manner in which the four management functions are executed at both university libraries. If the service of the system must continue to be relevant and satisfactory, it is essential that appropriate modern management techniques be adopted in the running of both services. The problem is how to ensure that this objective is achieved. Consequently, the problem upon which this study is based is to appraise the management of the two universities library systems and services, determine if resources and means necessary for attaining the objectives of the system are actually at the disposal of the library management; and recommend ways it could adopt to meet future challenges.

1.3 Research Questions

The main research questions that needed to be addressed are:

How are the two academic libraries at UWC and Dhaka University managed with respect to planning, organizing, leading and controlling?

How do these two academic libraries compare with regards to management?

1.4 Objectives of the study

Well-organized, adequately equipped, and properly staffed libraries are now considered essential to the type of education programmes, especially at universities. The main objectives of this study are:

1. To trace the origin and growth of the two academic libraries.

2. To evaluate the current organizational structure of both libraries.

3. To determine how the managerial functions of planning, organising, leading and control are applied by the two university libraries' administration.

4. To assess the facilities at the libraries of UWC & Dhaka University. To analyse the collection, physical facilities and services (like: OPAC, & Internet services) offered at these libraries. To determine the effect of the current management practices in both libraries on the quality of services offered and users' satisfaction.

5. To enquire about the source of financial support for effective services at the two libraries.

6. To study the present situation and identify the problems of the two university libraries.

1.5 Significance of the study

This study will assist to gather information regarding university library management at UWCL and DUL. A few surveys of university libraries have been undertaken in South Africa but no such studies have been conducted to compare the management of the University of Western Cape's Library with another foreign university till today. This makes the researcher curious to investigate the Western Cape University Library in comparison with the researcher's own institution library (Dhaka University) from Bangladesh. Also Colonialism in both countries would have been useful in terms of significance. In addition both countries emphasize development as a millennium goal.

This study therefore will help to find the similarities and dissimilarities, problems and potential for growth of the two university libraries. This study should lead to the clarification of how the two University libraries are being managed. These comparative studies are significant in terms of growth and better service rendering amongst others at the two university libraries could also reveal new or modified techniques, which may be beneficially introduced at both University libraries.
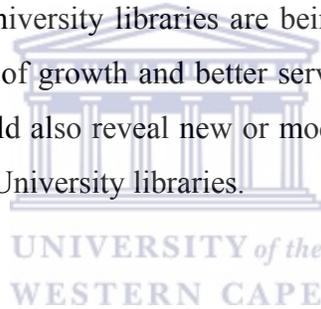
1.6 Chapter Outline

Chapter one: Introduction.

This chapter provides introductory information about the topic, how it is dealt with in the study and an overview of how the thesis is structured:

-Background of the study

-Clarification of the main research problem, aim and objectives and scope of the study

-The outline and structure of the thesis, indicating the chapters to be included.

Chapter two: Surveys existing research on the management of academic libraries.

Chapter three: Contains a description of academic libraries in America and the United Kingdom.

Chapter four: Focuses on academic library management in the East while

Chapter five focuses on academic library management functions in Africa.

In **Chapter six** a detailed description of growth, development and function of the two universities and their libraries are given.

Chapter seven describes the research methodology utilized in the study.

While **Chapter eight** will focus on the data presentation and interpretation of data.

Finally Chapter nine concludes the research by referring to the main findings of the study, and making recommendations.

Bibliography

Alam, F. 1999. **Dhaka University Library Automation: Fact Sheet, no.1**. Dhaka: Dhaka University.

Awuku, Ohene Sakyi. 1995. Productivity in university libraries of developing countries: a West and Southern African perspective. **Library Management,** 16(3):24-33.

Bangladesh Educational Statistics. 2000. **At a glance.** Dhaka: BANBEIS.

Bekker, G. D. 1979. Die eerste fase van die biblioteekrekenariserings projek van die Universiteit van Wes-Kaapland. **South African Libraries,** January. 46(3):101-106.

Chowdhury, Salma. 2001. Role of college libraries in education of Bangladesh. **Social Science Review,** 18(2):287-296.

Collings, Dorothy G. 1971. Comparative librarianship. **Encyclopaedia of Library and Information Science**, 5. New York: Marcel Dekker. 492-94.

Corrall, S. 1993. The access model: managing the transformation at Aston University. **Interlending and Document Supply,** 21(4):13-23.

Davids, A. R. 2000. **Users' attitudes towards the library of the University of the Western Cape.** Bellville:UWC. (M Bibl. Thesis).

Fakudze, Nomcebo Queeneth. 1996. **A management appraisal of Swaziland National Library service**. Bellville: UWC. (M Bibl.Thesis).

Garson, Philippa. 2005. **Education in South Africa**. [Online] Available: http://www.southafrica.info/ess_info/sa_glance/education/education.htm(Date visited: 23.2.2005).

Heseltine, R. 1995. The challenge of learning in cyberspace. **Library Association Record,** 97(8):432-3.

IFLANET. 2003. **University libraries and other general research libraries section: strategic plan 2002-2003**. [Online] Available:
http://www.ifla.org/VII/s2/annual/sp02.htm(Date visited: 1.2.2005).

Jackson, William V. 2001. **World Libraries :The pioneers: Dorothy G. Collings (1911-1991**). [Online] Available:
http://www.chrisdaydesign.com/worldlib/vol11no1-2/jackson_v11n1-2.shtml
(Date visited: 20.5.2005).

King, L. 2005. **Information sources and retrieval tools.** *Information science 212*. Lecture notes. Bellville: UWC.

King, L. 2003. **Information storage and retrieval:computerized cataloguing**. Information science 312. Lecture notes. Bellville: UWC.

Mostafa, G. 2004. **University libraries in Bangaldesh: problems and prospects.** Rajshahi: Hilali Foundation, Talamari.

Rob, Md. Mohidur. 1981. **Comparative study between Dhaka University Library & Jahangirnagar University Library**. Dhaka: Dhaka University. (M.A Thesis).

University of the Western Cape. Library services. 2002. **Annual Report**. Bellville: UWC.

Whiston, W. 1995. Differentiated service: a new reference model. **Journal of academic librarianship,** 21(3):103-110.

CHAPTER TWO: LITERATURE REVIEW ON COMPLETED RESEARCH REGARDING THE APPLICATION OF MANAGEMENT FUNCTIONS IN LIBRARY AND INFORMATION SERVICES

2.1 Introduction

Reviewing the literature is standard practice in thesis or dissertation presentation. The review forms an important chapter in a thesis where its purpose is to provide the background to and justification for the research undertaken (Bruce,1994a:Online). Bruce, who has published widely on the topic of the literature review, has identified six elements of a literature review. These elements comprise a list; a search; a survey; a vehicle for learning; a research facilitator; and a report (Bruce,1994b:217-229).

The published topic of an article by accredited scholars and researchers is an account of literature review. According to Taylor (2005:Online) a literature review must do the following:

    a. be organized around and related directly to the thesis or research question you are developing;

    b. synthesize results into a summary of what is and is not known;

    c. identify areas of controversy in the literature; and

    d. formulate questions that need further research.

Leedy (1993:87-88) identifies reasons for reviewing literature as:

- the review can suggest ways of solving problems the researcher may meet;

- the review can reveal sources of data that are not known by the researcher; and

- the review may help the researcher to know new ideas and new approaches.

In this chapter a search for relevant references, articles and sources as given by catalogues of several university libraries was done. Theses, bibliographies and periodical indexes were checked. The search strategy also included on-line searches based on keywords and phrases identified in the literature. Some of these words and phrases are: Academic library (-ies); Academic library (-ies) + Management Functions; Academic library (-ies) +system and services; Academic library (-ies) + Developed country. The electronic literature search covered such databases as: South African Bibliographic Network (SABINET); Union Catalogue of Theses and Dissertations (UCTD); South African Corporate Database (SACD)- for monographic information; KOVSIDEX and Index to South African Periodicals (ISAP)- and for periodic information; ERIC; CALICO; EMERALD; and Library, Information Science and Technology Abstracts (LISTA).

A study was made of the subject literature on academic libraries to glean the views of theorists on the management of the academic library. The literature search produced a plethora of writings on the management of academic libraries in the United States of America and Great Britain. Some literature was also found on management of academic libraries in developing countries. The surveyed literature offers empirical data on the academic library, its user, and systems and services. It chronicles the evolution of the academic library from a single to a multi-purpose institution. What emerges from the literature is that different authors give different emphasis to the techniques, problems and management functions of the academic library.

This study is intended to empirically investigate the application of management functions in the academic library. The literature review covered relevant previous studies conducted on the management of academic libraries. This will enable the researcher to encounter the different approaches that were utilized as well as the methodologies, findings and recommendations of different authors. This will assist the researcher to determine what methodology to use in this study and broaden her vision on the subject.

2.2 Definitions of Management

There are almost as many definitions of management as there are books on the subject. However, there are some factors, which are common to all these definitions. For example, the definitions are unanimous about the objectives and functions of management. Wickremasinghe (2003:Online) defines management as:

> Management is the process of planning, organizing, leading and controlling an organization's operations in order to achieve a coordination of the human and material resources essential in the effective and efficient attainment of objectives.

McNamara (2000:Online) gives a similar definition and describes management as:

> Management is the function of executive leadership. Managerial functions involve the work of planning, organizing and controlling the activities of others in accomplishing the organization's objectives.

Lussier (2003:11) states that a library manager plans, organizes, leads, and controls resources to achieve a library's objectives. He goes on to say, "the four functions of management are a system process; and they are interrelated and are often performed simultaneously".

Based on the three mentioned definitions above management can be defined as a system process which involves the functions of planning, organizing, leading and controlling. Of importance is that these functions are interrelated and are often performed simultaneously. All these functions are directed by the availability of sufficient resources (information, human, financial) and the pursuance of clearly defined objectives and goals.

Identified Functions: The common factor distilled from these definitions is that management tends to be based on four broad functions namely:
1.Planning 2.Organizing, 3.Leading and 4.Controlling.

2.2.1 Planning

Planning is a primary function in management. Planning is the process of developing and analysing the organization's vision, mission, overall goals, general strategies, and allocating resources.

According to Hellriegel (1996:142) a vision expresses an organization's aspirations and values, usually by appealing to its members' hearts and minds. A mission is the purpose of the organization. It is the reason why the organization exists. Thus, planning begins with clearly defining the vision and mission of the organization. It directs the organization, as well as all of its major functions and operations, to its best opportunities.

Lussier (2003:138) refers to goals, which are stated general targets to accomplish. Goals should be translated into objectives. It is normally determined by how far in the future the organization is committing its resources. Goals focus on desired changes. They are the ends that the organization strives to attain. Planning involves adapting the library to take advantage of opportunities in its constantly changing environment. Then, it leads to supporting tactical and operational plans, which, in turn leads to supporting objectives.

All university libraries have a plan for change in order to reach its ultimate goal. Planning helps an organization adapt to change by identifying opportunities and avoiding problems. It sets the direction for the other functions of management. Planning improves decision-making. All levels of management engage in planning. The planning process consists of a logical and orderly series of steps.

Erven (1999:Online) defines planning as 'the ongoing process of developing the academic library's mission and objectives and determining how they will be accomplished.' He further points out that the effectiveness of an organization depends on its ability to establish appropriate goals and objectives through some formalized planning process. Similarly, Odini (1989:42-52) regards planning as ' the futurity of present

decisions'. To Odini, the distinction between planning and forecasting is essentially that the forecaster, unlike the planner, makes no attempt to influence the future. Odini defines planning as a process of deciding in advance 'what' has to be done, 'who' has to do it, 'when' it has to be done, and 'how' it has to be done. It bridges the gap between where we are and where we want to go (Odini,1989:42).

Academic library planning is therefore an attempt to look into the future and the changes, which inevitably come with it. It involves: selection of goals, objectives, and purposes; the establishment or modification of policies; the preparation of procedures, standards, schedules, regulations and budgets; and the development of academic library service programmes (Fakudze,1996:15). Even until the present time, academic library planning is an attempt to look into the future; it inevitably involves choosing from among possible alternative resources and courses of action. Planning is a decision-making process that requires the availability of proper information at any point in time. This is important if the right decisions are to be made.
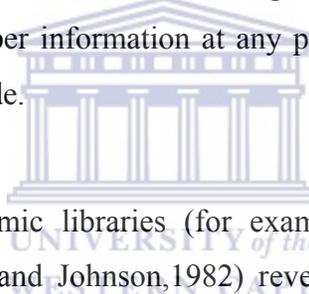
Studies on planning in academic libraries (for example, Akporhonor,2005; Ondari-Okemwa,2000; Edwards,1985 and Johnson,1982) reveal that academic libraries adopt various kinds of planning (budget, strategic, consortium and collection development) because of such institutional constraints as inadequate resources and the need for regular performance appraisals. This is essential if academic libraries are to continue getting support from funding agencies. The studies show that while planning is a problem solving process, it also creates and has its own problems.

Akporhonor (2005:63–70) looked at current literature and determined the current source of funds for different types of libraries in Nigeria. An annual budget allocation for Nigerian libraries is mainly from the government. In the case of university libraries, the government gives a block allocation to the university. Then the university authorities in turn allocate money to the library.

The budget for the libraries varies because of the total amount allocated to the organization based on their agreement. However sometimes libraries received less money from the total budget because they receive less priority than other sections of the university. Akporhonor (2005:63–70) recommended that in order to solve financial problems, universities needed to vigorously peruse alternative sources of funding. He suggested consulting services, connections with affluent donors and fee-based services as some of the ways through which university libraries can supplement the money they get from government. Library staff members versed in business and marketing will sharpen the measures used to generate money internally.

Johnson (1982:23-36) did a survey on financial planning in medium sized libraries (with an average enrolment of 15800 students) of American Universities. The sample consisted of 55 university libraries to which a structured mail questionnaire was sent.

Findings showed that the prospects for future funding of academic libraries varied. Although for some libraries the prospects were bright, for others it was gloomy. Nevertheless, almost all the libraries surveyed were engaged in some kind of financial planning. The consequence of planning for coping with financial problems created by factors such as increasing enrolments, curriculum development, library automation, and improvement of physical facilities and equipment was widely acknowledged. Alongside financial planning, other recommendations put forward for tackling the problems included fund raising activities, resource sharing and librarians being fully involved in the academic life, personal relationships and politics of the campus.

The research project by Vincent (1988:35) showed that effective strategic planning is an essential factor in academic and state libraries. This means that different forms of strategic planning is occurring in an increasing number of libraries and is widely adopted in professional discourse. Strategic planning is an appropriate mechanism and is essential for problems and challenges, which presently confront academic and state libraries and librarians.

Vincent (1988:35-48) concluded from the results of several months of study of strategic planning in one university and four state libraries in the USA that, strategic planning is important. She at first set out to determine if academic and state libraries were affected by strategic planning exercises within their parent organizations and used the 'Standard Model' of strategic planning as the guiding principle of the study.

The project outlined some of the essential characteristics of strategic planning such as strategic planning is futuristic, change- oriented, formal and documented processes; takes a library's environment into consideration; views the library as a system, and considers alternative goals and objectives as well as strategies for achieving these. Vincent (1988:35-48) went on to describe a systematic procedure for strategic planning. The above characteristics and procedures constitute the 'Standard Model' of strategic planning.

Vincent (1988:35-48) notifies that a valuable outcome of strategic planning is not a planning document or the process of examining and re-examining of goals and objectives, but rather attitudes and habits, which the exercise requires and can help to develop. These habits and attitudes are phrased 'library planning characteristic'. Hence strategic planning, as part of academic library management needs some professional judgment, that is, the ability to choose the appropriate methods and techniques required in academic library management.

Brisson (2000:234-254) views Information Communication Technology(ICT) advancement as having reached a climax. Electronics, telecommunications, computers, data input programs and joint usage of computers and telephone lines to communicate and transfer data are now in use. The use of the Internet, a network of computer networks, has enabled an individual to communicate immediately with people almost everywhere around the world. This new information environment has improved the way information is stored, delivered and retrieved. Its greatest impact is felt in the way scholarly findings are communicated. For many years, scholarly findings have been disseminated through printed journals. It was considered to be the speediest way to share research results. With

the present developments in ICTs however, this medium of scholarly communication is gradually migrating from a paper-based medium to an electronic one. By using telephone, fax machine, electronic mail, electronic bulletin boards, the Internet, computerized library catalogue such as OPAC, and other information networks, research scholars can instantly transmit their findings or getting other researchers' information. This enhanced availability of bibliographic information via electronic media, has provided users with ready access to an incredible range of information resources. The library user in the information age is seeking ready access to information and the librarian is pressurized to give access to the needed information quickly (Brisson,2000:235).

In the past, cooperation activities failed because cooperating libraries had no effective access to the resources from other member groups of consortia. Therefore current library networks based on computer applications and set up by the Internet have empowered libraries to give access to their individual resources and jointly owned catalogues (Brisson,2000:236) via electronic access (Thornton,2000:844). These noticeable developments in bibliographic access are becoming large in volume. Hence more information is available to different library users. Librarians are also taking advantage of the transition of information resources from a paper to digital format. This has given new ways of transmitting information for designing effective and efficient resource sharing systems (Shreeves,1997:373). The new technologies offer new capabilities for the publication and dissemination of information (Ojedokun,2001:27).

 The exponential growth of both paper and electronic periodicals has resulted in an unprecedented availability of scholarly publications. This increase in publications is an opportunity for libraries to increase the breadth and depth of their collection. But the growth is so profound that it is becoming increasingly difficult, financially and physically, to acquire all published items that a client needs. Dwindling library budgets worsen the situation, particularly among university libraries.

University libraries in North America and Europe have investigated this problem and have ascertained a solution to bridging the existing gap by improving Consortia

information sharing, specifically via online access (Brisson,2000:234). For university libraries to keep abreast with the growth of resources including electronic resources, such as journals and to satisfy increasing user demands, there has to be a shift from building library volumes to access and service (Moahi,2002:341-9). Thornton (2000:844) notes that this system is very economical as it saves funds. Subscription expenses are reduced for each and every member of the consortium. Siddique (1996:28) advises university libraries in Sub-Sahara Africa to devise systematic ways by which these abundant information resources can be tapped to increase knowledge, guide research and formulate policy. In support of this idea, Shreeves (1997:385) suggests university librarians to subscribe to electronic resources through combined licensing. He insists that the joint purchasing power of the consortium can 'assist relinquish unfavourable licensing conditions.'

Ondari-Okemwa (2000:257–268) investigated the training needs of practicing professional librarians in the university libraries. Two methodologies were applied for collecting data: first one was to observe how library staff works and secondly interviewed the librarians on the working conditions of the staff. It was found that there is a general, but false assumption that professional librarians who have attained the minimum professional qualifications do not need on the job training. Working conditions of librarians were observed to be improving world wide. He recommended that academic librarians should be well trained in preparation for managing such changes. Recommendations were also given for sources of funds for manpower training such as government, donor countries and donor agencies. The continual training and education of librarians and their library staff members were also suggested.

Massey (2005:80–82) proposed ways of accepting gifts in academic libraries. His suggestions are based on his own research and practices developed by the Thomas Cooper Library at the University of South Carolina. He proposed ways of accepting materials and adding to the university library's repository. However the accepted materials can be accessed by users even though collections are not catalogued. Massey showed a method that has keyword accessibility to Machine Readable Access Catalogue

(MARC) records in the local online catalogue to show the name of donor, storage identification, and other important details. The procedure is very simple and can be used easily. Massey's study gives key guidelines for accepting gifts. These guidelines include easy website searches for gift materials as well as bibliographic records. It also enables the donor to see how the library is handling the donated items.

The availability of publications in electronic format has allowed libraries to re-examine and redesign other collection development practices. A study by Gessesse (2000:365–372) stated some of the concepts for acquiring, organizing and preserving information. Such concepts include collection development policies, which involves selection criteria and collection parameters covering new media formats. He also stated problems associated with acquiring, organizing and preserving information. Such problems include integrating traditional and current information systems. An academic library should keep abreast with the changing environment of digital format of collection development activities. With the continuing increase of various electronic resources such as full-text article databases, libraries may eventually consider purchasing materials, which are user friendly. Acquisitions would then be determined by immediate needs.

Gessesse further points out that research and academic libraries should select, organise, preserve and deliver materials in the form of print or digital format. He predicts the future state of research and academic libraries will change. This change is characterised with the electronic age. Every future research and academic libraries will not be identical, in scope, structure, and service emphasis. A number of them will retain their traditional resource mission, and survive relatively unchanged in continuing to focus on the acquisition of comprehensive collections. On the other hand contradictory is that, others will take most of their efforts and funds to providing electronic access to information resources.

Bolden & Smith (1993:5-22) has done a survey through a mail questionnaire sent to 100 directors of some libraries in North Carolina. The questionnaire comprised of questions pertaining to planning activities, to determine which libraries were actually applying

planning, who were involved in the planning process, how far into the future planning was done, and which programmes or activities involved planning procedures. Eighty per cent was the return rate for the completed questionnaires.

Data gathered showed that a large majority of North Carolina public and academic libraries are engaged in some sort of current and future plans. The planning process was mainly a combination of both a formal, written policy and an informal, unwritten policy. A majority of directors were assisted in planning by one or more library staff members and one or more library trustees. They usually followed the American Library Association (ALA) manual in libraries for planning and role setting. Most library administrators need to be involved in the planning process for the purpose of capital budgeting, operational resources, and provision of written long-term (five-year period) objectives for the library.

Research by Robinson & Robinson (1994:420-447) investigated what kind of products and services public and university libraries offer their users. It tried to define some of these products and services and informed how to calculate the full costs of providing them. It also focused on strategic planning by inviting administrators to take a closer look at the library services they provide. Data were collected from five libraries in Montery County, California.

Results of the research showed that administrators used a method that enabled them to engage in strategic budgeting. They decide on inputs and outputs so as to note what services to keep and what services to cut down. Library administrators have also used the cost finding method to gain a better understanding of how they spent their money and for compensation purposes. They have used the methods of cost finding and program budgeting, which provide them with tools they need to move beyond the accountants' line item budget and generate management information necessary for strategic planning, especially in time of diminishing resources and rapid changes in technology. Robinson then described the most appropriate techniques to be used in strategic planning.

Strategic planning is affected by some basic factors for example the fundamental socio-economic characteristics, the purpose of an institution, the values and philosophy of library management, strengths and weaknesses caused by internal and external environments. Strategic planning varies from institution to institution.

The above study shows that formal planning is gaining prominence in academic libraries; linked together with evaluation or measurement findings. They provide decision-making information and means to determine progress. However this strategic planning may have some disadvantages or constraints, its benefits far out weigh them. Because of the perceived advantages of planning, research is being intensified to find the most effective and efficient planning procedures.

2.2.2 Organizing

Lussier (2003:172) states that organizing is the second function of management and is defined as the process of delegating and coordinating tasks and resources to achieve objectives. The four resources are human, physical, financial and information.

Erven (1999:Online) defines organizing as:

> …establishing the internal organizational structure [of the organization]. The focus is on division, coordination, and control of tasks and the flow of information within the organization. Managers distribute responsibility and authority to jobholders in this function of management
> (Erven, 1999: Online)

Organizing is the development of a work structure -a framework within which tasks necessary to achieve the institution's objectives are carried out. Activities are assigned, work is divided into particular jobs, and the relationship among the jobs defined. Where

necessary, authority and responsibility are delegated to achieve the tasks. Authority is the key to a manager's job, and delegating it is the key to organizing (Haimann, Scott, & Connor,1985:12).

Stueart & Eastlick (1981:81) add that any activities that do not make any contribution to the achievement of the institution's objectives are irrelevant to the organization.

According to Koontz & O'Donnell in Stueart & Eastlick (1981:81) that organizing is:

> A process by which the library manager brings order out of chaos, removes conflicts between people over work or responsibility, and establishes an environment suitable for teamwork. Implicit also is the recognition of the human factor that jobs must be structured for people, with all their strengths and weaknesses and that people must be motivated.

Principles of organization:

The following are some of the principles of organization, which will be discussed in the research.

Departmentalisation-Departmentalisation is the grouping of jobs under the authority of a single manager, according to some rational basis, for the purposes (e.g. functions, users) of other management functions like: planning, coordination and control (Hodgetts,1981:98).

Unity of command- Lussier (2003:172) defines unity of command as a means by which each employee should report to one boss. Hellriegel (1996:49) agrees by stating that each employee must receive instructions about a particular operation from only one person in order to avoid conflicting instructions and any confusion.

Unity of direction- According to Hellriegel (1996:46) the efforts of employees working on projects should be coordinated by managers, but only efforts should be responsible for the employee's behaviour.

*Span of c*ontrol- Hodgetts (1981:105) Span of control, also called span of management, refers to the number of subordinates one manager can manage effectively.

Delegation - Delegation is the process of assigning responsibilities and authority for attaining goals and creating accountability for that, which was delegated (Griffin,1987:276).

During the 1970s the British government reorganized the running and structure of libraries in a very big way (Fakudze,1996:23). This reorganization traumatized many librarians and other library staff who had to adjust to the organizational changes. Today it is important for academic librarians to manage change.

Badu (2002:90–99) assessed the current staffing structures of Ghana's five university libraries in relation to the development of a strategic planning process. For the purpose of the study qualitative and quantitative data analysis methods were applied. Badu's research revealed that the management style used within the university libraries was the autocratic type as the responses indicated a top down strategic decision-making process with an obsession for control and discipline.

The libraries in Ghana were found to conform to the professional bureaucratic model of organizations, a model designed to maximize the benefits of mass production: its technical proficiency stems from standardization of the work process and outputs. It can be criticized for failing to accord with the more complex realities of organizations and for its assumption of passivity on the part of the workforce when in fact the workforce can be motivated, will seek recognition and achievement and can actively contribute to the objectives of the organization. However, for the libraries to achieve a better internal organizational coordination there is need for development of team concepts.

The move to an organic adhocracy as has been recommended (Badu,2002) may require a consultative and more informal management style. It calls for the approval of informal strategic control to monitor and improve performance, without imposing undue rigidity

on the setting of objectives and coverage mechanisms. The application of informal strategic control works where there are supportive workers. The Behavioural model is another technique of strategic management in general. The result of the research shows that strategy works out on the basis of tentative and broad commitments.

Al-Ansari (1999:131–139) explains the changes in the study of the library environment that have led to increased emphases on improving or restructuring the organizational structures of academic libraries. The observational method was utilized in his study. Technology, trends toward access over ownership, customer focus, and restructuring in higher education are identified as some of the major factors contributing to these changes. He also suggests ways in which the traditional hierarchical structure can be modified so that the library will be more responsive to changes in the external environment. Emphasis is placed on University libraries being more technologically oriented. Al-Ansari describes the strategies employed in conceptualising change in the organizational structure and problems encountered in the implementation of a revised organizational structure.

Ibegbulam & Olorunsola (2001:381–386) have completed research on the organization structure of academic libraries in Nigeria. The study was conducted through observation. The majority of the academic libraries in Nigeria have reserved the traditional organizational structure based on two broad divisions; reader services and technical services. Ibegbulam & Olorunsola observed that improvements in academic libraries have made the conventional structure inadequate and less functional. The University of Ilorin is given as an example. They propose a functional organisation structure, which groups library activities into four main divisions:1) access services- help user to use of library resources such as acquisition, cataloguing and circulation; 2) information services; 3) special collections; and 4) training activities. In addition, they give advice on the restructuring, pointing out the barriers the libraries are likely to face. One of their suggestions is the structure of a general steering committee, and the functionally oriented task forces that will undertake the analysis of academic library actions for restructuring.

Buttlar & Garcha (1992:1-21) in their own research, tried to examine how the work of academic librarians is structured. They showed to what extent there has been a departure from the traditional, bifurcated pattern of strict separation of technical and public service functions to a more integrated pattern. They also showed the attitude of library administrators towards reorganization.

Buttlar & Garcha collected data through a mail questionnaire sent to a stratified sample of 138 state -supported college and university libraries. There were 93 responses (67.39%).

College and university library administrators were not in agreement about the advantages and disadvantages of either the traditional (bifurcated) or integrated approach to library organization. Some were dissatisfied with the reorganization of the college and university library and preferred a modified version of the familiar bifurcated model of departmentation.

Many college and university library administrators reported that automation prompted integration, but its success depended on the way change was implemented. Staff members' fears were alloyed, and whether or not people accepted the concept. Librarians were not forced to exchange jobs but did so because they wanted new experiences, job enrichment and enhancement.

Buttlar & Garcha (1992:16) then concluded that, "for these reasons, no one structure seems appropriate for college and university libraries at this point in time, nor is it possible to predict the strength or stability of what appears to be an emerging trend in the institutional structure of academic libraries of the future".

Wasylenko (1983:23-42) set out an organizational development project to determine the relationship between the technical and user services of a university library. The objective of the project was to develop the working relationship between the two major arms of the university library system that is, technical and user service.

Data collection was in two stages. The first stage consisted of interviewing departmental heads to test a working hypothesis that the relationship between the user and technical services needed to be improved. In the second stage a questionnaire survey was conducted to extend the study beyond the department head level.

Findings indicated a lot of resistance to the project, especially at top library management level. Consequently results of the project dealt more with how to conduct organizational development studies successfully rather than how to improve the university library under investigation. However, the project also revealed that the university library needs to be improved. There is need for outgoing university librarians who are ready to meet members of the community, conduct research to be able to meet people's information needs and make the library service a success.

2.2.3 Leading

A university librarian is one who manages and provides leadership in pursuit of the library's aims and objectives. Librarians operate within a hierarchy, where there is a librarian, deputy librarian, faculty librarian, departmental librarian, assistant librarian, and junior librarian. The librarian is the top manager who supervises the juniors below him or her. Leadership style refers to the manner and approach of providing direction, implementing plans, and motivating people.

Allen (1998:Online) defines leadership as "an interpersonal influence directed toward the achievement of a goal or goals". She goes on to explain three important components of this definition, which are interpersonal, influence, and goal. *Interpersonal* refers to a leader having more than one person (group) to lead; *influence* is about the power to affect others and a g*oal* is that which one strives to attain at the end of an activity. According to Kotter (1990:Online) leadership is about the interpersonal aspects of a manager's job and involves change, inspiration, motivation, and influence. Both Allen and Kotter point out that a leader influences more than one person toward an organizational goal.

Fakudze (1996:27) is of the view that leading as a management activity provides leadership for an institution and helps it to adapt to external and internal changes. In library management, leading entails direct contact with library staff members. The management makes efforts to influence the attitudes and actions of the library staff towards achievement of organizational goals. At the same time management helps the staff to derive personal satisfaction from working for the organization. Research on leading in libraries covers leadership, teamwork, communication, motivation and job satisfaction.

There are different styles of leadership and these are as follows:

Autocratic leader: Mezbah-ul-Islam (2000:10) states that an autocratic leader supervises his subordinates closely and controls the whole procedure. Subordinates must follow all decisions without asking any questions, which will be taken by the leader. Components of the authoritarian personality are rigidity, self-centeredness, suspicion, insecurity and

anxiety. Especially when the leader is extremely competent, possessing a wealth of knowledge, experienced and the subordinates are inexperienced and unwilling to take responsibility. Leader makes decision confidently and assumes that group members will comply. Autocratic leaders are considered task-oriented because they place heavy emphasis on getting tasks accomplished. The tasks are accomplished but subordinates are dissatisfied.

Democratic leader: Harding (1988:78) states that the democratic style encompasses a team approach. This includes staff getting involved in making decisions and giving feedback to management. The style is well suited to managing competent people who are eager to assume responsibility.

Laissez-faire leader: Harding (1988:78) mentions that this style works effectively with well-motivated and experienced employees. These staff members may not need help from management. While this leadership style is not generally advocated, it has its position with individuals who are well motivated and can work entirely on their own. This type of leadership style would also be suitable when there is nothing important at stake.

The leading function includes communication within an organization.

Communication: According to Hellriegel & Slocum (1986)

> Communication is the transfer of information and understanding from one person to another person. It is a way of reaching others with ideas, facts, thoughts, and values. Significantly, communication always involves two people: a sender and a receiver. One person cannot communicate; the receiver completes the communication link.

Communication is the process of transmitting information and enables management to get jobs done. It refers to the different types of communication viz written, oral, formal, vertical and horizontal.

Motivation: Motivation is an inner desire to satisfy an unsatisfied need. Motivation is the willingness to achieve organizational objectives.

The characteristics of leadership have been extensively studied in both management and Library and Information Science (for example, Fakudze,1996; Allen,1998). These studies have led to the conclusion that leadership does not exist only at the apex of an institution but at all levels of management (including the academic library). Good leadership creates an appropriate environment for effective and efficient management.

Siddiqui (2003:352–357) discussed the importance of the Internet in academic libraries worldwide. Importance such as e-mail, online public access catalogues, publishers' catalogues, electronic resources, multimedia encyclopaedias, and dictionaries are becoming common and useful collection-building tools in many libraries. Siddiqui discussed the need for Internet in managing academic libraries. Management strategies such as, implementation and evaluation of academic library activities have improved. He goes on to examine the various Internet tools that are being used in the electronic environment for the selection and ordering of books online. In the same article Siddiqui presents an impression of how the use of the Internet has changed the conventional concept of selection and ordering processes in academic libraries.

Some advantages and disadvantages of using the Internet for acquisitions have been identified (Siddiqui,2003). Currency of information has been deemed to be the most important advantage. Currency is good with the main sources but often depends on who updates the information on the server. The information in printed format is by its very nature liable to be out-of-date by the time it is published. There is a wide range of information available on the Internet. A good advantage of using the Internet is the speed with which information can be obtained. However this is often negated by the slowness of some Internet searches. Faster linkages between or among computers are needed in order to reduce the search time.

Siddiqui (2003) suggests that academic libraries should endeavour to create a balance between access to information on the Internet and providing printed copies of scholarly works. The ideal future for academic libraries consists of a combination of access and

holdings. Internet access provides libraries with an opportunity to move towards access and away from holdings.

Whetherly (1994:14) stated that the university library exists to provide a quality of services (to aid research and teaching) to the user community. The nature of this academic community, regardless of its size, effectively defines the backgrounds of its members. University librarians, as members of the community should be prepared for the roles they are expected to assume (Whetherly,1994:14). Library staff must take advantage of appropriate in-service training, and they in turn also need to be able to train their users to cope with the vast amount of networked information that is now available. They will need to develop information retrieval skills and, in particular to make effective use of the tools available for searching and retrieval (Whetherly,1994:14). Ultimately they enhance the level of efficiency and production of the institution.

Little (1994:782A) studied management strategies operating in a library organization that had undergone rapid and major innovation and change in most of its operations over a five-year period. In this case study, Little gathered information about different management strategies through searching for documentary evidence, conducting structured interviews, and surveying staff attitudes. The results showed that the nature of an organization; the characteristics of the leader; the political, economic and social imperatives within the environment, all played a part in determining the management strategies used to facilitate change. The most critical determinant of change in library management strategies is, leadership.

In a qualitative and exploratory study, Auret (1991:261-75) used in-depth interviewing to investigate the job specifications of a university library director from the director's own point of view. The results revealed that the university library director's responsibilities included:

a) Developing a vision for the university library's future quite in advance using strategies for accommodating changes required for achieving that vision;

b) The ability to handle allocated scarce resources among dispersed university library functions;

c) Keeping abreast of a wide range of library oriented activities, which cause difficulty because of complexity;

d) Identifying and making use of the necessary information, cooperation, and support from various groups (for example, supervisors, subordinates, peers, etc.); and

e) Motivating, inspiring and activating staff to do away with political, bureaucratic and resource barriers (Auret,1991:273).

The director also reported the problems and frustrations encountered while performing managerial tasks. These include: planning; setting priorities; implementing plans in an uncertain and unstable environment; operational problems and management of staff.

Euster (1987:2350A) investigated the role of the academic director within the framework of an environmental model. The aim of the model was to separate the academic library institution's external environment into two components, the academic library user or consumer environment and the control environment of the parent institution, which is the source of permission for the library's goals and objectives and which supplies the needed sources.

'Directors of libraries' in 42 American Universities were surveyed to gather measures on

three dimensions, namely:
a) Perceptions of academic directors' effectiveness in their jobs;
b) The extent of the academic directors' activities in performing managerial tasks; and
c) The level of institutional change in the academic libraries.
Selected demographic and professional variables were also investigated.

Four key patterns of effectiveness, activity and change were identified among 78.6% of the study group. Leadership profiles developed for members of the study group led to the

conclusion that there is no single characteristic or combination of characteristics, which is related to effectiveness; rather leader behaviour is related to the institutional environment.

Each institution is unique because its internal and external environments determine its condition. Therefore the characteristics of the academic director have nothing to do with effectiveness. An academic library institution does not exist in isolation so its success or failure may depend on the parent institution that supplies resources for its well being.

Culver (1994:293) surveyed nine academic libraries to determine the interaction between managers and their teams. The data at each library were collected from a library team member, team leader, and a team manager. The findings showed that the teams made decisions about daily work procedures, assignments, and schedules. Management is engaged in decision-making; and choosing team leaders. The findings highlighted the fact that the more staff decided what they do and solve their work-related problems. Motivated staff looks forward to overcome more problems. Teamwork therefore leads to motivation and active participation. Team workers know what they are doing and why, what to achieve and are fully involved in decision-making. However, sometimes team performance was adversely affected by personality conflicts.

Although directing ensures that staff put in maximum effort towards the achievement of the goals of an organization, it is also concerned about library staff attainment of personal goals and derivation of reasonable satisfaction from their jobs. Job satisfaction among academic librarians has attracted considerable research interest (Culver,1994).

Kreitz & Ogden (1990:297-312) designed a project for comparing both job satisfaction and self-reported frequency of job activities among librarians and library assistants in the University of California libraries. A three-part questionnaire was sent to 599 librarians and 1,573 library assistants. Three hundred and twenty six librarians (54%) and 563 library assistants (36%) responded to the questionnaire. It was identified that library assistants were bitter because they often performed tasks demanding the same expertise

as those of academic librarians. Their dissatisfaction stemmed not only from inequity in pay but also promotion procedures, job development and general status. The researchers mentioned that blurring of responsibilities is a prominent issue in a hierarchical organization. This blurring of responsibilities causes dissatisfaction in a service-oriented and people dependent environment like a library.

Kreitz & Ogden (1990:297-312) also observed that both professionals and para-professionals were present to perform the same work in academic libraries. However the frequency of that work and the span of control or responsibilities showed distinctions. The expected task performed by the two groups of both professional and para-professional is different. The researchers recommended that there was a need for good communication to clear any misunderstanding resulting from interaction of duties that might exist among staff.

A study by Fitch (1990:313-320) suggested that library support staff is a largely neglected group anywhere in the world. Fitch surveyed job satisfaction of staff in academic libraries in the State of Alabama, USA. He found that the library size has a significant effect on job satisfaction. In other words:

> …size was the single most important variable responsible for low job satisfaction. Morale and job satisfaction are related to integration (cohesiveness) and that integration is related to structural complexity and in turn organizational size…decision making levels become more and more remote as the organization becomes larger (Fitch,1990:315).

The study also proved that communication is very important in an institution. Without communication there can be frustration and job dissatisfaction. Moreover resistance to change is a combination of an individuals' reaction to frustration and strong, group-induced forces. Group resistance to change can be reduced through communication at group meetings. Information is then made available when and where it is needed after group meetings.

2.2.4 Controlling

The strategies and actions taken by the institute to help ensure that staff behaviour and performance conform as far as possible to the plans, structure, and rules of the institution are refered to as managerial control.

Bateman & Zeithaml (1993:539) define controlling as:

> the process of measuring progress toward planned performance and, if necessary, applying corrective measures to ensure that performance is in line with managers' objectives.

They further point out that the controlling function involves monitoring the progress of the library towards goals and, if necessary, taking corrective action. For regular evaluation of the performance of the library institution there is need for controlling. Necessary feedback on the level of effectiveness and efficiency of the organization can help library management to take necessary corrective action(s) through performance evaluation implemented through controlling. Controlling covers every part of an organization and its activities. It assists in finding solutions to management and operational problems, and it helps in achieving planning for organizational objectives (Malan,1989:728).

Personnel is an important component in a service organization like a university library. This is highlighted by the fact that a large proportion of the budget of a service organization usually goes to staff salaries and wages. Consequently, staff performance appraisal is essential in libraries. Through it management is able to ensure that staff put in maximum effort towards the attainment of the goals of the library. Performance appraisal should be complemented by an efficient personnel selection process, staff training, development schemes, career plans and reward systems. This will motivate employees and facilitate control of their behaviour at work.

Willemse (1989:261-266) also studied performance appraisal as a controlling measure. However his study was concerned with university library institutional effectiveness as a

whole. Such issues dealt with in his study, included issues like, why a library should evaluate its effectiveness, meaning of organizational effectiveness, current views on library effectiveness and performance measures. Willemse (1989:261-266) was specifically concerned with how the University of South Africa (UNISA) library introduced continuous measurement and its effectiveness.

The study found that it is possible for a university library to formulate meaningful aims and objectives as well as identifying performance measures, which indicate the effectiveness of the university library's document delivery service as a whole. The same kinds of objectives and effectiveness measures were determined for each of the university library's four functional departments including its collection. The objectives were directives for planning and have been seen to provide a motivating influence on the personnel. Nevertheless, since the objectives are not all embracing, but rather pertain to key areas of university library service, it was noted that there is a danger that less important aspects of the needs of individual users may be failed to notice.

Onwubiko (1991:52-58) conducted a survey through questionnaires to evaluate the facilities and services offered by the academic library in Bauchi State of Nigeria. The study assessed users' views on the adequacy and quality of services and facilities. This assessment will help develop quality of services and facilities.

Two questionnaires were used; the first one was for the head of the library and was mainly to obtain information about the administration of the library, capacity, collection development and circulation of library material. The second questionnaire was for the library users to assess resources and services of the library. One hundred users (academics and students) were randomly selected as they visited the library. It was confirmed that users were given the questionnaire once only.

Results showed that sixty seven percent of the 100 users' respondents were students while thirty-three were academics. Sixty two percent respondents mentioned that they

used the library everyday for reading, reference, and research. It was shown that the library tried its best to support the material required by users for research, referencing, reading and teaching by academic staff. Nevertheless the services and resources needed to be developed so as to build the library adequate for its users' demands.

A Master's thesis project by Davids (2000:71-74) was to determine users' attitudes towards the University of the Western Cape Library, South Africa. He made an attempt to identify their attitudes toward the services and the materials the library offered. He found that the library still has a shortage of books due to large numbers of students per faculty and also hoped that with a better library orientation, better search strategies will be encouraged. Davids therefore suggested that the library should consider the number of students in each faculty when ordering books and other library material. He also suggested that the Senate Library Committee should try and put a well-balanced library budget in place.

2.3 Conclusion

The review of literature on library management function has shown that researchers have been largely concerned with conducting empirical studies to find solutions to the problems of effective library management. Different researchers have explored various functions of academic libraries management, from planning to controlling. The most prevalent approaches to research have been to use questionnaires, interviews and observations. Findings from these studies have given insights into the characteristics of not only management as a holistic process but also its various functions such as planning, organizing, leading, and controlling.

There are still gaps to be filled in our knowledge of the nature and mechanics of library management. Much of the reviewed literature examined studies that were done on management of academic libraries in developed and developing countries. These studies suggest that the management style is very much influenced by the characteristics of the local environment and people. Therefore it is expected that a study of the management function of academic libraries in developing countries such as South Africa and Bangladesh would provide a worthwhile contribution to knowledge of the subject.

Bibliography

Akporhonor, B. A. 2005. Library funding in Nigeria: past, present and future. **The Bottom Line: Managing Library Finances,** 18(2):63–70.

Al-Ansari, Husain A. 1999. Improving the organizational structure for an electronic environment: a case analysis of Kuwait University libraries. **Library Review,** 48(3): 131–139.

Allen, Gemmy. 1998. **Management modern.** [Online] Available: http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm(Date visited: 6.5.2005).

Auret, H. E. 1991. Directors of university libraries: the voice of experience. **South African Journal of Library and Information Science,** 59(4):261-275

Badu, Edwin Ellis. 2002. An assessment of the staffing structures of university libraries in Ghana. **Library Review,** 51(2):90–99.

Bateman, T. S. & Zeithaml, C. P. 1993. **Management function and strategy**. Burr Ridge, Illinois: Irwin.

Bolden, B. F. & Smith, K. 1993. Who plans and how? A profile of one state's public libraries. **Public Libraries Quarterly,** 13(2):5-22.

Brisson, Roger. 2000. The German resources project: the promise of technology in fostering international collaboration. **Library Hi Tech News,** 18(3):234-254.

Bruce, C. S. 1994a. **'Supervising literature reviews'**, in Zuber-Skerritt, O. and Ryan, Y. (eds), Quality in postgraduate education**.** London: Kogan Page. [Online] Available: http://www.deakin.edu.au/library/findout/research/litrev.php(Date Visited:3.3.2006).

Bruce, C. S. 1994b. Research student's early experiences of the dissertation literature review. **Studies in Higher Education,** 19(2):217-229.

Buttlar, L. J. & Garcha, Rajinder. 1992. Organizational structuring in academic libraries. **Journal of Library Administration,** 17(3):1-21.

Culver, R. C. 1994. Empowerment: the management team interface. **Dissertations Abstracts International,** 55(4):782 A. The Claremont Graduate School, Claremont: Unpublished Thesis.

Davids, A. R. 2000. **Users' attitudes towards the library of the University of the Western Cape.** Bellville:UWC. (M Bibl. Thesis).

Edwards, H. M. 1985. **University library planning: a comparative study**. Johannesburg: University of the Witwatersrand. (M.A. Thesis).

Erven, B. L. 1999. **The foundation of managementexcel**. [Online] Available: http://www.ag.ohio-state.edu/~mgtexcel/Function.html (Date visited: 21.5.2005).

Euster, J. R. 1987. The activities and effectiveness of the academic library director in the environmental context. **Dissertations Abstracts International.** 47(07) January: 2350A. Berkeley: University of California. (Unpublished thesis).

Fakudze, Nomcebo Queeneth. 1996. **A management appraisal of Swaziland National Library service**. Bellville: UWC. (M Bibl.Thesis).

Fitch, D. K. 1990. Job satisfaction among library support staff in Alabama Academic Libraries. **College and Research Libraries,** July. 51(4):313-320.

Gessesse, Kebede. 2000. Collection development and management in the twenty-first century with special reference to academic libraries: an overview. **Library Management,** 21(7):365–372.

Griffin, R. W. 1987. **Management**. 2nd ed. Beacon Street, Boston: Houghton Mifflin.

Haimann, T. Scott, W.G. & Connor, P.E. 1985. **Management.** 5th ed. Geneva: Houghton Mifflin.

Harding, Helen. 1988. **Management appreciation: an essential handbook**. London: Pitman Publishing.

Hellriegel, Don. 1996. **Management.** Cincinnati, Ohio: South-Western College Publisher.

Hellriegel, D. & Slocum, J. W. 1986. **Management**. 4th ed. Reading, Massachusetts: Addison-Wesley Publishing Company.

Hodgetts, R. M. 1981. **Management fundamental.** Hinsdale, Illinois: The Dryden Press.

Ibegbulam, Ijeoma Juachukkiu & Olorunsola, Richard. 2001. Restructuring academic libraries in Nigeria: issues to consider. **Library Management**, 22(8/9):381–386.

Johnson, Edward R. 1982. Financial planning needs of publicly supported academic libraries in the 1980s: politics as usual. **Journal of Library Administration**, 3(3/4):23-36.

Kotter, John P. 1990. **A Force for Change: How Leadership Differs From Management**. The Free Press. [Online] Available:

http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm(Date visited: 20.9.2005).

Kreitz, P. A. & Ogden, A. 1990. Job responsibilities and job satisfaction at the University of California libraries. **College and Research Libraries,** July. 51(4):297-312.

Leedy, P. 1993. **Practical research : planning and design**. New York: Macmillan Publishing Company.

Little, Lois F. 1994. Innovation and change as strategies in library management: with special reference to New South Wales Tafe Library services from 1985-1989. **Dissertations Abstracts International,** 55(4):782A. Sydney: University of New South Wales Australia. (Unpublished Ph.D. Thesis).

Lussier, R. N. 2003. **Management fundamentals: concepts, applications, skill development.** Mason, Ohio : Thomson/South-Western.

Malan, S. I. 1989. **Managerial control for library and information services: control, change innovation**, 4. Pretoria: Aristo Press.

Massey, Tinker. 2005. Management of gift materials in an academic library. **Collection Building,** 24(3):80–82.

McNamara, Carter. 2000. **Overview of leadership in organizations.** [Online] Available:http://www.mapnp.org/library/ldrship/ldrship.htm(Date visited: 21.5.2005).

Mezbah-ul-Islam, Md. 2000. **Measuring effectiveness of university libraries: a case study of Bangladesh**. Shillong: Dept. of Library and Information Science, North-Eastern Hill University. (Ph.D. Thesis).

Moahi, Kgomotso H. 2002. Issues of just in time (access) versus just in case(ownership) for libraries in developing countries: lessons to be learnt from developed countries. **Library Review,** 51(7):341-9.

Odini, Cephas. 1989. Library planning with special reference to developing countries. **Library Review,** 384:42-52.

Ojedokun, Ayoku A. 2001. Prospects of digital libraries in Africa. **African Journal of Library, Archives and Information Science,** 10(1):27.

Ondari-Okemwa, Ezra. 2000. Training needs of practising professional librarians in the Kenyan public university libraries: a critical analysis. **Library Management,** 21(5):257–268.

Onwubiko, M. C. 1991. Evaluation of a polytechnic library service in a developing country: the case study of the Federal polytechnic Library in Bauchi State, Nigeria. **Library Review,** 40(5):52-58.

Robinson, Barbara M. & Robinson, Sherman. 1994. Strategic planning and program budgeting for libraries**. Library Trends,** Winter.42(3):420-447.

Shreeves, Edward. 1997. Is there a future for cooperative collection development in the digital age? **Library Trends,** 45(3):373-390.

Siddique, M. A. 1996. An Interlibrary loan network among academic libraries of Saudi Arabia**. Journal of Interlibrary Loan, Document Delivery and Information Supply,** 7(1):28.

Siddiqui, Moid A. 2003. Management for change in acquisitions in academic libraries. **The Electronic Library,** 21(4):352–357.[Online] Available: http://www.emeraldinsight.com/Insight/html/Output/Published/EmeraldFullTextArticle/Articles/2630210406.html(Date visited: 6.9.2005).

Stueart, R. D. & Eastlick, J. T. 1981. **Library Management**. 2nd ed. Littleton: Libraries Unlimited.

Taylor, Dena. 2005. **The Literature Review: A Few Tips On Conducting It.** [Online].Available:http://www.utoronto.ca/writing/litrev.html(Date visited: 4.9.2005).

Thornton, Glenda. 2000. Impact of electronic resources on collection development, the roles of librarians, and library consortia. **Library Trends,** 48(4):842-856.

Vincent, Ida. 1988. Strategic planning and libraries: does the model fit? **Journal of Library Administration,** 9(3):35-47.

Wasylenko, Lydia. 1983. Organization development in a library setting: a case study. **Journal of Library Administration,** Summer. 4(2):23-42.

Whetherly, J. 1994. **Management of training and staff development**. London: Library Association.

Wickremasinghe, Rohan. 2003. **Planning, organizing, leading and controlling**. [Online]Available:http://www.nepc.lk/Planning%20News/Plg-News-3-2003/Feature.htm (Date visited: 21.5.2005).

Willemse, John. 1989. Library effectiveness: the need for measurement. **South African Journal of Library and Information Science,** 57(3):261-266.

CHAPTER THREE: MANAGEMENT OF UNIVERSITY LIBRARIES IN THE UNITED KINGDOM AND THE UNITED STATES OF AMERICA

3.1 Introduction

This chapter examines the management of university libraries in the United Kingdom (UK) and the United States (US). The major purpose of the examination is to draw lessons, which can inform the development of strategies that may be used to improve the management of university libraries at both the University of the Western Cape and Dhaka University if needed. For both the UK and the US, the examination largely focuses on university library administrative organization, finance, cataloguing, classification, and collection development. However, in order to fully understand the context in which library management takes place in each of the two countries, some background information is given. This information is about the country in general, its education system and the history of university libraries.
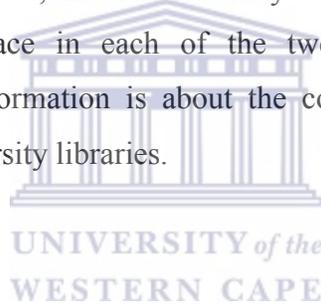
3.2 The United Kingdom: an overview

United Kingdom is comprised of Great Britain (England, Wales and Scotland) and Northern Ireland. It is a member of the European Union. Its full name is the United Kingdom of Great Britain and Ireland (Brown,1986:99-100). London is its capital city. The United Kingdom has an area of 244,820 square kilometres. England is one of the most densely populated countries in the world. In July 2003, the estimated population of Britain was 59,553,800 (Wikipedia,2005:1); with a population density of 243 people per square kilometre.

3.2.1 Education

The system of education in Great Britain is governed by the National Education Act. Schools in England are supported from public funds paid to local education authorities (Education in Great Britain,2005:1). These local education authorities are responsible for managing the schools in their areas. For educational purposes, England and Wales are treated as one unit, although the system of education of Wales is different from that of England. Scotland and Northern Ireland have their own education systems.

Great Britain has both private and public schools. The majority of schools are supported by public funds and in these schools education is free. Most pupils go to schools, which offer free education. The national Education Act of 1944 provides three stages of education namely: primary, secondary and further education. (Education in Great Britain, 2005:1).
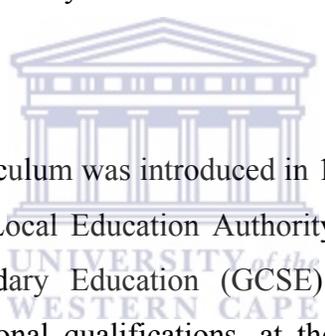
Britain's current National Curriculum was introduced in 1989. Before then, schools had a curriculum supervised by the Local Education Authority (LEA). Most pupils write the General Certificate of Secondary Education (GCSE) examination or other public examinations, including vocational qualifications, at the age of sixteen. The National Curriculum allows schools to stream children according to their academic abilities. When children get to the age of sixteen they have four alternative routes or 'roads' of their next lives. They can either leave the school, stay at school, go to a college on full time basis or simply do some part-time studies together with a job (Education in Great Britain, 2005:1). The UK has a literacy rate of 99% (Infoplease,2005:1).

It is not the intention of this study to venture deeply into the education system of the United Kingdom. The library is the core of education. As a resource it occupies the central and primary place, because it serves all the functions of an institution's teaching and research. The library is important for provision of new knowledge, which can then be communicated to descendants on the learning and culture systems of the present and the past.

3.2.2 University and its library establishment history

Other than Cambridge (1347) and Oxford (1377), the earliest universities to assume substance in the British Isles were in Scotland, where the Scottish variant of the 'greystone university' appeared with St. Andrews, which was founded in 1412. After St. Andrews came Glasgow (1451), Aberdeen (1494) and Edinburgh (1538). Although much closer in terms of time to the ancient foundations, than any other British university these universities seem to have developed in other ways, which are significantly a divergence from St. Andrews. According to Bryan (1976:13) university libraries became recognizable entities at the same time that these old universities appeared. St Andrews had a university library. "Provincial Universities" - (Redbricke) were established: Birmingham (1880), Bristol (1876), Leeds (1874), Liverpool (1881), Manchester (1880), London (1836), and Nottingham (1881). In Great Britain, from the middle of the nineteenth century up to about the 1960s, universities did not give much importance to libraries. In the 1960s eight completely new universities such as Sussex (1959), York and East Anglia (both 1960), Essex, Lancaster, Kent, and Warwick (all 1961) and Stirling (1967) were created. Saunders (1968:ix) reported that during this period there was resurgence in interest and recognition of the importance of university libraries. This resurgence has assisted university libraries to get respectability reminiscent of the middle ages. Since then, drastic changes have occurred in British academic libraries (Stirling:1981). Today, there are more than 170 University libraries in Great Britain (Royal Holloway, 2005:1).

3.2.3 Administrative Organization

In Great Britain university libraries are governed by library committees. These committees are in most cases University senate committees, but may also be joint committees of senate and the University council. A joint committee of Senate and Council normally appoints the university librarian. On appointment the university librarian becomes a member of Senate with professional status. The university librarian, who is the principal executive officer, administers the library, with the help of a library committee, which may play a role somewhere between advisory and executive (Freedom

51

of information,2004:1). The vice-chancellor, or pro-vice-chancellor, is normally the chairman of the university library committee. The university librarian usually acts as secretary. In many cases there may be no detailed constitution to govern the function of the university library committee. However, its function is very clear. It concerns itself with matters of general policy, ensures that the university library is properly maintained, develops rules and regulations and gives financial recommendations. Members of the university committee will also serve on the various university governing bodies and can thus constitute a political pressure group that can voice the interests of the library. Sometimes pressure is required, for example, at the time of the annual budget. Other bodies (for example, Government) may also be involved in various ways in the governance of the university library. Most universities also set up user committees, which affords a wide cross-section of regular university library users the opportunity to discuss with the university librarian, and senior university library staff some of the more practical aspects of day-to-day university library service. Large universities can also have faculty library committees and/or departmental library committees. The university librarian or his/her representative occasionally attends meetings of these committees. Otherwise an appropriate subject librarian on his/her staff may attend the meeting (Freedom of information,2004:1).

The staff structure in Great Britain's University libraries is as given in the figure below.

Librarian

Deputy Librarian

Sub-librarians

Assistant librarians

Senior library assistants

Library assistants

Clerical staff

Attendants

Photographer

Labeller

Cleaner
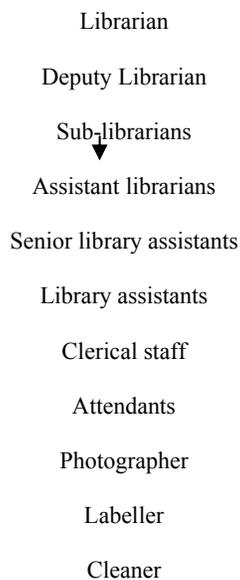
Figure 3.2.1: Staff structure in Britain's university libraries

For any given library the total number of staff members at each level (including part time) depends on the size (building, stock, books, periodicals) of the library (Stirling, 1981:135 ; Brophy,2005:99).

3.2.4 Decisions on policy matters

In British universities, matters relating to library policy are discussed in the meeting of the library committee and its recommendations are sent to the Senate or the relevant council committee (for building, staff and finance) for processing and approval. After approval of the proposal it is then sent to the Council for ratification. Such proposals as are raised directly in the Senate or the faculty are referred to the library committee for consideration (Burrows,1989:30).

3.2.5 Finance

In Great Britain sources of finance for universities vary from one university to the next (Burrows,1989:35). A University Grants Committee (UGC) dispenses the bulk of the grants available to universities on behalf of the government. Generally, the university library will not be concerned with the source of university income, since it will receive the greater part of its own income from the university itself. The bulk of the money for university libraries come from the UGC and fees paid by local and overseas students. This money is used for basic services, consumables, and other library materials. Grants from departmental funds are used for specialized services and as requested by departments for a variety of library related uses. These include inter-library loans and on-line information retrieval. Income is also earned from photocopying and external membership fees. Many university libraries do charge fines to their borrowers for the late return of books, especially on short-loan collections. Several university libraries offer

surplus, unwanted, and duplicate stock for sale. Sometimes this stock is sold to back-issue dealers, booksellers and to library users (Burrows,1989:35).

Forward financial planning is one of the ways of controlling university library finances. Forward financial planning gives a rough estimate of how much money is needed to provide a specific service (Johnson,1994:7–18). Each financial year, these specific costs can be calculated and a rough projection of the following year's costs can be produced and presented to those who allocate academic library funds. This could be the library's board of directors or a county council. Projections can be feasibly made for anything up to five years ahead, but a set of basic assumptions is required. For example it might be assumed that the cost of academic library materials will be increased by 2.5 per cent each year or that wages and salaries will increase by 6.5 per cent. A minimum level of funding for the academic library service should be agreed between respective departments. Unfortunately, academic library services are often among the first to be affected by tight budgets (Johnson,1994:7–18).

The costs for running an academic library include:

- building costs (heating/lighting/maintenance);
- staffing costs (wages);
- book fund (which may or may not include journal/periodical resources);
- technology (maintaining computer/CD-ROM resources);
- cataloguing/classification costs.

For each of these, the calculation of finances is normally based on the previous year's expenditure and projected inflation. This however is not always the case. For academic libraries, housed in big buildings, library maintenance may take up a considerable part of the budget.

For most libraries, staff salaries and allowances consume the largest part of the budget. This could explain why in most cases when cutbacks are made in budgets, staff salaries

become the first casualty. In Britain, fifty-five per cent of academic libraries' recurrent expenditure is spent on staff salaries and allowances. Book funding is the area of finance that fluctuates most dramatically. If the academic librarian does not make a really good case for funding in this area, people outside the system can just suggest random and unrealistic allocations for books.

Online housekeeping systems are now common in academic libraries. However, technology in the academic library is often allocated under a separate budget due to the costs involved. Such costs cover things like installation expenses, maintenance expenditures and new software products (Johnson,1994:7–18). CD-ROM technology is current and still growing. Academic libraries are aware of this information medium and are supporting its use.

The expenses of external cataloguing and classification services need to be regulated. It is essential to ensure that library expenditure is within the limits of budgetary allocations. Finances need to be subjected to periodic audits to ensure that all library departments and/or units, in financial terms, operate effectively, economically and within the confines of the law (Johnson,1994:7–18).

In Britain's old university libraries' share of total university funding declined from 3.1% to 2.8% between the years 1997 and 2002. During the same period, funding for libraries in Higher Education Colleges dropped to 3.7% down from 4.0%. For new university libraries funding remained steadily at 3.6% for the years 2000-01 and 2001-02 (LISU,2004:1).

3.2.6 COPAC and CURL with classification system

In Britain there is a union catalogue called COPAC. This catalogue gives free access to members of the Consortium of University Research Libraries (CURL). Through COPAC

members can have online access to catalogues of 24 major university libraries in both the UK and Ireland. Additionally, COPAC enables members to access specialized databases and collections.

CURL was established in 1983 by the universities of Cambridge, Edinburgh, Glasgow, Leeds, London, Manchester and Oxford (COPAC,2005:1). The CURL project aims to facilitate the exchange of information about university library acquisitions and holdings and to arrange for the exchange of catalogue data among member libraries. The University College London, Trinity College Dublin, Birmingham University, the London School of Economics, Imperial College of Science, Technology and Medicine and Sheffield University have since become members of CURL. In 1987, CURL received funds from the University Grants Committee for the establishment of a central CURL database, which was meant to contain copies of all files/records held by the associate libraries in the form of UKMARC-AACR2 format. Additionally, university libraries make use of the shared cataloguing facility without actually being full CURL members (COPAC,2005:1).
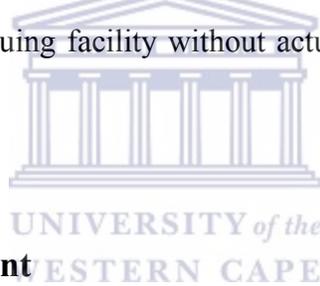
3.2.7 Collection development

Institutions can be assisted, in the modification of collection management policies, in order to ensure preservation of digital objects. Appropriate collection management policy modifications can be determined by examining the responsibilities and resources of the institution. This can help institutions make wise decisions involving large sums of money over long periods of time (Weinberger,2000:1).

In Great Britain, most university library purchases are made on the recommendation of members of the academic staff (Line,1990:45). For many years the practice has been to apportion funds for books and periodicals to academic departments on the basis of a formula, which attempts to take into account the departmental size and the average costs of university library provision within each subject field. Annually, a substantial amount

is set aside for the extra-departmental fund. This fund is under the control of the university librarian. It allows the librarian to provide subsidies, when needed, for departmental allocations and to purchase such other materials as may be necessary for the health of the library. Great Britain's university librarians currently face the challenge of demonstrating those qualities of judgement and selection (and selection implies rejection) which are, and have always been, central to the profession, in order to achieve control and balance of university library collections and operations (Line,1990:45).

To manage library resources effectively and to be able to sustain them, British University libraries require a well-formulated collection management policy. The policy narrates the general principles on which the Library acquires and manages information resources. This gives a framework for more detailed policies at school or departmental level (University of Sussex library collection management policy,2002:1). Collection management policy relates to selection, acquisition and how the collections are housed in the library. The expenditure on books, journals, electronic resources, audio-visual and other materials is approved by individual departments. This expenditure is subject to a regular review.

3.2.8 Selection and acquisition

In this section, what is described on selection and acquisition has been drawn mainly from the University of Sussex library management policy (University of Sussex library collection management policy,2002). This policy is more or less representative of Library management policies on selection and acquisition in the UK. The policy may be changed from time to time as circumstances vary.

Selection

The Library works hand in hand with academic departments in making selections. Staff and students suggest what the Library should select and purchase. The Library considers

these suggestions in line with its own collection policy and budget. Journal subscriptions are reviewed on a regular basis.

Purchase

British University libraries choose suppliers on the basis of cost-effectiveness and quality of service. Preference is given to those who can propose processing and cataloguing services jointly with a substantial concession; their performance is monitored.

Gifts

British University libraries welcome gifts of books, journals, archives and other materials that are relevant to its mission (University of Sussex library collection management policy,2002:1).

Inter-Library Requests

The Inter Library Requests (ILR) service supplements the resources presented to users by borrowing books or obtaining photocopies of journal articles from other libraries on their behalf. Books borrowed by the British Library or by other libraries in the UK and abroad may be subject to special circumstances, for example, use in the library only. Where a journal is held at another university, photocopied articles will not be obtained through the ILR service (University of Sussex library collection management policy,2002:1).

Staff and students may make print or electronic requisitions of material (not in the Library) that is important for coursework or research. This facility is available for a small fee. The fee is subsidized by the Library and its costs incurred borrowing the item and/or photocopy.

Photocopying is done in accordance with existing copyright legislation. It is allowed if the material is to be for private use only and photocopied materials can not be used as teaching packs without copyright clearance.

Main Collection

Most university libraries in the UK are allocated stocks in the main collection. This stock includes journals, reference books, monographs, textbooks, pamphlets and microforms. Most of these items are categorized as 'long loan' and may be borrowed for up to six weeks. Journals and reference books, such as dictionaries, encyclopedias, atlases and law reports are marked 'not to be borrowed' or 'for use in the library only'. Users cannot borrow monographs and non-reference works or materials (for example rare books).

Short Loan Collection

In universities, certain books on course reading lists are sometimes in high demand. Such books are placed on the 'short loan' collection and may be borrowed for not more than one week.

Reserve Collection

The 'reserve collection' holds books that are in great demand. It is a collection of books and periodical articles "borrowed" from the main collection and returned there when demand is no longer needed. Reserve books may only be borrowed overnight. The collection also contains materials not belonging to the library that members of staff wish to make available for student use. Such materials include personal copies of books, exams, quizzes and handouts.

Special Collection

'Special collection' support research within universities and the wider community. The 'special collection' consists of manuscripts, archives, printed books, photographs, architect models, artworks, archives, rare books, audiovisual and electronic resources. The collection also includes official and unofficial documents related to the history of the universities, such as papers by members of the academic staff, which are considered to be of exceptional interest and lasting value to researchers. A number of fragile or vulnerable items classed as 'invigilated reading' are also held in 'special collections'. 'Special collections' material must be used under supervision in the 'reading room' and cannot be borrowed from the library.

Statistics Collection

The 'statistics collection' is a section dedicated to statistical data, reports and other sources of statistical information available to library users. In most universities the 'statistics collection' includes the statistical collection of the Institute of Development Studies library, the national data archives for UK higher education, the UK population census, the web sites of the Office of National Statistics and other official statistical agencies.

The collections also include statistics published by the United Nations, International Monetary Fund, the Organisation for Economic Cooperation and Development (OECD) and statistical yearbooks of foreign countries. For those libraries, which act as European Documentation Centres, statistics published by the European Union's statistical office (Eurostat) are only collected on deposit. While statistics in electronic format are preferred, printed statistics, which include analyses and commentaries are also collected to provide overviews of particular socio-economic or other issues of relevance to university teaching and research.
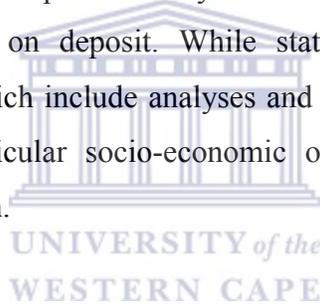
Quick Reference Collection

The 'quick reference collection' is a section on: biographical sources; general and subject encyclopaedias; general, specialist and language dictionaries; directories of institutions; directories of university courses and research; index to theses; conference proceedings; general company information; and gazettes. While there are some worldwide and American directories in the collection, most 'quick reference' material relates to the UK. The collection also contains sources of current information. Such information as university courses or contact information for institutions is also kept. Otherwise alternate editions may be purchased, or new editions bought.

It is the policy of most UK university libraries to purchase recent editions of Ordnance Survey Landranger maps. General atlases, road atlases of the UK and Europe, and A-Z maps of major cities in the UK are also kept in the Quick Reference Collection.

Theses Collection

All theses produced within the university are held in the library. They are available to library users for consultation within the library. Electronic thesis or online version information is available from the University library web page. Different University libraries for example: Leeds, Edinburgh, Leicester, Stracthclyde, Lancaster, and Southampton Solent University libraries have Index to Theses, which is a listing of theses accepted for doctorates and masters degree by the universities of Great Britain. From 1970 onwards, abstracts with bibliographic details have also been included in the thesis collection. Access to theses may be restricted at the request of the author. Restrictions are reviewed regularly and removed as soon as possible.

Newspapers

University libraries receive most of the UK broadsheet newspapers and a selection of foreign ones. The newspapers are also available electronically and can be accessed from the library web pages.

Audio-visual collection

The audiovisual collection comprises of microforms (films and fiches)**,** audiocassettes, videos, CD-ROMs, DVDs and electronic resources such as books, journals and databases.
These resources are acquired from faculty, departmental or unit budget allocations and are used according to some standing purchasing criteria such the acquisition of print and non-print materials. A major attention in the Audio-visual collection building is given to easily accessible, modern formats. Abstracts, indexes, library catalogues, statistical series and journals can also be accessed electronically.

3.2.9 Preservation

The preservation needs of libraries are evaluated in relation to operational requirements when books are purchased. All stock items in the library are security-tagged and paperback books are reinforced or bound. For instance, some relevant materials such as journals are bound together in line with their regular uses. Damaged items are repaired in-house and those that are beyond repair are withdrawn and replaced. Delicate and valuable items may be moved to 'special collections' for invigilated reading.

3.2.10 Access

Collections in university libraries are freely available to all staff and students. Electronic journals, databases, and general bibliographic databases are used on and off campus by login user name and password. External users can get access to reference material without charge or borrow from some collections on payment of a fee. Due to the terms of standard user agreements, many electronic resources within universities are not available to external users. Some libraries participate in communal schemes, such as UK Libraries + and Standing Conference of National & University Libraries (SCONUL) Research Extra. These schemes permit free access to other academic libraries in the UK and Ireland.

3.3 United States of America (USA): an overview

The United States is a federation of 50 states, which include 13 of Britain's American colonies, which broke away from the mother country in 1776, and were recognized as the new nation of the United States of America following the Treaty of Paris in 1783 (Coffman & Sullivan,1990:149). During the 19th and 20th centuries, 37 new states were added to the original 13 as the nation expanded across the North American continent and acquired a number of overseas possessions (Coffman & Sullivan,1990:151-183). USA covers North America, bordering both the North Atlantic Ocean and the North Pacific Ocean, between Canada and Mexico. Washington, D.C. is the capital of USA.

According to US Census Bureau, the population estimates in USA (October 21, 2005) had 297,473,060 people with a population density of 31 people per square kilometres and total area of USA 9,631,418 (US Census Bureau,2005:1).
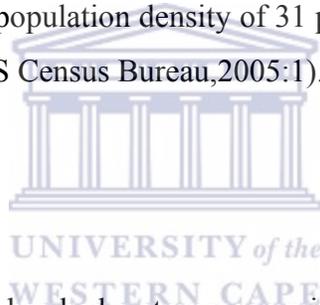
3.3.1 Education

From the colonial time the US has had a strong commitment to education. Education is of pre-eminent passion and concern to society. The US education system is a product of some 350 years of progress, integrated ideas, methods, and practices from America and around the world. The US education is well known for its diversity, openness, quality, broad array of opportunities, and concern for the student (Coffman & Sullivan,1990:104-105).

There are over 74,000 elementary schools, over 25,000 high schools and more than 3, 600 colleges and universities. Ohio State University is the US's largest university. For example its campus at Columbus has more than 50,000 students. Most US universities have more than one campus. The second and third largest universities are respectively, the University of Texas at Austin and Michigan State University at Lansing. California

State University, which has 400,000 students scattered around 23 campuses (universities and colleges) has the largest university system in the US (Coffman & Sullivan,1990:198).

There are about 5,000 college and university libraries. These libraries own more than 514 million books and other items, employ about 58,000 people, and spend about US$ one and half billion annually (Bingham,1990:246).

3.3.2 University and its library establishment history

Nine American higher educational institutions have a continuous history dating back to before the Revolution. Harvard University Library, named after John Harvard (Ahlers,1995:175), with about 10 million volumes, is Americas oldest university and has the world's largest university library (Bingham,1990:246). The university was established in Massachusetts Bay Colony in 1639 but its library was founded 31 years later with a gift of money and about 400 books from John Harvard.

The US's second oldest university library, the University of William and Mary was not chartered until 1693. After the William and Mary library came Connecticut in 1701. The fourth to be chartered was the University in New Jersey, now known as Princeton, which was granted charter in 1746. The fifth university to be recognized by charter was King's University in New York, whose name was later changed to Columbia in 1787. In 1755, the University of Pennsylvania was chartered as a College. The remaining three colonial universities Brown, Rutgers and Dartmouth (established around the same time with Princeton) were born out of religious revival. Brown, the first of these universities, started an American-wide Baptist project to provide at least one higher educational institution in the new world for that denomination. Rutgers, the eight colonial institutions, grew out of the demands of the Dutch settlers who had in America for over a century without the benefit of a seminary in which to train their clergy. Dartmouth was the last one to be chartered before the Revolution (Shores,1934:11-45).

The importance of the library in higher education increased steadily throughout the 1900's (Bingham,1990:256). The early American institution usually sought to prove its existence by the acquisition of educational property and very often this property was a library. Most of the important benefactors expressed their interest in institutions' through frequent donation books and/or contributing money to the library. Institutions usually assumed the names of such benefactors (Bingham,1990:256).

During the twentieth century the library came to be recognized as a symbol that marked the establishment of a university. Up to 1930s university libraries were still held in the traditional view of them being storehouses for books. The university librarian was viewed as a guardian of library books.

3.3.3 University Library Governance in the US

In the US, University Library Committees (ULCs), comprise of faculty, administrative staff and students. ULC members, play advisory roles (Bain,2003:2192–2197). The Dean of Libraries reports to the president or vice chancellor for academic affairs and is a member of the Council of Academic Deans. Librarians at universities are faculty members with the rights and responsibilities accorded to members of university faculties. They participate in campus and university faculty governance. The nature of ULCs' activities is determined by its function rather than by the size and type of university. Consequently membership of the committee is about the same in from one university to another. The ULC advises the director or librarian with respect to the administration of the university library, its rules and policy, and together with the director or librarian, represent the interests of the university library at the Faculty. It serves as a liaison group between the Faculty and the Librarian.

In an increasing number of universities today, the university librarian or director of the library reports to the Dean of Libraries who in turn reports to the academic president or vice-president/ vice-chancellor (Fink,2003:2900–2910). The dean of libraries has the

authority to make appointments -up to assistant professor level, and acts as chair for the Libraries Faculty- composed of all full-time librarians and all members who have voting privileges. Annually, he or she produces a report for the president or vice- chancellor. The report covers the condition, operation and needs of the university library, as well as the financial estimate of the expenses for the following year.

The Dean of the Library nominates qualified candidates for positions on the library staff. The Dean of Library gives recommendations to the President or vice- chancellor on the appointment and grading of all members of the library. He/She also gives recommendations on the appointment, promotion, and dismissal of professional and clerical members of the library staff.

3.3.4. University libraries: current fundraising environment

During the last decade of the twentieth century, university library budgets have become inadequate (Rader,1997:1). This is largely due to the high cost of electronic information and new technologies. Additionally, costs of library materials, personnel, equipment and facilities have been increasing yearly.

In the US, funding models for university libraries vary greatly. It depends on whether the institution is private or public, specific budgetary regulations and funding formulas for higher education, and the overall budgetary situation of a particular university. The Association of College and Research Libraries (ACRL) (1995), Standards for College Libraries recommends that expenditure on academic libraries be at least 6 per cent of the total budget of the institution (Standards for College Libraries,1995). Some academic libraries are funded to such a level.

In the US, budgetary allocations for university libraries are done by the central administration of the university (Rader,2000:93-99). Generally, these allocations are based on historic formulas or outdated needs. Under normal circumstances, libraries adhere to institutional budgetary policies and mandates. In some cases, the central

administration disburses funds to individual universities, colleges or departments, which in turn make their own library budgets. Each year, all faculties, departments or other different units of the university would decide on whether they could or could not proceed to funding the library based on some specific and acceptable library services and requirements.

There are more than 3,639 academic libraries (Rader,2000:93-99) in the US. These libraries:

- hold 77 million volumes;
- employ 95,843 staff;
- spend approximately four billion dollars in operating expenses; and
- spend about $290 per student (Bowker,1999:57-8).

Most of university libraries budgetary allocations are spent on salaries and allowances for personnel, and library materials. Very little of the budget is devoted to building maintenance, technology and equipment and other facilities. During the last three decades, yearly increases in library budgetary allocations have lagged behind average rates of annual inflation, which have fluctuated between 10 and 15 percent. This situation has partly contributed to slow growth in the volume of library collections. In spite of this, US academic libraries still boast of an almost astronomical volume of 777 million (Bowker,1999). This figure is based on the results of a 1991 library volumes census.

It seems that fundraising for university libraries is increasingly becoming popular. A survey (Rader,2000:93-99) of 119 libraries which are members of the Association for Research Libraries (ARL) revealed that 79 percent of the surveyed libraries have to raise money to supplement budgetary allocations. Sixty-three percent of the libraries are required to prepare reports to justify fundraising expenditures. Most of these libraries have some type of development program in place. These are either part of the university's development programmes or they could be decentralized. In common, no extra staff or budget is made available to the libraries by their universities in order to encourage the

undertaking of some fundraising activities (Rader,2000:93-99). Some academic doctorates are responsible for fundraising activities for academic libraries. Smaller and newer university libraries are also rapidly moving into fundraising opportunities (Alexander,1998:131-8).

University libraries have some good capabilities of designing different strategies of fundraising. Funds for the library can be raised through special capital campaigns. These fundraising movements' activities can be shared with the staff of the university development office or the library can create its own fundraising position. Libraries can also position staff strategically to work on fundraising or hire firms to fundraise on their behalf. Success in such activities depends on good financial planning for fundraising, clear goals and having practical timetables (Lee,1984:47). Rader (2000), stated that sources of funds can range from, alumni, friend groups, individuals, parents, students, staff members, to faculties. He also stated that funds can also come from trusts and foundations. Long term nurturing relationships with individuals and institutions will be of benefit to the library, who will give part of their lifetime resources through a direct or deferred gift program. Some gifts come from commerce. Such gift come from bequests, real estate, life insurance policies, investment portfolios and personal property and is again a long-term commitment.

Most of these fundraising efforts require careful planning, in-depth knowledge of the community, university's alumni and library supporters (Rader,2000:93-99). It is important to build and nurture long-term relationships with these important stakeholders. Fund raising efforts are most successful when everyone in the institution is supportive and when there is collaborative effort to identify and persuade potential donors.

It is also important to prepare and present a strong case in support of the library's financial and/or resources needs. Such a case statement can list the library's strengths, goals, relationship to the university and major needs, as well as identify opportunities for the library. In addition to a case statement, the library must continually develop good

relationships with users, the campus community, potential donors and the business community. A successful environment for fundraising requires the library to have a clear mission statement and goals that can easily be identified and understood. This means library staff must not only be aware of the library's development efforts, but also help in promoting the library through excellent services.

Additional ways of raising funds for libraries include:

- book sales;
- gift money and books;
- special bonds for libraries;
- friendship groups (groups of people who are friends and have interest and/or stake in the affairs of the university);
- special collections; and
- partnerships with museums (Rader,2000:93-99).

Along these lines, Wilder (1993:78-80) suggests several innovative fundraising campaigns including working with and building partnerships with the university's athletic department. An example is at the Pennsylvania State University where Joe Paterno, the football coach, raised more than $3.5 million to help build a new library, and acquire materials and collections. Gilbert (1999:358-9) reports several fundraising efforts by universities. These include:

- a "books and baskets" campaign raised $50,000 for the University of New Mexico libraries where they have a partnership program with athletics ;
- the California State University in Fresno where a partnership with basketball teams, managed to get books;
- the University of Georgia partnership with athletics has helped raise several million dollars for the library;
- the University of Kentucky got $3 million to inaugurate their new library from athletics contributions.

Additional initiative ways of raising library funds include special student fees, service fees, special bonds, resource sharing and contracts. Examples are:

At North Carolina State University some part of student tuition fees are allocated to the library. Students at the university's Chapel Hill campus are imposing a tax to themselves at $2.50 per semester to donate to the student endowed library fund (Rader,2000:93-99).

In some universities students are charged specific library fees per semester and/or per credit hour. They are also ordered to pay a technology fee part of which goes to the academic library (Rader,2000:93-99).

An idea is being tested at Louisiana State University where the state government allocated over $2 million in bond proceeds to this university for the acquisition of library materials (Wilder,1993:78-80). At the University of Cornell, the library is being tested under pooled endowments through funding of research periodicals. Small endowment accounts are combined into one large account for easier management. Donor gifts are acknowledged on the online catalogue (Basefsky,1995:405-7).

In 1993, with the help of the Governor and the General Assembly, Georgia's university system used proceeds from the state lottery to create a library equipment, technology and construction trust fund (Richards,1994:63-5). The fund helps in the purchase of equipment for classroom and high-technology research, as well as the building and installation of technology related facilities to strengthen program quality. For an organization to be eligible for these funds, it must show that the amount it has requested equally matches with the one it would have generated from its private fund raising activities.

University friendship groups (friends) can successfully fundraise for academic libraries. An excellent example of this can be found at the University of Mississippi. Although founded in 1940, a reorganization of the friends in 1983 required payment of dues thereby leading to a successful fundraising programme. Some other activities of fundraising comprise of special parties, auctions as well as other creative events (Gaboury & Breland,1994:32-4). Currently, the library has already received some donations of up to $75,000 and gifts of around $200,000.

In 1994-95, the Connecticut legislature acknowledged what is now known as Ucom2000 to contribute to the University of Connecticut's bonding power on fundraising. This

Ucom2000 managed to raise almost $1 billion, which far much more than the amount that shall be required within the next ten years. This drive therefore, was a great welcome in terms of funding aid since the state support for the university libraries had decreased by 40 per cent during the last five years. Hence all university library desires are therefore integrated in this drive plan (Ucom2000), for which fundraising has already begun and is rather successful (Martin & Kobulnicky,1996:40-2).

3.3.4.1 Grants in university libraries

Grants from Government or private sources are an excellent method to supplement the university library's funding needs. In order to write or develop grant proposals on regular basis, most university libraries maintain their own staff. University research activities and its human resources facilitate the library staff to write proposals for specific grants. Such grants can be very useful when the library partners up with other libraries, or groups of other libraries outside the university atmosphere for effective resource and information sharing, as well as staff and user training.

Successful fundraising is based on several key factors as outlined by two qualified librarians at Ohio University, where $9 million was raised in support of the library (Hunt & Lei,1993:27-33).

These factors include:

- stating the goals and financial situation of the library;
- selecting the best team for fundraising;
- identifying potential donors;
- understanding the cost of fundraising;
- obtaining gifts from staff and friends of the library;
- building dynamic relationships with donors; and
- patience.

3.3.4.2 Resource sharing in university libraries

In the USA universities, most libraries do maintain some cooperative systems with other different groups or members for several years, to the fact that by 1994, over 15 million

interlibrary loans had already been done (Bowker,1999:57-8). Nevertheless, the extent of resource sharing needed at the present time, and in the future surpasses everything university librarians have done previously in this regard. University Libraries in this moment cooperating state wide, regionally, nationally, and even internationally, using the Internet in new and creative ways to share information more effectively, efficiently and quickly than ever before. Information sharing consortia are currently existing at most university libraries, and are for a variety of purposes. Information sharing consortia membership and performance frequently result in some new or additional funding for the university libraries. Such funds can be further used for resource sharing, digitilizing technology, training and services (Rader,2000:93-99).

For example, there is a new resource sharing system that is linking different types of libraries in Kentucky (one state of the USA) and is effectively facilitating those libraries. Furthermore, there is now a distant educational network of the Kentucky Commonwealth Virtual University (KCVU) that covers every academic institution. A big part of the KCVU is the Kentucky Commonwealth Virtual Library (http://www.kcvl.org), which is a consortium of different types of libraries in the state of Kentucky for the purpose of resource sharing, digitizing special collections, providing online reference services, document deliveries and information skills instruction. State funding and resource sharing gives the opportunity for all citizen in the state to have electronic access to electronic databases, training and education.

3.3.4.3 Contracting or agreement

Some university libraries have followed yet another avenue of getting additional funding to assist their overall budget condition by contracting with business, other libraries, government agencies or non-profit organizations to supply information services. A typical example is that of the University of Louisville, where it had a 15-year agreement with the General Electric Corporation and also another 2-year agreement with the University Hospital to manage its libraries (Rader,2000:93-99).

3.3.4.4 Fee based services

In the USA, some university libraries such as those at the University of Michigan, the University of Minnesota, Arizona State University, and Purdue University, do charge some minimal fees to their regular users for having been providing them with information services for several years. For years, the same libraries have also been charging some special fees to their commercial and private users for research services and information work. These services are based on quick and excellent information retrieval, and/or customized research projects conducted by the library. In most cases, fee-based services produce enough funding to face the costs for academic library operations (Josephine,1989:151-8). Setting up a triumphant fee-based operation within an academic library takes careful professional planning, detailed needs assessment, energetic marketing, and good business sense and practice (Warner,1987:11-17).

3.3.5. Collection development policy and electronic resources

In the USA, normally university libraries have a traditional collection development policy with detailed descriptions of each subject area and conspectus values. They also maintain a separate electronic collection development policy statement (Florida Atlantic University Libraries,2000:1).

Acquisitions are mainly based on what will best support the needs of the university's curriculum. The Collection Development Committees play as an advisory panel on the selection of materials for the USA University Libraries. In addition to the Collection Development Consultant, the committees consist of representatives from various sections within the University Libraries. The Committees work within the restraints of the Libraries' budgets and follow the guidelines established in the Collection Development Policy. The library's material and financial plan supports the purchase of all formats designated to the collection development policy. The budget supports expenditures for the following (Florida Atlantic University Libraries,2000:1):
i) approval of plans, as well as firm and standing orders to the extent that funding is

available, with initial consideration given to continuing obligations;

ii) programs of cooperation with other libraries;

iii) access to and preservation of purchased and donated library materials;

iv) membership in consortia, OCLC cataloging charges; and

v) binding of serials and monographs.

The acquisitions staff members are involved in handling orders, payments and receipt of library materials funded by outside funding sources, and providing the tracking of expenditure dependent upon system constraints, staffing limitations, and cooperation from any outside agencies. The Gifts and Exchange University Librarian handles gifts and exchanges according to established collection development policies (Florida Atlantic University Libraries,2000:1).

In US universities, each department has a selector who works with it to keep members informed of the library's activities, and to make sure that library builds its collections and services in the way that best meets the department's needs. In their role as liaisons, selectors have regular communication with members of faculty to consult with them about the collection development policy, inform them of important new acquisitions or to solicit their opinion on major purchases. The departmental selectors introduce all new members of faculty to the library, and attend departmental meetings and seminars. Members of faculty are always welcome to suggest additions to the collection, but the library's objective is to anticipate their needs and have those materials in the collection before they ask (Cassell,1996:36-38).

3.3.5.1 Cooperative arrangements with other libraries

The digital era has revitalized cooperation among university libraries. Previously using the print materials, it was not easy to get libraries to agree to cooperate in any activities. However, through the digitalization of resources, decisions on collaboration were made far much easier than before. Libraries from different academic institutions could then be

able to share their resource funds in buying a particular resource material and finally ensuring that they all had equal access to it (Cassell,1998:40-41).

An example of a successful cooperative arrangement is the Northeast Research Libraries Consortium, founded by University of Columbia along with Cornell and Yale Universities. At present, all the Association of Research Libraries (ARL) in the northeast belongs to this consortium. The members of the ARL have consortium contracts for Academic Press and Encyclopedia Brittanica, and considering others (Cassell,1998:40-41).

Universities in New York also boast a lot about their nascent consortium, which is based on negotiating consortium prices for all their electronic resources. The consortium's Office of General Services is negotiating prices for all libraries. Opportunities for consortium buying to reduce costs are enormous (Cassell,1996:36-38).

Another consortium project is the CoPY. This is a cooperation project between the University of Pennsylvania and Yale University. The project merged databases of three libraries from these two institutions, in order to give some equal access to all collections (over 22 million volumes) in the three libraries. Their users were now able to request materials directly from this database, thereby cutting down all costs associated with the interlibrary loans (Cassell,1998:40-41).

3.3.5.2 Collection development as a result of electronic resources

Unlike in the Print resources collection where there is simple selection and acquisition of materials, cataloguing and making the materials available to users, development in the Digital resources collection, has become a time-consuming process. In this process, so many matters such as networking with other libraries, programming and equipment requirements, as well as licensing/leasing contracts have to be considered. Therefore the Digital resources collection development must involve the library systems office and the

academic computing department in decision-making in order to ensure that everything is compatible.

The University of Columbia developed a five-year plan for the development of digital resources (Cassell,1996:36-38). Its goal was to systematically increase the amount of funds devoted to digital resources. By 1996, the university had spent about $500,000 on digital resources. This acquisition represents 5 percent of the university's digital collection. Before then there was not much in the form of digital resources. With the advent of the Internet, libraries can have many more free resources.

3.3.5.3 Electronic resources versus print resources

In the US, university libraries tend to duplicate standard indexing tools in print and electronic format. With some specialized materials, libraries often prefer the CD-ROM instead of the print version. However, to date most university libraries have not cancelled their print subscriptions.

In recent times, there have been changes in the way in which libraries manage and organize collection development (Cassell,1996:36-38). The increasing importance of electronic formats has probably been the greatest impact on this change. This impact has been and is being felt in many ways. For instance, in building collection processes, it is a must that a selector needs to have proper skills to be able to identify, evaluate and select traditional print materials as well as electronic materials such as videos, electronic texts, indexes (CD-ROM and remote), and resources that are available on the Internet. Such selection skills would therefore help them build a proper and effective collection system, and not an "Ivory Tower."

3.3.6 Cataloguing and classification

Cataloguing and classification involve (Laguardia,1998:160-164): classifying; and assigning subject headings; making master cards and adapting Library of Congress or

other cards; keeping the shelf list; revising and filing cards; supervising or handling processing details; developing the catalogues and cataloguing procedures to meet the needs of the university; searching for catalogue information; making recommendations and decisions in matters of cataloguing policy; maintaining an online catalogue; keeping essential records and statistics; preparing reports and memoranda and handling correspondence (Laguardia,1998:160-164).

The processes carried by the catalogue department have as their general purpose the incorporation of books and other library materials onto the classified and catalogued collections of the university library. If the university library is large enough to make possible a separate cataloguing staff, it becomes the duty of the university librarian to decide which operations relating to this general purpose are to be carried on by this staff. The University librarian selects a catalogue librarian and, with the latter advice, set up the rest of the cataloguing staff.
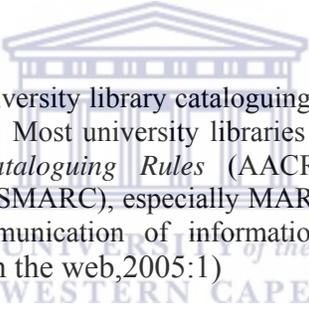
> The most widely used university library cataloguing documentation resource is the integrated, online system. Most university libraries include the current version of the *Anglo-American Cataloguing Rules* (AACR2). United States Machine Readable Cataloguing (USMARC), especially MARC21 format is the standard for representation and communication of information in machine-readable form (Cataloger's Desktop on the web,2005:1)

Although many library classification systems have been devised, a realistic approach to the problem as to adopting a system requires a choice between only two: the decimal classification of Melvil Dewey and the Library of Congress classification. The most popular system is the Dewey decimal classification or the Library of Congress schedule for guiding cataloguers when they choose a letter-number combination, which will determine the general location of an item in the library stacks.

3.4 Conclusion

From what has been discussed above it can be said that university library management systems in the UK and the US are generally the same. Only difference is that students and administrative staff can play a role in the US library committee, which is not the case in

the UK. Both the UK and the US are developed countries with well-established university libraries. With regards to the governance of the libraries in Great Britain the library committees are mostly University Senate Committees and may also be joint committees of Senate and Council. In the US the Dean of Libraries chair this committee whereas the Vice-Chancellor or Pro-Vice Chancellor is normally chairperson of this committee in the UK. In both countries, almost all university libraries have print and electronic resources. Their collection policies are almost the same. In the US, the Library of Congress Classification Scheme / Dewey Decimal of Classification Scheme and USMARC formats are commonly used. The Anglo American Cataloguing Rules 2(AACR2) is also popular in US university libraries. Most university libraries in Britain use the UKMARC-AACR2 format. There are differences regarding fundraising policy. In UK, the UGC, fees of local and overseas students, grants, overdue charges, photocopying, membership fee, book sale like: old, unwanted, surplus and duplicate stock are the main sources of university libraries' funds. US university library budgets largely depend on institutional support. However, this is complemented with annual gifts from various groups or individuals, alumni, friends, parents, students, staff, faculty, book sales, fee based services, contracting, and donations.
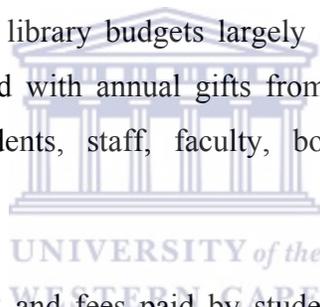
Funding comes from the UGC and fees paid by students in the UK while in the US funding depends on whether the institution is private or public. In the UK the library's share of the overall university budget is 3.1% to 2.8% whereas it is 6% of the total budget of the institution in the US. Fundraising is an important function of academic libraries in the US and UK. Departments or faculty members play a role to select books and journals in both countries. In order to assist them with collection development successful cooperative agreements were reached in both countries. This contribution to successful resource sharing agreements.

Having presented information to the management of academic libraries in U.K. and U.S.A., the next chapter will be on some specified management functions of University libraries from the East.

Bibliography

Ahlers, E. E. [et.al.]. 1995. Library. **Compton's Encyclopedia**. Chicago: Compton's Learning Company:149-187.

Alexander, J. O. 1998. Fundraising for the evolving academic library: the strategic small shop advantage, **Journal of Academic Librarianship,** 24(2):131-8.

Bain, George W. 2003. Ohio University Library. **Encyclopedia of Library and Information Science,** 1 (1) Taylor and Francis Group:New York. P. (electronic).

Basefsky, Stuart M. 1995. Pooled Endowments: A New Funding Idea. **College and Research Libraries News,** June. 56:405-407.

Bingham, R. T. [et.al.]. 1990. Library. **The World Book Encyclopedia,** 12. Chicago: World Book,Inc.:234-262.
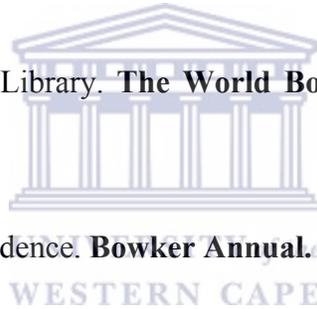
Bowker, R. R. 1999. New Providence. **Bowker Annual.** NJ: R.J.Bowker:57-8.

Brophy, Peter. 2005. **The Academic Library**. 2nd ed. London:Facet Publishing.

Brown, E. H. 1986. United Kingdom. **The New Encyclopaedia,** 29. Chicago: Encyclopaedia, Inc.:1-137.

Bryan, Harrison. 1976. **University libraries in Britain**. London:Clive Bingley.

Burrows, T. 1989. **British University Libraries**. New York: The Haworth Press :21-44, 93.

Cassell, K. N. 1998. Interview with Anthony Ferguson, Columbia University Libraries. **Collection Building,** 17(1):40-41.

Cassell, K. N. 1996. Interview with Joan Grant, Director of Collection Services, Bobst Library, New York University. **Collection Building**, 15(2):36-38.

Cataloger's desktop on the web. 2005.[Online] Available: http://www.loc.gov/cds/desktop/(Date visited:10.8.2005).

Coffman, J. E. & Sullivan, T. A. 1990. United States. **The World Book Encyclopedia,** 20. Chicago: World Book,Inc.:90-228.

COPAC. 2005. **About COPAC**. [Online] Available: **http://copac.ac.uk/about/**(Date visited: 10.8.2005).

Education in Great Britain. 2005. **Education**. [Online] Available: http://schools.keldysh.ru/school1413/eng/egorova_ks/str1.html(Date visited: 28.8.2005).

Fink, D. [et. al]. 2003. University of Colorado University Libraries. **Encyclopedia of Library and Information Science.** 1 (1) Taylor and Francis Group:New York :2900 – 2910. (electronic).

Florida Atlantic University libraries. 2000. **Collection Development policy**. [Online] Available: http://www.library.fau.edu/policies/cd_fau.htm(Date visited: 2.1.2005).

Freedom of information. 2004. **University of Lancaster**. [Online] Available: http://foi.lancs.ac.uk/Publication+Scheme/(Date visited: 23.8.2005).

Gaboury, J. D. & Breland, J. 1994. Strategies for alternate funding for academic libraries, **Mississippi Libraries,** 58:32-4.

Gilbert, G. 1999. New approaches to funding and community support: forming partnerships to serve all. **College and Research Libraries News,** 60(5):358-9.

Hunt, Gary A. & Lei, Hwa-Wei. 1993. The Ten Principles for Successful Fund-raising. **The Bottom Line,** 6: 27-33.

Infoplease. 2005. **United Kingdom.** [Online] Available: http://www.infoplease.com/ipa/A0108078.html(Date visited: 4.8.2005).

Johnson, Heather. 1994. Strategic Planning for Modern Libraries. **Library Management,** 15(1):7–18.

Josephine, H. B. 1989. Intrepreneurship in fee-based information services, **Journal of Library Administration,** 10(2/3):151-8.

Laguardia, Cheryl (ed.). 1998. **Recreating the academic library: breaking virtual ground**. New York: Neal-Schuman publishers, Inc.:160-164.

Lee, S. 1984. **Library Fund-raising, Vital March for Excellence.** Pierian Press, Ann Arbor, MI :University of Michigan.

Line, Maurice B. 1990. **Academic library management**. London: Library Association.

LISU. 2004. **Statistics in practice –measuring and managing**. [Online] Available: http://www.lboro.ac.uk/departments/dils/lisu/pages/publications/statsinpractdownload.html(Date visited: 10.8.2005).

Martin, M. S. & Kobulnicky, P. 1996. The role of the library in institutional development. **The Bottom Line: Managing Library Finances,** 9:40-2.

Rader, H .B. 2000. Fundraising in academic libraries: the United States experience. **The Bottom Line: Managing Library Finances,** 13(2):93-99.

Rader, H. B. 1997. **Creative Financing of Academic Libraries in the Next Cent**. [Online] Available:http://www.ifla.org/IV/ifla63/63radh.htm(Date visited: 6.11.2005).

Richards, W. A .1994. Betting on the future of technology in university system of Georgia libraries**, The Georgia Librarian,** 31:63-5.

Royal Holloway. 2005. **Marshall Scholarship.** [Online] Available: http://www.marshallscholarship.org/applicationpartner.html(Date visited: 10.8.2005).

Saunders, W. L.[ed.] 1968. **University and research library studies**. Oxford: Pergamon press.

Shores, Louis. 1934. **Origins of the American college library 1638-1800.** Nashville, Tennessee: George Peabody College.

"Standards for College Libraries, 1995 Edition," 1995. **College and Research Libraries News,** 56(4): 255.
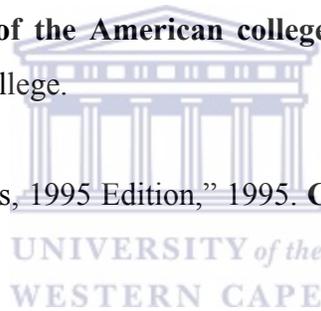
Stirling, John F.[ed.] 1981. **Handbooks on library practice: university librarianship**. London: LA.

University of Sussex library collection management policy. 2002. [Online] Available: http://www.sussex.ac.uk/library/aboutus/CollectionManagementPolicy.pdf (Date visited: 12.8.2005).

US Census Bureau. 2005. Population clocks. [Online] Available: http://www.census.gov/(Date visited: 23. 10.2005).

Warner, A. S. 1987. **Selling the service**. in Beaubien, A.K (Eds),Fee-based Services: Issues & Answers, Ann Arbor, MI :University of Michigan.

Weinberger, Ellis. 2000. **Towards collection management guidance**. [Online] Available: http://www.leeds.ac.uk/cedars/colman/CIW02r.html(Date visited: 11.8.2005).

Wikipedia. 2005. **List of countries by population density.** [Online] Available: Http://www.Absoluteastronomy.com/encyclopedia/1/li/list of countries by population density.htm(Date visited: 10.8.2005).

Wilder, S. 1993. Louisiana's gift horse: Funding library acquisitions with bond money. **Journal of Academic Librarianship,** 19:78-80.

UNIVERSITY *of the*
WESTERN CAPE

CHAPTER FOUR: UNIVERSITY LIBRARY MANAGEMENT IN THE EAST: WITH SPECIAL REFERENCE TO SPECIFIED FUNCTIONS OF EXAMPLES OF UNIVERSITY LIBRARIES

4.1 Introduction

It is interesting to determine how university libraries are managed in the Asian countries in general. This was done by reviewing library management functions in the following countries: India, Pakistan, Malaysia and Saudi Arabia. This review demonstrates the unique character of library management in developing countries in the Asian region. In order to enable the readers, who are not familiar with Asia, to understand the context in which library management functions occurs some background information about each of the reviewed countries is given. The background information given is that which the researcher considers to be relevant to the functioning of library management.

4.1.1 India

During the British colonial era, up to 1857, the East India Company and Christian Missions established several higher educational organizations in India. In 1857, the universities of Calcutta, Madras and Bombay were established (Sardana,1999:3). After India got freedom in 1947, there was a rapid growth and development of university libraries. Today, India has 294 universities and institutions and 13,150 affiliated colleges, with a total of about 8.821 million students (Nyamboga,2004:232-239). University education in India dates back to the nineteenth century with the establishment of universities in Madras, Calcutta and Bombay. The importance of the library in a university was recognised by such Indian leaders and scholars as Nehru and Ranganathan.

The most important event in the history of university education in India, was the establishment of the University Grants Commission (UGC) on 28 December 1953. The UGC was modelled after the University Grants Committee of Britain. The main objectives of the UGC were to look after the educational interests of India, to oversee the

development and functioning of all the organizations of higher learning including their libraries (Bhatt, Chandra & Srivastava,1999:8-9).

The UGC deserves special mention, because it played a vital role by "regularly providing appropriate grants and funds to all universities for development of libraries, to purchase books and journals; the construction of new library buildings and provision of equipment and furniture" (Bhatt, Chandra & Srivastava,1999:12).

4.1.1.1 Objectives

In India, clearly defined university library written objectives are absent. As such they just identify mission statements, allocate resources and develop strategies for meeting changing circumstances (Chandran,1999:695).

4.1.1.2 Finance

In India, the university libraries are still in the process of restructuring. Management matters are essential so as to have smooth organisational systems, standard codes and practices. Therefore management reform, or management rearrangement is a big step or challenge. The restructuring of university libraries in India is facing a number of administrative challenges both in the management and organisational systems. The issue of standard codes, practices and general management often proves to be a great challenge in the whole organization. In the restructuring process, the missions and goals of university libraries are maintained. Changes are made for efficiency in information delivery services to the users. These changes often make use of the existing knowledge and technologies at a particular university. For existing operations and services, the university libraries in India require enormous additional financial resources. This is for modernisation so as to offer high quality services. Fund-raising for university libraries is through fee-based services. Careful budgeting and prioritisation in the use of available financial resources will be essential to create or generate resources for additional requirements of the university libraries. These will solve their existing financial problems (Malhan,2001:111–116). University libraries in India are facing financial difficulties in

maintaining traditional university library services in the process of restructuring, re-engineering, networking and maintaining collections. Normally, any increase in financial allocation to the university will automatically increase the financial allocation available to the university library. In India, during the period 1970 to 1994, universities' annual expenditure on libraries averaged 3.13 percent of the total university budget. During this period, the support given to various university libraries ranged between 1.81 to 12.65 percent of the annual budget (Sehgal,2001:148-9).

The proper management functioning and performance of University libraries is being affected by financial constraints. Staff salaries, maintenance costs and the purchase of equipment consume the largest chunk of university libraries' budgets. Regular changes in the value of a currency and increasing costs of reading materials are the major factors affecting budgeting and consequently the purchasing power of university libraries. In India, while book prices have substantially increased during the last ten years, the recurring grant of the university library for book acquisition has remained largely unchanged (Malhan,2001:111–116).

Financial support example from University of Jammu, India

From 2001, the University of Jammu has been spending five percent of the university's total budget on its library. The University of Jammu spends about 70 percent of its collection development money on subscriptions to journals. The remaining 30 percent of this money is used for the acquisition of books.

The recurring grants are distributed to different departments by the university's library committee (Malhan,2001:111–116). For example, the annual budget allocation to a Science department for purchase of books is US $1000. A Social Science department gets about $700 and Language department gets US $500.

The managers of university libraries apply mostly the line-by-line budgeting method. Library grants allocated cannot be moved by turning over from one financial year to the

next. The financial year runs from April to March of the following year. Different departmental libraries and the central library are supposed to use the allocated amount before 31 March, which is the end of the financial year. In many cases, funds are only released for the University of Jammu library in September to October, well into the financial year. This gives the departments not enough time to utilise all the allocated grants.

The libraries process invoices for the purchase of books and the subscribed journals before forwarding them to the university accounts section for approval and payment. The budgeting system is not flexible enough to allow the use of funds earmarked for a specific purpose for other urgent needs of the library even if it is in the best interest of the library. However, the financial rules and procedures followed by the libraries are by and large the financial codes of conduct adopted by their universities.

There are variations in financial support between universities even within the same state. Different university libraries get different levels of financial support. For example in the state of Jammu and Kashmir, the present allocation of funds for development of collections is much higher in the case of Kashmir University Library in Srinagar compared to the University of Jammu library in Jammu (Malhan,2001:111−116).

The grants allocated to libraries are mainly for salaries, acquisition of books, journal subscriptions, contingency, reprography, and other related miscellaneous expenditure. There is no current allocation of budget for development and upgrading of information technology resources. The University of Jammu library imposes a nominal fee for users other than university students who require access to the library reading facilities. Since the 2000-2001 academic years, the university has introduced a library development fee that is paid along with admission fees for new students. Students in the state of Jammu and Kashmir pay an admission fee in the range of US $25 to US $30. This fee includes a refundable library security payment.

4.1.1.3 Staff

In India, the executive council on the recommendation of a selection committee appoints the librarian. University libraries namely, Agra, Allahabad, Avadh Bundelkhand, Garhwa, Gorakhpur, Kanpur are headed by one of the university professors in the rank of honorary librarian (Singh & Singh,1999:649-653). The fully-fledged librarian heads some of the university libraries, such as, Avadh University, Faizabad and Garhwal University, Srinagar. The Honorary Librarian takes a place in the library committee as Vice-President or Member. The Librarian / Deputy Librarian will be the secretary. Except in Agra, the Deputy Librarian is a member of the Board of Studies. Subordinate staff gets appointment according to the post based on the university library structure (Singh & Singh,1999:649-653).

4.1.1.4 Interlibrary cooperation and document delivery

In India, the UGC established the Information and Library Network (INFLIBNET). INFLIBNET duties include networking libraries and their information resources, in the academic institutions across the country. The UGC has launched some programmes such as: the UGC-Infonet project, in collaboration with Education and Research Network (ERNET), has provided the infrastructure and also upgraded existing networks. This network managed to integrate 130 university libraries for a start (Murthy et al., 2005). The consortium has developed access to journals and the user has the right to download information directly from the Internet (Rao,2006:463-484).

Before the introduction of the network, problems are associated with libraries were: delays in the return of documents by the users; time consuming in ordering and getting the books; the costs of returning documents by postal service is expensive; and fear of losing the documents during movement of the document. In practice the Inter Library Loan (ILL) service is not frequently given by many academic libraries. Today the document delivery system is well organized and institutionalised, such as: INFLIBNET Document Delivery Centers.

INFLIBNET mentioned six university libraries, namely: the University of Hyderabad, Banaras Hindu University, Punjab University, the Indian Institute of Science, Jawaharlal Nehru University, and Tata Institute of Social Sciences that have good data collections and library infrastructure. INFLIBNET center provide document delivery on demand to the academic community in the country at nominal charges (Rao,2006:463-484).

4.1.1.5 Application of Information Technology (IT) and OPAC

Tamil Nadu, is the fifth largest state of the Indian Republic. It has a total of 21 universities and is the first state where legislation was enacted for library provision in 1948 (Babu & Tamizhchelvan,2003:257-267). During the late 1990s the use of IT was started at university libraries. Some national networks, namely: Information and Library Network (INFLIBNET); Development Library Network (DELNET); and other regional and local networks such as Madras Library Network (MALIBNET) – have all assisted university libraries in India. Tamil Nadu is more advanced in IT than other places in India. The University Grants Commission (UGC) of India helps in financially supporting IT facilities.

Online Public Access Cataloguing (OPAC) is the latest improvement in university libraries in India; including Tamil Nadu. Although all the university libraries have records of books in their OPAC's, approximately three-quarters of the space are taken up by periodicals. Therefore, the whole collection of library resources has not been covered. The intention is to cover all materials step by step.

University libraries in India are still in the process of the automation and digitization of their resources (Chandrakar,2003:310–315). One hundred and forty two university libraries have been funded by the INFLIBNET Centre to automate their libraries. The initial grants to all the universities were to the tune of Rs. 65 lakh (approximately 13,350 Euros). During the 1996-1997 financial year, sixty five of the universities were provided

with a core facilities grant of Rs. 1 lakh (approximately 2,054 Euros) each. This money was used to purchase the necessary infrastructure for accessing IT resources.

Indian university librarians are still struggling to automate their libraries and digitize their resources. In their quest for automation, Indian university libraries are held back by barriers such as: problems of uniformity for classification, cataloguing, subject headings, software, rendering of records; lack of training, skilled manpower, and advisory services; and rapid technology changes. Other problems include poor managerial and technical skills as well as lack of cooperation among the university staff.

Bangalore University

Bangalore University was established in 1964. At present it comprises of 40 teaching departments. It has a library collection of over 350,000 volumes of books, reports and journals as well as some electronic information resources, all aimed to satisfy the needs of its user community. The library mainly uses the SOUL software package for its library management functions of acquisition, OPAC, and circulation (Bangalore University library,2005:Online).
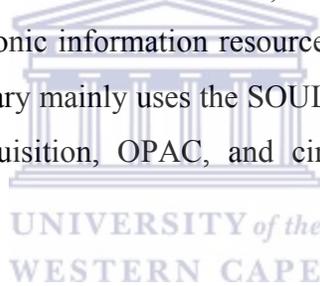
Cochin University of Science and Technology

Cochin University of Science and Technology came into being in 1971 in the State of Kerala (Cochin University of Science and Technology Library,2005:Online). Its emphasis is on science, technology, industry and commerce. The university library supports teaching, study and research with a collection of 95,000 volumes of periodicals, patents as well as a range of electronic information sources such as *Chemical Abstracts* (*CA*) on CD from the year 2000. It also subscribes to approximately 230 Indian and foreign journals. The Cochin University of Science and Technology library is a member of DELNET and provides information to the INFLIBNET database. The ADLIB library management system has been used by the library since 2000. The change of the Library into a hi-tech, fully automated and networked library system was made possible with assistance from the Netherlands.

University of Hyderabad (UOHYD)

The University of Hyderabad (UOHYD,2006:Online) was established in 1974. Library services to users began in 1976. The library gives details of the services and collections accessible. It also provides a link to details of the one-year Postgraduate Diploma in Library Automation and Networking. The automation activities of the library started in 1989 and remarkably, it is the first university library in India to fully automate all its housekeeping operations. Its database is connected to the campus-wide Local Area Network (LAN).

The University of Hyderabad Library operates training programs about how to use OPAC's with hands-on experience for library users throughout the year as part of the orientation programme. Users are given bar-coded, identity cards for all their library transactions (Nyamboga,2004:232–239).

4.2.1 Pakistan
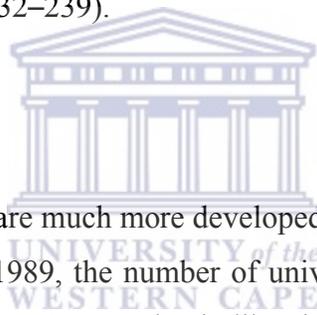
University libraries in Pakistan are much more developed compared to its public libraries. In Pakistan, between 1981and 1989, the number of university libraries grew from 10 to 23. Today, Pakistan has more than 140 academic libraries (Mahmood…e.a.,2006:20-34). These libraries hold nearly 2,900,000 volumes, more than a fifth of all books in Pakistani libraries. During the 1980s, these libraries had an annual growth rate of 60,000 volumes, keeping pace with the growth of the student population. One remarkable university library is the University of the Punjab Library, which opened in 1906, with a collection of 769,000 volumes. Other university libraries include: the Mahmud Hussain Library at Karachi University, which was founded in 952 with 255,000 volumes; Peshawar University which opened in 1951 with 200,000 volumes; the Quaid-e-Azam University library in Islamabad which opened in 1965 with 150,000 volumes; and Sind University established in 1949 with 137,800 volumes. In 1994 there were 3,296,517 volumes of books, 4,505 periodicals, 32,360 manuscripts and 23,182 items in microform in twenty government funded university libraries including their departmental libraries in Pakistan.

These resources are available to cater for the needs of 56,402 students and 8,708 faculty members and research scholars.

4.2.1.1 Mission, goals, and objectives

In Pakistan, university libraries do not have a clearly written mission statement (Mahmood...e.a.,2006:20-34). Librarians and other staff, therefore, do not have conceivable goals or objectives for attainment.

4.2.1.2 Finance

Pakistan is a poor country. Its per capita income is about $700 (Economic Survey, 2004–2005). In the Human Development Index terms, Pakistan is ranked 142 out of 177 countries (2004 figures) (United Nations Development Programme,2004).

All public universities are funded by the University Grants Commission (UGC) and their libraries are financed by their parent organizations. Low financial support is a major factor hindering university library development in Pakistan. There are two major reasons for poor library funding in Pakistan (Mahmood..e.a.,2006:20-34) namely:

- the poor state of the economy; and
- low priority given to libraries by the government.

Staff and material inputs have been greatly affected due to poor library funding. The devaluation of the Pakistani Rupee/ currency, the rapidly growing cost of materials and poor financial support has made it very difficult for university libraries to provide adequate services. Generation of income or alternative funding plans remain rare in Pakistan university libraries. Similarly, most university library staff members do not engage in fund-raising activities. Reasons for not engaging in fundraising activities include:

i.   fundraising is not common in libraries;

ii. fundraising is difficult; and

iii. library staff do not have fundraising culture.

The results of the financial difficulties and poor funding are inadequate collections, cancellation of periodical subscriptions, space problems, cuts in library opening hours, cuts in staff, problems in the conservation of material, and more importantly, poor services.

4.2.1.3 Staff

Most of the university libraries have inadequate professional and non-professional staff. The library staffing level is far below with user needs and is in no way related to the sizes of book stocks. As a result of the lack of competent personnel in the profession for top managerial positions, most of universities and other large libraries are without a full-fledged librarian. The university libraries are usually led by the university librarians, and further down are the deputy librarian and heads of section. Subject librarians are appointed below the rank of deputy librarian (Haider,1996:209-16).

4.2.1.4 Interlending Activities

In Pakistan, interlibrary co-operation between university libraries is at an elementary stage. This is because of lack of funds. Libraries cannot even supply materials to other requesting libraries. Users of one university library are not entitled to borrow books from other university libraries in the same region. However, some University libraries in Pakistan, for example, Lahore, Faisalabad and Karachi have reached agreements which allow substantial numbers of users to possess the borrowing advantages of several libraries. There is a co-operation in the exchange and provision of information by three libraries in Faisalabad, namely, the University of Agriculture, the Nuclear Institute of Agriculture and Biology, and the Punjab Agriculture Research Institute. Similarly, in Lahore, the University of Engineering and Technology, the Pakistan Council of Scientific and Industrial Research and the Pakistan Institute of Nuclear Science and Technology

have agreed to make photocopied materials available to each other when in need (Ahmad,1984:167).

4.2.1.5 Manual Cataloguing and classification

Pakistan university libraries use the Anglo -American Cataloguing Rules (AACR) and different classification schemes. These schemes include combined schemes, single scheme and Dewey Decimal Classification (DDC). Most of the Pakistani libraries are still using manual cataloguing systems and the card catalogue (Khalid, Mahmood & Willso,1997:328–338).

4.3.1 Malaysia

There are only seven universities in Malaysia. Ahmad (1984:4) reports that these few universities, "are making an invaluable contribution by producing skilled and professionally trained manpower and by promoting research and creating understanding among diverse races, sects and religious groups". In 1957, the University of Malaya, was first established in Singapore. There was setting up of another autonomous division in Kuala Lumpur. The government of two territories changed the statutes of division in the year 1960. Since 1962 the Kuala Lumpur Division was constituted as the University of Malaya. Other old universities include University Sains Malaysia (established 1969), University Kebangsaan Malaysia (1970), University Pertanian Malaysia (1971), and University Teknoloji Malaysia (1972). Two newer universities are the University Utara Malaysia (1984) and the International Islamic University (1983), which is co-sponsored by a number of countries.

University library collections vary considerably in size. In the late 1980s they ranged from 932,000 volumes for the University Sains Malaysia, to 500,000 for the University Kebangsaan Malaysia, all the way to 233,000 for the University Pertanian Malaysia. The collections in the two newer universities are still relatively small (Mahmood...e.a., 2006:20-34).

4.3.1.1 Mission statement, Objectives and Policy

A study done in Malaysia by Osman…e.a. (1998:426–433) revealed that the majority of the university libraries (80 per cent) have written policies with regard to libraries. They also have written corporate mission statements and objectives. The libraries also have written policies on such service aspects as collections development and loans. Other than written policies, mission statements and objectives, libraries also communicate with users through rules and regulations; complaints from users; via feedback from governing body (e.g. library committee/board of directors); feedback from staff; and verbal instructions.

4.3.1.2 Finance

Generally, all university libraries are relatively well funded. Annual allocations reflect a favorable percentage of the total university budget. For example, at the University of Malaya, Library funding has stabilized at approximately 5.8 per cent of the total university budget (Mahmood…e.a., 2006:20-34 ; Anuar & Wijaysuriya,1976:61).
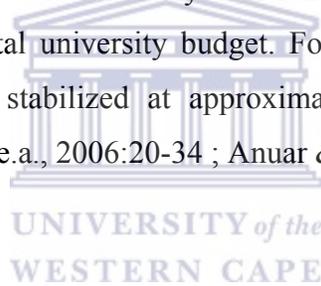
4.3.1.3 Staff

In Malaysia, all university libraries maintain a balanced percentage of professional and non-professional staff. Another important factor is that most of the staff members of the university libraries are trained in Europe especially in Great Britain. Other training centres are USA as well as local (Ahmad,1984:32). Some factors, which show variation from university to university includes: competent library management; support of top management; leadership/performance measurement (benchmarking). The Malaysian university library system is made up of the chief librarian as the head, followed by senior librarian and a number of junior qualified staff who are in charge of serials, acquisition, and cataloguing.

The Malaysian University library management style involves both formal and informal policies. Librarians face obstacles in setting up the process of university library quality, such as crafting strategies for staff training and collection of materials (Osman…e.a.,1998:426–433) Malaysian librarians' visions and plans for the future, reflect a comprehensive approach to quality service involving such aspects as, manpower, machines, and material (Osman…e.a.,1998:426–433).

4.3.1.4 Co-operation and Interlending Activities

There is good co-operation among university libraries and the National library. The most remarkable cooperation projects include the MALMARC (Malaysian MARC) System and a Computerized Union List of Serials Project. Most of Malaysia's university libraries are active participants in these projects (Mun,1981:254).

In Malaysia, interlibrary loan services are more advanced. There is considerable unity between all the university libraries in the country, along with the National Library which is responsible for coordinating their lending activities and participates vigorously itself in accomplishing the needs of university libraries. Presently all Malaysian university libraries and the National Library of Malaysia are linked by telex, and this has increased their capability to exchange information (Ahmad,1984:167).

4.3.1.5 Automated Cataloguing and classification

In Malaysia, all university libraries use AACR2 and also online catalogue either alone or in combination (Khalid, Mahmood & Willso,1997:328–338). There is a little but fundamental need for different classification schemes. In Malaysia, Library of Congress (LC) is most frequently used. The majority of the libraries use automated systems for cataloguing and classification. All Malaysian university libraries use online catalogues.

This is indicative of the level of development of online technology for cataloguing services.

4.4.1 Saudi Arabia

Saudi Arabia has seven universities (Tashkandy,1979:314-315). The most well known at these universities is Riyadh University in Riyadh the capital city of Saudi Arabia. In the western region of Saudi Arabia, is the King Abdul Aziz University, which was established as a private university in 1965. In 1971 it became a state university. Another university is the Islamic University in Medina, established in 1961. This university specializes in emphasis on theology education. The Islamic University (IU) in Medina is not the only university specialising in theology. There is also the Imam Mohammad ibn Saud University, established in 1974. This "new Islamic University" offers religion, humanities and social sciences. Using oil money, the Saudi government established the King Fahd University of Petroleum and Minerals (KFUPM) in 1964. This university caters for studies in engineering, science, and applied geology. King Faisal University (KFU), founded in Dammam in 1975, focuses on Islamic architecture, agriculture, and medical sciences. The seventh of Saudi Arabia's universities is Umm al-Qura University in Mecca established in 1981. It specializes, in Islamic studies, the Arabic language, humanities, and social sciences.

In Saudi Arabia, university libraries started developing in the late 1950s. The first to be developed was Riyadh University Library, whose development started in 1957. The library systems of all seven Saudi universities are centralized. Each university has a central library and a number of smaller library units at several locations on or off the campus. The central library is responsible for almost all the management activities of the system, including controlling the acquisition and processing library materials, and the distribution of the staff (Tashkandy,1979:314-315). The central library is responsible for all library activities including controlling acquisition, processing and the distribution of the staff.

In all the seven universities approximately three-quarters of the library's books are obtained from Europe and the USA (Aman & Khalifa,1985:19-20). Over 80 per cent of all orders require foreign currency. The remaining 20 per cent is ordered from Arabic and local book dealers and publishers using local currency. Library budgets are very large but as always universities never cease to complain about insufficient funds.

There is no correlation between the date of establishment and the size of the collection or the allocated book budget. In spite of large collections and equally adequate book budgets, university libraries in Saudi Arabia suffer from a shortage of qualified professional staff. In addition to Saudis, the libraries also recruited staff from Egypt, Pakistan, and India (Aman & Khalifa,1985:19-20).

4.4.1.1 Goals and objectives

The goals and objectives of all academic libraries are mainly research and curriculum based (Aman & Khalifa,1985:19-20). This is in line with the need to support and fulfil the requirements of faculty and students. All seven libraries comprise the following management units: acquisition; cataloguing; serials; circulation; and references.

4.4.1.2 Staff and Finance

A total of 576 members of staff are working in the seven academic libraries. Of these 249 (43 per cent) are professionals. The rest (327 or 57 per cent), are non-professional. A large number of the professional staff is qualified, with 143 holding either a bachelors degree or a diploma in library and information science. Among the professional members of staff are Masters degree (58) and PhD (23) holders (Siddique,1995:168-81).

In Saudi Arabia, one of the problems faced by university libraries is the shortage of native professional librarians. For example, at the King Abdulaziz University Library in Jeddah, of the 23 professional librarians only three are Saudis. At King Faisal University,

none of the 14 professional librarians are Saudis (King Faisal University,1979:71). The situation is almost the same at the KFUPM Library where all except four of the 30 professional libraries are foreigners. Disregarding the lack of native professionals, the overall number of professionals is inadequate for the number and size of library collections and the increasing size of university enrollments. However, the largest university libraries in Saudi Arabia (the central libraries of King Abdulaziz University and King Saud University) are said to be below international library standards in their resources and services (Siddique,1995:168-81). According to the Annual Report of King Abdul Aziz University Library (2001:24-27) & Annual Report of King Saud University Library (2002:84) none of the university libraries meet the proposed standard in providing the space required for collections, staff, and users of the library. Siddique (1995:168-81) further points out that with the exception of deans and deputy deans′ positions, faculty salary scales are still very low. None of the university libraries in Saudi Arabia have their own budget still at the present time. At all Saudi's universities, the dean of libraries is the top administrator. The Dean of Libraries is a senior position within the university administration.
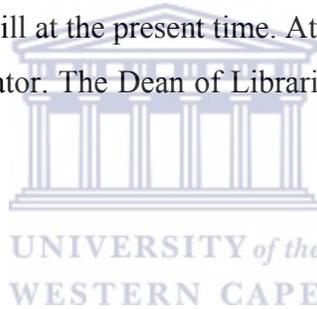
4.4.1.3 Interlibrary lending

In Saudi Arabia, there is no formal agreement of library co-operation, no union catalogues, neither an interlibrary loan-lending programme nor a resource-sharing agreement to help overcome the problem of inadequacy in individual holdings and services (Line,1983:365-73). Co-ordination in areas of bibliographic control, automation of library processes, etc. should also be considered.

4.4.1.4 Cataloguing and classification

A study by Siddique (1995:168-81) showed that despite the need of other codes, the AACR is the most widely used code in Saudi Arabian libraries. All Saudi Arabian university libraries use the Anglo-American Cataloguing Rules-Version 2 (AACR2) either alone or in combination with International Standard Bibliographic Description (ISBD). The most popular classification scheme used by university libraries is the Dewey

Decimal classification. Only two academic libraries (KFUPM and KFU) use the Library of Congress classification (Siddique,1995:168-81).

Although most of the libraries in Saudi Arabia use card catalogues, the use of online cataloguing is not uncommon (Khalid, Mahmood & Willso,1997:328–338). Some libraries use both manual and automated systems of access.

Those libraries, which are not fully automated already, have plans to do so in the future (Khurshid,1994:101-10). An example of a fully automated library is the KFUPM Library, which automated all its functions through DOBIS/LIBIS system as early as 1981. In 1985, an Arabized version of DOBIS/ LIBIS developed locally to create an Arabic database, was installed in the KFUPM Library. Inspired and encouraged by the computerization programme at the KFUPM Library, university libraries at King Saud, Umm Al-Qura, and King Abdulaziz also installed DOBIS/LIBIS in 1983, 1986, and 1986 respectively. Other university academic libraries (IU, IMSIU, and KFU) have plans to automate their functions in the foreseable future (Khurshid,1994:101-10). There are also plans to have a DOBIS/ LIBIS network linking all the four automated academic libraries in Saudi Arabia. This will go a long way towards helping the sharing production and utilization of bibliographical data and resources.

4.5 Conclusion

India and Pakistan university libraries are funded by the University Grants Commission. The respective university librarians needs additional funds and do some of it by providing fee-based services. In Saudi Arabia and Malaysian university libraries are well funded. Some of the university libraries in India and Pakistan do not have a clear mission and vision statement. In Malaysia the majority of university libraries have written policies. In India there is a form of interlibrary cooperation namely INFLIBNET, DELNET and MALIBNET. Inter library cooperation in Pakistan is non-exixtent as well as in Saudi Arabia. In Malaysia MALMARC serves to support university library cooperation and

there is a form of library cooperation with the National library. The library budget is between 3.13 and 5.8% of the total university budget. AACR and AACR2 are used for cataloguing and DDC and LC for classification.

The next chapter will present a brief discussion on University library management in Africa.

Bibliography

Ahmad, N. 1984. **University Library Practices in Developing Countries**. London:KPI.

Aman, M. M. & Khalifa, S. 1985. **Library and information services in Arab countries**, in Khurshid, A., Sherwani, M.K. (Eds),Librarianship in the Muslim World, 1984, Karachi: Islamic Library Information Centre, Library.

Anuar, H. & Wijaysuriya, D. E. K. 1976. "Malaysia", in **Encyclopedia of Library, Information Services** (Eds): 60-61.

Babu, M. Ramesh. & Tamizhchelvan, M. 2003. An investigation into the features of OPACs in Tamil Nadu (India). **Library Review,** 52(6):257–267.

Bangalore University Library Website. 2005. Homepage. [Online] Available: www.library.bub.ernet.in/ - 24k html(Date visited: 12.3.2006).

Bhatt, R. K., Chandra, H. & Srivastava, J. P. 1999. **Development of University and college libraries in India during pre and post independence period: a historical study.** [Sardana, J.L. ed. In Library Vision 2010: Indian libraries and librarainaship in retrospect and prospect]. Dr Mukherjee Nagar, Delhi: Indian Library Association.

Chandrakar, Rajesh. 2003. Barriers of bibliographic database creation in Indian university libraries: the INFLIBNET experience. **The Electronic Library,** 21(4):310-315.

Chandran, D. 1999. **Planning in the management of university libraries of Andra Pradesh: an analysis.** [Sardana, J.L. ed. In Library Vision 2010: Indian libraries and librarainaship in retrospect and prospect]. Dr Mukherjee Nagar, Delhi: Indian Library Association.

Cochin University of Science and Technology Library Website. 2005. Homepage. [Online] Available: http://library.cusat.ac.in(Date visited: 12.3.2006)

Economic Survey, 2004–2005. Pakistan Ministry of Finance: Government of Pakistan (n.d.).

Haider, S. J. 1996. Libraries and library agencies in Pakistan: part 2. **Libri**, 46:209-16.

Khalid, H. M., Mahmood, K. & Willso, J. Aug 1997. Cataloguing practice in university libraries: A comparison of three developing countries (Pakistan, Malaysia, Saudi Arabia) **Library Review,** 46(5):328–338.

Khurshid, Z. 1994. DOBIS/LIBIS network of university libraries in Saudi Arabia. **Resource Sharing and Information Networks,** 9 (2):101-10.

King Abdul Aziz University Library. 2001. Annual Report. King Abdul Aziz University Library: Mecca.

King Faisal University. 1979. Statistical Year Book. Dammam: The University.

King Saud University Library. 2002. Annual Report. King Saud University Library: Mecca.

Line, M. B. 1983. Libraries in Saudi Arabia: some reflections. **International Library Review,** 15(4):365-73.

Mahmood , Khalid. [et al.]. 2006. Libraries in Pakistan: a systemic study. **Library Review,** 55(1):20-34.

Malhan, I. V. 2001. Financial needs and problems of university and research laboratory libraries in India. **The Bottom Line: Managing Library Finances**, 14(3):111–116.

Mun, K. S. 1981. **University Libraries in Malaysia,** in Contemporary Developments in Librarianship: An International Handbook (Eds),Jackson, M.M. (Ed.), The Library Association : 254.

Murthy, T. [et.al]. 2005. **UGC-Infonet, E-journals consortium: An Indian model bridging the gap between scholarly information and end user**. Paper presented at CALIBER-2005: Cochin, India.

Nyamboga, M. 2004. Information skills and information literacy in Indian university libraries, Constantine. **Program: electronic library and information systems,** 38(4): 232 – 239.[Online].Available:

http://web.inflibnet.ac.in/info/ugcinfonet/ugcinfonet.jsp.(Date visited: 1.2.2006).

Osman, Zaiton. [et.al.]. 1998. Quality services: policies and practices in Malaysia. **Library Management,** 19(7):426– 433.

Rao, N. L. 2006. Knowledge sharing activities in India. **Library Trends,** 54(3):463-484.

Sardana, J. L. 1999. **Library vision 2010: Indian libraries and librarianship in retrospect and prospect.** Seminar papers. 45th All India Library Conference, Hisar: 23-26. Dr. Mukherjee Nagar: Indian Library Association.

Sehgal, P. C. 2001. Financing Universities and their Libraries in India, in Ashu, S (Eds),**Information, Management; Sources and other Studies.** New Delhi: Ess Ess.

Siddique, M. A. 1995. **A comparative study of interlibrary loan functions and the development of a model interlibrary loan network among academic libraries in Saudi Arabia".** Natal: University of Natal. (Ph.D. Thesis).

Singh, Sonal & Singh, Surendra. 1999. **Professionally trained manager: an indespensible part of a qualitative university library.** [Sardana,J.L. ed. Library Vision 2010: Indian Libraries and Librarianship in Retrospect and Prospect. Dr Mukherjee Nagar, Delhi: Indian Librarian Association.

Tashkandy, A. S. 1979. Saudi Arabia, Libraries in, **Encyclopedia of Library and Information Science,** XXVI:314-315.

United Nations Development Programme. 2004. Human Development Report, New York.

UOHYD. 2006. **The University of Hyderabad Website**. [Online] Available: www.uohyd.ernet.in(Date visited: 1.2.2006).

CHAPTER FIVE: UNIVERSITY LIBRARY MANAGEMENT IN AFRICA: SELECTED COUNTRIES

5.1 Introduction

In this chapter the focus will be on three African countries and will highlight some of the management functions of university libraries especially how university libraries are managed there. The three countries that were randomly chosen are: Zimbabwe, Tanzania and Mozambique. This part is not intended to be an in-depth study of the countries management functions of university libraries in Africa. It was used to give some insight into how university libraries are managed in these countries.

5.1.1 Zimbabwe

5.1.1.1 Africa University Library

In January 1992, the Government of Zimbabwe granted a first private, independent, Pan-Africa and church- related (United Methodist) centre of learning in Zimbabwe, which is Africa University (AU). The University was officially inaugurated in April 1994. The library was first established in 1992 in temporary premises but March 2001, the library moved into the permanent University Library building (Africa University,2006:1).

5.1.1.1.1 Funding management

There is very little information on the actions taken by university librarians to elucidate their own functions. Finance use, efficiency of services and cost-effectiveness of running the library are not clear. In light of moves to establish new management structures and to diversify their financial bases these functions must be clear. Enormous amounts of donor

money have been spent supporting libraries, but there are few assessments on the impact of these programmes (Rosenberg,1998:5-13).

Budget is available to cover total university expenses including full support of all library functions. Fees from students form the bulk of university's income although some fund-raising activities are usually carried out both locally and internationally. The librarian is involved at all levels of library planning such as budget plan and growth. However the university librarian appears mainly committed to develop the library as an on-going invaluable resource that supports teaching and research for fulfilment of the university's mission.

5.1.1.1.2 Staff

The library of Africa University endeavours to effectively manage its services by deploying some students on work-study programmes on top of its small number of staff members. A librarian is the head and his subordinates are a deputy librarian, an assistant librarian and/or a library attendant who is usually on loan/hired for maintenance services. However, there are no separate staff development programmes for the library staff currently, although some workshops and seminars are encouraged and supported (Clow…e.a.,1997:322-323).

5.1.1.1.3 Service management

Recently, the library management managed to provide some resources to support programmes offered in the Faculties of Agriculture and Natural Resources; Education; Health Sciences; Humanities and Social Sciences; Management and Administration; Theology; and The Institute of Peace, Leadership and Governance. The location of such supporting materials is clearly reflected in the online catalogue system that is used to access the library's computerised database. Most of the library's books and periodical holdings are already listed in the computerised catalogue.

The library also features a computerised network of Internet access, electronic book security system and an archives collection. Currently the library's collections stand at some 40 000 volumes of multimedia resources.

The library provides some **photocopying** facilities to its users and for the research purpose journals and books are inadequate so users also mainly depend on photocopy material. Optimum levels of provision are not yet achieved.

It also offers some orientation to incoming students. Furthermore, some personnel assistance is always available to students who are undertaking research papers. Currently, some preparations are at hand to revamp the library's orientation and user education programmes on CD-ROM databases and resource sharing (Clow...e.a.,1997:321).

The library houses the following number of CD-ROM databases:

On the network: These are networked CD-ROMs such as EBSCO that can be accessed through the workstations of the library

On stand-alone computers: These are accessed through some dedicated/proper workstations. The collection includes amongst others, the following titles:

AGRICULTURAL RESEARCH MANAGEMENT (Training modules); AGRIS; AGROFORESTRY; ANIMAL GENETIC RESOURCES VIRTUAL LIBRARY; BBC LEARNING ENGLISH; NEWS TO ME; CAB ABSTRACTS; CIGR HANDBOOK OF AGRICULTURAL ENGINEERING; CROP PROTECTION COMPENDIUM 2001; DFID RESEARCHING EDUCATION DEVELOPMENT; DIALOG ON DISC; EIU AFRICAN BUSINESS INTELLIGENCE; DIRECTORY OF TRAINING OPPORTUNITIES IN ACP COUNTRIES; ENCARTA REFERENCE SUITE; ENCYCLOPEDIA BRITANNICA; WORLD ATLA; WESTERN HERITAGE; WEBSTER'S CONCISE ENCYCLOPEADIA; URBAN AGRICULTURE TODAY.

In fact no formal resource-sharing programme is in place. Users (academics and post graduate students especially when writing their research papers) rely on ILL, usually through the University of Zimbabwe library. Materials are not loaned from outside Zimbabwe, nor are any materials loaned to other libraries. However there is a nucleus of

professionals from outside the university, such as in agriculture and theology institutions, from only where the library can borrow.

5.1.1.1.4 OPAC and Electronic Resources

Automation programmes in the library have been established, and these include computerised processing of library materials (using on-line public catalogue (OPAC)), as well as access to Internet and electronic databases. Instructions on the use of these electronic resources are provided to users during the general orientation programme, and also to special subject groups by the faculty librarians. Library staff members are also always at hand to assist users. Furthermore, search OPAC is currently under construction.

5.1.1.2 University of Zimbabwe Library (UZL)

The University of Zimbabwe (UZ) library was established in 1956 (University of Zimbabwe,2006:Online). It has a main library section and five other branch libraries (Education, Institute of Development Studies, Law, Map, Medical and Veterinary), which are located on the main campus. The library has its own vision and mission. The library has some official channels that link it to the university through some committee structures. Within the library, there is a participatory management system (meetings take place at different levels at fortnightly, monthly and termly intervals), but very few management tools, techniques or strategies have been introduced.

5.1.1.2.1 Funding and staff management

The budget allocated to the library by the university over a five-year period increased by about 25% each year. The funding structure has not changed over the years. Budgets from governments for the university have dramatically continued to get reduced. For instance, students' support was reduced by 50 percent as a result of budget cuts, whereas photocopying charges at this library has increased making it difficult for the students to afford (Mutula,2004:281–289). There is serious dependence on donations, gifts and

exchange materials. The university has stopped recruiting professionals and has resorted to employing students who get nominal payments (Hadebe,2000:1-12). Furthermore and because of this crisis, the library has now been made to compulsorily involve work-studies to students in place of professional staff (Borephe,2000:65-75).

Money allocations for the library are received from the university administration and then the library divides the amount for acquisition between faculties and departments (Clow…e.a.,1997:330). Any shortfalls on institutional funding are covered up by some assistance from various donors. For the library, its major problem lies in the decreasing purchasing power of the Zimbabwean dollar. This had some drastic effects on the acquisition of those books and journals that were predominantly sourced from the UK and USA.

5.1.1.2.2 Service management

Collection management of the library, especially purchases (whether from the university allocation or donated funds) are localized and therefore are most likely to be current publications that are of relevance to user needs. Selection remains a joint process between academics and librarians while acquisition is through book agents in the UK and USA. The library now provides local access to full text e-theses and dissertations (ETD) and above all, some e-journals and e-books are also available on the UZ library website. Digital library collections and other materials from the University of Zimbabwe can only be used for academic research, learning and teaching purposes (University of the Zimbabwe,2006:1). The library also provides CD-ROM services to both academic staff and postgraduate students. Library orientation is also being offered to students and the following services are provided:

- Individualized course-related research methods instructions.
- Electronic or digital resources classes.
- Honours and postgraduate research paper seminars.

5.1.1.2.2.1 Inter Library Loans and Document Delivery

Some initiatives have been undertaken in the region to adopt new information technologies including Internet accessibility and also use of South African Bibliographic Network (SABINET) online service. Almost each and every university in the region can demand to have Internet accessibility though its usage differs from one university to another. The University of Zimbabwe and several universities in South Africa have membership with SABINET online, which provides the libraries with access to some electronic databases and other document delivery services (Kinyanjui,2000:10-11). At the University of Zimbabwe, access to SABINET online is sponsored jointly by Swedish International Development Agency / The Department for Research Co-operation (SIDA/SAREC) (Kinyanjui,2000:10-11).

The library provides ILL services to users from other institutions in the country or region. Publications that are not held by the library may be requested through the Reader Services Inter-Library Loans Department. An application form is completed in respect of each request, which should include full bibliographical details and the reference sources used. Payment by the applicant is required if the library supplying the material levies a charge. Most periodical articles requested are obtained as photocopies.

5.1.1.2.2.2 Photocopying

The library does not directly offer photocopying services to its users but a private company was sub-contracted to do all photocopying work.

5.1.1.2.3 OPAC

Muswazi (2000:75-81) pointed out that UZL management is not maintaining any policy on access to OPACs, CDROM, or databases. The library also faces problems of high cost of access to electronic databases. However it is hard to measure the usage of such databases in order to justify such high costs. Meanwhile the University of Zimbabwe library has now started a fully-fledged OPAC system for viewing available resources.

5.2 Tanzania

5.2.1 University of Dar es Salaam library

The University of Dar es Salaam library was established in 1961 and housed in one building at the centre of the campus (University of Dar es Salaam,2006:Online). The library is largely an open access and readers have free access to shelves and may browse and borrow materials at will. However some materials may not be borrowed, mainly because of their value, rarity, or the great use made of them. Such materials are mainly placed either in the special shelf or reserve of respective collections. In the University of Dar es Salaam, inter-library loan and exchange facilities were utilized fully.

The senate library committee meets regularly and draws representatives from all faculties and institutes, as well as the student body. All issues regarding library developments and plans are circulated to the university community regularly. There is also a box for suggestions in the library.

5.2.1.1 Funding

The library submits its estimated budget to the university based on the previous year's expenditure with the addition of a 5% for budget increase. Some amount of money from donors is received for the purchasing of journals only. Of the total university library budget accepted through the university, an amount of money spent on materials is decreasing, whilst that on staff and staff training is on the increase. Books, journals and library maintenance areas are often times under-funded. However, the library does generate some income through photocopying charges as well as from fees paid by external users. The library has started some consultancies and 10% of that total income goes to the library fund, which is used to improve library facilities (Clow…e.a.,1997:311). There are little management of IT applications in the library due to the costs involved and shortage of qualified personnel. This was reflected by the amount of aid required from international aid agencies and governments of developed

countries from the very initial stages of IT (Mambo,1993:38-43). Sources of funds for IT development from the government were very limited or non-existent at all. This poses some major difficulties in planning for both sustainable library automation and networking. Lack of funds remained the most critical obstacle in the application of information technology in the university library.

5.2.1.2 Staff

The University of Dar es Salaam has library management staff with doctoral degrees but formal qualifications of library employees in IT or related fields were relatively low compared to other fields of library and information studies (Mulimila,2000:186-192).

5.2.1.3 Service management

5.2.1.3.1 Information Communication Technology (ICT) unit

The ICT unit in the University of Dar es Salaam library provides technical and managerial support in order to enable the university realise excellence in teaching, learning and research. This unit coordinates Information Literacy Skills training (ILST) and ICT competencies of both library users and staff. The unit further provides supervision on the automation of various service points in the library as well as the overall quality control of the Library and Information System (LIBIS).

5.2.1.3.2 CD-ROM and on-line databases

The CD-ROM search facility services have been introduced in 1993 in the Dar es Salaam University library and were welcomed by users especially academics and post graduate students (Clow...e.a.,1997:307). A total of the three CD-ROM workstations are kept in a separate air-conditioned search room. Most of the CD-ROM titles held are indices and abstracts of journal literature (Rosenberg,1998:5-

13). Electronic databases specifically on the three main disciplines; Social Sciences & Humanities, Education, and Commerce and (Business) Management are available in the reference department.

5.2.1.4 OPAC and manual cataloguing system

 The University of Dar es Salaam has two catalogues (manual and OPAC) for users (University of Dar es Salaam,2006:Online). The manual catalogue consists of two separate catalogues; author and subject. Library materials acquired after November 1998 are not available in the manual card catalogues and users are therefore advised to search for them from the computerized catalogue (OPAC), which is a more comprehensive and current search. The OPACs cover both monographs and serials, including details of the holdings. The library uses the classification schedule devised and used by the Library of Congress (LC).

5.3 Mozambique

5.3.1 University Eduardo Mondlane libraries

University Eduardo Mondlane (UEM) was established in 1962 and is a multi-site university; with seven separate campuses within Maputo. At the moment, UEM is primarily an undergraduate teaching university. It has no central library; but rather has 17 separate faculty and departmental libraries, located on each of the university's campuses (University Eduardo Mondlane,2006:Online).

 In 1979, a coordinating unit was established at the main campus, which is the Directorate of Documentation Services (DDS). In the area of ICT, UEM is also well-advanced in relation to other Mozambiquean universities - both governmental and non-governmental. With funding from the World Bank capacity building project, the government of the

Netherlands and SIDA/SAREC, the university is in the process of creating the Eduardo Mondlane University network (EMUNet).

For most of the libraries, acquisition is made by DDS, with selection being done by academic staff. The most used part of the collection in all libraries is the multiple copy textbook collections, which covers the basic levels, although finding information on specialist topics may appear very difficult at times. In addition, the general monograph collections of the libraries are poor. The journal collections were neither used nor was there much demand for their improvement at all. Some current journals and abstracts available on CD-ROM seemed to suffice for updating purposes while all non-book material was never collected at all.

5.3.1.2 Funding management

From the time of their establishment until the early 1980s, the UEM libraries were funded through the national budget, awarded to the university by the government. Currently, there is small amount of money received from the government. No money is being allocated for purchase of library materials, either at the DSD or faculty levels. There has been a lot of closure of libraries everywhere because of insufficient funding (Clow…e.a.,1997:224). Worse still, all the UEM libraries were no longer keen to generate income because the money end up in the university account from which it will be difficult for the libraries to retrieve (Raseroka & Rosenberg,2000).

The UEM as a whole, including all its libraries is dependent on donor support. During the years 1993-94 (Clow...e.a.,1997:224), fifty percent of the university budget was supported through international co-operation. Donations as a form of grants are used to acquire books, journals, and equipment. Some money is also used for buildings, and staff training. Major donations and aids to the libraries come through DSD.

UEM has also received considerable donor funding (Dutch, Sweden and the World Bank) for its ICT initiatives. In addition, private foundations, such as the Ford Foundation, and

the International Development Research Centre of Canada (IDRCC), have also supported the ICT (Higher Education in Mozambique: a case study,2001:1).

5.3.1.3 Staff

The staffing of UEM libraries is notable having non-professionally qualified staff. Lack of training at all levels is a major problem for the university's library management (Clow...e.a.,1997:229).

5.3.1.4 Services

Documentation Service Department (DSD) and library services (University Eduardo Mondlane,2006:1) in general are at crossroads:

- Highly trained staff is available, but their number is rather insufficient to meet growing demands on the system;
- Attempts on computerization are getting underway although some major decisions still remain to be made;
- The library recently installed a networked internet café, with nine donated microcomputers. It is now expected to begin offering appropriate services to both UEM students and staff;
- Everyone at the university is convinced that a central library is desirable, but the effects this will have on the many small faculty and departmental libraries, not to mentioning the Historical Archives and other units loosely affiliated with UEM, has not been fully assessed.

5.3.1.5 ICT

At the present moment, none of the libraries is totally computerized. E-mail is only available through the Computer Centre and such facilities are not yet fully available in the libraries (Sairosse,2004:Online). They are planning to begin the computerization process with the DDS holdings and then move on to other UEM libraries. ICT problems include: insufficient funding to acquire good internet facilities, more computers and for

infrastructure maintenance; as well as lack of trained staff to service the computers or networks within UEM libraries.

Currently the Directorate of Documentation Services is getting money from the Netherlands government to buy appropriate library information system packages and to train library staff. It also received some financial support from SIDA/SAREC to acquire computers and other equipment. Meanwhile, library staff has started to create bibliographic databases using the Windows version (WINISIS) of Computerized Documentation System-Integrated Set for Information Systems (CDS/ISIS), and working on stand-alone computers.

Library records were entered manually at the establishment of the libraries and as of April 2000, approximately 5,000 computer records had been entered. Nevertheless, some of the records were entered incorrectly and still needed corrections. Furthermore, the entries were made without keywords or subject headings (Higher Education in Mozambique: a case study,2001:1).
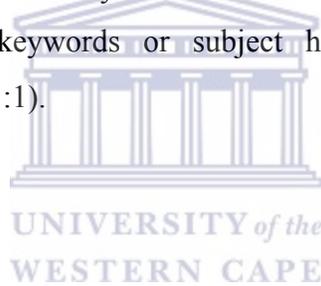
5.4 Conclusion

University libraries in Zimbabwe and Tanzania are more advanced than those of Mozambique. Library committees in UEM libraries have not yet been set up. Only few qualified library staff members are there. The zero budgets for all the UEM libraries do not necessarily represent a total lack of support from the university, but it is mainly because there is just very small amount of money received from government by the university. UEM as a whole is dependent on donor, grant or aid from international organizations. Even literacy is no longer seen as a priority for funding in Mozambique by the government.

There is a definite need in Africa for standardization of all techniques of library management. So far, few universities already have management or development plans for

their libraries. The university libraries in the mentioned African countries are still developing their techniques in some ways, for instance OPAC, and Consortia systems. However, all of them are facing funding crises even if they are getting grants, donations or aid from international organization. In the Western World, there is a lot of information on management skills of university libraries. At the moment, some management strategies such as performance measurement or impact assessment have not yet been carried out in some Third World libraries. Furthermore, user satisfaction has also not yet been investigated. Statistics are not collected in an ordered and regular manner. All these factors make it very difficult to evaluate the development of these libraries. It is also very difficult to find out, or just to discuss management strategies in other university libraries. Therefore one would not know which income generation activities could have been implemented elsewhere, that were successful or not. Such lack of knowledge is finally hampering the implementation of attempts to solve the problem of sustainability.

The following chapter deals with the growth, development and function of the University of the Western Cape and Dhaka University and their Libraries. Using a historical approach it will provide a picture of the development of the two university libraries.
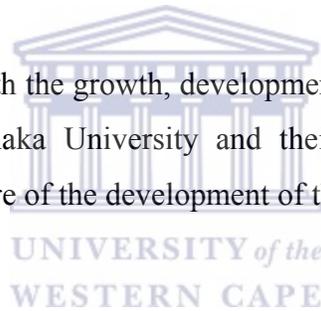
Bibliography

Africa University. 2006. **A United Methodist Related Institution Library.** [Online] Available: http://www.africau.edu/Library/electronic.htm.(Date visisted: 22.1.2006).

Borephe, S. 2000. **Strategic marketing of hybrid library services to raise revenue externally and internally within parent organisation**. Information 2000: A Vision for the SCECSAL Region, Niwa, Windhoek:65-75. [Online] Available: http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/Emera ldFullTextArticle/Articles/1700140302.html.(Date visited: 19.1.2006)

Clow, David. [et al.]. 1997. **University libraries in Africa: a review of their current state and future potential,** Russell Square: International African Institute.

Hadebe, Z. C. 2000. **The management of change: an assessment of the outcomes of change strategies on the University of Zimbabwe Library.** (MLIS.Thesis). [Online] Available: http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/Emera ldFullTextArticle/Articles/1700140302.html.(Date visited: 19.1.2006).

Higher Education in Mozambique: a case study. 2001. **The partner for higher education in Africa.** [Online] Available: http://www.foundation-partnership.org/pubs/mozambique/index.php(Date visited: 21.1.2006).

Kinyanjui, W. 2000. The way forward for the African Virtual Library Initiative (AVL-1). **SCANUL-ECS News Letter**:10-11. [Online] Available: http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/1700140302.html.(Date visited: 19.1.2006).

Mambo, H. L. 1993. Managing automation in developing countries: a current view. **Library Review,** 42(5):38-43.

Mulimila, R. T. 2000. Information technology applications in East Africa government-owned university libraries. **Library Review,** 49(4)**:**186–192.

Muswazi, P. 2000. Digital library and information services in Southern Africa. **Information Development,** 16(2):75-81.

Mutula, Stephen. 2004. IT diffusion in Sub-Saharan Africa: implications for developing and managing digital libraries. **New Library World,** 105(7/8)**:** 281–289.

Raseroka, K. & Rosenberg, D. 2000. **"Library incomes: survey of African university libraries in the SCANUL-ECS region"**, paper presented at the 3rd Standing Conference of African National and University Libraries in Eastern, Central and Southern Africa, 10-11 April.

Rosenberg, Diana. 1998. IT and university libraries in Africa . **Internet Research,** 8 (1)**:**5–13.

Sairosse, T. 17 February, 2004. "Library automation in Mozambique", **e-mail communication**. [Online]. Available:
 www.ingentaconnect.com/content/mcb/072/2004/00000105/F0020007/art00005
(Date Visited : 17.7.2006).

University of Dar es Salaam. 2006. Library. [Online] Available:
http://www.udsm.ac.tz/library/arts.html(Date visited: 20.1.1006).

University Eduardo Mondlane. 2006. Libraries. [Online] Available:
http://www.foundation-partnership.org/pubs/mozambique/index.php?chap=chap6(Date
visited: 21.1.2006).

University of Zimbabwe. 2006**.** Library. [Online] Available:
http://www.uz.ac.zw/library/staff/librarians.html(Date visited: 21.1.2006).

CHAPTER SIX: GROWTH, DEVELOPMENT AND FUNCTION OF DHAKA UNIVERSITY LIBRARY AND THE LIBRARY OF THE UNIVERSITY OF THE WESTERN CAPE

6.1 Introduction

This chapter describes the growth, development and function of the UWC and University of Dhaka libraries. Before doing so it is necessary to briefly describe both countries in terms of population and education. Thereafter, the growth, development and function of the two university libraries are discussed.

6.1.1 About Bangladesh and its education system

Bangladesh, a small tropical country, is one of the most densely populated in South East Asia. It is believed that during the prehistoric age Bangladesh was home to Austro Asia races. After them came the Dravidians from Western India, Asians from Central Asia and Mangolians-Abbysinians, Arabs, Armenians, Pathans, Turks and the British (Mostafa,2004:43). According to Statistical Yearbook of Bangladesh (1999) in Mostafa (2004:43):

> The territory constituting Bangladesh was under the Muslim rule for over five and a half centuries from 1201 to 1757 A.D. Subsequently, it was under the subjugation of the British after the defeat of the last sovereign ruler, Nawab Sirajuddowla, at the Battle of Plassey on the fateful day of June 23, 1757. The British ruled over the entire Indian sub-continent including this territory for nearly 190 years from 1757 to 1947. During that period Bangladesh was a part of the British Indian provinces of Bengal and Assam. With the termination of the British rule in August, 1947 the sub-continent was partitioned into India and Pakistan. Bangladesh was then a part of Pakistan and was known as East Pakistan. It remained so about 24 years from August 14, 1947 to March 25, 1971. It appeared on the world map as an independent and sovereign state on December 16, 1971 following the victory in war of Liberation from March 25 to December 16, 1971.

Officially, the country is known as the People's Republic of Bangladesh with a parliamentary form of Government. The country has six divisions, sixty-four districts, four hundred ninety two thana (police station) and eighty five thousand villages (Mostafa,2004:43).

6.1.2 Population

Bangladesh is a densely populated country (The World Almanac,2002:773). It has a population of 152.6 million. The country's population making it one of the most densely populated in the world. Its total area is 143,998 sq km (55,598 sq miles) (BBC NEWS UK EDITION,2005:1; Statistical Year Book of Bangladesh 1999,2001).

6.1.3 Education in Bangladesh

At independence from Pakistan on 14th August 1947, Bangladesh had a poor educational infrastructure. There were very few schools and universities. Since then, it has made tremendous strides in education. Compared to many other countries in the world, Bangladesh is growing fast in literacy and education. The government spends money to increase the primary, secondary and collegiate education in the country. Technical and professional education is also developing.

Table 6.1.1 Summary of some of the educational features of Bangladesh

Feature	Number
Universities (Public + Private)	29
High schools	15,298
Primary schools(Govt. & Non-Govt.)	78,828
Colleges (Govt. & Non-Govt.)	2,198
Madrasah (Govt. & Non-Govt.)	7,096

"There are 29 universities (13 public universities and 16 private universities), about 2,198 colleges (Govt. and Non-Govt.), about 15,298 high schools(Govt. and Non-Govt.), about

78,828 primary schools (Govt. and Non-Govt.), 7,096 madrasah (Govt. and Non-Govt.), about 5,400 University teachers, 55,320 college teachers, 1,75,597 high school teachers, 3,12,245 primary school teachers and 1,00,000 madrasah teachers in the country and the literacy rate (15+) both male-female is 51.3%"(Mostafa,2004:43; Bangladesh Educational Statistics,2000:2).

6.1.4 University libraries in Bangladesh

In the field of academic libraries Bangladesh started with only the University Library at Dhaka, which was established in 1920. The condition of libraries at that time was very poor. Meanwhile Bangladesh, then called East Pakistan, lost every share of her collections of the Imperial Library at Calcutta (Kolkata) –which was then under Indian control. After the partition it took over a decade to establish the then only library in Bangladesh, which was the University Library at Dhaka established in 1921 (Khan,1984:129). The Dhaka University Library is the largest and the best equipped in Bangladesh (Rahman,1987:35).
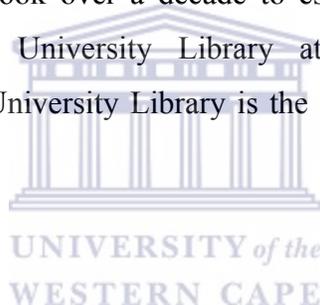
The rapid growth in enrolments at higher education institutions during the post-liberation period produced changes in the universities far beyond merely making them larger. The university became complicated in its organizational structure. This complication is associated with the increase in the number of students. (Khan,1973:9-19). University libraries in Bangladesh have a special significance in this context as the country is just beginning to emerge towards full development as a nation. Currently, the country has 13 public universities whose libraries have been functioning along traditional lines since the establishment of universities by the Government. The universities each of which has a library are:

Table 6.1.2: Year of University establishment in Bangladesh

University of Dhaka	est. in 1921
University of Rajshahi	1953
Bangladesh University of Engineering and Technology	1961
Bangladesh Agriculture University	1961
University of Chittagong	1966
Jahangirnagar University	1970
Islamic University	1986
Shahjalal University of Science and Technology	1991
Khulna University	1991
Bangladesh Open University	1991
National University	1992
Bangabandhu Sheikh Mujib Medical University	1998
Bangabandhu Sheikh Mujibur Rahman Agricultural University	1998

Additionally, Bangladesh has 16 Non-Government Private Universities approved by the University Grants Commission (UGC). The most recently established being the North-South University and the Independent University of Bangladesh, which got their charters in 1992. These two universities have well-established libraries. Other private university libraries are still developing (Mannan & Begum,2002:233).

6.1.5 Growth, Development and Function of Dhaka University and its Library

History of Dhaka University

Dhaka University was established in 1921 by Act XVIII of 1920, and it was known as Dacca University Act (Dacca University Annual report,1921-22:2). In 1985 the spelling of 'Dacca' was changed to 'Dhaka' by the Government.

The main object of this Act was:

> to establish and incorporate a unitary teaching and residential university at Dacca, to provide for instruction in such branches of learning as it may think fit, and to make provision for research and for advancement and dissemination of knowledge (Dacca University Act,1921:22-25).

According to Ghosh (1993:32-35) the story of the establishment and development of Dhaka University cannot be isolated from the saga of the Muslim struggle for their aspirations and against British imperial rule in East Bengal. British imperial rule tended to be more favourable to Hindus, who had more privileges, compared to Muslims. During colonial times, the Muslims were a neglected community. Establishing a university in Dhaka therefore, was seen as promoting the Muslim cause and balancing apparent British favouritism of the Hindus. This was seen as bringing back Muslim intellectual and economic prominence in South-East Asia. To the Muslims of East Bengal educational opportunity was more important than economic recovery and political liberty. After a promising start in many cultural fields the Muslims greatly resented the educational backwardness which had befallen them and their region (Ghosh,1993:32-35). On the 31st January 1912 the British Lord Hardinge made an official visit to Dhaka. During that visit he was met by some prominent Muslims, who included Sir Salimmullah, Nowab of Dhaka, Nowab Ali Chowdhury and Mr.A.M Fazlul Haq. The Muslims impressed upon him that East Bengal was a neglected area. They argued that Muslims were the principal sufferers and were backward in education. Lord Hardinge promised them that a university would be established at Dhaka. On 2nd February, 1912 a communiqué was issued by the Government proclaiming a resolution advocating for the establishment of a University at Dhaka.

On the 4th April 1912, the Government of India (East Bengal then resorted under British colonial control and was part of India) finally adopted the proposal for setting up a new university at Dhaka. The Government of Bengal's resolution of 27th May, 1912 appointed the Dhaka University Committee better known as the Nathan Committee as it was under the chairmanship of Mr. Robert Nathan (Ghosh,1993:32-35).

The Nathan Committee submitted a detailed 24 Chapter proposal for setting up the university. It recommended the establishment of a University Committee and the organization of the university into seven departments namely: Arts, Science, Islamic Studies, Law, Engineering, Medicine and Teaching. The establishment of the Islamic Studies department was seen as placating the aggrieved community of Bengal. A recurring expenditure for the first year of the university's operation was proposed. However, the outbreak of World War I in August 1914 led to the postponement of the establishment of Dhaka University by four years.

The education department of the Indian Government appointed a commission, which was known as the Sadber Commission, or University of Calcutta Commission to look into the prospects of establishing a university in Calcutta. Its duties involved planning and organizing the establishment of the university in Dhaka. As a result of the commissions report, the Dhaka University Bill was introduced by the Imperial legislative council on the 11th February 1919. The main object of that bill was the establishment of a teaching and residential university at Dhaka. In essence, the bill was a modification of the proposals made by the Nathan Committee report of 1912.
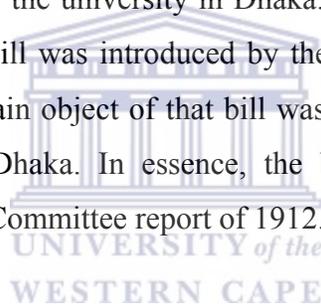
The Dhaka University Act was passed in 1920. A Mr. (Later Sir) Philip Hartog, who had served on the Calcutta University Commission and had a distinguished service as registrar of London University for 17 years, was appointed as the first Vice-chancellor of the university and the first Registrar was Khan Bahadur Nazir Uddin Ahmad. .

The University of Dhaka was formally inaugurated on 1st July 1921 (Bengal, Sixth Quinquennial Review,1923:12) with 192 students and three Faculties, namely, Arts, Science and Law. It had thirteen teaching departments: English; Sanskrit; Bengali; Arabic and Islamic Studies; Persian and Urdu; History; Economics and Politics; Philosophy; Mathematics; Physics; Chemistry; Law; and Education. Dhaka University became the 2nd University in the province of Bengal; sixty-five years after the establishment of Calcutta

University (1857). The longstanding demand of the elite and forward Muslims of the eastern part of undivided Bengal had at last been fulfilled (Rahim,1981:1).

The Dhaka University Library

With the establishment of Dhaka University came the Dhaka University Library. At its inception in 1921, the library had about 18,000 books inherited from the library of the Dhaka College and Dhaka Law College (Aziz,1975:iii). The Science library component of the Dhaka University Library was inaugurated in a suitable portion of the Curzon Hall where the Science Faculties of the University still exist (Ghosh,1993:35-36). Since the establishment of Bangladesh as a state in 1971 the Dhaka University Library has developed new and wider roles in the country's academic and national life. It has become a centre for co-operation, promotion and service in education and research.

At the very start, there was no professional librarian. The university librarians came mainly from the teaching fraternity and worked as part-time librarians. The first Librarian of the University was Mr. F.C. Turner, formerly Principal of the Dacca College' (Rahman,1988:71-72). He became a permanent university librarian in 1922. As from September 1986, qualified librarians were getting appointed on a full-time basis at the Dhaka University library (Rahman,1987:20).

Today, Dhaka University Library is the largest library in Bangladesh. It is playing a critical role in the expansion of Higher Education and research. The library has over 5,500,000 books and magazines and 30,000 rare manuscripts and a large number of Tracts (booklets, leaflets, and pamphlets) have been procured in microfilmed copies. It also has some microfilm forms of rare books and documents. The library developed gradually as a result of books and manuscripts being donated by enlightened / elite citizens as well as acquired through its own resources. In 2004, over 7543 books and periodicals were added to the library's collection. The current budgetary allocation for the Dhaka University Library is TK.91lacs (US$130419.20) for books and journals and 17.50lacs (US$ 25080.61) for other expenses.

The library's collection was dwelling in the clogged buildings of the former university, which have at this time become part of the Dhaka Medical College Hospital. Dhaka University Library was moved to its new building in the present Arts Faculty campus during 1964 (Mirdah,1965:40-44). Today, the Dhaka University Library comprises of three buildings: the administrative building, the main library building, and the science library building. The administrative building has the administrative offices, a book acquisition section, a book processing section, a reprographic division, a book binding section, a manuscripts division, and a seminar section. The researcher observed the following on the different floors and sections of the library.

The main library has three floors, which are:

The **ground floor** of the main library building consists of the circulation desk, the reference room, the bound periodicals room, the newspaper reading room, a rare books reading room, the Muktijudho (war of liberation) cell, the U.N. collections and the American Studies Corner and computing section.

The **first floor** of the library includes reading rooms and books of 13 disciplines which are: Social Science, Statistics, Political Science, Economics, Law, History, International Relations, Biography, Geography, Journalism and mass-communication, Anthropology, Social Welfare, and Public-Administration and current periodicals.

The **second floor** of the library consists of reading rooms and books of 14 disciplines, including Library and Information Science, Philosophy, Psychology, Religion, Linguistics, Business Administration, English, Bengali, Islamic History and Culture, Arabic, Urdu and Persian, Sanskrit and Pali, Islamic Studies.

The science library building consists of a circulation desk, reading rooms for faculty members and students, a reprographic section, a reference section, a reading room for current journals, and a seminar section. It also stacks books covering 21 disciplines. These disciplines are Pharmacy, Microbiology, Computer Science, Biochemistry, Physics, Applied Physics and Electronics, Statistics, Applied Statistics, Chemistry, Applied Chemistry and Chemical Technology, Geography and Environmental Science, Nutrition and Food Science, Geology, Mathematics, Botany, Zoology, Aquaculture and Fisheries, Soil, Water and Environment, Psychology, Clinical Psychology, and recently established in Genetic Engineering and Biotechnology.

6.1.6. Administrative Building for different sections of DUL

6.1.6.1 Administration Section

The administrative section is responsible for general administration, correspondence, personnel management and maintenance of accounts and files of the library. Ten officers and staff work in this section; under the supervision of an Acting Librarian (Administration).
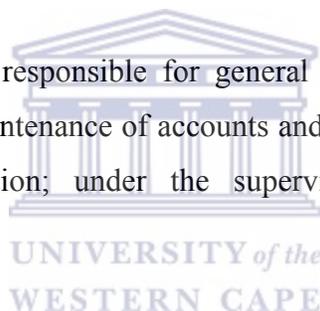
6.1.6.2 Acquisition Section

With the help of the university teaching departments, this section is responsible for the implementation of the University's acquisition policy. It is responsible for the acquisition of all book and non-book reading materials. This can be done through purchase, gift or exchange. It maintains resource exchange relations with other libraries and educational organisations, at home and abroad. The exchange programme is still not very well developed. It is hampered by inadequate resources.

Other activities falling under the acquisitions section include: checking of bills and correspondence regarding the procurement of all sort of reading materials and answering to queries related to reference and bibliographical works -particularly acquisition and

procurement of publications. There are two officers and 6 staff members in this section, all under the supervision of an Assistant Librarian.

6.1.6.3 Processing Section

This section is responsible for accessioning, checking, classifying and cataloguing of books and other reading materials. The filing of catalogue cards is also done here. The Library has arranged all its reading materials according to the Dewey Decimal Classification Scheme. The Library Catalogue is the index to the contents of the library arranged alphabetically like a dictionary by author, title and subject. Cataloguing is done by AACR-2 (Anglo-American Cataloguing Rules) and classification is done following DDC 19th edition. There are 22 officers and staff engaged in this section under the supervision of a Deputy Librarian.

The current catalogue is maintained in card format and can be approached by author, title, or subject. There is also an historical 'sheaf catalogue' for older materials. The sheaf catalogue was introduced during the session of 1923-24 (Dacca University Annual Report,1924:6). The sheaf catalogue consists of books received up to 1952. Books obtained after 1952 were entered into card catalogue. The library has also been upholding a dictionary catalogue. During the session of 1927-28, the library books have been catalogued according to American Library Association Rules (Dacca University Annual Report,1928:29). Today the library follows AACR-2 Codes.

During 1952-53 the Dhaka University Library introduced the Dewey decimal classification system (Dacca University Annual Report,1953:27-28). This book classification system is still in use. For information on computerized cataloguing see section 6.1.7.5 for detail.

6.1.6.4 Reprographic Section

This section of the library, which has eleven officers and staff, offers photocopying services to teachers, scholars, students, fellows, staff and other categories of people. These services are available for academic purposes only, subject to the payment of a

nominal fee. The money collected goes to University accounts. In the reprographic section users can also get access to audio-visual materials e.g. a microfilm camera, a microfilm reader, a microfilm printer and a microfiche reader. There are no charges for these services.

6.1.6.5 Manuscript Section

There are about thirty thousand rare and valuable manuscripts in this section. This is a self- contained section. For proper management there is a bibliography or directory, catalogues and microfilms, specifically for the manuscripts. Additional activities done in this section include laminations and fumigation. Over sixteen thousand directories and catalogues have been completed so far. Some of the manuscripts in this section are as old as 400 years.

There are only 8 officers and employees in this section. However, the section appears to be running efficiently.

6.1.6.6 Binding Section

This division has the principal responsibilities for binding and preserving the library collection. It takes care of the preservation of books and other reading materials, the preparation of binding materials, accurate specifications for binding and careful restoration of books. The Binding Section has one officer and ten members of staff.

6.1.6.7 Seminar and Newspaper Section

Books, which have to do with the faculties of Arts and Commerce, are preserved in this section. However, the books are available to all members of the university community for an issue period of 14 days per book. This section also has a sub-section for old newspapers and a reading room. Bound and unbound newspapers are preserved in this section. Bound newspapers are on open access. The section has six staff members.
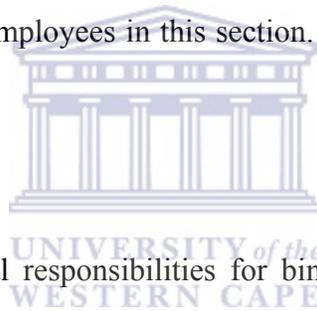
The Dhaka University Library access system

The university introduced an 'open access system' in 1934. It proved to be successful as the volume of books on issue increased tremendously, which spoke volumes about the library's popularity (Bengal, Nineth Quinquennial Review,1937:69). However, this system had to be abandoned when it was noticed that there were weighty losses in essential books and valuable journals. This forced the library to use a 'close access' system (Rahman,1983:61-66), which is currently in use. Members of the academic staff can borrow ten books for up to four weeks, research fellows two books for up to four weeks and students one book for up to two weeks. In practice, the library uses a closed access system for student, and an open access system for members of the academic staff and other researchers. Rare books, reference books, periodicals, manuscripts and valuable books may not be taken out of the library but only be used in the library under such conditions as the librarian may determine.

Library operation times

The Dhaka University library opens from 8.00 a.m. to 9.00 p.m everyday of the week except on Thursdays and Fridays. On Thursdays the library opens from 8.00a.m. to 5.00p.m. The library is closed on Fridays because of one-day weekend and is open on Saturdays and Sundays.

6.1.7 Functions of Different Sections of the Main Building

6.1.7.1 Circulation Section

The Library maintains its lending service through its circulation section, which issues books for home use to academic staff and fellows of the university. Situated in the ground floor of the library building, the circulation section is open during all working hours of the library. The section is manned by nine officers and staff.

6.1.7.2 Reference Section

The reference unit is mainly responsible for the searching of materials for the compilation of short bibliographical lists on subjects proposed by scholars; collection and processing of the materials with annotations when necessary; and attending reference queries requiring intensive investigation. There are 5 officers and staff engaged in this section.

6.1.7.3 Daily Newspaper Section

The daily newspapers are kept in a corridor between the reference section and the periodicals section. In this section users can have access to twenty-two daily newspapers, all of them local.

6.1.7.4 Bound Periodicals

The bound periodicals stack and reading room is in the ground floor and current periodicals and reading room is on the 1st floor at the South corner in the building. The periodicals stack has an open access policy. There are seven officers and staff engaged in this section under the supervision of a Deputy Librarian.

6.1.7.5 Automation Unit

This unit has several computers. These are utilised for different work in this library. The work in this unit is done under supervision of a Librarian (Development and Planning). The library has already started using computers in official activities, data entry and Internet surfing. Use of computers was introduced in November 1998, in a joint project funded by the United Nations Development Programme (UNDP) and UGC.

The University Authority has embarked on the computerization of the University of Dhaka Library in a project called Dhaka University Library Automation Practice (DULAP) (Alam,1996:Online). The main activities and functions are:

- Procurement of requisite hardware.
- Procurement of internationally recognized library software.
- Establishing a Local Area Networking (LAN) between the main library and the science library.
- Availing CD-ROMS (Compact disks-read only memory) facilities for users.

Creation of a database with:-

i) Catalogue entries of books with 1980 plus imprint dates.

ii) Catalogue inputs of recommended readings.

iii) Catalogue entries of books with ISBN.

iv) Catalogue entries of Rare Books.

Making the database available at various points throughout the two libraries (main and science), and

Offering internet facilities by-

i) Developing Dhaka University web Page.

ii) Offering Internet facilities for Research and Development (R & D) to faculty members, researchers, students and staff.

iii) Enabling the Dhaka University Library catalogue to become on-line, as the catalogues of library of Congress, British Library and many others are.

Internationally recognized library software has been installed for use in the library. The software covers such aspects as, acquisition, cataloguing, serials, circulation database, easy search, GOPAC (Graphical Online Public Access Catalogue) and Internet access set up and utilities.

The project set out to computerize most operations of the library. In 2000, the project has achieved the following major tasks and objectives:

1. Training of the staff in the operation and use of computers and bearing conversant with the software;

2. Bar coding of lending stocks;

3. New style borrowers cards with bar codes;

4. Journal lists;

5. Complete manuscripts lists;

6. Maintaining the book budget automatically in the main server and administration PC; and

7. The library will accomplish many such details as the automation programme now belongs to the library.

Some of the project's major accomplishments (Alam,1999:1-2) are:

1. Browsing from the OPAC (Online Public Access Catalogue) by author, joint author, editor, subject, corporate name, series, accession number, ISBN, date and so on;

2. Browsing for the above information from any personal computer (PC) with Internet connection from anywhere in the world;

3. Preparing for offering CD-ROM reading facilities, as the trend now is to publish electronically in digitised formats;

4. Disseminating information about Dhaka University Library's special collections world wide;

5. Getting ready for storage and retrieval of rare manuscripts in digitised formats;

6. Issuing one single identity and borrowers cards in digitised format for students, researchers, faculty members and staffs; And

7. Opening up new horizon for information exchange among the libraries (mainly academic and special libraries) nationally and internationally.

6.1.7.6 Rare Section

This section of the library holds rare reading materials. It may be mentioned that this section is generally known as the reserved section of the library from where no books are issued. Students are not allowed to use this section. This unit is mainly responsible for searching of materials for members of the academic staff, scholars and fellows when necessary; meeting reference queries requiring intensive investigation and servicing of special types of materials.

6.1.7.7 Muktijudha Cell

Books on the Liberation war, 1971 have been preserved in this cell located closely to the West side of the rare section. In this section students have no access. Only members of the academic staff and research scholars can use the materials collected for them.

6.1.7.8 UNO Collection

This section is located just to the north of the rare section. Books from UNO publications are collected and preserved here to serve the users. But students do not have access to the materials. Only members of the academic staff and research scholars can use them.

6.1.7.9 American Studies Corner

American studies corner is housed in the extended building close to the rare section on the east. This section is a new addition. While shifting the United States Information centre in 1997 about 8500 reading resources were donated to the University of Dhaka. These are most of the resources, which are kept in the American Studies Corner. There is one officer and three staff engaged for the Rare, Muktijudha Cell, UNO Collection and the American Studies Corner.

6.1.7.10 Reading Rooms

Reading rooms are open during library working hours. The card catalogue of books are an indispensable tool to readers, serving as the key to the contents of the library. To help the readers in using the Library Catalogue and to inform them of the resources of the library, there are subject guide boards. Users are not allowed to move books from one reading room to another. Table 6.1.2 below shows the seat arrangements of the University of Dhaka Library reading rooms. The library makes special provision for conservative female students who do not want to be seated in the same venue as men.

Table 6.1.3: Seat arrangement of reading rooms

Reading room	Combined Students	Female Students	Teachers/Researchers	Total
2nd floor of the main building	206	24	10	240
3rd floor of the main building	206	24	10	240
Reference reading room	60	-	-	60
Periodicals reading room	40	-	-	40
Newspaper reading room	40	-	-	40
Total	552	48	20	620

6.1.8 Functions of Different Sections of the Science Building

6.1.8.1 Circulation Section

The circulation section is situated in the ground floor of the library building. The section is open on all library working days. There are five staff members engaged in this section.

6.1.8.2 Reading rooms in science library

Reading rooms are open on all working days from 8.00 a.m.to 9.00 p.m. and only on Thursday from 8.00 a.m. to 5 p.m. In case of emergency such as strike, the Librarian may keep the library closed in consultation with the Vice-Chancellor. In such cases reports must be made to the Library Committee at its next meeting. The science library uses the closed access system. Users cannot take out any book from the stack. There are separate reading rooms for members of the academic staff and scholars. Below shows the arrangements of seat in the science library reading room.

Table 6.1.4 Arrangements of seats in the science Library reading room

Reading room	Combined Students	Female Students	Academics / Researchers	Total
General	160	80	30	270
Thesis / Periodicals	30	-		30
Total	190	80	30	300

6.1.8.3 Reference Section

The Reference Section makes available to the users any special type of research materials and documents. There are 2 staff members are engaged in this section.

6.1.9 University Library Committee

Different bodies at Dhaka University, are responsible for policy design, make necessary amendments and implement. Such bodies are known as Syndicate, Senate, Academic Council, Board of Advance Studies, and Library Committee. According to the Dacca University Ordinance 1961, the use of the Library with all its selections shall be subject to rules made by the Syndicate on the recommendation of the Library Committee and the Academic Council.

6.1.9.1Composition of Library Committee

In Bangladesh there are no universal rules governing the composition of university library committees. The composition of university library committees therefore, varies from one university to the next.

The University of Dhaka, Library Committee (Dhaka University Annual Report: 1999-2000, 2000 ; University of Dacca,1969:403) consists of:

1. "The Vice-Chancellor (Chairman, ex-officio);
2. The Pro Vice Chancellor;
3. The Deans of the Faculties;
4. Three Professors from the Academic Council;
5. The Librarian / Library – in – Charge (Member Secretary)"

The library committee is a policy-making body, which makes important decisions and also oversees and directs the maintenance and development of the library. It advises the librarian on policy matters and also shares other responsibilities with him/her. In practice, the university librarian has the executive responsibility for the day-to-day management of the library. Through the committee, the university controls library governance policy. The library committee reports to the university's Academic Council, which has to approve proposed actions and recommendations and then forward to the syndicate. The syndicate can approve or send back to the university librarian for reconsideration.
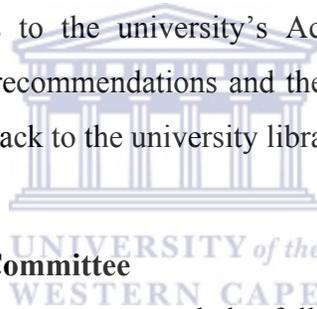
6.1.9.2 Functions of Library Committee

Wilson & Tauber (1959:43) have enumerated the following functions of a university library committee:

i)   "Formulation of library policy in relation to the development of resources for institution and research;

ii)   Advising the allocation of book funds to the library and the various departments and schools;

iii) Advising on the policy of reproducing unique materials;

iv)   Collaborating on decisions regarding the allocation of library space needed by departments of instruction;

v)   Developing a general programme of library service for all the interests of the university".

The function enumerated by Wilson & Tauber (1959:43) are not at all comparable to the functions of university Library Committee in Bangladesh.

According to Mostafa (2004:23) in Bangladesh, different university library committees have different non-fixed functions. However, these functions can be described as more or less the same.

The Library Committee of the Dhaka University has the following powers and duties:

- To lay down general policy in relation to the development of library resources for academic purpose;
- To frame the budget of the Library;
- To consider schemes and plans for the advancement of the Library
- To consider any other matter referred to it.

The librarian, who is an expert of the library business, is the administrator of the university library and normally acts as the member secretary of the Library Committee. He/She always tries to win the confidence of the Chairman and the members of the Library Committee. If the librarian wants to make any significant changes, he/she will have to convince the committee as well as welcome criticism.

6.1.9.3 Library Sub-Committee

The librarian convenes this committee. It meets as often as the occasion demands to transact business, which in most cases is about the following (Mostafa,2004:24) :

- "Preparation of library budget and allocation of funds under different heads;
- Allocation of funds to various faculties and departments of the university for purchase of books, journals and library equipment, etc.;
- Consideration of needs and requirements of the faculty and departmental libraries to make recommendations for their staff, furniture and equipment, etc.;

- Extending advice to the university library in matters concerning the different libraries of the campus."

The library sub-committee reports to the library committee, which has to approve and sanction the implementation and execution of the sub-committee's decisions.

6.2 South Africa: about the country and its education system

6.2.1 Introduction

South Africa, on the southern tip of Africa, is bordered by the Atlantic Ocean on the west and by the Indian Ocean on the south and east (Infoplease Atlas,2005:1; The new encyclopaedia Britannica,1986:632). Its neighbours are Namibia in the northwest, Zimbabwe and Botswana in the north, and Mozambique and Swaziland in the northeast. What is interesting about South Africa's geography is, Lesotho, a sovereign country is completely surrounded by and inside South Africa. The Western Cape Province, which has four universities including UWC, occupies the southernmost point of Africa and is located about 161 kilometres southeast of the Cape of Good Hope.

During apartheid, South African law divided the population into four major racial groups: blacks (African), whites, coloureds, and Asians (The Free Dictionary,2006:Online). A decade after the demise of apartheid many South Africans view and act towards each other as if apartheid still exists. Seventy-nine percent of South Africa's people are black Africans, who comprise of more than eleven different ethnic groups. Whites make about nine percent of the population. Most of the whites are descendants of the Dutch, French, English and German settlers who began arriving at the Cape after 1652. Cape Coloureds make about nine percent of the population. They are people of mixed-race, the product of the earliest settlers, their black slaves, and the indigenous people. Asians including Indians, make about three percent of South Africa's population (The Free

Dictionary,2006:Online;The new encyclopaedia Britannica,1986:635-40). They are mainly descendants of Asian workers who were brought to South Africa to work on the sugar estates in Natal during the mid-19th century. Some Indian traders also migrated to South Africa at around the same time. Most of the Asians are found in the Kwa Zulu-Natal Province of South Africa. Interestingly, the apartheid regimes classified Japanese minority in South Africa as white rather than as Asian.

6.2.2 Population

According to the 2001 Population Census (Statistics South Africa,2005:1), South Africa has 44,8 million people and a population growth rate of 0.3%. The birth rate is 18.5/1000. Infant mortality rate and life expectancy are respectively 61.8/1000 and 43.3. The population density is 94 per sq mile.

6.2.3 Education in South Africa

 In South Africa there are about 12 million novices, 366 000 educators and about 28 000 schools - together with 390 special needs schools and 1 000 enrolled private schools (Garson,2005:1). Twenty two thousand of these schools are primary schools -grades 1 to 6. There are six thousand high schools -grades 7 to 12. Numerous of the primary schools also contain pre- school. School life can span for 13 years – from pre- school through primary up to matric (Grade 12).   The last three years of secondary education (grade 10, 11 and 12) are optional. For university entrance, a matric "approval" is required (at least three subjects need to be passed). However, some universities set their own entry requirements. A standard school-leaving South African senior certificate is sufficient for technikon or technical college study (Garson,2005:1). South Africa has an effervescent higher education sector, with more than a million students registered in the country's 21 public universities, 15 technikons and many colleges. All the universities and technikons are autonomous, reporting to their own councils rather than government (Garson,2005:1).There is also a growing number of private higher education institutions.

Governance of schools

The central government of South Africa provides a national framework for school policy, but administrative responsibility lies with the nine provinces, which must decide how to spend their education budgets (Garson, 2005:1).

The higher education sector of South Africa falls under the auspices of national government. Private schools and higher education institutions have a fair amount of autonomy.

The challenges of Education

As a result of many years of apartheid education illiteracy levels are high -at around 30% of adults of above 15 years old. Between six and eight million adults are not functionally literate. In many township schools educators are poorly trained. The matric pass rate remains disappointingly low. However, at 68.9% in 2002, compared with 61.7% the year before, the matric pass rate is gradually improving each year. While 65% of whites above 20 years old and 40% of Indians have a high school or higher qualification, this figure is only 14% among blacks and 17% among the coloured population (Ocampo,2004:1).

Redressing the resource imbalance, reforming the educational surroundings and retraining educators are a slow and difficult process; but significant development has been made.

 The 1997 Higher Education Act integrated every higher education institution under one Act of Parliament which is governed by the Council for Higher Education. South Africa has at present 21 universities (serving some 400 000 students), many of them world class, and some of which offer degrees up to doctoral level (Garson,2005:1). The names of all the universities are listed below in the order in which they gained full status. Each of the universities has a library.

Table 6.2.1 Year of university establishment in South Africa

University of the Free State	1904
University of Fort Hare	1916
Stellenbosch University	1918
University of Cape Town	1918
University of the Witwatersrand	1922
University of Pretoria	1930
The University of Natal	1949
Potchefstroom University for Christian Higher Education	1951
Rhodes University (1904 college to University)	1951
University of South Africa	1951
University of the North	1959
University of the Western Cape	1959
University of Durban- Westville	1960
University of Zululand	1960
University of Port Elizabeth	1964.
RAU University	1967
Medical University of South Africa (Medunsa)	1976
University of Transkei	1976
University of Venda	1982
Vista University	1982
University of North-West (University of Bophuthatswana)	1994

These universities including libraries are vibrant centres of multiculturalism and an effervescent South Africanism, which celebrates unity in diversity, has largely replaced the divisions of the past (Garson,2005:1).

6.2.4. Growth, Development and Function of the University of the Western Cape

The University of the Western Cape was called University College of the Western Cape was established in 1959. It is located at Bellville, near Cape Town in the Cape Province. It was primarily established for the Cape coloureds community. The first group of 166 students, ten of whom were female, enrolled for undergraduate courses in Arts, Science, and Education. Most of the students (who enrolled in 1960) were to qualify as nurses, social workers, librarians and teachers. In 1970 the institution achieved university status and was able to award its own degrees and diplomas (The University of the Western Cape,2005:1).

The University of the Western Cape has a history of resourceful fight against coercion, inequity and disadvantage. Among academic institutions it has been in the forefront of South Africa's historic change.

Protests by students and black academic staff in the early 1970s led to the appointment, in 1975, of the first non-white Rector. The new, freer atmosphere under the leadership of Professor Richard E (Dick) van der Ross was welcoming to academic debate and internationally respected scholarship. In its mission statement of 1982, UWC Objectives, the university officially discarded the apartheid ideology on which it was recognized. This led to the approval of a declaration of non-racial and "a firm commitment to the development of the Third World communities in South Africa". In 1983, the university ultimately achieved its autonomy through the University of the Western Cape Act of 1983. It was to operate on the same terms as the established 'white' institutions. A thorough review of structures and academic programmes was commenced in the 1990s.

6.2.4.1 Vision and Mission of the University of the Western Cape (UWC)

The vision and mission statements are usually part of the identity building and branding strategies of any academic organization. By vision it is meant the succinct and inspiring statement that captures what the organization or institution is there for and intends to

accomplish. The mission statement identifies the unique character of the organization. It distinguishes the organization and at the same time highlights its special features and as well as define institutional goals and objectives.

This University apprehends itself to be a dynamic institution that is reacting to its context; a society in progression. It understands itself to be in continuous renewal and admit the key roles of a university - excellence in research, teaching and community service.

UWC describes, in no uncertain terms its context as a culturally diverse South Africa, which it intends to engage and nurture. Its other function is the essential role it intends playing in helping to build an equitable and dynamic society.

The UWC delineates itself as a South African University that is heedful of the African and global contexts. Its overall ideology was liberty, fight for identity and build a new society.

This University intends nurturing global perspectives among its students and staff and strives to promote the re-integration of South Africa into the fold of the international community. The textbox below (Box 6.2.1), which is from the UWC website shows the mission statement and vision of the university.

Box 6.2.1: UWC mission statement and vision

The University of the Western Cape is a national university, alert to its African and international context as it strives to be a place of quality, a place to grow. It is committed to excellence in teaching, learning and research, to nurturing the cultural diversity of South Africa, and to responding in critical and creative ways to the needs of a society in transition. Drawing on its proud experience in the liberation struggle, the university is aware of a distinctive academic role in helping build an equitable and dynamic society.

In particular, it aims to:

- advance and protect the independence of the academic enterprise;
- design curricula and research programmes appropriate to its southern African context;
- further global perspectives among its staff and students, thereby strengthening intellectual life and contributing to South Africa's reintegration in the world community;
- assist educationally disadvantaged students gain access to higher education and succeed in their studies;
- nurture and use the abilities of all in the university community;
- develop effective structures and conventions of governance, which are democratic, transparent and accountable;
- seek racial and gender equality and contribute to helping the historically marginalised participate fully in the life of the nation;
- encourage and provide opportunities for lifelong learning through programmes and courses;
- help conserve and explore the environmental and cultural resources of the southern African region, and to encourage a wide awareness of them in the community;
- cooperate fully with other stakeholders to develop an excellent and, therefore, transformed higher education system

(The University of the Western Cape, 2005:1).

The UWC Library

6.2.4.2 The UWC library today

The current UWC library, which was built in 1988 and opened in 1989, is located in the central part of the university. It is fairly large, spacious and modern, covering an area of 14 000m^2. Its architectural design was done in such a way as to give easy access to users with physical disabilities. The concept for the Library (University of the Western Cape,2005:1) is based on the following premises that:

- knowledge is indivisible;

- information is interdisciplinary;

- changes in quantities of library stock should not upset logical consequences; and

- the warehouse environment of the library suited to northern climates be considered inappropriate in South Africa with its clear sky dome and potential for creating well-lit spaces conducive to long periods of study.

6.2.4.3 The UWC library vision and mission

According to (University of the Western Cape,2005:1) the library's vision and mission is to:

- provide infrastructure that is conducive to study and research; educate users through formal and informal information literacy programmes;
- give state of the art ICT infrastructure and gateways to information / information portals; deliver effective, excellent and innovative services ;
- offer a wide range of quality and relevant information resources;
- introduce new partnerships and enhance existing co-operative agreements with other institutions and broader communities; and
- support teaching, learning, research and development.

As the new framework of UWC library, it is always involved in the process of contributing and supporting the institution's programmes and strategies effectively. The effective functioning of the UWC Library depends largely on the institution it serves. The increase in the number of students, the huge number of materials received from the Department of Education and the European Union, the increase in electronic resources and the rapid development of information and communications technology have created new challenges for the UWC Library. Its vision empowers its users with knowledge, which makes the library a dynamic Centre of Excellence (University of the Western Cape,2005:1).

To bring about this vigour a central spiral ramp system has been developed. Every section of the ramp rises 1,2 meter at a slope of 1:10 and three ramp sections rise a

complete floor of 3,6 meter. Great components of library space attach to each landing. By this way a spatial continuum of floor level is accomplished with a most vital matching continuum in the full spectrum of library services and collections. The ramp system structure, creates a central well that enhances a source of light, air movement and visual continuity within the building as a whole.

The Library has 263 059 books, journal holdings of 56 823 bound volumes, 2342 titles of which 1335 are current subscriptions, a reference section of 3300 titles, and work areas for 1800 students.

6.2.5 Functions of the Library Building

The researcher observed the following on the different levels and sections of the UWCL. The University of the Western Cape Library comprises of one building:

Level **1** of the main library building consists of the Auditorium and Mayibuye Centre; Level **2** includes General Study, Storage (Basement). Level **3** is for Technical services and Binding and Level **4** consists of the Library Administration, Inter Library Loan (ILL), Self-Access Learning Centre. Level **5** includes the main entrance, circulation desk, photocopying services, Desmond Tutu Lease Scheme and the reserve collection.

Level **6** is for general reference collection, indexes and abstracts, theses, information services desk; Faculty Librarians, Thintana Training Room. Level **7** consists of works on Political Science, Economics, Public Administration, Accounting, Management and Information Systems. Level **8** is for Education, Languages and Literature, library and Information Science, Philosophy, Social Work, Sociology, Anthropology, Theological Studies, Women Studies and related reference works.

Level **9** contains the Law Collection. Level **10** has the latest issues of periodicals. The Periodical Administration is located. Level **11** also has the bound copies of periodicals. Level **12** of the library includes the Africana collection and Level **13** of the library is for Government Publications and UWC Publications. Also, on this level is the Postgraduate Student Resource Centre, which is managed by the PET Project (Post Graduate

Enrolment Through put). Level **14** of the library consists of works on Computer Science, Pure Science, Applied Sciences, Arts and Recreation, Geography, History.

6.2.6 Functions of the different sections

6.2.6.1 Acquisitions Sections

This section is responsible for the ordering and receiving of library materials in all types and formats and the management of the material budget. It supports the teaching and research functions of the university. It also does the ordering of supplies for the library. Book ordering procedure:

1) Vendors lists

   Faculty librarians, library staff and academics are allowed to recommend vendors;

   It is possible to buy from private publishers only when orders are not available

   from approved vendors;

2) South African Publications of books, which are published in South Africa. A

   profile of SA Publications compiled and updated annually.

3) Faculty librarian should check bibliographic details, duplication, budget and price.

   Tracing and verification should do by Acquisition Section, particularly in

   connection with the publication and queries relating to procurement.

4) Claims and cancellations of materials done from this section.

5) The Acquisition Section receives all books purchased by or donated to the library.

6) Invoices received by the Acquisition section are processed and payment done

   directly via Finance Department or via credit card by the library.

This section is manned by four staff members.

6.2.6.2 Binding Section

The binding section specialises in the hardcover binding of theses, green line binding for periodicals, stiff cover binding, soft cover binding and rebinding of worn or damage

books. It offers a full range of products in several binding categories: periodicals, books and theses. It provides a service to the library and faculties or departments. There are four staff members engaged in this section.

6.2.6.3 Circulation Desk

The Circulation desk forms part of the Circulation Services Section. Books are issued and returned at this desk. Staff and student needs to present their card to the library staff when making their first visit to the library for registering on their database system. The Circulation desk is also a general service desk area that handles general enquiries. All loaned books from the open shelves need to present at the Circulation desk along with their current student /staff card. Cardholder cannot transfer their rights to other person. Borrowed items can be renewed twice. Renewals are allowed only if the item is not over due or not in demand.

Undergraduates can borrow 4 items for 2 weeks from the open shelves, Postgraduates can borrow 10 items for 4 weeks and staff 30 items for 6 weeks.

6.2.6.4 Reserve Section

The Reserve Section consists mainly of prescribed texts, recommended readings, photocopies of journal articles and the previous years examination question papers. Books on the Reserve Section may be used for two hours inside the library. Where multiple copies are available, books may be borrowed overnight. Photocopies of journal articles and examination question paper books may only be used inside the library, for a period of two hours. A maximum of two items can be borrowed.

Lecturers and Faculty Librarians place items that are in heavy demand in the Reserve Section. The objective is to ensure that as many users as possible obtain access to the available material.

Circulation and reserve, both sections have total eight staff members with approximately ten student assistants.

6.2.6.5 Periodicals Section

Current Periodicals-

The current periodicals room contains most of current issues of periodicals such as journals, magazines, newspapers which are arranged in alphabetical order, by title. Newspapers for the previous three months are available on request. Journals may be borrowed for an hour and newspapers for half an hour. These are not renewable if the journals are in demand.

Bound Periodicals-

Bound, older volumes are classified by subject. Within each subject the titles are arranged alphabetically.

Periodicals circulation policy-

Student users are only allowed to use periodicals inside the library.
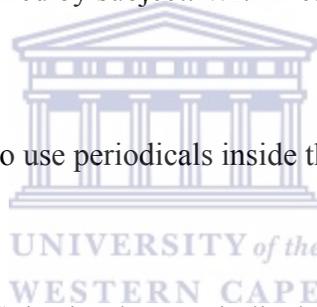
Electronic Journal-

An electronic journal (e-journal) is simply a periodical available in electronic format on the Internet. Some periodicals are only available as e-journals while others are available in both print and electronic format. To access e-journals from the UWC library the users can visit the website: www.uwc.ac.za/library.

There are eight staff members in the periodical section and normally three-student assistant work by rotation.

6.2.6.6 Special Collections section

i)AFRICANA: This section houses a reference collection on Southern Africa, and in particular, on South Africa. It has a growing collection on Mozambique and Namibia.

The collection is interdisciplinary and concentrates mainly on Social Science and Arts. Also housed in this section are the UWC theses collection and Frans Malherbe(FM) collection.

All material is in a closed collection and material is not for loans. User uses the material between 16h30 and 22h00.

Only two members of the library staff and one student assistant work in this section.

ii) **Government Publications**: Government Publications are seen as official publications, whatever their subject, form or readership, and are produced by government or organizations associated with government.

The collection includes, Government Gazettes, Provincial Gazettes, Debates of Parliament and the National Council of Provinces Statutes, Bills, Statistics and Commission of Inquiry reports (these documents date back to 1910). The collection also includes research reports of the Water Research Commission, SA Law Commission and the Human Sciences Research Council.

iii) **UWC Publications:** As this is a reference collection, material is not for loan and can only be used on the collection level. But during after hours material from this section may be used on other level.

6.2.7. Cataloguing

For searching library materials the UWC library mainly uses an Online Public Access catalogue (OPAC), located in levels 5,6,9,10 and 12. The major functions of cataloguing are to: prepare bibliographic and item records for library material (book and non-book material in whatever format -which includes e-resources); adapt online records according to guidelines; resolves discrepancies and problems; and export OCLC and SABINET records into ALEPH. For bibliographic and item records the Library of Congress Subject headings and Dewey Decimal Classification call numbers are used.

Tools used for cataloguing are: the Dewey Decimal Classification (DDC)- Web Dewey; DDC22 is Library of Congress Subject Headings; MARC21 format for Bibliographic Data; and AACRII Cataloguing Rules. Main databases used for exporting and importing of bibliographic records are: CatMe or Connexion (OCLC Database); SabiCat (SABINET Database); and ALEPH (UWC Database). After cataloguing library material, some of the new books are displayed for at least two weeks. This is done on level 6, at the beginning and in the middle of the month. All other library material not on display will go straight to the shelves. A monthly list of all catalogued library material is available to all users on the library's web page.

Four staff members are engaged permanently in this section.

6.2.8. CALICO (Cape Library Consortium)

The Cape Library Consortium (CALICO) is a network of academic libraries in the Western Cape. It aims to bring about effective resource sharing between the libraries of the Western Cape's four tertiary institutions, which are the Cape Technikon (Cape Tech), the University of the Western Cape (UWC), the Peninsula Technikon (Pen Tech), The University of Stellenbosch (US) and The university of Cape Town (UCT).

To promote "information literacy and economic development for the region by providing information to users in a form they want, when and where they need it" (University of the Western Cape,2003:10). The vision embraces the concept of a single collection housed at different locations, accessible to any one who has a need for it.

CALICO provides access for all staff and students to information held in all four libraries. Postgraduate students, students who have obtained a first degree and staff member have borrowing privileges.

6.2.9. Inter-Library Loans

Inter-Library Loans (ILL) is a service that permits for materials such as books and journal articles not held in UWC library to be lent from other libraries, locally in the Western Cape, nationally, or internationally. The service is a costly one to operate and is therefore only available to Masters and Doctoral students and University staff.

Users are required to go to the ILL booth on level 4 and complete the relevant request forms. The user must ensure that the University Library does not hold the item being requested. Users are required to complete one form per item, irrespective of whether two / more articles come from the same journal. Fiction, magazine and newspaper articles, whole issues of journals, valuable and rare materials, reference materials, audiovisual materials cannot be requested via the Inter-Library Loan. Users are required to pay fees for using the Inter-Library Loan facility. The fees vary from year to year depending on circumstances and inflation.
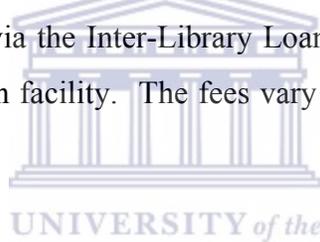
Locally the loan period varies between one or two months depending on demand. Loans from abroad are usually only for a week. In most instances renewals are not allowed. However, where renewal is possible, the borrower should apply for a renewal approximately one week prior to the expiry of loan period.

Three staff members with two-student assistant work in the Inter-Library Loans section.

6.2.10. Electronic Resources

The UWC Library subscribes to a variety of electronic databases, which may be used to access information for research or assignments. Bibliographic databases provide bibliographic references to publications and searches for citations and abstracts. Full-text databases contain the complete text of a publication. One may printout, email or save the whole item from the database. A database package consists of a variety of individual

databases. Some databases are multidisciplinary (dealing with a variety of academic topics) and others are focused on a particular subject. Selected databases may be accessed from off- campus using usernames and passwords provided by the database vendors.

The UWC library subscribed databases are: Africa Wide, Arts and Humanities Citation Index, ATLA Religion Database + Atlas, Biosis (Biological Abstracts), Butterworths LexisNexis Direct, EbscoHost (database package), Emerald (database package), Encyclopaedia Britannica Online, Encyclopaedia of Library and Information Science, FirstSearch (database package), IEEE Compute Society, InfoTrac (database package), Ingenta, JSTOR, MathSciNet, Medline (via PUMED), Modern Language Association (MLA) International Bibliography, Oxford English Dictionary, Oxford Reference Online, NEXUS(database package), PsycINFO, Sabinet (database package), Sa ePublications (Sabinet database), SA Gazattes, ScienceDirect, Social Science Citation Index, Swetswise, Times Higher Education Supplement, Metalib, African Healthline, American Chemical Society, LISA, Project Muse, Science Citation Index, AciFinder Scholar. A variety of CD-ROM databases are available in the UWC library on level 6.

Only one library staff member alone manages this section.
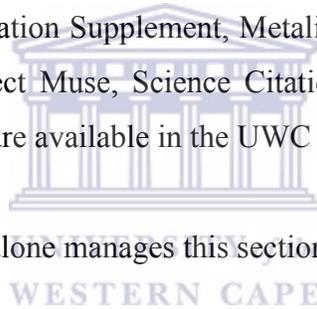
6.2.11. User Education (Information Service)

The library extends an inclusive user education programme for its users. Students and staff on campus are given the chance to attend the following training sessions to learn how to:
- use databases and electronic books;
- do basic search skills;
- find information in the library (using the catalogue); and
- use UWC Link – the library's e-resources portal.

Nine people work in this section as library staff members.

6.2.12. Multimedia Center facilities

The Multimedia centre previously known as the Self Access Learning Centre (SALC) exists to meet the educational and also recreational needs of UWC library users. The Multimedia Centre is fully equipped with the following equipment:

- Eighteen Computers - fully installed with Word, Power Point and Excel, access to the Internet, CD-ROMS and three have DVD Players;
- Ten Television and Video Combination sets;
- Hi-fi System – users can listen to audiotapes, music cd's and the radio using this equipment ; and
- Scanning equipment – users will be able to scan documents at a cost.

There is a large room for group viewing located on level four. It holds up to twenty students and has a television, a video and DVD combination machine.

The Multimedia Centre of UWC library has some collections of CD-ROMS, music CD, DVD's, videos, albums and audiotapes, which include subjects from anatomy to zoology. Facilities are available to use these items within the multimedia centre or items may be borrowed.

Patrons using the Multimedia Centre will be able to do the following:

- Borrow items such as videos, CD's or DVD's;
- Search the Internet for academic information;
- Type assignments;
- View the CD-ROMS, which accompany various books stored within the library; and
- Scans documents at a cost.

The multimedia section is managed with two staff members and two-student assistant.

6.2.13. Senate Library Committee

The UWC Librarian reports to the Vice Rector Academic and the Senate Library Committee. She is accountable to the Senate Council, staff and user for the general

159

management, academic and research functions of the university library. The Senate Library Committee is responsible to a higher body, which is usually the Executive Council. The library committee reports action taken and recommends action to be taken, for the approval by the Council. There are also several other committees, which assist in operational matters and give recommendations to the library management committee.

The composition of the Senate Library Committee is as follows:

- Rector(ex-officio);
- Vice-Rector(academic), Chairperson;
- A representative from each faculty, nominated by each Faculty and approved by Senate;
- One of Senate's Representatives on Council;
- Executive Director (Finance);
- University librarian;
- One National Education, Health and Allied Workers Union (NEHAWU) representative from the library;
- A Student Representative Council (SRC) representative;
- The Professor of Library Science or a senior representative from that Department;
- Deputy Librarains and the Account Librarian will be associate members of the Committee without the right to vote (University of the Western Cape, 2006:6-16).

The overall library budget is prepared by the University Librarian and submitted to the Finance Department. Budget control is exercised and executed by the University Librarian. The Deputy Librarians may authorise financial transactions in the absence of the University Librarian. The Deputy University Librarians and Section Heads submit budget requests to the University Librarian annually. General accepted accounting principles and guidelines as well a general financial administration guideline are set and instructed by Department of Finance. Regarding library materials budget: books; journals; Databases and CD-ROM; Audio Visual; Document Delivery (ILL) the allocation per year per category is considered and approved by Senate Library Committee as tabled by the University Librarian.

The UWC Library has sixty-one library members comprising professional, semi-professional and non-professional staff. As part of the work-study program, every year the library employs some students as a student assistant to assist staff with after-hours services and complementing staff where there is shortage and students are gaining valuable work experience, enhance their communication skills.

6.3. Conclusion

From the above presentation it can be noted that in university libraries, policy decisions are taken by a body of persons, either elected, nominated or by a combination of both. These bodies are known as Syndicate, Senate, Academic Council, Executive Council, Board of Advanced Studies and Library Committee. The responsibility of framing policies and making recommendations relating to the effective management of a university library is entrusted to the library committee, which functions under the provisions of the Ordinance.

In Dhaka University library, UGC is the main source for funding whereas UWC Library is getting finance from its parent body. Dhaka University library is still struggling to render its services: OPAC and databases for academic or research purposes. In 1998, Dhaka University library entered into the computer era. However, Dhaka University library does not have any cooperative agreement with any library presently.

The UWC Library is using user OPAC, and up-to-date databases to access academic and research information. It has a multimedia centre, belongs to a regional consortiam, and renders a user education service. In UWC library, students can get a chance to do work for experience as a student assistant but this theme is totally absent in Dhaka University because of budget constraints.

Having presented background information to the development of university libraries in UWC and Dhaka, the next chapter will deal with the methodology applied in doing the primary research of this project.

Bibliography

Alam, F. 1996. **Dhaka University Automation of the Library(DUAL): an appraisal report and proposals for action**. Dhaka:Dhaka University. [Online]. Available: http://dspace.inflibnet.ac.in/bitstream/1944/183/3/03cali_14.pdf (Date visited: 1.7.2006).

Alam, F. 1999. **Dhaka University Library Automation: Fact sheet, no.1**. Dhaka: Dhaka University.

Aziz, M. A. August. 1975. The Dacca University Library. **The Bangladesh Observer: special supplement:**iii.

Bangladesh Educational Statistics. 2000. **At a glance**. Dhaka: BANBEIS.

BBC News UK Edition. 2005. **Country Profile: Bangladesh**. [Online]. Available: http://news.bbc.co.uk/1/hi/world/south_asia/country_profile/1160598.stm(Date visited:15.11.2005).
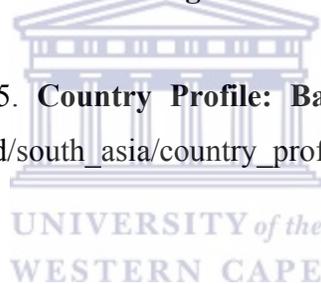
Bengal, Sixth Quinquennial Review : 1921-22. 1923 Calcutta: Bengal Secretariat Book Depot.12.

Bengal, Nineth Quinquennial Review: 1937. Progress of Education in Bengal:1932-37 . Calcutta: Bengal Secretariat Book Depot: 69.

Dacca University Act. 1921 Dacca: Dacca University.

Dacca University Annual Report 1921-22. 1922. Dacca : Dacca University.

Dacca University Annual Report: 1923-24. 1924 Dacca: Dacca University.

Dacca University Annual Report: 1927-28. 1928. Dacca:Dacca University.

Dacca University Annual Report: 1952-53.1953. Dacca: Dacca University.

Dhaka University Annual Report: 1999-2000. 2000. Dhaka: Dhaka University.

The Free Dictionary. 2006. **Republic of South Africa**. [Online] Available: http://encyclopedia.thefreedictionary.com/South+africa(Date Visited: 1.11.2004).

Garson, Philippa 2005. **Education in South Africa**. [Online] Available http://www.southafrica.info/ess_info/sa_glance/education/education.htm(Date visited: 23.2.2005).

Ghosh, Amal Kumar. 1993. **Acquisition policy and practices of major academic libraries in Dhaka City.** Dhaka:Dhaka Universiry (M.A. Thesis).

Infoplease Atlas, 2005. **South Africa** [Online]. Available: http://www.infoplease.com/ipa/A0107983.html(Date visited: 6.8.2005).

Khan, M. H. 1984. Public Libraries in Bangladesh. **International Library Review,** 16 :129.

Khan, M. S. 1973. Library situation in Bangladesh : yesterday, today and tomorrow. **The Eastern Librarian**, 2:9-19.

Mannan, S. M. & Begum, Suraiya. 2002. Development of Libraries in Bangladesh study of the historical route. **Nibondhomala,** 11:233.

Mirdah, A. R. 1965. Fourteen years of librarianship 1952-65. **Pakistan librarianship :1963-64**. Dacca: Pakistan Library Association:40-44.

Mostafa, Md. Golam. 2004. **University libraries in Bangladesh problems and prospects.** Rajshahi: Hilali Foundation, Talamari.

The New Encyclopaedia Britannica. 1986. **South Africa.** Chicago: Encyclopaedia Britannica, Inc., 27:632-40.

Ocampo, M. L. 2004. Global perspectives on human language: the South African context. **A brief history of educational inequality from apartheid to the present**. South Africa seminar: Info Pages. [Online] Available:
www.stanford.edu/~jbaugh/saw/Lizet_Education_Inequity.html-15k.(Date visited:
 31.7.2006).

Rahim, M. A. 1981. **The history of the University of Dacca.** Dacca: Dacca University.

Rahman, Afifa. 1988. **An analysis of the functions and workings of university libraries in Bangladesh**. Dhaka: Dhaka University. (Ph.D. Thesis).

Rahman, Afifa. 1987. **Management of university libraries in Banglad**esh. Dhaka: Dhaka University:35.

Rahman, Afifa. 1983. Old Manuscript Collection in the Dacca University Library. **Libri,** 33(1):61-66.

Statistical year book of Bangladesh 1999. 2001. 20th ed. Dhaka: Bangladesh Bureau of Statistics, Statistics Division, Ministry of Planning, Government of the People's Republic of Bangladesh.

Statistics South Africa 2005. Stats Online: the digital face of Stats SA. [Online] Available: http://www.statssa.gov.za/(Date visited: 6.8.2005).

Stuart, William. 1992. **South Africa: tertiary education sector assessment**. South Africa: Education Indefinite Quality Contract.

Taylor, L. E. 1967. **South African libraries.** London : Clive Bingley.

 University of Dacca. 1969. The Calendar: University Ordinance, Statutes, Ordinances and Regulations. Dacca: The University of Dacca.

University of the Western Cape. 2006. Governance Manual. Bellville: UWC.

University of the Western Cape. 2005. Mission statement & vision. [Online] Available: http://www.uwc.ac.za/about/default.htm(Date visited: 7.8.2005).

University of the Western Cape. 2003. Library and information services: manual of policies and procedures. UWC:Bellville.

Wilson, L. R. and Tauber, M. F. 1959. **University Library**. 2nd ed., New York:Columbia University Press.

The World Almanac: and book of facts. 2002. New York:World Almanac Books.:773.
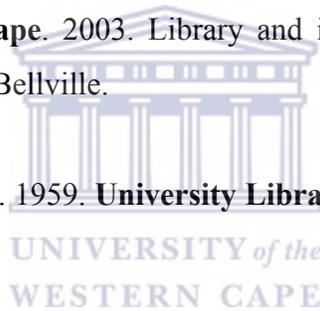
CHAPTER SEVEN: RESEARCH DESIGN

7. 1   Introduction

This chapter discusses the study's methodology. It also examines how problems and constraints encountered during the research were overcome. Both quantitative and qualitative data were collected. Four approaches were used to collect qualitative data namely: questionnaires; interviews; observation; and documentary analysis. Quantitative data was analysed using the Statistical Package for Social Sciences (SPSS) programme Version 11.0.

7.2 The research methodology
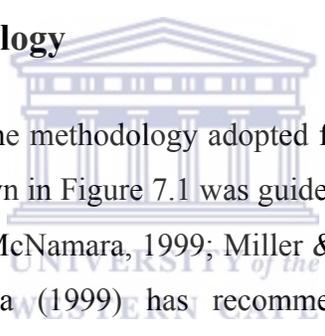
Figure 7.1 below summarises the methodology adopted for this study. The choice of the data collection approaches shown in Figure 7.1 was guided by the literature (Akporhonor, 2005; Bolden & Smith, 1993; McNamara, 1999; Miller & Brewer, 2003; Nueman, 2003; Wasylenko, 1983). McNamara (1999) has recommended the use of interviews, questionnaires, observations and documentary evidence in the evaluation of the functions of library management. Bolden & Smith (1993) successfully used questionnaires with 100 library directors to evaluate library management in North Carolina university libraries. Wasylenko (1983) used interviews and questionnaires to determine the relationship between the technical and user services of a university library. Observation and documentary evidence have also been widely used in library management studies (for example, Akporhonor,2005; Black,2002; and Powell,1994). The choice and combination of approaches used in this study were done for two reasons. First as the surveyed literature shows, these approaches are popular in contemporary library management research. Secondly, it was seen as appropriate for purposes of triangulating the data.
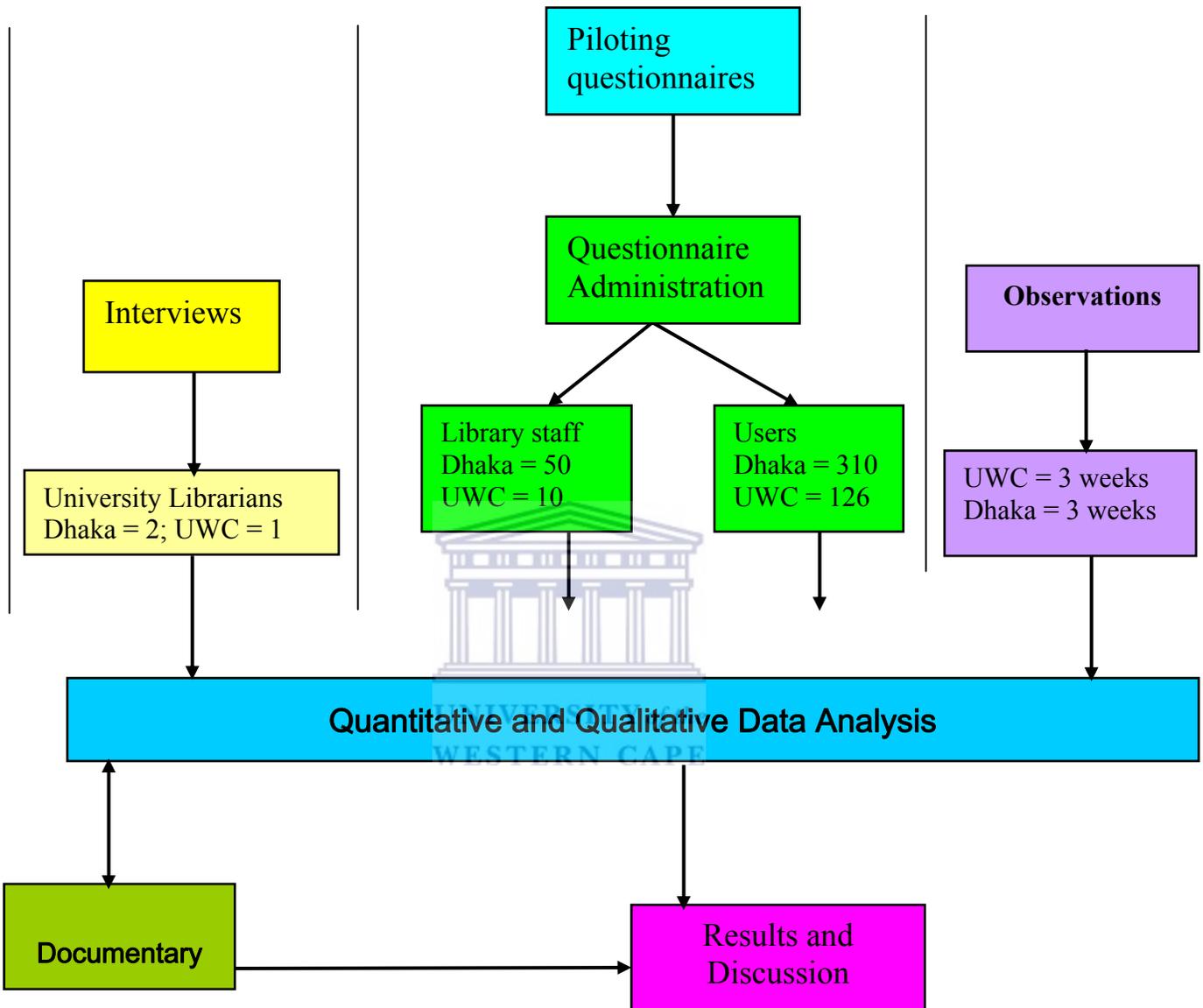
Figure 7.1: A summary of the study's methodological approach

7.3 Piloting: Developing the Questionnaires

Two questionnaires were used in the study namely: the Library Staff Questionnaire (LSQ) (Appendix B) and the Library Users Questionnaire (LUQ) (Appendix C). The questionnaires were developed through a pilot study done by the researcher at Dhaka University. Dhaka University was chosen for the pilot study for the simple reason that this is where the researcher is based. It was convenient to do the pilot study at this university in order to cut on the research costs. The major aim of the piloting was to improve the validity of the questionnaires.

7.3.1 Developing the Library Staff Questionnaire (LSQ)

Five staff members of the Dhaka University Library were selected to take part in development of the Library Staff Questionnaire (LSQ) (Appendix B). These staff members were excluded from the main study. Selection of staff members was based on the staff member's interest in taking part in the pilot study. There was also a deliberate effort to ensure that all employment grades (for example, general hand, senior librarians and junior librarians) were represented among the selected participants. The five members of staff were asked to respond to and comment to a batch of 40 open ended and closed questions. The 40 questions were designed to capture the library staff members' ideas on planning, organizing, leading and controlling in the Dhaka University library. In drawing up the questions the researcher worked with a supervisor who has extensive experience in library management research. After completion of the questionnaires the responses were analysed and a discussion held with each of the five respondents. The discussions centered on language, the clarity of questions and their content validity. These discussions led to seven questions being dropped from the 40 because they were either ambiguous or the respondents felt they did not clearly bring out issues of planning, organizing, leading and control in library management. Some of the respondents pointed to questions they thought were written in language which was difficult to understand for second language speakers. The wording for such items was redone. In these ways the

content validity of the questions was ensured (Gall, Borg & Gall,1996; Cohen, Manion & Morrison,2000). According to Cohen, Manion and Morrison (2000:109) content validity refers to whether or not the elements or items contained in the instrument cover the subject matter under consideration (for example are they about library management), and whether or not the issues raised by the research are "both fairly and comprehensively" covered. The finally adopted Staff Questionnaire (LSQ) (Appendix B) version had 33 items.

7.3.2 Developing the Library User Questionnaire (LUQ)

Three academic staff members and two students of the Dhaka University were selected to take part in the development of the Library User Questionnaire (LUQ) (Appendix C). The five library users were asked to respond to and comment on a batch of 20 open ended and closed questions. These questions were designed to elicit users' views on the quality of service provided by the Dhaka University library. As was the case with the LSQ, drawing up the questions was done by the researcher in collaboration with the supervisor at UWC. After completion of questionnaires the responses were analysed and a discussion held with each of the five respondents. The discussions centered on language, the clarity of questions and their content validity. These discussions led to five questions being dropped from the original 20 because they were either ambiguous or the respondents felt they did not clearly bring out issues of the quality of service offered at the Dhaka University library. The final version of the LUQ had 15 questions (Appendix C).

7.4. The Research Instruments

7.4.1 The Library Staff Questionnaire (LSQ)

Twenty-nine of the 33 questions in the LSQ solicited information on the state of library management functions. Four of the questions sought demographic data on staff designation (level of employee for example librarian, deputy librarian, etc.), work experience and educational qualifications. Questions were designed to elicit information

about the following aspects of library management functions: planning; organising; leading; and controlling. Sixteen of the 33 questions (for example, 5, 6, 27, and 28) required respondents to give a "yes" or "no" answer and then go on to explain or elaborate their answer. For example question 28 read: "Do you usually receive recognition for your ideas and / or for a job well done?" Respondents were required to answer "yes" or "no" and then give a reason for their choice by answering to either, **If yes, please specify** or **If no, why not?** In response to six of the questions (7, 13, 20, 29, 30 and 31) respondents could give more than one response. For example question 13 read: Is your library organized (organizational structure) in a way to: (1)Meet individual's interests; (2) Show the organizational structure; (3) Achieve set goals; (4) Unify effort (teamwork) towards set goals; (5) Maintain order ; (6) Facilitate communication; and (7) Other (please specify). In answering this question respondents could tick against all the provided statements depending on their judgement of their library situation. Seven of the questions (11, 16, 17, 18, 25, 26, and 33) were straight open-ended ones and required respondents to fill in answers in spaces provided. Examples of these questions are: (11) **Are you satisfied with your present salary?**; and (33) **What are the major problems now facing the library services?**
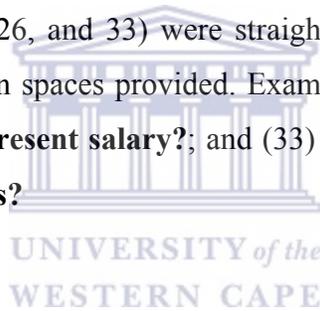
7.4.2 The Library User Questionnaire (LUQ)

As has already been noted, this questionnaire had 15 questions. The LUQ (Appendix A) asked the respondents to evaluate the quality of service they received from the library. Nine of the fifteen (1, 2, 3, 4, 6, 7, 9, 10 and 11) questions required respondents to indicate whether or not they agreed with the question statement and then go on to elaborate on their answers by filling in responses in the provided spaces. For example, question 9 read: **Do staff try their best to help whenever you need help?** Respondents were required to answer **Yes** or **No** and then go on to give a reason for their answer by responding to: **If yes please specify** or **If no, why not?** Four questions (5, 8, 12, and 14) required respondents to indicate their answers by ticking ($\sqrt{}$) in appropriate spaces provided. For question 5, the respondent could give only one response. In responding to questions 8, 12, 13 and 14 respondents could give more than one answer. For example

question 8 read: **When you request for a particular item/book, is it always indicated whether**: - (1) It has been borrowed; (2) It is on reserve; (3) It is not in stock; (4) It will be available; and (5) You get a vague answer. Question 13 required respondents to respond to provided item statements and then go on to give a comment. Question 15 was open-ended and required users to suggest how the service they were getting, could be improved.

7.4.3 The librarians interview schedule

A structured interview schedule (Appendix A) was used to solicit information from the Librarian at each of the two universities. The use of the structured interview schedule to collect information on planning, organizing, leading and controlling (management functions of the University Library) is recommended in the literature (Brenner,1985; Mouton & Marais,1990; Powell,1994). Some of the advantages of using this approach include: opportunities to collect extensive data from each person interviewed; the room to focus on selected themes; any misunderstanding by both parties can be checked immediately; and that they enable the interviewee to answer the questions as he/she chooses and to motivate his/her response when required. The use of structured interviews has been criticised for its failure to probe and get deeper insights and meanings about phenomena (Cohen, Manion & Morrison, 2000).

Questions for the structured interview were formulated by the researcher in collaboration with a senior, experienced library management researcher at the University of the Western Cape. The structured interview schedule, which had 32 questions, sought the Librarians' ideas on the management functions in their libraries. The questions also sought to elicit the management constraints facing the libraries as organizations. The interview schedule had both closed and open ended questions.

7.4.4 Observation

The observation method used can be described as unstructured (Cohen, Manion & Morrison,2000; Powell,1994). An observation is described as structured when the researcher observes with a predetermined set of elements to be taken note of. In most cases there is an observation schedule and the observer uses the tick to record phenomena. In unstructured observation there are no predetermined criteria against which observational elements are recorded. The researcher goes into the field with more or less an open mind and records activities, happenings, etc. as they unravel. This is not to say that the researcher does not use some form of guide written or otherwise to give direction to the observation. In the case of the current study, the researcher was a non-participant observer (Denzing & Lincoln,2000; Gall, Borg & Gall, 1996; Patton,1990) who took notes of proceedings without being involved in the library management activities. As already noted, although the researcher did not use an observation schedule, there was a deliberate effort to capture the following functions of library management: planning; organizing; leading and controlling. During the observation the researcher took hand written notes. Notes were recorded on such aspects as: catalogues; use and control of computers; photocopying machines and other similar equipment. This information was used in chapter eight to assist with the presentation. In both libraries where heads indicated that they have such tools, the researcher requested to be shown them as a way of confirming the correctness of the information, and observed how library users were making use of such equipment / tools. This mechanism was good for verifying the correctness of the information provided in the questionnaires. The researcher's notes were kept in the form of a diary.

At each university library, observation was done on a daily basis for a total of three weeks (DUL, mid-June 2005 to end of July 2005 and UWCL, between mid-November 2005 and February 2006).

7.4.5 Documentary sources of information

The relevant documentary sources of information were used for the purpose of the study and included: library annual reports; University Grants Commission (UGC) publications, guides; the two university libraries' strategic plans; and unpublished information contained in pamphlets or leaflets, describing activities of the library, its history, organizational structures etc. Information about library management at the universities and library management in general was also sought using electronic databases. Such electronic databases as EBSCOHOST, ERIC, EMERALD, etc., were searched using a variety of search words combinations. This aspect has also been noted in Chapter two. Some of the search words and phrases used include: "library management, academic, university"; and 'library management, planning, organizing, leading and controlling". These sources provided critical descriptive information about the two libraries under investigation in particular and university libraries in general. Much of this information is described in Chapters three, four, five and six.
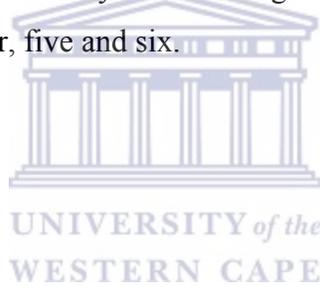
7.5 The participants

7.5.1 Library Staff

7.5.1.1. University of the Western Cape

Ten library staff members completed the LSQ. This represents 17 % of the UWC's library staff complement of 59. The ten staff members who responded to the LSQ were chosen by the University Librarian to participate in the survey because they were directly involved in the UWC Library management function. The UWC librarian was asked to choose the ten respondents as she was considered to be more knowledgeable (compared to the researcher) about members of her staff who actively participated in library management functions. The management functions in question include, policy development, running of programmes, over-seeing anything that takes place, management of computers and technology, training of staff, and attending to staff and

student concerns. Participants were chosen to represent all levels of the UWC library management. The ten staff members who participated were as follows: two deputy librarians; and eight heads of library sections (e.g. head of periodicals, head of e-resources, and head of acquisition).

7.5.1.2. Dhaka University

Fifty members of staff of the Dhaka University library completed the LSQ representing 27 percent of the library's 185 staff members. This was a good response given that 75 questionnaires were distributed for completion. The response rate was thus 67%. The questionnaires were distributed in such a way as to include all levels of library staff. The distribution of the staff levels among those who completed the LSQ was as shown in Table 7.5.1.2 below.

Table 7.5.1.2 Distribution of staff levels for the LSQ

Staff Level	Number of participants
Deputy Librarian	13
Reprographic officer	6
Assistant Librarian	8
Senior Section Officer	9
Section Officer	5
Other (e.g. Senior cataloguer; Junior Librarian)	9
Total	50

7.5.2 Library Users

7.5.2.1. University of the Western Cape

One hundred students and twenty seven academic staff members completed the Library Users Questionnaire. This gives a combined response rate of 34 percent from the total of 375 questionnaires distributed for completion. Students who completed the LUQ comprised of undergraduates and post graduates. With the exception of dentistry, all university faculties were represented in the student sample by using purposive sampling.

The faculty of Dentristy is accommodated off campus at Tygerberg Hospital and Mitchell's Plain Hospital. The academic staff members who completed the questionnaire were largely from the lecturer and senior lecturer grades.

7.5.2.2. Dhaka University

Fifty academic members of staff and 260 students completed the LUQ. The total of 310 academic staff members and students who completed the LUQ represents 83 percent of the 375 questionnaires that were distributed to the users. As was the case with UWC postgraduate and undergraduate students completed the LUQ. The fifty members of staff who completed and returned the questionnaires included lecturers, assistant professors, associate professors and professors.

7.6 The research procedure

The sequence followed in doing the research, that is, collecting data was as follows:

   i) Conducting interviews with the librarians

   ii) Piloting and development of the research instruments

   iii)Administration of LSQ and LUQ

The collection of data was done at Dhaka University, Bangladesh from mid-June 2005 to end of July 2005. Data collection at the University of the Western Cape, took place between mid-November 2005 and February 2006.

7.6.1 Conducting interviews with the librarians

Before the interviews, the researcher made an appointment with the librarian. An interview date was agreed upon. At both universities, the interview was conducted in the Librarian's Office. During the interview, the researcher first formally introduced herself and assured the interviewee that all information collected was to be held in confidence and was to be used for research purposes only. Thereafter, the researcher went through

the thirty-two scheduled questions. There was no probing to try and get clarification outside the scheduled questions. The interview atmosphere can be described as having been very formal (Cohen, Manion & Morrison,2000; Powell,1994). Each of the two interviews was audio-taped, but the researcher also took notes of the interviewee's answers. This was done as a precaution against possible loss or damage to the audio-tape.

7.6.2 Piloting and development of the research instruments

As previously mentioned, piloting and development of the LUQ and the LSQ was done at Dhaka University. Details about how the piloting was done have already been described in Section 7.3 above.

7.6.3 Administration of LSQ and LUQ

Administration of the Library Staff Questionnaire

At both universities the researcher administered the LSQ. The sampled staff were each given a copy of the LSQ and asked to complete the questionnaire in their own time. Respondents were given instructions to contact the researcher if they needed any clarification over any part of the questionnaire. Contact was to be made through either telephone or by email. During the times respondents had the questionnaire, the researcher regularly contacted each respondent by email, to check on progress and give encouragement. When the respondent said he/she was through with completing the questionnaire, the researcher visited the respondent to collect the completed questionnaire. At both the University of Dhaka and the UWC, all questionnaires were collected from the respondents within three weeks from the day of despatch.

Administration of Library User Questionnaire

Users: Academic members of staff

At both universities, members of the academic staff who completed the LUQ were purposefully selected (Powell,1994; Cohen, Manion & Morrison,2000). Participants were chosen in such a way as to ensure that all university faculties were represented. At UWC, the 75 academic members of staff who were chosen to participate in the study were drawn from a list showing the names of all academic members and their faculties- that is, the UWC academic calendar. A list provided by the Registrar's Office of Dhaka University was used to select the 75 academic staff members who would participate in the study. At both universities, the researcher in person handed out the questionnaire to each of the sampled participants. For each university, the distribution of questionnaires was completed within one week. Each respondent was given the hard copy of the LUQ as well as an electronic version. Respondents were given the choice to complete either the hard copy or the electronic version. Respondents were told that they could take as much time as needed to complete the questionnaire. As was done with the LSQ, respondents were give instructions to contact the researcher by email if they needed any clarification about any item on the questionnaire. During the time that the respondents were in possession of the questionnaires, the researcher wrote to each member of the academic staff who received a questionnaire an email on two occasions as a reminder and to encourage the respondents to complete the questionnaires as well as to check on progress. This was done with raising of the response rate in mind (Cohen, Manion & Morrison,2000; Gall, Borg & Gall,1996).

Users: Students

In both universities, the LUQ was distributed by the researcher in person. At each university, a total of 300 questionnaires were distributed to students at the rate of 20 questionnaires a day, over a period of three weeks. To distribute the LUQ, the researcher

visited the library and approached student users at random with a request to complete the questionnaire. When a student agreed to complete the LUQ, the researcher would briefly outline the purpose of the questionnaire. Respondents were given as much time as they needed to complete the questionnaire. Most of those who completed the questionnaire were those who chose to do so in the presence of the researcher. At both universities, many of the respondents asked for permission to complete the questionnaire during their own time. The majority of these users never returned the questionnaires. As already mentioned when describing the participants, of the three hundred questionnaires distributed at each university, one hundred were returned at UWC, and two hundred and sixty at Dhaka University.

7.7 Data analysis procedure

The collected data were analysed both qualitatively and quantitatively.

7.7.1 Qualitative Methods

Qualitative research focuses on viewing experiences from the perspective of those involved, such as from an academic library settings, includes the users, librarians and library staff. Research would focus on attempting to understand why participants react as they do (Mellon,1986:160). McMillan & Schumacher (2000:462) stated that qualitative analysis is a relatively systematic process of comparing and interpreting to provide explanations of a single phenomenon of interest. Data collection strategies focus on what the phenomenon means to participants. Various methods such as questionnaires, interviews, observation and document sources of information could be used in the qualitative research (McMillan & Schumacher,2000:428). In the report of a study utilizing observation, Grove & Glazier (1985:247-260) argue that qualitative research methods can be useful for gathering data about management from library's different sections. In qualitative research 'investigators are closely associated with the processes and participants in the study. Researchers usually have opportunities not only to observe

the situation, but also to converse with the participants within the settings' (Sowell, 2001:8).

This study is a comparative study of academic libraries management from two different countries. However management functions could refer to different things. Things such as their OPAC and Internet services offered. Current management practices in both libraries offer quality services and concentrate on user satisfaction. Data collection method included: **questionnaires, interview, observation** and **document sources of information.** The study involved the interpretation and discussion of the responses using the research objectives (Gay & Airasian, 2000:10).

7.7.2. Quantitative Methods

Quantitative data were collected by the information inquiry method from the two institutions; namely, University of the Western Cape (South Africa) and University of Dhaka (Bangladesh). For each variable item such as: library budgets, numbers of professionally qualified staff in a library, the responses were presented numerically. Statistical measures such as percentages and measures of variations were computed to interpret the data. Tables and figures were used to summarize the data. In the analysis of related factors, some variables were cross tabulated to determine if there was any relationship that existed between them. For example, to determine if a university library was influenced by the availability of qualified staff, the two variables were cross tabulated.

In this study, a computer software package known as the Statistical Package for the Social Sciences (SPSS) was used to input data and for analysis. The software contains statistical and operational research techniques used in the social science.

7.8. Coding

After having received all completed questionnaires the coding of the data was done. Every question was assigned a variable name and level. Every variable was assigned value labels and codes. Two sets of SPSS files were created. The first one contained the responses from the librarian and library staff of the two university libraries. The second one was of responses given by the university library users.

7.9 Ethical measures

7.9.1. Gaining access, Confidentiality and Privacy

A cover letter requesting the Librarians' permission to have a structured interview and also to access library staff and users in order for them to complete a questionnaire was drafted.

Confidentiality can be ensured if the data cannot be linked to an individual subject by name (Mc Millan & Schumacher,2000:198). All participants were given assurance of full confidentiality and anonymity. This is indicated in the opening remarks of Appendix (B and C). Information obtained about the subjects must be held confidentially unless otherwise agreed on, in advance, through informed consent. The greater the sensitivity of the information, the more safeguards are called for to protect the privacy of the research participant (Cohen, Manion & Morrison,2000:61). This means that no one has access to individual data or the names of the participants except the researcher. Certain kinds of information are more personal than others and may be more threatening.

7.10. Conclusion

A small pilot study was conducted to test the validity of the questionnaire. Different approaches were used to collect data according to the objectives. Statistics facilitate the process of the interpretation of the analysis of data. The final interpretation, however, is left to the researcher. The results of this study will be presented in the following chapter.

Bibliography

Akporhonor, B. A. 2005. Library funding in Nigeria: past, present and future. **The Bottom Line: Managing Library Finances,** 18(2):63–70.

Black, Alistair. 2002. In the public eye a mass observation of the public library. **Journal of Librarianship and Information Science,** 34(3):145-1. [Online] Available: http://lis.sagepub.com/cgi/content/refs/34/3/145.(Date visited: 7.3.2006).

Bolden, B. F. & Smith, K. 1993. Who plans and how? A profile of one state's public libraries. **Public Libraries Quarterly,** 13(2):5-22.

Brenner, M. 1985. 'Intensive interviewing' **The research interviews :uses and approaches**, ed. By M. Brenner, J. Brown and D.Canter. London: Academic Press:147-161.

Cohen, L. Manion, L. & Morrison, K. 2000. **Research Methods in Education.** 5th ed. London: Routledges Falmer.
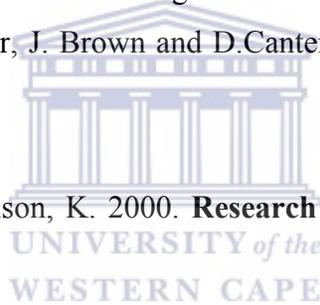
Denzing, N. & Lincoln, Y. (eds.). 2000. **Handbook of qualitative research**. London: Sage Publications.

Gall, M. D. Borg, W. R. & Gall, J. P. 1996. **Educational research**. New York: Longman Publishers USA.

Gay, L. R. & Airasian, P. 2000. **Educational research competencies for analysis and application.** 6th ed. New Jersey: Prentice Hall.

Grove, R. & Glazier, J. 1985. **Implications for application of qualitative methods to library and information science research.** Library and Information Science Research, 7th July: 247-260.

McMillan, J. H. & Schumacher, S. 2000. **Research in education: a conceptual introduction.** 5th ed. New York: Longman.

McNamara, Carter. 1999. **Basic Guide to Program Evaluation**. [Online] Available: http://www.managementhelp.org/evaluatn/fnl_eval.htm(Date visited: 24.2.2006).

Mellon, C. A. 1986. Library anxiety: a grounded theory and its development. **College and Research Libraries,** 47:160-165.

Miller, R. L. & Brewer, J. N. 2003. **The A-Z of social research: a dictionary: a dictionary of key social science research concepts**. London: SAGE.

Mouton, J. & Marais, H. 1990. **Basis concepts in the methodology of the social sciences.** Pretoria: HSRC.

Nueman, W. L. 2003. **Social research methods: qualitative and quantitative approaches**. Boston: Allyn and Bacon.

Patton, M. Q. 1990. **Qualitative evaluation and research methods**. 2nd ed. Newbury Park: Sage Publications.

Powell, R. R. 1994. **Basic research methods for librarians**. 2nd Ed. Norwood, New Jersey: Ablex Publishing Corporation.

Sowell, E. J. 2001. **Educational research: an integrative introduction**. New York: McGraw hill.

Wasylenko, Lydia. 1983. Organization development in a library setting: a case study. **Journal of Library Administration,** 4(2):23-42.

CHAPTER EIGHT: PRESENTATION OF DATA: UNIVERSITY OF DHAKA LIBRARY AND THE UNIVERSITY OF THE WESTERN CAPE LIBRARY

8.1 University of Dhaka Library: Introduction

In this chapter results on the management of the university library at Dhaka University are presented. Instead of presenting the results under the headings of research instruments and methodological procedures (for example, results from Library Staff Questionnaire (LSQ), results from interviews, and results from observations), it was considered appropriate to present the results under the titles of the following aspects of library management: planning, organizing, leading and controlling. This is in line with answering the research questions posed in Chapter one. These questions are: How are the two academic libraries at UWC and Dhaka University managed with respect to planning, organizing, leading and controlling? and How do these two academic libraries compare with regards to management? Moreover, since this study is about assessing library management functions, this approach to data presentation was seen as logical. For each aspect of library management, results obtained from the Library Staff Questionnaire, Library User Questionnaire (LUQ), Interviews and Observations, are presented. It is important to note that some of the information obtained via the interviews with the two librarians are presented in chapter six e.g. the answer to appendix A question 1 in chapter six. This presentation is also guided by an effort to take care of the research objectives stated in Chapter one of this study.

8.1.1 Results on planning

The results on planning as a function of management presented in this section are from documentary evidence, the LSQ, interviews, and observations.

8.1.1.1 Planning process

Both documentary evidence and LSQ responses show that the library plans for the future. These plans include both formal written and informal unwritten policies. The library has developed a five-year strategic plan, which outlines activities for the period together with implementation strategies. The Librarian mentioned in his interview that no such planning guide or manual for planning techniques exists in the DUL. The Identifying Programme is one strategic planning activity that is used by DUL. The strategic plan was developed through a consultative process during which the librarians made draft proposals, which were submitted to the Library Committee and Syndicate for approval. Results from the LSQ indicate that the majority of the library staff is aware of both library future plans (66 % see Table 8.1.1 below) and aims and objectives of the library (80%).
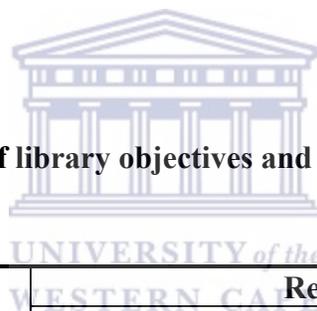
Table 8.1.1: Staff awareness of library objectives and future plans

Planning items in questionnaire	Responses			
	YES		NO	
	Numbers	Percentages	Numbers	Percentages
Staff aware of library future plans	33	66	17	34
Awareness of the staff regarding the aims and objectives of Library	40	80	10	20

While a large number of the library staff is aware of the library's future plans, some members of staff (see Table 8.1.1) indicated (responses to open ended LSQ questions) that they were not "told of any future plans or what is going on". Some of these went on to accuse the library of a lack of "transparency" regarding its future plans. This could point towards the library management not doing enough to educate and sensitize the staff about the strategic plan.

8.1.1.2 Financial situation

Documentary evidence shows that the University Grants Commission (UGC) plays an important role in the development of university libraries in Bangladesh (Rahman, 1988:147-148). The Ministry of Finance, on the basis of the assessed financial needs, makes the fund allocation to the UGC. Ninety percent of the universities' total expenditure comes from the UGC. The government is not in a position to provide sufficient funds to meet all university library service requirements because of the county's poor economic condition. While income available to the Dhaka University Library from UGC has been increased steadily between 2002 and 2005 (see Table 8.1.2 below), the library and the university were not able to increase its income from other sources.

Table 8.1.2: Income and expenditure for University of Dhaka library for 2002 to 2005

FINANCIAL YEAR Revised or real	INCOME			EXPENDITURE		
	From govt. through UGC	Own Income	Total Income	Revenue Expenditure	Budget Deficit (-) or Surplus (+) in real currency	**Increasing Expenditure as percentage of previous years' budget
2002-2003 Real	77.82	10.23	88.05	84.01	+4.04	-
	88.38%	**11.62%**	**100**			
2003-2004 Real	82.03	11.54	93.57	93.65	-0.08	**11.47**
	87.7%	**12.3%**	**100**			
2004-2005 Revised	95.10	10.00	105.10	112.28	-7.18	**19.89**
	90.5%	**9.5%**	**100**			

Source of figures: Dhaka University Annual Budget, 2004-2005 Revised & 2005-2006 Real Estimates, p.12-13.
Real figures shown in units of Taka (TK) Bangladesh currency (TK 10,000,000)
Exchange rate as on (23, June 2006) Bangladesh TK 9.3704 = ZAR1-South African Rand; TK69.775 = US$ 1.
Percentages in bold black **Yearly Opening Balance = Total Sum

As Table 8.1.2 shows, in real terms, the money the library has been able to get from sources other than UGC has remained around TK 10 million. This against a background where the expenditure has been increasing over the years (Table 8.1.2).

The amount of funds, which the Government can make available to public and university libraries in Bangladesh, has not been standardized (Rahman, 1988:147-148). It must be stated that this is the case still today as will be reflected later on. This is so despite a recommendation made by the British Council (British Council, 1986) in a draft seminar report on "University Library Administration", which was submitted to the Ministry of Education. The report read in part:

> The [University] Grants Commission's grant to the universities is the principal source of finance of the universities and comprises more than 90 percent of their total expenditure... A minimum of 60 percent of the total budget of the university library should be spent on the purchase and maintenance of library materials. The remaining 40 percent should be spent on staff salaries and allowances (British Council, 1986).

While the British Council has made these recommendations, the situation on the ground shows that the university is doing little if anything at all to implement the suggestions. As Figure 8.1.1 below shows, contrary to the British Council's recommendations, more than 40 % of the Dhaka University library's budget still goes towards the payment of staff salaries and allowances. For example Figure 8.1.1 shows that TK 1 750 000 out of a budget of TK 2 840 000 for the 2004/2005 was spent on salaries and allowances. In fact the amount allocated for the purchase of books and journals has actually decreased from 2002 to 2005. The librarian also mentioned in his interview that a small amount of the budget (TK 400000) was allocated during that time for Information Technology.
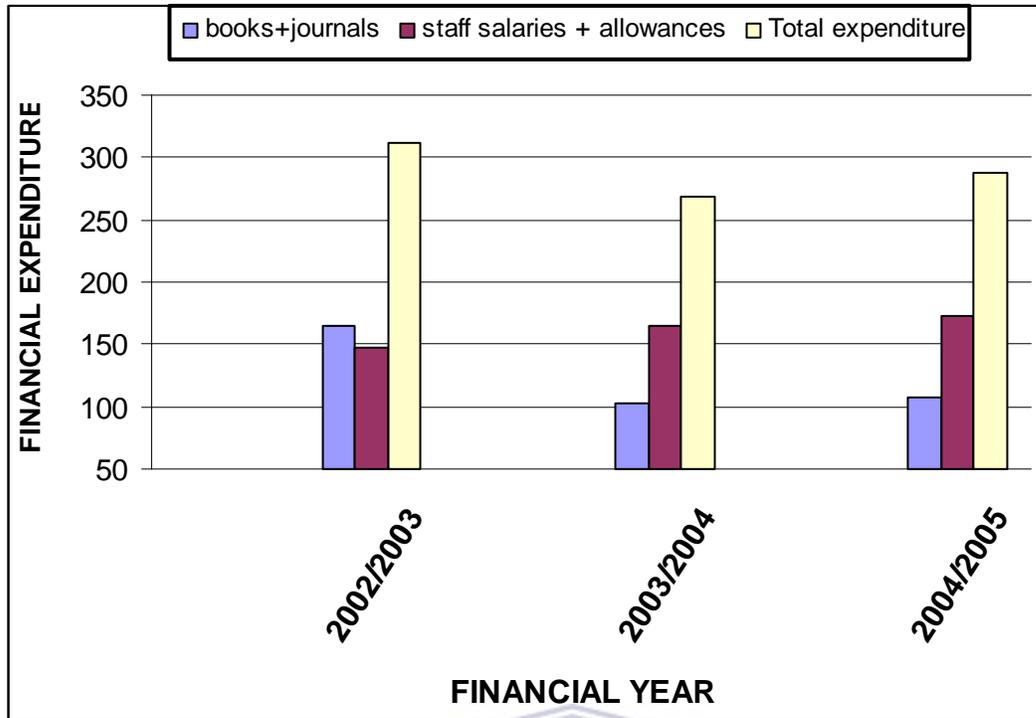
Figure 8.1.1: Dhaka University Library Expenditure (in TK 100000) over a three-year period

Meanwhile, during the interview, the Dhaka University librarian complained that the library was under-funded and that the library staff complement was not commensurate with increasing student enrolments. He added that the volume of the library's collected materials justified the increase in the library staff size. The library thus appears to be caught in a quandary between reducing the staff salaries and allowances budget and increasing the staff size to cope with increasing student enrolments. The total student enrolment currently stands at 28 623.

8.1.1.3 Staffing position

According to the 2005 figures, the Dhaka University library has a staff complement of 185. This is against 230 sanctioned posts, which means 45 posts are vacant. Of these filled posts, 33 are professional, 16 semi-professionals and the rest non-professional (136). At Dhaka University, the term 'professional' is used to refer to staff who have at least a masters degree or post graduate diploma in Library and Information Science.

189

Semi-professionals are categorized as those who hold certificates in Library and Information Science. Those with no qualification whatsoever in Library and Information Science are the non-professionals. Table 8.1.3 below shows how the professional and semi-professional staff is distributed according to the library sections.

Table 8.1.3: Distribution of professional and semi-professional staff according to library sections

Sections	Professionals		Semi-Professionals	
	Frequency	Percentage of total professional staff compliment	Frequency	Percentage of total semi-professionals staff compliment
Administration	1	3.0	2	12.5
Acquisition	3	9.1	2	12.5
Technical	16	48.5	5	31.3
Circulation	1	3.0	3	18.7
Reference	2	6.1	3	18.7
Periodicals	4	12.1	1	6.3
Documentation	0	0.0	0	0
Computer	4	12.1	0	0
Photocopy	2	6.1	0	0
Totals	33	100	16	100

The total number of professional and semi-professional staff is currently 49, which is about 26 % of the total staff compliment. During the interview, the university librarian observed this fact and noted that adequate qualified and professionally trained staff in all sections of the library is essential if the university library was to offer efficient service to

190

the users. As Table 8.1.3 above indicates some sections have no professional or semi-professional staff. The professional staff to library user ratio remains low (currently at 1 to 600 student users) despite a recommendation by the Draft University Standards for University Libraries of Bangladesh (British Council, 1986). This recommendation read in part:

> A minimum of five (5) professional staff members should be appointed for every one thousand users [Ratio of 1 to 200]. The ratio of professional and non-professional, not including the member of the lower subordinate staff should be 1:2.

The assumption is that professionally trained staff is able to execute instructions and give directions to the students in the use of library facilities; ensuring that the objectives set out by the university library in collaboration with the faculties are achieved.

The posts common in DUL as at other universities are: librarian, deputy librarian, assistant librarian, junior librarian, library assistant etc. As shown in Table 8.1.4 the positions of library staff members of Dhaka University Library are:
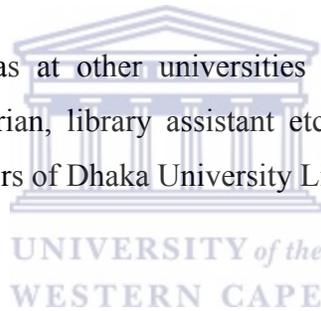
Table 8.1.4: Position of Dhaka University Library staff, 2005

Position	Number
Librarian	2
Deputy librarian	13
Reprographic officer	6
Senior manuscript keeper	1
Senior reproduction officer	1
Assistant librarian	8
Senior research officer grade I	2
Senior research officer	3
Senior section officer	9
Senior administrative officer	1
Senior accounts officer	1
Senior computer programmer	1
Senior assistant procurement officer	1
Senior assistant reproduction officer	1
Senior online cataloguing in-charge	1
Section officer	5
Automation officer	2
Senior cataloguer	2
Junior librarian	1

The success or failure in management of library services will be in proportion to the right type of staff recruited for the library. As shown in Table 8.1.5 below, most library staff members of DUL have several years of experience in their present posts. However, on average, it takes a library staff member several years before he / she would be in charge of the library.

Table 8.1.5: Average work experience of Dhaka University Library staff members

Years of experience	No. of respondents	% of total
Less than 5 years	10	20
5-10 years	10	20
10-20years	10	20
20-30 years	15	30
Over 30 years	5	10

However, the rate of promotion from one position to the other is still very slow. In DUL, staff members may only be awarded one or two promotions during their working span.

8.1.2. Organizing

In this study 'Organizing' covers different factors such as span of control; supervision; frequency of assignments; organizational structure; and duties including responsibilities. As a management function 'organizing' in Dhaka University library started with the examination of the span of control of the management and supervisory staff. It was ascertained that the number of staff members supervised by different management staff varied from less than five to more than ten (Table 8.1.6). Forty eight percent (48%) supervise five staff members. This seems to be an acceptable span control. Bateman & Zeithaml (1993:291) state that optimal span of control rely on a number of conditions. Some library managers consider five as a good number. Span of control is mixed-up with job complexity and degree of capacity linkage between subordinates. Span of control inclines to be lower when subordinates have compound and interrelated duties; and supervisors may have some direct subordinates but many staff below their organizational chart or unit.

Table 8.1.6: Span of control

No. of staff supervised	No. of respondents	%
Less than 5	12	24
Five	24	48
6-10	8	16
More than 10	5	10
Others	1	2
Total	50	100

Span of control refers to the supervision staff members are accountable for as well as the duties they are expected to do. The majority of the respondents (76%) thought they

received either sufficient or too much supervision in their job (Table 8.1.7). However, at DUL, 8 (16%) were not supervised at all. This would create a laissez-faire environment in different parts of the library system. For this reason, respondents mentioned that the DUL management requires to get special attention to what is occurring in these areas. A place where few respondents think they get too much supervision while others think it is either not enough or not satisfactory.

Table 8.1.7: Level of Supervision

Amount	No. Of respondent	%
Too much	8	16
Sufficient	27	54
Not enough	7	14
None	8	16
Total	50	100

Respondents were asked about the supervision they received by referring to the frequency of assignments they received from their respective supervisors. Most respondents (80%) received assignments regularly from their supervisors (Table 8.1.8). Yet some (6%) were not given any assignments at all because either the supervisors felt they had too much to do or were just unable to assign work to their staff.

Table 8.1.8: Frequency of assignments

Frequency	No. of respondents	%
None	3	6
Occasionally	7	14
Regularly	40	80
Total	50	100

Table 8.1.9: Responses on whether or not library staff work as a team towards the same set of goals and objectives

Opinion	No. of respondent	%
Yes	48	96
No	2	4
Total	50	100

Table 8.1.9 shows that 96% respondents agree that staff must work as a team towards the setting of goals and objectives. Where 4% respondents disagree about that matter and said to work as a team: "were not really sure who they supervised and who is responsible for overall supervision".
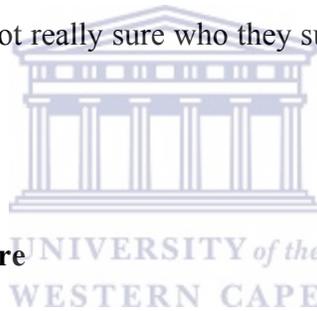
8.1.2.1 Organizational structure

The University librarian, being the chief executive of the library and responsible to the Vice-Chancellor is vested with responsibilities and powers, enabling him / her to successfully organize and administer the university library and its services. The rest of the library staff, from the Deputy Librarian to the lowest subordinate library staff member, owes their allegiance to the university librarian. The organizational structure of the Dhaka University library is clearly hierarchical. The chart of the organizational structure (figure 8.1.2) indicates it and the librarian mentioned in his interview that the organizational structure is also functional. Dhaka University library staff members do not have consensus about the written objectives or rationale for the present organizational structure of the library system. In spite of advancements and changes over the last few years especially since the country became a democracy this hierarchical structure has remained.

Figure 8.1.2 : DHAKA UNIVERSITY LIBRARY (ORGANOGRAM)

Vice-Chancellor

Library Committee

Advisor

Librarian

Librarian
(Planning & Dev. Computer Section)

Deputy Librarian Central Library
(Readers Service)

Deputy librarian
Science Section

Deputy Librarian
Processing Section

Readers Services
1.Teachers Counter (Lending)
2. First floor (Reading room)
3. Second floor (Reading room)
4. Seminar Section (Students)
5. Reference Section
6. Periodical Section
7. Rare & Govt. Publication.
8. Photocopying Services
9. American Studies Collection
10. UNO collection
11. Liberation War collection
12. Token Counter
13.Entrace

Readers Services

1.Reading Rooms
2. Reference Sec.
3. Periodical Sec.
4. Lending Sec. (Teachers & Students)
5. Token Counter
6. Photocopying Service
7. Entrance

Deputy Librarian

Sr. Keep Mss.

Assistant. Librarian
Acquisition Section

Reprographic Section

Administration Section

Binding Section

Accounts Section

Technical Section

196

Table 8.1.10: Staff responses on the organizational structure of the library

Objectives	No. of respondents	%
To meet individual's interests	14	28
To show the organizational structure	5	10
To achieve set goals	5	10
To unify effort (teamwork) towards set goals	5	10
To maintain order	10	20
To facilitate communication	6	12
Other	5	10
Total	50	100

Table 8.1.10 shows that to a majority of the staff, the objective of the organizational structure of the library system is both to meet the interests of individuals (28%) and to maintain order 20%. Other staff members (10%) responded by saying: ''the organizational structure is not reviewed from time to time, as an outcome of this the library faces problems."
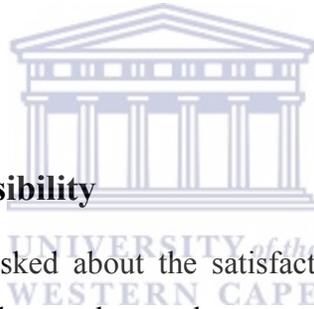
8.1.2.2. Duties with responsibility

Library staff members were asked about the satisfaction of their duties they usually performed. The answer found was how adequate or satisfactory they rated their responsibilities. For 35 of the respondents (70%), their responsibilities were adequate or satisfactory while the rest (30%) viewed their responsibilities as not being satisfactory.

8.1.3. Leading

The leading function in management includes largely: job satisfaction, staff training, meetings, salaries, morale and motivation. Job satisfaction relates to a task to be performed by a staff member in which they are motivated, inspired and can also properly maintain responsibility. Fifty percent of the staff members were satisfied with their job while fifty percent were not. The staff members mentioned some of the reasons for the dissatisfaction of the job which encompass performance as follows: too much routine

work; work over-load; work being too professional for the salary one gets and non-professional duties.

Programmes for staff development such as training was seen as important to both individual staff and institutions. Training helps to develop the knowledge and skills of staff. This type of staff development programme is essential if university libraries intend to provide quality services to their users. However, user service is ultimately a management issue and not a training issue although it is a management issue in which training is central. Library managers need to have a clear view of what needs to be achieved and how best to achieve it (Pinder & Melling, 1996:129) Most of the respondents (50%) had training in a management course (Table 8.1.11). Many of the training programmes are in the areas of management and librarianship.

Table 8.1.11: Training programmes undertaken by respondents

Programme	No. of respondent	%
Management course	25	50
Using of library automation software	20	40
University Cataloguers Training programme	1	2
Orientation Programme for the Executives	4	8
Total	50	100

Respondents were of the opinion that staff members were not given adequate recognition or appreciation for a job done well. Only 30% (Table 8.1.12) were positive that they received adequate recognition for performing their duties satisfactorily.

Table 8.1.12: Recognition of staff ideas or appreciation for doing a good job

Opinion	No. of respondents	%
Yes	15	30
No	35	70
Total	50	100

Some responses given were comments as follows:

▪ 'Sometimes I get recognition for a job well done but it is not always…'

- 'Once in a blue moon'
- 'Sometimes but very unusual'.

Meetings are another important factor to encourage staff to make suggestions, to participate in the management of the organization and to show that their suggestions are appreciated to Dhaka University library staff members. It would seem that staff meetings are not held as regularly or as frequently as they should be in DUL (Table 8.1.13). Only 40% of the respondents claimed that meetings were held regularly, either once a month or once in two weeks. On the other hand, 60% of the respondents stated that staff meetings were either not held at all or only when there was a crisis for example the striking of students.

Table 8.1.13: Frequency of Staff meetings

Frequency	No. of staff	%
Once a month	5	10
Once in two weeks	15	30
When there is crisis	20	40
None	4	8
Other	1	2
No response	5	10
Total	50	100

Other library staff commented that staff meetings were held
- "At least two times a year; or
- Any time when there is need".

As a whole, the findings show that DUL staff members are dissatisfied with the way meetings are held. Library staff indicated that they cannot communicate their ideas to the top management or the library authority adequately. They are not adequately informed on issues concerning the management of the library system.

Salaries and the physical environment are some of the major factors that determine the level of satisfaction workers derive from their job. Hence these were investigated in the present study. A majority of respondents (60%) considered their salaries to be low. Only 40% regarded their salaries as satisfactory (Table 8.1.14). Generally speaking it would seem that salaries of DUL staff are normally low or inadequate. This could be a serious source of dissatisfaction among the staff and so needs attention.

Table 8.1.14 : Respondents' opinion about their present salary

Opinion	No. of respondent	%
Satisfactory	20	40
Low	30	60
Total	50	100

Table 8.1.15 revealed that staff members are generally satisfied with the physical conditions of their work place. Only 10 respondents (20%) chose "less satisfactory" regarding their physical environment. The main problem was that the building was not well designed, and did not have an attractive working environment. Some of them found the lack of routine or thorough maintenance of the buildings as a problem.

Table 8.1.15: Physical condition of the work place

Opinion	No. of respondents	%
Satisfactory	40	80
Less satisfactory	10	20
Total	50	100

Dissatisfaction with one's salary and the physical working environment are some factors that are likely to adversely affect the morale of the library staff. It is therefore not surprising that only 44% of the respondents claimed to have high or average morale

(Table 8.1.16). Even the Librarian of DUL stated in his interview that the morale of the staff is fair. He pointed out that their main grievances were staff shortage, involvement of staff in the management of the library system and low salary.

Table 8.1.16: Status of respondents' morale

Status of morale	No. of staff	%
High	4	8
Average	18	36
Below average	7	14
Low	16	32
No response	5	10
Total	50	100

From Table 8.1.16 above, a few factors were responsible for the staff's low morale. These factors are: occupation of a particular post for too many years, staff shortage and the consequent overworking of available staff, insufficient working materials and equipment, inadequate motivation by management, and poor communication between the management and the lower rank staff. Furthermore, respondents were asked to identify what they considered the best motivating factors from a given list. Library staff rated professional development, providing satisfactory service, involvement and participation, and good staff morale as the highest motivators (Table 8.1.17).

Table 8.1.17: The best motivation for staff

Motivation factors	No. of respondents	%
Professional development	41	82
Attendance of conferences	5	10
Being praised / appreciated for work done	5	10
Involvement / participation	17	34
Providing a satisfactory service	43	86
Feeling of belonging	9	18
Good staff morale	11	22

DUL staff members were asked to identify factors they believed essential in their job. Service to others topped the list in their rating. This was followed by personal development and good career prospects. They care least for social standing and job satisfaction (Table 8.1.18).
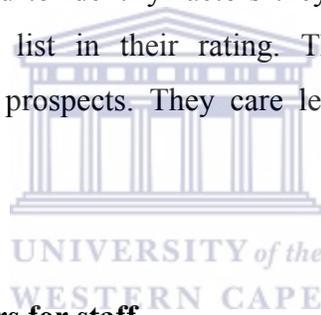
Table 8.1.18: Important factors for staff

Important Factors	No. of respondent	%
Earning a good salary	50	100
Personal development	43	86
Service to others	41	82
Using your intellect	27	54
Job security	50	100
Social standing	20	40
Good career prospects	47	94
Other-Job satisfaction	20	40

The library staff members considered earning a good salary and job security to be the most important factors in their job. The librarian also viewed that good salary and job security were strong motivation factors for the staff. However, although the librarian indicated that advancement and working conditions were strong motivating factors, the library staff members did not agree.

8.1.4 Controlling

The management function 'controlling' mainly covers the evaluation and monitoring process of resources such as funds, staff, and collections including services. These resource activities have to be properly evaluated before they can be implemented. Observation of this management function at Dhaka University Library attempted to determine the purpose of evaluation or controlling in the system. Table 8.1.19 indicates the results received. To the staff members, evaluation or comparison of desired and actual results of operations is seen as important followed by 'plan for the future', and show responsibility.
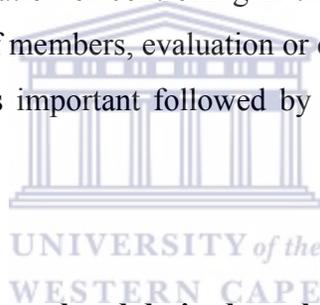
Table 8.1.19: Comparison of actual and desired results of operations in DUL

Purpose	No. of respondents	%
Evaluate performance	45	90
Show responsibility	31	62
Plan for the future	48	98
Control work behaviour	24	48
Justify the library's worth	35	50

Table 8.1.20: Library should have standards of performance to guide library performance for evaluation purposes

Opinion	No. of respondent	%
Yes	15	30
No	35	70

Only 15 respondents (30%) agreed that the library has a defined standard of performance to guide library performance for evaluation purposes, but others (70%) disagree which is clear from table 8.1.20. Respondents think that there are hardly any documented guidelines for evaluating performance, except the rules and regulations. They also indicated that for the purpose of evaluating its operations, DUL should have distinctly laid out standards of performance or performance guidelines.

Table 8.1.21: Percentage values of respondents with responses on the existence of certain manuals and documents within the DUL

Document Available	Exist	%	Does not exist/ don't know if exist	%
Staff Manual	0	0	50	100
Procedures	5	10	45	90
Rules and regulations	49	98	1	2
Policies	5	10	45	90

Table 8.1.21 shows that 50 (100%) respondents think that the library has no written staff manuals. According to the above table respondents are positive about the existence of rules and regulations (98%) they are of the opinion that staff manuals (100%) procedures (90%) and policies (90%) do not exist at DUL. They also mentioned that different

sections of DUL never evaluated their operations from time to time. Services had not been reviewed and the library system does not revise its organizational structure periodically.

Table 8.1.22: Control mechanisms to assist staff members in the detection of deviations from the original plan

Opinion	No. of respondent	%
Yes	16	32
No	34	68

Thirty two percent of the staff members think that automation is the only one-control mechanism to assist staff in detecting any deviations from their original plan and objectives also to facilitate decision making whereas 68% think there is no mechanism, which exists (Table 8.1.22).
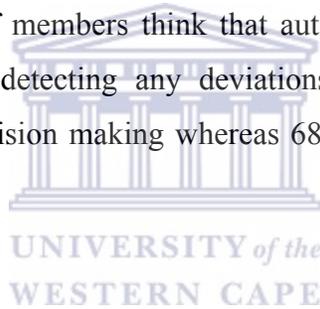
Table 8.1.23: Major problems facing the library services

Problems	No. of respondent	%
Lack of funds	45	90
Lack of staff	45	90
Lack of professional knowledge	35	70
Absence of modern facility	39	78
Administrative problem	33	66
Low salary and status of the library staff	40	80
Negligence of authority	37	74

From the point of view of the staff themselves, several problems were responsible for limiting the range and quality of services that are provided by the library. Among these are:

- Conflicts between co-staff;
- Conflicts with supervisor;
- Not having the necessary equipment or resources to be successful;
- Not being paid well for what they do;
- Lack of opportunities for promotion;
- Not having a say in decisions that affect staff; and also
- Fear of losing job because of downsizing.

Lack of funds (90%), shortage of staff (90%), low salary (80%) and status of the library staff (80%), absence of modern facility (78%), negligence by the authority (74%), lack of professional knowledge (70%), and administrative problems (66%) were all identified problems. The views of the staff seem to support those of the librarian who pointed out in his interview that although finance and staff have improved over the years, these were still inadequate to meet the present demands of the DUL service.
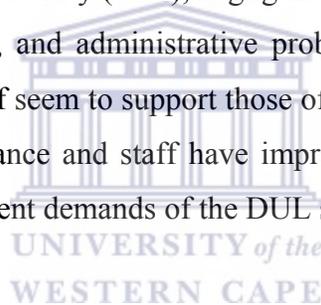
8.1.5 Service Quality of the DUL from user survey

The level of satisfaction users derives from a particular service to determine the success or effectiveness of that service is important. For that reason, in this study the effectiveness of the management of Dhaka University Library was evaluated through the users' assessment of services they got. More particularly, these services were evaluated by considering the issue of material provision, accessibility and usability of library resources and facilities.

Before presenting the users' evaluation of library services it would be useful to draw the profile of the users. Users include academics and students of Dhaka University.

Figure (8.1.3) shows the distribution of respondents between academics, post graduate and under graduate students of DU. Fifty respondent were academics (16.12%), 100 are P.G. student (32.25%) and 160 are U.G. student (51.61%). The total numbers of respondents were 310 out of 375.
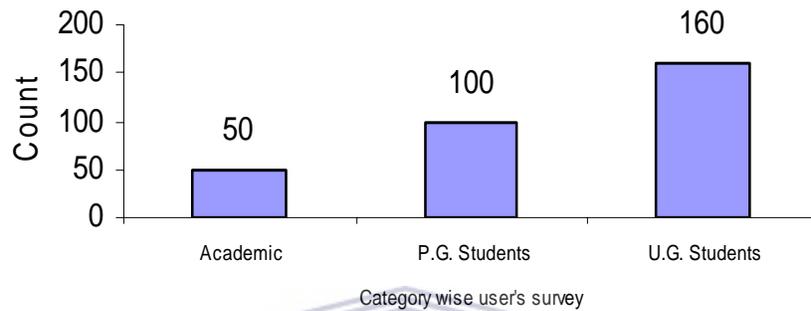
Figure 8.1.3 Number of respondents

Table 8.1.24: Frequency of DU library usage by academics and students

Frequency	No. of respondents Academics	No. of respondents Students
Everyday	16	50
Once a week	24	180
Once in two weeks	9	28
Other	1	2
Total	50	260

Table 8.1.24 depicts that the majority of academic staff, 48% indicated they used the Dhaka University library once a week while 32% academic staff said they used it everyday. Those who said that they used the library once in two weeks were 18%. The

majority of students, 69.2% said they used the library once a week while 19.2% reported that they used the library everyday. Those that used the library once in two weeks were 10.7%. The findings reveal that most users used the library once a week. Other respondents gave the reasons for not using the library viz personal collection adequate, library is inaccessible, library does not have adequate information, class notes are more convenient than using the library.

Table 8.1.25 Purpose of the usage of DUL by academics and students

Purpose of use	No. of Respondent
Borrow library materials	90
Computer use	75
To read newspaper	20
Study purpose / Prescribed course	80
Research	25
Browse shelves	8
To check current journals	12

The Dhaka University Library users use the library with a specific purpose in mind (Table 8.1.25). The majority of respondents use the library to borrow library materials (29%). This is followed by for the purpose of study (26%) and to utilize the computers (24%). These are the main reasons for DUL users to use the library.

8.1.5.1 Library provides clear guides about how to find materials and services

Efficiency and competence of staff and adequacy of materials are two of the major factors that determine the level of service and satisfaction users get from a library. To complement the questions on respondents' experience with library staff, they were requested to express their opinion on the clear guides of the library's service and

materials. Figure 8.1.4 summarizes the responses received. The majority of respondents did not get guides to assist with the finding of materials or guides that explain to the user how the service works within the library.
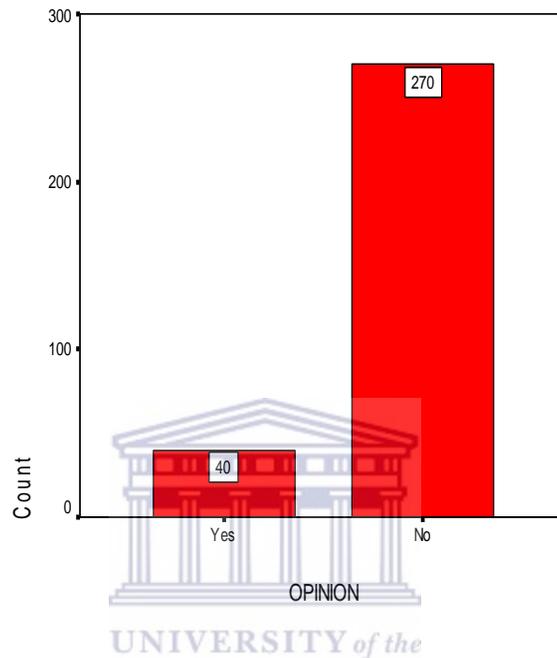
Figure 8.1.4 Library provides clear guides to find materials and service works

The following are comments made by respondents, which reflect the reasons why the majority of them are not satisfied with the guidance:

- There is no security alarm to detect material leaving the library without declaring it. Some users cannot afford to purchase costly books and this motivated them to steal and mutilate library materials for their own collection;
- Half of the book and journal pages are torn out. A lack of money for photocopying purposes motivated some users to remove pages from the book and journal;
- Books and journals are out of stock and library items are not returned on time;
- Inadequate electronic or online catalogue system is absent e.g. OPAC for user;

- Another reason involved is the fact that the computers were old, lack of computer equipment and current software programmes should be installed in the computer lab;

- Staff is lethargic to check the material because it is misplaced;

- Never tried to buy all materials which are ordered by department, only some are bought; and

- The library is noisy during the day.

8.1.5.2 Availability of subject materials in the library

Figure 8.1.4 shows that the majority of users, 56.77% (176) indicated that they normally did not find the materials they needed in the library while 43.22% (134) said they normally found the materials they needed. The fact that 52% of academic staff respondents were unable to find the required materials is an indication that the library's stock is not addressing the information needs of them. Furthermore, the library's collection development policy might not be effective - with no stock control measures in place. Some of the reasons given to explain why respondents are dissatisfied are: a limited number of journals, some journals being lost or pages torn out. With regards to the same question the academic staff said the reasons why they didn't find materials was that at times subscription of journals would have been terminated and that they encountered problems regarding the current information that the library possessed on journals. Academic staff also reported that journals were either outdated or disorganized.
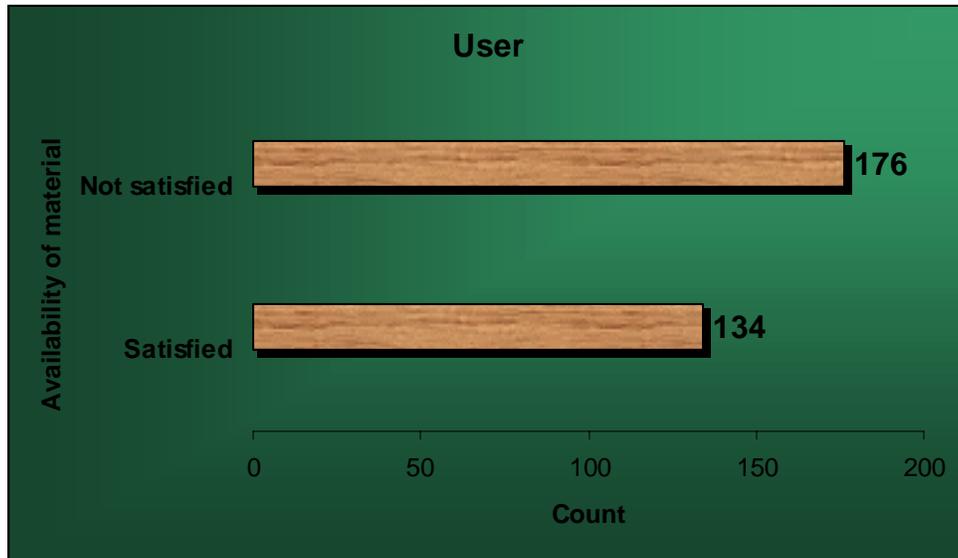
Figure 8.1.5 Availability of material

The highest percentage (60%) of students indicated that they normally did not find the materials they needed in the library mainly because of outdated journals, old books and pages being torn out of the reading materials.

The results indicate that both students and academics do not find the materials they are looking for in the library, which means that the library did not adequately meet the information and research needs of the users. The results indicate that DUL has a limited journal collection and that there are problems with the availability of materials. The results also show that there is limited material to supplement books and journals that were vandalized or removed very neatly, pages torn, lost or stolen.

8.1.5.3. Rating of library staff

Question 6, 7 and 9 from LUQ surveyed attitudes held about the staff of the DUL.

The staff members of DUL were rated as good, adequate, not very good, and poor. As shown in Table 8.1.26, only 14.51% of respondents thought that the services of library

staff are good or always available when users seek help. The majority (62.9%) of users were not satisfied with the service presently rendered by DUL staff.

Table 8.1.26 Staff rating from the respondents

Rating	No. of Respondent
Good	45
Adequate	70
Not very Good	105
Poor	90

University libraries exist to serve their users. In seeking to provide appropriate services, it is essential that the needs of all the different users are taken into account and that the library plays a part, by providing opportunities for the development of information resources, in enabling all users to make the most of their interactions with information resources (Dougherty & Dougherty,1993:344).
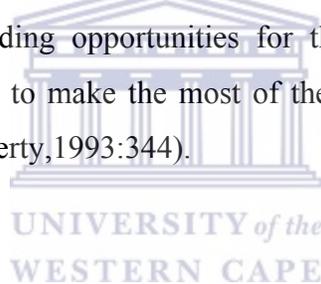
Table 8.1.27 Sources always indicated for a particular item /book

Reason	No. of Respondent
Borrowed	201
On reserve	0
Not in stock	109
Will be available	0
Vague answer	0

According to Table 8.1.27, the majority of respondents (64.8%) indicated that the main problem for them in finding needed information in the library was that the material they were looking for would have been borrowed.

Table 8.1.28 Usefulness of the following Sections

Section	Number of Respondent
Reference Section	291
Issue/Counter Services	230
Information Services	0
Periodical Services	169
Information with database link go into OPAC and different consortium	183
Multimedia/Internet Services	205

Table 8.1.28 shows that the majority of users, 93.87% cited the reference section as being a useful part of the library. The survey found that DUL provided some degree of reference services for their users. The size of the staff within the reference section was relatively small compared to those of the technical processing section. Most reference services supplied by the staff of the reference section occur on that level. It is also mentioned by the users that the reference staff needed training periodically to renew their professional skills. Of these respondents 74.19% said that they found the issue and counter services useful while 66.12% indicated that they preferred the Internet services as their source of information. There were, 59.03% of the users who said that OPAC were preferred for information. Unfortunately, observation and the survey found that there were few OPAC catalogues and no consortium to which Dhaka University belongs. Whereas library co-operatives and networks usually are able to meet the daily needs of their primary users. Academic libraries have relied on each other to build databases and communications structures that expand access to information for students and researchers (Woodsworth,1991:96). The need to have access to materials that they cannot afford to purchase, automation of services and operations through shared computer systems, economies scale in sharing costs of purchase, university libraries have been the ones most actively engaged in co-operative activities as a means to extend the availability of resources for instructional and research purpose (Woodsworth,1991:95). Most catalogue

cards were manually prepared. Fully-fledged Internet service facilities were not available in the DUL. DUL does not maintain any CD-ROM database or electronic journal access on Internet service facility. The DUL has leased a line connection. Dhaka University library is providing e-mail and Internet surfing for information search. Periodical articles provide current information, and as such are considered vitally important information resources, especially at the research level. Fifty five percent respondents said that they preferred the periodical service as their useful section in the library.

8.1.5.4 Evaluation of the cooperation/willingness of staff in the following areas

Evaluation of library services is one of the criteria to assess the effectiveness of libraries. Users were asked a question regarding the co-operation and the willingness of staff to assist in different sections.

Table 8.1.29 Users evaluation of staff co-operation / willingness

Section	Evaluation					
	Excellent	Very good	Good	Favourable	Poor	Cannot evaluate
Reserve section	1.61	3.55	48.39	35.81	4.19	6.45
Circulation Desk	0	5.48	58.39	23.55	9.68	2.90
Inter-Library Loans	0	0	0	0	0	0
Periodicals Section	3.55	29.35	35.81	17.74	8.71	4.84
Photocopy section	10.65	31.94	34.52	20.32	1.61	0.96
Specialised Subjects	6.77	17.74	35.16	33.23	3.87	3.23

8.1.5.4.1 Reserve Section

According to table 8.1.29 the majority of users 89.36% were satisfied with the rendering of service in the Reserve section.

8.1.5.4.2 Circulation Desk

All Dhaka University staff and students formally registered with the institution need to join the library, as membership of the library is part of the registration process. The library makes use of the university staff and student records for the purpose of issuing materials. Members' forms are completed in the main issued desk and membership cards are to be collected. In this department, library staff control the membership registration and membership fee. The following activities are mainly carried out: registration of all library users; termination of membership; issue, return and renewal of library material; disciplinary action against library defaulters; collection fines; and entrance/exit control to the library.

Computerised record systems have not been developed to control the daily flow of library materials in DUL. The circulation system at the university library needs to be sophisticated. But in Dhaka University library the system consists of a single book card, which was placed in the book during the book preparation process and a due date slip affixed in the book. When a user wished to borrow a book, he /she signed the book card, and the card and the due date were dated by the circulation desk staff.

The majority of the respondents (87.4%) indicated that they were highly satisfied with the staff working at the circulation desk.

8.1.5.4.3 Interlibrary loans service area

Dhaka University library has no arrangements for sharing resources with other universities at either national or international level. The survey found that borrowing and lending library materials by one library to another for use by library users is non-existent.

This facility is known as interlibrary loans. It is also found that the DUL did not have any budget to cover inter-library loan service. As a result, an interlibrary loan service was unknown to the users (Table 8.1.29).

8.1.5.4.4. Photocopy Section

Users made use of the photocopying facilities a great deal. Dhaka University library provides photocopying services to its users. When a user wants to make photocopies a prescribed form should be completed and handed in at the circulation desk. The payment for this service is done at the circulation desk.

Table 8.1.29 shows that the majority (97.43%) of the respondents are of the opinion that the photocopy section renders a good service.
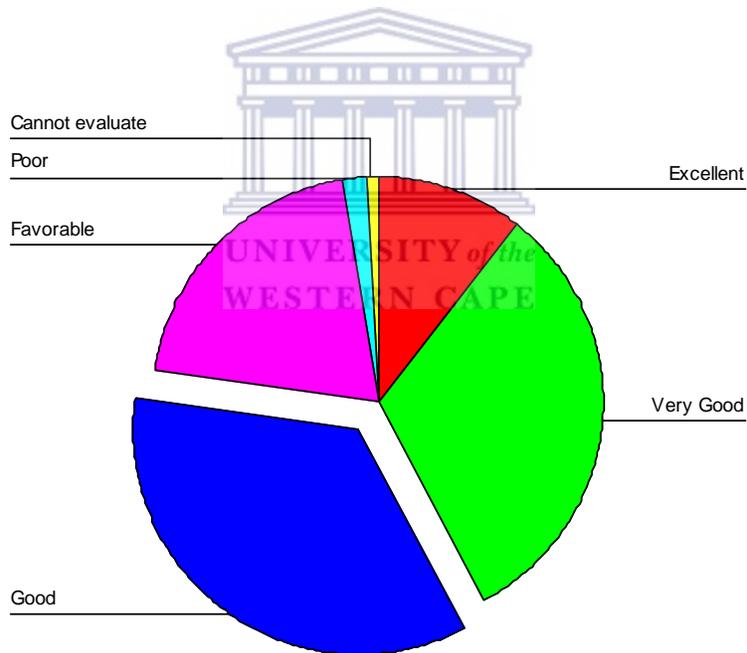
Figure 8.1.6 Photocopy Section

8.1.5.4.5 Periodical Section

Rzasa & Moriarty (1970:404) mentioned that '…one likely difference between the needs of users is that users (academic staff and graduate students) prefer to seek periodicals and journals for the more recent advancements in their fields of interest, whereas undergraduates prefer books more for the history and a general knowledge of their field of interest'.

Table 8.1.29 shows that 86.45% of the respondents were of the opinion that the willingness to assist and the cooperation of staff in the periodical section is rated praise worthy.

8.1.5.4.6. Specialized / Rare Book Section

Table 8.1.29 shows that 92.90% of respondent thinks that there is willingness/ cooperation of the staff in the specialized/ rare book section at DUL.
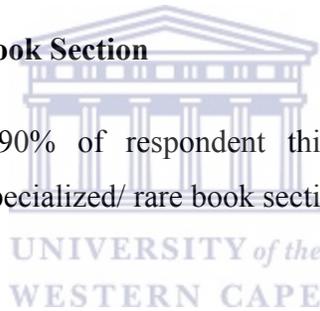
8.1.6 The improvement of library services

In order to improve the library services, the university library staff was asked how information services could be improved to the library users. The solutions to this is to provide the following alternatives for improving library services: The solutions to this included the provision of: additional copiers, more directional signs, a space where discussions can take place and more copies of items on the reserve shelf (Table 8.1.30).

Table 8.1.30: Improvement option of library service

Option	Very Important	Important	Moderately Important	Not Important	No Opinion
1) Additional photocopiers	37.74	33.23	22.90	2.90	3.23
2) More directional signs	23.55	33.87	32.26	6.77	3.55
3) Lectures on library use	35.16	33.23	29.03	1.61	0.97
4) Instruction on use of periodicals section	24.19	33.87	32.90	6.13	2.91
5) Provide section for discussion	30.64	33.87	33.87	0.65	0.97
6) Provide 'no talking' areas	66.12	17.74	10.65	2.26	3.23
7) Provide more leisure reading	27.42	34.52	32.26	2.26	3.54
8) More copies of items on reserve	54.51	39.03	3.23	0.97	2.26

Table 8.1.30 depicts that 117 (37.74%) respondents think that additional copiers are very important so as to improve the library service. The majority of respondents supported the viewpoint that the availability of additional photocopiers would improve the library service.

Clear signage is of the utmost importance, not only to enable users to find their way a round the building easily but to reduce demands on staff. Indeed it is worth keeping a record of casual queries from users to staff, of where is the …? Variety, as a way of checking on the functioning of library signs (Brophy,2000:131). A useful exercise is to ask a user to find specific services or areas, and to report back on any difficulties they experience in identifying them.

The DUL is relatively well sign posted at present, Table 8.1.30 and figure 8.1.7 depicts that 89.68% respondents think that more directional signs are important to improve the library service.
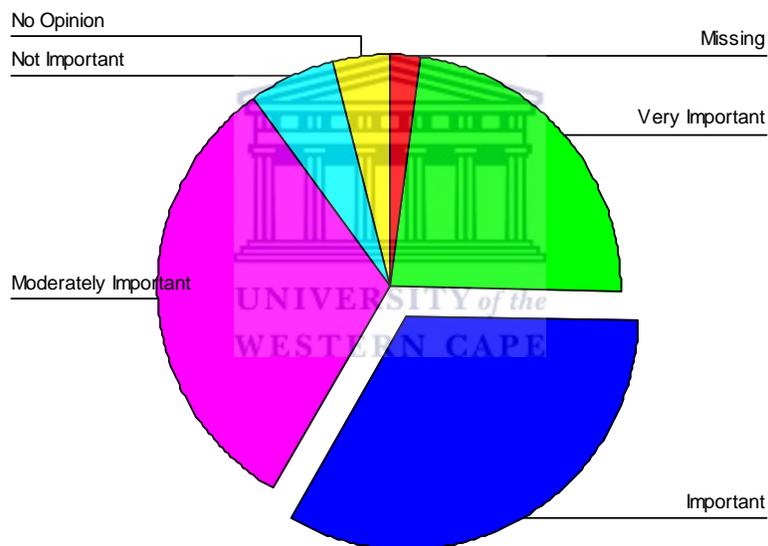
Figure 8.1.7 Directional Signs

The majority of the users (97.42%) indicated that lectures on the use of the library were necessary (Table 8.1.30 and figure 8.1.7). The overall view on this question seemed to be that general library orientation should be offered, once again showing a strong need for guidance. Rahman (1987:92) stated, "As a guide to promote effective use of library resources a university shall have the university librarians involve directly and indirectly in the instructional programmes of the university by teaching or co-teaching a course in

the use of the library". The survey found that the DUL guide contained basic information and regulations about the library, the use of catalogues and classification system used by the library, rules and regulations of the library and description and library functions of the different sections of the DUL.
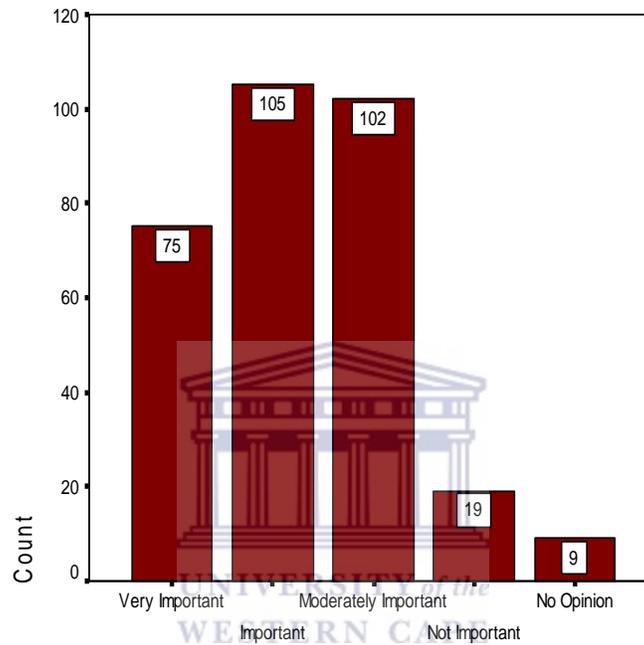
Figure 8.1.8 Lecturers on how to use the library

Users of DUL mentioned that a separate section where discussions could take place was either very important or important and moderately important, which can help to solve the problem of the library especially noise problem.

Table 8.1.30 and figure 8.1.9 shows that 98.39% respondents support the idea of creating a division where discussion can take place.
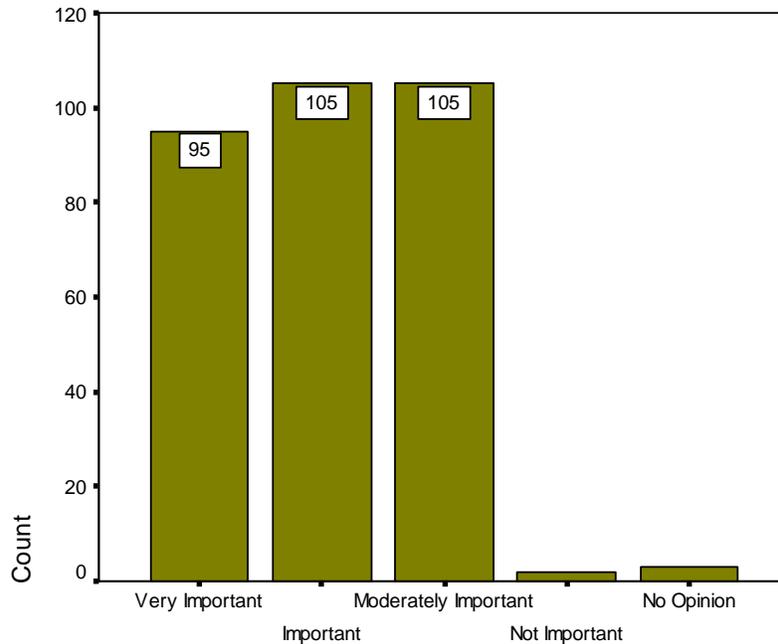
Figure 8.1.9 Section for discussion

Users of the DUL always complain about the noise within the library. Some inconsiderate library users chat loudly discussing issues, ranging from politics, economics and lectures. In such cases, the majority of library users are disturbed. For this reason, it is therefore necessary to introduce a 'no talking' area within the library. Table 8.1.30 shows that 205(66.12%) respondents thinks that the provision of 'no talking areas' is very important as a means of improving library services.

Table 8.1.30 shows that 94.19% respondent thinks that more leisure reading is important for improving the library service.

Finally only 54.5% of the respondents rated the provision of leisure reading copies of items in reserve as very important (Table 8.1.30 and 8.1.11) because they prefer reading items for academic purposes with also recreational/leisure material in the DUL.

No Opinion

Not Important

Moderately Important

Important

Very Important
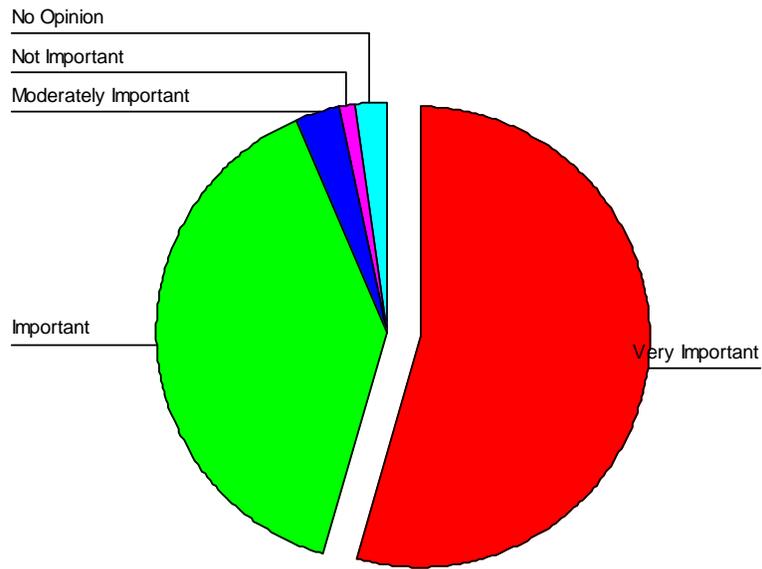
Figure 8.1.10 Items on reserve

The above findings gave some ideas of the management function of Dhaka University Library. Below are also findings from the University of the Western Cape Library.

8.2 University of the Western Cape: Introduction

Data analysis and presentation is one of the most important parts of research and depict the findings of the study usually in a numerical or graphical form. Various forms of analyzing and presenting data exist; however, it is generally not easy to analyse and present the collected data in an understandable form.

8.2.1 Results on planning

The chapter starts with the headings of research instruments and methodological procedures. These research instruments and methodological procedures include findings from the Library Staff Questionnaire (LSQ), interviews, and observations. A presentation of the findings are presented under the headings: planning, organizing, leading and controlling. Library staff were asked to complete the questionnaires whereas a structured interview was conducted with the librarian. Other questionnaires were completed by the library users. Data obtained through observation and documentary analysis is also presented in this section.

8.2.1.1 Planning process

The UWC library has developed a three-year strategic plan, which outlines activities for the period together with implementation of its strategies. The library does not maintain any type of guide or manual for the planning techniques. The Librarian stated in her interview that some of the planning activities the UWC Library included: writing goals, writing objectives, identifying procedures, programmes, and policies, strategies and budgets. Only forecasting activities are not used by the library and the library usually accepts and works within the limits of what is finally offered to it. The library's strategic

plan is guided by the mission and vision statement of the University's Institutional Operating Plan or IOP document.

The Librarian centrally controls acquisition of items from the library budgets and also engages annually in the library management planning. Besides the librarian, the Deputy Librarian as well as the section Heads, are also involved in the planning process. The library maintains formal written and informal unwritten policies. The librarian also mentioned the operational requirement planning process, which leads to strategic and action goals for the year. The Librarian facilitates the planning process, guides people and pursues the library's own goals. In addition, most of the staff respondents indicated that they were aware of both the aims and objectives and future plans of the UWC library (Table 8.2.1).

Table 8.2.1: Staff awareness of library objectives and future plans

Planning items in questionnaire	Responses			
	YES		NO	
	Numbers	Percentages	Numbers	Percentages
Staff aware of library future plans	10	100	0	0
Awareness of the staff regarding the aims and objectives of Library	9	90	1	10

Table 8.2.1 shows that 100% respondents are aware of the aims and objectives of the UWC Library. Some of them indicated knowledge of the: support, teaching, learning and research programmmes of the university. They also mentioned that the mission statement is clear and aimed to deliver effective, excellent and innovate services. Ninety percent of the staff knew about the library's' future plans which were:

- " I am part of the planning committee;
- This is discussed in the management meetings;
- We have regular meetings to discuss future planning;

- Through library management meeting as part of the management, we discuss library issues regarding plans".

8.2.1.2 Financial condition

The academic institution budget is an elaborated plan. It explains, in money terms, the plans for the income and expenditure in detail of a future period of time. It is prepared in advance and is based on the agreed activities for that period of time, together with the long and short-term strategies planned to achieve academic institutional activities (Weetman,1996:556). A budget enables management to plan, control and make decision that is required to make in order to be effective.

Table 8.2.2UWC Annual Budget

University of the Western Cape

Annual budget 2003 to 2004(All amount in Rand 000')

FINANCIAL YEAR Actual or new forecast	INCOME			EXPENDITURE		
	Own income	Other Income including state, & provincial	Total Income	Operating Expenditure	Budget Deficit (-) or Surplus (+) in real currency	**Increasing Expenditure as percentage of previous year's budget
2003 Actual	121497 **27.5%**	320547 **72.5%**	442044 **100**	457 095	-15051	**-**
2004 Actual	138880 **25.8%**	399245 **74.2%**	538125 **100**	499 620	+38505	**9.30**
2005 New Forecast	155226 **20.9%**	587879 **79.1%**	743105 **100**	550 728	+192377	**10.22**

Source of figure: UWC Department of Finance. 2006. University of the Western Cape 5-year plan2004 Income and Expenditure. Bellville: UWC, 1.
**Yearly opening balance = Total sum
Real figures shown in units of South African currency
Exchange rate as on (23,June 2006) Bangladesh TK 9.3704 = ZAR1-South African Rand; US$=ZAR7.4501

The table 8.2.2 shows that the main source of funding comes from the parent institution. In the year of 2005, UWC library's total income generated R 183,945 from its different sections, i.e. binding, circulation (overdue fines, and lost library materials), information services (printing), book sales, and inter library loans and donations. In that year, donations were received from SAICA & David Graaff Foundation, SASOL, Vodacom, Anglo American and Price, Waterhouse, Coopers. The Librarian indicated in an interview that the present library budget allocation is not based on library requirements due to financial constraints. In addition, the budget does not increase considerably annually and the exchange rates do not accommodate International Bench marks for purchasing materials as per users demands. The UWC library budget allocation for the same year was R10 145 100. The library material expenditure has steadily been increasing more than library staff salaries. For example Figure 8.2.1 shows that R 9 236 135 out of a total UWC budget of R 743 105 000 for the 2005 was spent on book, journal and e-resources purposes. The fact is the library staff salary has increased to only 1.35% for the financial year 2004 / 2005.
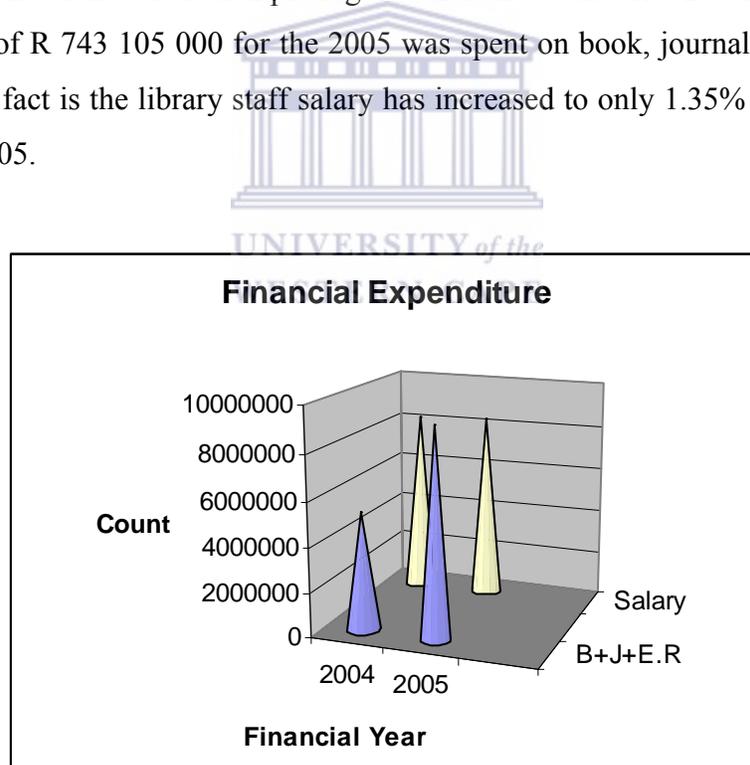
Figure 8.2.1 University of the Western Cape Library Expenditure over a two-year period

In 2005, UWC library spent money (Rand) for purchasing books: 1,300,000; Journals: 3374842; e Resources: 4,561,293, and staff salaries were 8,351,273.38. It however, does not maintain a specific budget for information technology (IT). The library was reliant on the Central Information Communication Services (ICS) Department for providing all the infrastructure, and as a result was competing for the same funds as the other departments. However the librarian pointed out that the financial and personnel problems of UWCL are still continuing.

8.2.1.3 Staffing position

The librarian of UWC Library is accountable to the Vice-Rector (academic) and has the responsibility and authority to manage the university library and all its services. The other library staff, from the Deputy Librarian to the lowest library staff member, owe their allegiance to the university librarian. Successful management of the library service depends on good selection of staff for the library. However, ambiguities are quite clear regarding the post titles as reflected in table 8.2.3 as these job titles do not reflect seniority or status.

Table 8.2.3: Position of University of the Western Cape Library staff, 2005

Position	Number
University Librarian	1
Deputy Librarian	2
Section Heads	6
Faculty Librarians	9
E-Resources Librarian	1
Systems Librarian	1
Donation Librarian	1
Cataloguer	1
Self Access Learning Centre Coordinator	1
Senior Accounts Clerk	1
Senior Library Assistants	6
Secretary	1
IT Support Technician	1
Library Assistants	24
Binding Assistant	1
Data Typists	2
Total	59

According to 2005 figures, a total of 59 persons worked in the UWC Library of which 31 were professional staff. The term 'professional' used for UWC library, refers to persons with a Degree, for example B.Bibl., Honours or Masters or a Higher Diploma in Library and Information Science holder and 'semi-professional' refers to holders of a Diploma in Library and Information Science. However, UWC library has no staff that have completed the Certificate course in Library and Information Science and people with no basic qualification in Library and Information Science staff are regarded as non-professionals. Table 8.2.4 below shows how the professional and semi-professional staff are distributed according to the various library sections.

Table 8.2.4: Distribution of professional and semi-professional staff according to library sections

Section	Professional Frequency	Percentage of total professional staff compliment	Semi Professional Frequency	Percentage of total semi-professionals staff compliment
Administration	4	12.90	0	
Acquisition	1	3.23	0	
Binding	0	0.00	0	
Circulation	2	6.45	2	50
Inf. Services	12	38.71	0	
Periodicals	4	12.90	1	25
Inter Library Loans	3	9.68	0	
LICT	3	9.68	0	
Cataloguing	2	6.45	1	25
Totals	31	100	4	100

Table 8.2.4 shows that professional strength as distributed by the authority in different sections are as follows: four (4) staff in administration and periodicals, Interlibrary Loans and LICT (3), Circulation and Cataloguing (2) and acquisition only one. The highest number of professionals is in the Information Service with 12 of the 31 professionals. The next highest group, with 24 non-professionals are in the sections: administration (1), Binding (4), Circulation (11), Inf. Services (1), and LICT (1) with only four (4) semi-professional staff working in the Circulation, Periodicals and Cataloguing section.

When the librarian of the UWC Library was asked whether the number of staff in the library was enough to perform all the tasks satisfactorily she felt that it was not enough. The librarian mentioned two factors that result in a need for additional staff viz.

▪ The size of the library in terms of the library materials available; and

▪ Increase in the number of library users and more staff members needed to assist them.

Table 8.2.5: Average work experience of Library staff members (UWC)

Year of Experience	No. of respondent	%
Less than 5 years	4	40
5-10 years	0	0
10-20 years	3	30
20-30 years	3	30
Over 30 years	0	0

As shown in Table 8.2.5, most respondents had some years of experience in their respective posts i.e. 30% of the staff respondents had more than 10 and 20 years experience, whereas 40% had less than 5 years. It is also evident that librarians had more experience than the other library staff and this can be put down to the fact that the two groups were relatively much older than the other group, but it also re-emphasises the upward mobility in terms of promotion, which is relatively slow. It was noted that the

librarian had to have skills in managing both the organizational aspects as well as human resource issues in library, which entailed that the librarian should be user-oriented.

The responsibilities and demands that the post of librarian places on a person cannot be more emphasised, since not only should he/she have business skills, but should also be well informed about current trends in Library and Information Science.

8.2.2 Organising

Library authority has been the initial means of running an academic organization and can move forward toward achieving its academic goals. Nevertheless, a basis of the UWC library remains the authority relationship between supervisors and subordinates (library staff).

Table 8.2.6: Span of control

No. of staff supervised	No. of respondents	%
Less than 5	7	70
Five	0	0
6-10	0	0
More than 10	3	30
Others	0	0
Total	10	100

Span of control is the number of staff that one person can supervise well. The Majority of the respondents indicated that they work in an environment where the span of control is less than 5 persons. In general respondents claimed to be responsible and committed in

their work. It required from them to report on a regular basis to their supervisor as well (Table 8.2.6) to the various committees.

Table 8.2.7: Required supervision

Required Supervision	No. of respondent	%
Too much	2	20
Sufficient	8	80
Not enough	0	0
None	0	0
Total	10	100

Required supervision was determined by examining the frequency of assignments the staff received from their supervisors. The majority of the respondents (80%) received sufficient assignments regularly while 20% reported that they received too much assignments from their supervisors (Table 8.2.8).

Table 8.2.8: Frequency of assignments

Frequency	No. of respondents	%
Weekly	3	30
Very often	3	30
Regularly	4	40
Total	10	100

The above table shows that 60% of the respondents are getting assignments on a weekly and very often basis, while the 40% receive them regularly. Assignments are required to be completed during the scheduled time.

Table 8.2.9: Responses on whether or not library staff work as a team towards the same set of goals and objectives

Opinion	No. of respondent	%
Yes	4	40
No	6	60
Total	10	100

Sixty percent (60%) of the staff were opposed to any team work. They commented as follows:

- They are sophisticated with their positions and status;
- They feel they do not have ownership of the processes and decisions making which possibly lead to self-esteem;
- Could not bring about a sense of achievement and ultimately motivation;
- The goal setting is yet the same but teams in different departments tend to work against each other very often;
- Some staff do not like their supervisor because he / she is too bossy;
- Not prepared themselves for team work and some of them do not want to work together;
- Library staff members who have different backgrounds (racism, previously disadvantaged, or political affiliation, previously employed somewhere such as nursing, security guards and placed in the Library after a restructuring processes on the campus), as well as unusual methods being practiced.

Forty percent of the respondents believed that team work towards the same set of goals and objectives is required for delivering effective, excellent and innovate work results. They think a collaborative approach makes it possible for team members to think beyond the boundaries of their specializations and think day-to-day executive level teamwork is

also essential because executive leadership level and modeling of lateral integration at the top of the institution is key to promoting a teamwork culture that ensures that the UWC library achieves balance among its multiple focuses.

8.2.2.1 Organizational Structure

The UWC librarian mentioned in her interview that the organizational structure for the library is a "line and function" model. She reports to the Vice Rector Academic and accountable to the University Council, staff members and users of the library. The library has several committees for example management committees for strategic matters, which assist operational matters and are supposed to give recommendations to the management committee. Under her, are staff members such as the deputy librarian, the heads of faculty librarians and several other levels of line managers, which form a clear hierarchy and this hierarchical structure has persisted (Figure 8.2.2). However, the University of the Western Cape library staff members do not have a general agreement concerning the objectives of or rationale for the present organizational structure of the library system.
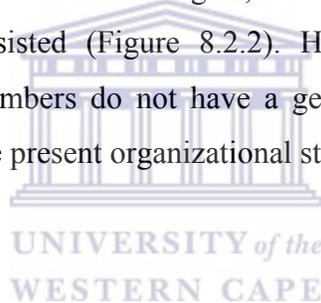
Figure 8.2.2 The position of the library staff

University Librarian

Secretary

Deputy University Librarian
Circulation & Technical Services

Deputy University Librarian
Information Services & Special Collections

Systems Librarian

Head:
Circulation

Head:
Cataloguing

Head:
Faculty Librarians

Africana

E M S

Senior Library Assistant
Issue Desk & Reserve

Cataloguer

Gov. Publications

Arts

IT
Support
Technician

Library
Assistant

Education

Library Assistants
x 6

Snr. Lib. Assistants x 2

SALC
Coordinator

Science x 2

Senior Library
Assistant ILL

Head: Acquisitions

E resources
Training
Librarian

C H S

Library
Assistant x 2

Library Assistants x 2

Law

Senior Library
Assistant Stacks

Library Assistant
Book Preparation

Library Assistants x 2

Data Typists x 2

Lib. Assistants x 5

Student Assist. Coordinator /
Donation s Librarian

Senior Accounts Clerk

Head: Bindery

Head: Periodicals

Senior Library Assistant

Binding Assistant

Library Assistants x 4
1Post vacant

Commissionaires x 2

Lib. Assistants x 2

234

Table 8.2.10: Staff responses on the organizational structure of the library

Opinion	No. of respondents	%
Meet individual's interests	9	90
Show the organizational structure	5	50
Achieve set goals	4	40
Unify effort (teamwork) towards set goals	3	30
Maintain order	5	50
Facilitate communication	2	20
Other	9	90

Table 8.2.10 shows that the highest percentage of the respondents (90%) believed that the library's organizational structure can meet the interests of individuals. The organizational structure refers to the properties and processes of the organization that exists without taking into consideration the human components of the system, which in turn determines organizational effectiveness. Line (1991:97-104) argues that the university library of today calls for greater flexibility and a less hierarchical structure and these should result in a much more effective organization. Lancaster & Sandore (1997:6) stated that the university libraries are also experiencing significant changes in their organizational structures with periodical revision and the areas, thus affected include: size of developments; centralization / decentralization; staff responsibility / job description; autonomy and management styles and skill. The majority (90%) of staff members know that the organizational structure needs to be revised from time to time. Some of the comments made by the staff members were;

- "The organizational structure has not remained consistent for the past four years;

- As required per developments and / or new ideas;

- To promote greater efficiency and rational use of staff;

- A possible integration of all technical services."

8.2.3 Leading

Leading includes in this study: job satisfaction, staff training, staff meeting, salaries, staff morale and motivation. Job satisfaction is closely linked to staff motivation. Fifty five percent of the staff respondents were satisfied with their duties while forty five percent were not. The reasons given for dissatisfaction included: salary not worth the duty; too much people's work; and non-professional duties. The Librarians also supported those reasons for dissatisfaction of service. She also mentioned that in order to improve the service in the library, it is necessary to conduct staff training. This should be an ongoing process, since university librarians in the academic library profession are living in rapidly changing times of Information Technology. Hirshon (1999:67) says that "It is not just the speed of change which provides the excitement, but the recognition that they can make a significant contribution to the progress of the academic community". One of the criteria for determining the quality of the staff is to assess the training they have received. In other words, how well are they prepared to work in the library? This includes which part of the staff is trained. A training that leads to the achievement of professional qualification is more favoured.
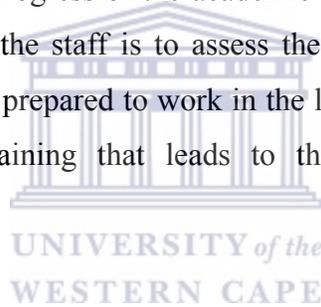
Table 8.2.11: Training programmes undertaken by respondents

Training Program	No. of Respondent	%
SABINET	1	10
TECHNICAL AND MANAGEMENT	2	20
BASIC	2	20
SUCCESSFUL STAFF DELIVERY	1	10
OPERATIONAL AND GENERIC	1	10
Other	3	30
Total	10	100

Table 8.2.11 shows that different training programmes were considered useful. The respondents made some comments regarding the usefulness of the training, which were:

- "I feel more empowered. I am more knowledgeable.
- Relates to my everyday work.
- Only to a degree. Training was hands on.
- As a technical services staff needs to understand the underlying implications of new technology.
- I feel a responsibility to continue established routines. This is where training and providing a broader view of library goals is required.
- Skills in certain areas are strengthened.
- Training can take the form of either informal sessions or formal sessions.
- Library management of UWC, in service training is a prerequisite for staff development programme."

However 30% of the staff indicated that they have not had any formal training. The low percentage of formally trained library staff is evidence that they were not aware of the in-service training programmes.
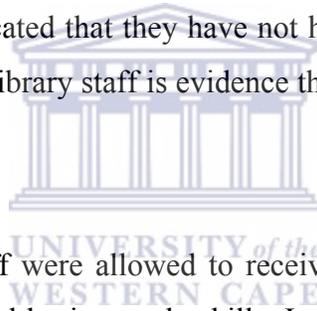
The librarian reported that staff were allowed to receive training in various issues and were also taught negotiation and basic people skills, In addition, she elaborated on how these programmes were implemented. In terms of the purpose of these in service-training programmes, the librarian regarded them as an opportunity, which could enable them to achieve the goals of the library. It was reported by the librarian that the purpose of the in-service training was to develop and empower the staff.

It was clear that the majority of library staff were aware of the in-service training programmes in their library and it was also evident from the staff of those who indicated that these programmes do exist.

Table 8.2.12: Recognition of staff ideas or appreciation for doing a good job

Opinion	No. of respondent	%
Yes	1	10
No	9	90

Table 8.2.12 shows that 90% of the staff respondents believe that receiving appreciation for doing a good job is necessary, but it may not always come in the style one normally expects. The librarian had varying views on appreciation for staff who performed well. In addition, a performance appraisal in itself cannot be regarded as an incentive to perform well, but rather a process, which may eventually lead to incentives. It is interesting to note that the majority of staff stated that the librarian very rarely praise staff members for work completed satisfactorily while 10% believed that they received the necessary recognition.
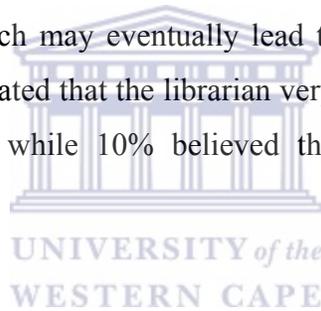
8.2.3.1. Frequency of staff meetings

Staff meetings are usually held in the form of forums where the staff meet to discuss issues affecting the day-to-day activities of the library. At staff meetings most members would be present given that library staff often work in shifts. It is often also the only time that most staff members can interact on an interpersonal level. Table (8.2.13) gives an indication of the responses regarding the frequency of staff meetings. It is important to note that meetings involving all staff members are entered on the university's calander and that the library is closed for that period of time. Apart from this different departments within the library have meetings from time to time.

Table 8.2.13 below shows that majority (90%) of the respondents claimed that meetings are held regularly, once a month or once in a week or more often if required. In terms of

the purpose of these meetings, the librarian indicated in her interview that issues, which affected library services, were being discussed and staff problems were addressed. Ten percent of the staff respondents, were able to establish their opinions to the library authority at the meetings and some of the reasons given for lack of communication included, internal conflict; not understanding with each other; not in good relationship with colleagues; and in relationship to non-developmental matters.

Table 8.2.13: Frequency of Staff meetings

Frequency	No. of staff	%
Once a month	4	40
Once a week	3	30
More Often	2	20
Not very often	1	10
Other	0	0
Total:	10	100

The major factors of work or service that influence workers' motivation is depended on salaries and the physical environment or condition as well as the overall satisfaction of workers. This study investigated the above factors at the UWC Library.

Table 8.2.14: Respondents' opinion about their present salary

Opinion	No. of respondent	%
Satisfactory	0	0
Not satisfactory	10	100
Total:	10	100

All the respondents considered that their salaries were unsatisfactory (Table 8.2.14). It would therefore seem that the salaries for the UWC library staff are generally low or inadequate.

Some comments on the salaries by staff included:

- "Too much work which is not commensurate with the salary;
- I do not believe that my salary is competitive in relation to the work that I do, however I am serving the campus community." However, no, proof exists that the UWC Library staff are paid less than their counterparts at other tertiary institutions.

UWC Library staff members are however satisfied with the physical conditions of their work place (Table 8.2.15) and they have no complaints about the working environment.

Table 8.2.15: Physical condition of the work place

Opinion	No. of respondents	%
Satisfactory	10	100
Less satisfactory	0	0

The Librarian of the UWC Library stated in her own interview that the staff morale is low mainly because of poor financial remuneration, poor communication between management and staff, and lack of promotion to professional posts although some have professional degrees. It is also consequently not surprising that only half of the respondents claimed to have high or average morale.

Table 8.2.16: Status of respondents' morale

Status of morale	No. of staff	%
High	1	10
Average	4	40
Below average	2	20
Low	3	30
No response	0	0
Total	10	100

The above table (8.2.16) shows some factors are responsible for low morale. And these factors include: under staffing; and the subsequent work overloading of available staff; inadequate motivation by management, and co-operation problem between colleagues.

Respondents identified what they thought were the best motivating factors from a given list. They rated professional development, providing satisfactory service, involvement and participation, a feeling of belonging and good staff morale as the best motivators (Table 8.2.17).

Table: 8.2.17 The best motivation for staff

Motivation factors	No. of respondents	%
Professional development	6	60
Attendance of conferences	1	10
Being praised / appreciated for work done	5	50
Involvement / participation	5	50
Providing a satisfactory service	10	100
Feeling of belonging	3	30
Good staff morale	6	60

Table 8.2.17 shows that 100% of the staff respondents considered satisfactory service as a first for staff motivation. Sixty percent (60%) thought that professional development and good morale were next in the hierarchy of motivation. Whereas other respondents identified the best motivation as the appreciation of work done and participation and feeling of belonging, only one respondent identified conference attendance as a best motivation.

The librarian also had to indicate which of the factors she perceived to be significant to motivate staff in her span of control and the librarian indicated that these factors include annual salary increase, recognition system for staff who perform well (award remuneration, bonus, training)

Respondents were requested further to mention some motivation factors they regarded as important to their job. This was investigated using indicators such as personal development, earning good salary, service to others and using intellects (Table 8.2.18). From the responses it was noted that the respondents did not care about social standing and good career prospects.

Table 8.2.18: Important factors for staff

Important factors	No. of respondent	%
Earning a good salary	4	40
Personal development	8	80
Service to others	6	60
Using your intellect	5	50
Job security	2	20
Social standing	0	0
Good career prospects	0	0
Other	0	0

8.2.4 Controlling

When management determines actual performance and compares it with goals, control exits. The management function of 'controlling' includes mainly evaluation and monitoring processes. The Librarian mentioned in her interview some steps has been taken to monitor performance of departments such as: to identify specific goals from the section; regularity monthly meeting about problems and other necessities; and user service feedback which can help accountability to staff and librarian.

For effective operations in a library, there is need for monitoring and evaluating systems and this is a continuous process. It suggests comparison of desired and actual results of the operations (Table 8.2.19). To the library staff, comparison of desired and actual results of operations is undertaken mainly to evaluate performance, justify the library's worth and plan for the future.

Table 8.2.19 Comparison of actual and desired results of operations

Purpose	No. of respondents	%
Evaluate performance	10	100
Show responsibility	9	90
Plan for the future	9	90
Control work behaviour	0	0
Justify the library's worth	4	40

As a well establish foundation for evaluation of its operation, a majority (100%) of the UWC library staff indicated that there are guidelines for evaluating performance, 90% believed that library has a plan for the future and also a responsibility.

Table 8.2.20: Library should have standards of performance to guide library performance for evaluation purposes

Opinion	No of respondent	%
Yes	0	0
No	10	100

The above table shows that 100% of the respondents answers were 'no' because the university does not have standard performance evaluation guide but is working on the document. Staff only recently attended a workshop in that regard and the matter is still under discussion.

Table 8.2.21: Percentage values of respondents with responses on the existence of certain manuals and documents within the UWCL

Document Available	Exist	%	Does not exist/ don't know if exist	%
Staff Manual	10	100	0	0
Procedures	10	100	0	0
Rules and regulations	10	100	0	0
Policies	10	100	0	0

It is clear from Table 8.2.21 that according to the respondents the library has a staff manual, procedures, rules and regulations and also has policies. Staff do not have any confusion regarding these matters.

Table 8.2.22: Staff have control mechanisms to assist staff to detect deviations from original plan

Opinion	No. of respondent	%
Yes	9	90
No	1	10

The majority of the staff (90%) is of the opinion that control mechanisms exists to assist staff to detect deviations from original plans. Some comments from staff regarding the control mechanism were:

- "Regular feed back to management staff of project progress, based on original project plans.
- Regular checks evaluation".

8.2.5 Major problems facing the library services

The staff management members were required to point out the major problems facing the library system. The two main problems identified by the respondents (100%)were finance and staff shortage.

Respondents' comments on service –

- Staff who are not properly trained;
- Budgetary constraints and understaffed;
- Lack of visionary leadership;
- The acquisition problem of new resources in the field because of funds;
- Working ethics and staff morale low;
- Lack of support and trust with colleagues;
- Lack of finance allocation for maintaining IT infrastructure; Technology might become obsolete.

For overcoming problems Librarians mentioned that 'it is necessary to develop a strong middle management team who can assist, should have more control over the staffing budgeting, and of appointing staff '.
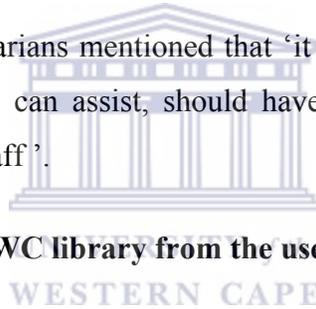
8.2.6 Service Quality of the UWC library from the user survey

Staff members are responsible for delivering services to users and are probably the library's most valuable assets. The term 'User' in this context has been employed to describe an actual user of information, potential user, a non-user or even an expected user (Kerkham,1986:213). According to Bryson (1999:379), "the delivery of a service to the user is only the beginning of the relationship between information service and the user. The user approach to management is service driven and quality oriented. The user (academic and student) of an information service can vary" and the user approach considers how the users perceive the quality of the products and services and the total performance of the organization.

There should be an openness and willingness to communicate with users, to identify and resolve problems in service delivery and to ensure that the information products and

services meet their needs. The organizational culture should reflect the user approach (Bryson,1999:379).

Students and academic staff were given a questionnaire to complete.

The total number of library users who were involved in this study is presented in Figure 8.2.3.

Figure (8.2.3) shows the return rate of respondents between academics, post graduate (P.G.) and under graduate (U.G) students of UWC. Twenty seven respondents are academics (36%), 100 are P.G. and U.G. students were (33.3%).
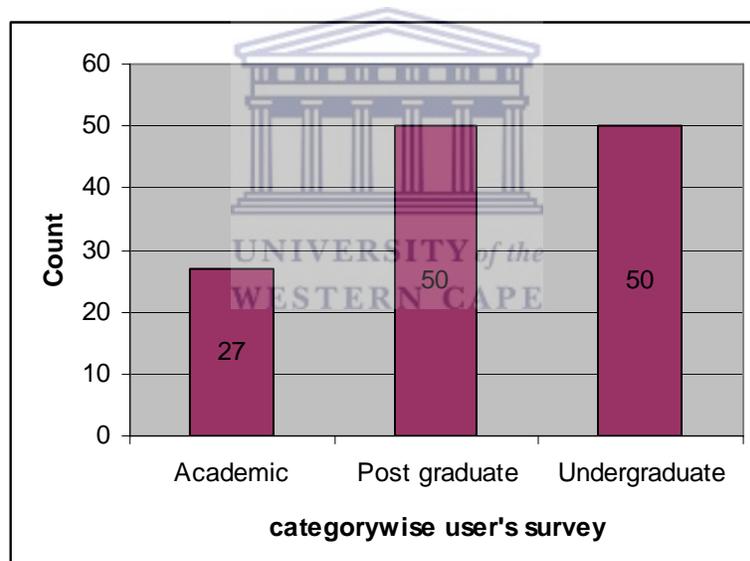
Figure 8.2.3 Number of respondents

Of the total of 375 copies of the questionnaire that were distributed to the academic staff (75) and post graduate and undergraduate students (300) of which a total of 127 answers were received. This represented an overall response rate of 33.8%. Figure 8.2.3 shows the response rate of the users in the sample. The questionnaire method provided information about the libraries from the users' point of view. The academic staff group had the highest response rate (36%) while the students group had the lowest (33.3%).

All respondents have been formally registered as users of the library because people could not enter or use the library without formal registration. Respondents indicated a wide range of interest (Table 8.2.23). They were asked to each indicate a reason for using the library.

Table 8.2.23: Purpose of the usage of UWCL by academics and students

Purpose of use	No. of respondent	%
Consult books	10	0.07
To return borrow items	3	0.02
To read current journals	20	15.7
To consult reference material	15	11.8
Request inter library loans	5	0.04
Work with own documents	2	0.01
To borrow items	11	0.08
Computer Lab	50	39.3
To photocopy	8	0.06
To read newspaper	3	0.02

Users used the UWCL mostly (39.3%) to use the computer lab, which gave them access to the Internet.

The second highest response came from users wanting to use the library to consult journals (15.7%).

Table 8.2.24 Frequency of UWC library usage by academics and students

Frequency	Academics		Students	
	No of respondent	%	No of respondent	%
Everyday	3	11.11	60	60
Once a week	5	18.52	16	16
Once in two weeks	16	59.26	20	20
Other	3	11.11	4	4
Total	27	100	100	100

Table 8.2.24 gives an indication of the frequency at which users visited the library. Most of the users visited the library once in two weeks. The majority of academics respondents visited the library once in two weeks whereas the majority of student respondents visited the library everyday.

Some of the reasons given by respondents who had used other than the UWC library were:

- The UWC Library never offered enough current publications in my discipline so I prefer to use the University of Cape Town or University of the Stellenboch Library for study purposes.

- I do not get the latest publications of journals at UWC library. I have to supplement it. I cannot depend on UWC library. I have to have additional sources.

- Library sometimes makes me mad because it is too noisy and not conducive to study, its like a shopping mall. Students are not serious about their study and they like to disturb people.

- Library services are less than adequate, mediocre, or just satisfactory.

- Other university libraries can assist me instead of the UWCL and I don't want to waste my time for not getting material.

- Library staff should be more friendly, helpful, and cheerful.
- Borrow books from friends and lecturers.
- Most fields require current books for study. Therefore in the absence of books in the library people opt to buy the books instead of going to the library.

8.2.6.1 Library provides clear guides about how to find materials and services

Respondents were asked how the library provides clear guides on how to find materials and services (figure 8.2.3). The majority of respondents agreed that the library provides clear guides about how to find materials and services. Only 10 respondents indicated that the library services were poor. In certain areas, absence of staff has been especially noticeable, for example most of the floor areas are unsupervised / unattended after hours, and many complaints are received about disturbances and distractions.

Figure 8.2.3–reflects the response rate of the two groups in the sample.

Comments made by the respondents included:
- Users needed information on surfing the Internet and also the library catalogue to find materials like books and databases.
- Sometimes users consulted with the Librarian when we are facing problems within the library mainly for findings materials, and misbehaviour from the staff.
- Due to few resources in my discipline, irrelevant material makes me feel difficult in doing assignments.
- Staff should do shelve reading more often.
- Staff should be more visible.
- Student assistants need to be more active.
- Immense delays in processing ordered material.
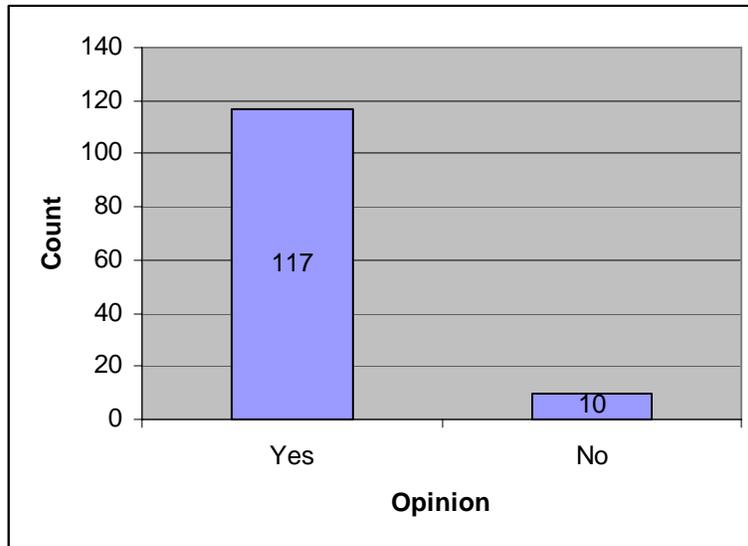
Figure 8.2.4 Library provides clear guides to find materials and service works

8.2.6.2 Availability of information in the library

Of the 127 respondents who answered the question, over 98.43% either always found the information they wanted from the library or found it most of the times (Figure 8.2.5). Urquhart & Schofield (1972:239), reported finding up to 65 percent of the patrons failed to find one or more of the books desired and this meant that at any time about 25 percent of all readers in their study left the library without finding suitable material. Therefore, comparatively, the success rate at the University of the Western Cape is commendable.
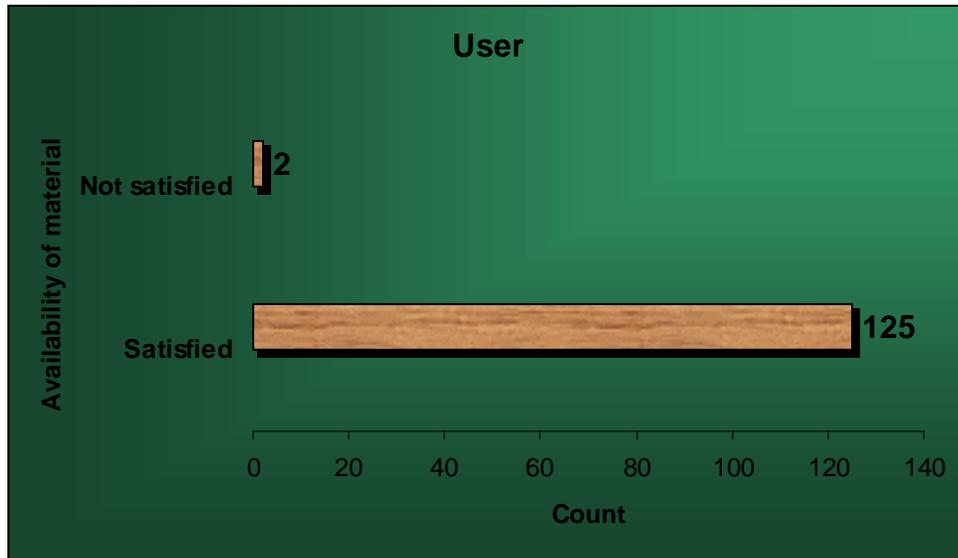
Figure 8.2.5 Availability of material

Some comments regarding availability of information in the library were:

- Non-availability of staff in the photocopy sections as a problem and also sometimes having to face long queues when we are in a hurry.
- Library has no colour photocopiers, or scanning equipment, which allow students to scan pictures for their projects.
- Special collection materials cannot move from one level to another area. Bags are not allowed in the reading area to avoid theft. User complains are: a place to leave their bags, locking facility when staff leaves, they do not have money for photocopying.
- When a group of students seek the same books which are either on loan to the academics or a limited range of books for an assignment, the competition for the books can lead to unavailability of these books before the submission date of an assignment.
- Undergraduate students need permission for more books to take home from UWC Library.
- Books and periodicals sometimes are not in the right place.
- Some library materials limited in additions.
- Course materials are not available all the time.

- Users of UWCL multimedia center need the latest released collection of DVDs and videos.
- The time to use interlibrary loans material should be lengthened.
- Inter-library loan materials should be enlarged. Undergraduate students should be allowed to make use of the Interlibrary loan section.
- What users want from the library is a highly developed technological information access system which is self-sufficient, enabling them to satisfy their information needs.
- The delay in acquiring books causes a lot of frustration.
- The library does not have the best possible books and journals.
- Library is not a proper academic and research library.
- There is normally a turnaround, a long turnaround time between the acquisition of the document and actually finding it in the library.
- A long period expires between the receipt of material and finding it available on the shelve for use.

The above comments reflect real and serious needs of users. To provide more relevant services to the university community, the library or even the university management should consider ways of addressing these needs.

Table 8.2.25 Rating of library staff

Rating	No. of Respondent
Always helpful	90
Helpful but not always available	15
Not helpful	5
No response	17

The above table shows that the biggest response 70.86% described the library staff as being 'always helpful'. While the no response rate was 13.38%.

Table 8.2.26: Sources always indicated for a particular item /book

Reason	No	%
Has been borrowed	80	62.99
It is on reserve	28	22.05
It is not in stock	11	8.66
It will be available	8	6.3
Vague answer	0	0

Library user question 8 sought to elicit from the respondents the causes of their difficulty in finding information from the library. Table 8.2.26 shows their answers. The majority (62.9%) of respondents indicated that they could not find material because the material has been borrowed. Another major reason was that the material was on the reserve shelf.

Table 8.2.27: Usefulness of library sections

Section	Response	%
Reference section	80	62.9
Issue / counter services	80	62.9
Information services	95	74.8
Periodical services	30	23.6
Information service with database link go into OPAC and different Consortium	122	96
Interlibrary loans to deliver service to the other institutions books and articles user needs	100	78.7
Multimedia services	50	39.3
Other	0	0

Making the services of this section available to all students cannot, at present, be justified in terms of the aims and conditions on which co-operation in respect of inter-library loans

operates. The majority of the respondents (96%) identified information service with a database link to OPAC and different Consortia as the most useful section of the library. According to Gorman (1991:5), "interlibrary loan is encouraged as it provides speedy, inexpensive, effective services that the users want. This type of resource sharing is not only for academic libraries but as well as for special, public and government libraries as some of the materials found in the public or special libraries. If the academic librarian is looking for information that is available at the public, special or government library, that academic library has to pay a fee for the service." Consortia library activity participates in preparing graduates to meet the challenges of the knowledge economy (Darch, 1999:26)and there is no doubt that they will be able to deliver information far more effectively and efficiently than individual libraries, as they will bring additional benefits of partial redress through access for the inequities of the past (Darch,1999:30).

Hirshon (1999:73) states that, "Consortia can be excellent facilitators in the process of collecting, digitising, organizing, and making accessible these new electronic library resources." To help improve the services that libraries offer, consortia can help libraries to expand their service offerings and to do so at a lower cost (Hirshon,1999:74).
The University of the Western Cape Library is affiliated or is a member of the Southern African Inter-lending Scheme. The Cape Library Co-operative (CALICO) was established in October 1992 under the auspices of the Western Cape Tertiary Institutions Trust. The Cape Library Co-operative is a consortium between four (4) academic libraries in the Western Cape Province of South Africa. The four tertiary institutions include: the University of Cape Town, Stellenbosch, and the Western Cape, and the Cape Peninsula University of Technology (CPUT). The vision of the Western Cape library co-operative is to promote information literacy and economic development for the area by providing information to users in a form that they want, when and where they need it. They share information without paying postage and delivery.

SABINET has created a web page for request of materials among all libraries that participate in this kind of service. The librarian at the ILL (Interlibrary Loan) Department, searches for the material the user is looking for and if the item is available

within the participating libraries, the librarian then request for that item and it appears on the screen immediately to libraries that own that particular item. Applications for inter-library loans are done by post, fax and e-mail.

As soon as those libraries receive the request, they look for an item on the shelves on a first come first serve basis, then notify the lender electronically that the book is on the way. The libraries often communicate by using ILL codes.

The third most useful section in the library was identified as the Information Services department (Table 8.2.27).

8.2.6.3 Evaluation of services

The questionnaire was designed to evaluate the quality of services of the UWC library. This was done through asking respondents to express their opinions not only on various aspects of the services but also on their overall impressions about the library services and staff.

Subject librarians are meant to be the librarians closest to the users in terms of offering assistance when needed.

Table 8.2.28: Users evaluation of staff co-operation / willingness

Section	Evaluation						
	Excellent	Very good	Good	Favourable	Poor	Cannot evaluate	Comments
Reserve section	16.54	26.77	22.05	23.62	5.51	3.15	2.36
Circulation Desk	60.06	8.72	18.11	11.02	2.09	0	0
Inter-Library Loans	18.11	21.26	30.71	18.11	0	4.72	7.09
Periodicals Section	3.15	16.54	5.51	23.62	44.09	7.09	0
Photocopy section	8.66	14.96	22.05	25.20	0	3.14	25.95
Specialised Subjects	13.39	25.98	14.96	18.11	22.05	5.51	0

It was hence proper to find out from the respondents their appreciations about library staff, for example, if they were able to assist them and the library staff willingness to assist them when the demand appears. Academic staff and students were asked to evaluate the willingness and cooperation of library's staff in various service areas to help them respectively.

From the 127 respondents of the users, the sections with the highest rating (rated favourable /good –excellent) of staff co-operation were the circulation (97.64%), and reserve section (88.98%).

Opinions received regarding staff co-operation were:

- They do try, but they are not always aware that they could be more helpful. But I really think they do try.
- Some students haven't got finances and they cannot afford to pay money for photocopying. The photocopy section is not aware of the users needs and they are only concerned in making money out of users.
- I think the whole staff operation system of the library needs to be looked into.
- All staff members of the UWC library are not willing to help the user and they need to guidance regarding behaviour towards users.
- UWC Library management should think about changing the time allocated for the loan of reserve books. Otherwise the Reserve section serves excellent service.
- Some staff members are unfriendly or rude to students. They behave very impolite in an unpolished way.
- A proper periodicals section is needed where we have the recent journals. Worldwide published journals should be there and qualified as well as knowledgeable library staff is needed to assist the user of that particular section.
- The library staff should provide improved interlibrary loan facilities because interlibrary loans should execute requests promptly and direct feedback should be given to the users concerned.
- The university should appoint well-trained library staff members that are able to do research regarding the needs and expectations of UWC library users who can view the library as a source of information.

Table 8.2.29: Options for improving library services

Academic staff and students rating of strategies to improve service

Option	Very Important	Important	Moderately Important	Not Important	No Opinion
1) Additional photocopiers	36.24	40.90	22.16	0.4	0.3
2) More directional signs	37.76	35.44	18.10	7.80	0.90
3)Lectures on library use	80.83	14.13	4.44	0.4	0.2
4) Instruction on use of periodicals section	51.10	28.30	19.44	1.14	0.02
5) Provide section for discussion	47.27	31.20	10.25	10.25	1.03
6) Provide 'no talking' areas	62.91	15.73	9.25	5.56	6.55
7) Provide more leisure reading	15.77	22.85	22.85	14.17	24.36
8) More copies of items on reserve	37.75	31.49	22.82	5.60	2.34

Some of the respondents highlighted on the different services offered by the UWC library. The survey revealed that 98.84% of the respondents regarded offering of

instruction on how to use the periodical section as significant and some mentioned lectures on periodicals usage should be given. In order to increase the use of this asset would be greater awareness of this resource by the user at every level, and advertising the benefits of these resources to all.

All users mentioned that a place where discussions can take place, were either very important or important (Table 8.2.29). The majority of respondents suggested that a noise free environment be created by disciplining the users who make noise. Strict measures must be taken against noisemakers. Users should be told that this library is noise free and conducive to study. This will lead to an environment conducive to study. A majority (87.89%) of the respondents mentioned that it should be a 'no talking' area. Sometimes users talk about things loudly; they may want other users to listen. Noise from computers is considerable; however there is a culture of making noise among computer users. The library should be a no mobile use area. Mobile phone talking in the library is disturbing to users while they are reading.

Some of the users indicated (99.4%) that lectures on the use of the library were necessary for guidance.

The majority 91.3% of the users indicated that more directional signs are still needed in the UWC library although the library has relatively several signs and signposts present. (Table 8.2.29).

A total of 99.3% of the respondents stated that the provision of additional photocopier machines is an important option. Users always demand more facilities of this kind. Users (92.06%) mentioned that more copies of items should be provided in the reserve section for occasional use.

While 61.47% of the users rated the provision of leisure reading as significant because in a university library inclusion of recreational reading may also be necessary.

The majority of the respondents 94.4% indicated that they always found seats or accommodation for working whenever they came to the library and this was some compensation for the effort required to get to the library.

8.2.6.4 Comments including suggestions regarding the library's services and resources

Questions were asked to the respondents on whether they had any comments or suggestions regarding the library's services:

The comments and suggestions are presented precisely as written by the respondents.

Opinions and suggestions received on the last question were:

- Our Arts Faculty librarians are a weak link. They do not cooperate with each other and offer inadequate services to the faculty. Such inadequate services include late acquisition of new books and do not inform arrival of new books to the users even for years. The Library does offer a much improved service in general – since it acquired electronic resources (1).

- The Library seems too sheepish for its on-line catalogue to honestly admit how many books are stolen. Again and again, I waste my time because the catalogue will tell you that a book is "out", being borrowed. Only with more hassle can you find out that the book has been "borrowed" for one year or three years. And I am wasting my time by coming back to see when it will be returned. When a book is overdue by more than time X, say a fortnight, the on-line catalogue should flag it as missing, presumed stolen, until librarians follow this up (1).

- Better linkage through the technology from my office. At present I am struggling to use the wonderful services that I can access this way (1).

- Library should be open 24 hours per day (12).

- UWC Library need to be improved all round. (17).

- This University Library is not able to support vocational programmes based on academic excellence(15)

- Management of UWC should give adequate budget in the library and insuring that it is properly balanced and expeditiously run. (14)
- Easy access to journals and books in a suitable place to read the latest materials (12).
- We need an environment that's conducive to study in the library because at the moment we cannot really study here. We know the place is too noisy. Need necessary to control the noise level. (21)
- Librarians within the periodical section should assist users to gain access to the needed material (8).
- More staff is needed to serve the needs of users (7).
- More computers necessary for preparing assignment and greater access to Internet, electronic journal and electronic subject databases (6).
- Good relationship needs to be established between users and library staff (5).
- Mobile phones should strictly be switched off in the library (6).
- More effective study area is greatly needed (1).
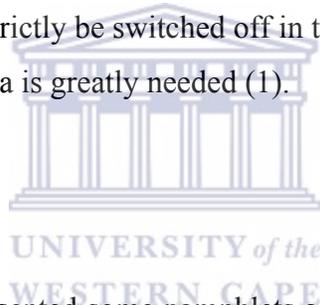
8.3 Conclusion

Both University Librarians presented some pamphlets and written information about the history of two libraries, which were used in chapter six as documentary sources of information and their visions for the libraries were almost the same: a well resourced facility with access to as much material as possible printed as well as non print.

This chapter has consequently presented the data obtained from the survey. Discussion and interpretation of the data has been made in the light of the research objectives. The next chapter will present a conclusion with summary of the findings, recommendations and suggestions for further research.

Bibliography

Bateman, T. S. & Zeithaml, C. P. 1993. **Management function and strategy**. Burr Ridge, Illinois: IRWIN.

British Council. 1986. **Recommendation of the British Council seminars on university library administration in Bangladesh.** Dhaka: British Council.

Bryson, J. 1999. **Effective library and information centre management**. Aldershot:Gower.

Brophy, P. 2000. **The academic library**. London:Library Association.

Darch, C. 1999. Academic library consortia in contemporary South Africa: library consortium management. **International Journal,** 1(1.2):23-32.

Dhaka University Annual Budget, 2004-2005 Revised & 2005-2006 Real Estimates:12-13.
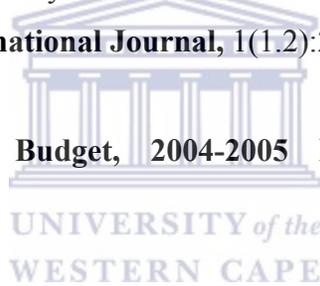
Dougherty, R. M. & Dougherty, A. P. 1993. The academic library: a time of crisis, change and opportunity, **Journal of academic librarianship,** 18(6):342-346.

Gorman, M. 1991. The academic library in the year 2000: dream or nightmare or somewhere in between. **Journal of academic librarianship,** 17(1):4-9.

Hirshon, A. 1999. The development of library client service programs and the role of library consortia: library consortia management. **International Journal,** 1(3/4):59-75.

Kerkham, A. S. 1986. **Information needs of lectures at the Cape Technikon and the ability of the Technikon library to meet those needs.** Cape Town: University of Cape Town. (M. Bibl. Thesis).

Lancaster, F. W. & Sandore, B. 1997. **Technology and management in library and information services.** London: Library Association.

Line, M. B. 1991. Library management styles and structures: a need to rethink? **Journal of Librarianship and Information Science,** 32(2):97-104.

Pinder, C. & Melling, M. 1996. **Providing customer-oriented services in academic libraries.** London:Library Association.

Rahman, Afifa. 1988. **An analysis of the functions and workings of university libraries in Bangladesh**. Dhaka: Dhaka University. (Ph.D. Thesis).

Rahman, Afifa. 1987. **Management of university libraries in Bangladesh**. Dhaka: Dhaka University: 51-52.

Rzasa, P. V. & Moriarty, J. H. 1970. The types and needs of academic library users. A case study of 6568 responses. **College and research libraries,** 3(3):404-409.

Urquhart, J. A. & Schofield, J. L. 1972. Measuring readers, failure at the shelf in three university libraries. **Journal of documentation,** 28(2):233-242.

UWC. Department of Finance. 2006. University of the Western Cape 5-year plan2004 Income and Expenditure. Bellville:UWC.

Weetman, P. 1996. **Financial accounting: an introduction**. London: Pitman Publishing.

Woodsworth, A. 1991. **Library co-operation and networks: a basic reader**. London :Neal Schuman.

CHAPTER NINE: CONCLUSION AND RECOMMENDATIONS

9.1 Introduction

The major aim of this study was to assess and compare the management of libraries at Dhaka and UWC universities. Within this effort, the study sought to determine the extent to which the two libraries provided effective and efficient services. One of the primary concerns was to illuminate and elucidate the management functions of the two libraries. This Chapter summarizes and discusses the study's major findings. A comparative analysis is made of the library management functions of the two universities. Recommendations from the study are presented. Among other things, it is suggested that the two studied libraries can improve service delivery if they vigorously promote fund raising activities, improve salaries and allowances of the library staff, and speed up and complete the highly advanced computerization of delivered services.

The first objectives were accomplished by means of documentary evidence of general discussion that provided the origin and growth of the two academic libraries, which was presented in chapter six. The summary of the findings are presented, discussed and covered in different titles under the research objectives given in Chapter one of the study:

1. evaluate the current organizational structure of both libraries;
2. to determine how the managerial functions of planning, organising leading and control are applied by the two university libraries administration;
3. to assess the library facilities in the two universities of UWC and Dhaka University; to analyse the collection, physical facilities and services (like: OPAC, & Internet services) offered in these libraries; Determine the effect of the current management practices in both libraries on the quality of services offered and users' satisfaction;
4. to enquire about the source of financial support for effective services of the two academic libraries; and

5. to study the present situation and identify the problems of the two university libraries.

9.1.1 Summary of the findings

9.1.1.1 Organizational structure of the libraries

For both Dhaka University and UWC the administrative organization of the library is set out and clearly defined in the university's ordinance. At both universities, the library's organizational structure is aimed at promoting the academic purpose for which the library was established. The two universities' library organizational structures are hierarchical. This is not a surprise finding. University libraries around the world are known to have hierarchical organizational structures (Shin & Kim,2002:260-266; Kreitz & Ogden, 1990). In the interview, the librarian of UWC described the organizational structure for her library as being "line and functional". Line authority is a type of organizational structure where the responsibility to make decisions and issue orders follows down a chain of command (Lussier,2003:176). A library organizational structure is described as functional when the selection, acquisition, organization, and dissemination of library materials are used as the basis for logically grouping people and work (Shin & Kim, 2002: 260-266). In this regard, the librarian reported that she made an effort to ensure that staff members were grouped according to similar tasks, while at the same time recognizing staff specialization. When the organization structure is in "line and functional" senior staff members have the right to delegate responsibility and authority to issue orders to line personnel assigned to established areas of responsibility. The use of functional organizational structures in university library organizational structure has been reported in several developing countries (Shin & Kim,2002:260-266). The functional structure of an academic library tends to develop a strong bureaucratic system and inefficient communication system that does not support the service wanted, and team-based structures (Ibegbulam & Olorunsola,2001). On the other hand, the Dhaka University librarian did not describe the organizational structure at his library as "line"

but only as "functional". The major difference between the organization structures of the two university libraries appears only to be that at UWC the librarian reports to the Vice-Rector Academic while at Dhaka University the librarian reports to the Library Committee. Otherwise, the organizational structures could be said to be more or less the same. In both universities however, librarians and their staff have little say in the policy decisions that affect the library service. Because both librarians raised the issue that they often make suggestions and forward them to the higher authority (for example, University Council or Library Committee), but in many cases these suggestions are either completely ignored or played down as trivial. The organizational structures are such that the higher authority has powers to overrule the suggestions. This is both sad and unfortunate as this might have undesirable effects on staff morale.

9.1.1.2 Application of managerial functions
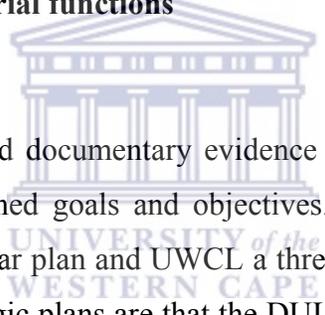
The interviews of librarians and documentary evidence show that unlike the DUL, the UWC Library has clearly defined goals and objectives. Both libraries, however, have strategic plans. DUL has a 5-year plan and UWCL a three year one. The main difference between the two libraries strategic plans are that the DUL places emphasis on identifying programmes without clearly defined objectives whereas the UWC library's plan has both programmes and writing goals, objectives, procedures and policy. Additionally the UWC strategic plan has outlined strategies and a budget. For both libraries, only Librarians and few other staff members are involved in the planning process before it is passed on to the University Council or Library Committee for the final stage. Dhaka University library has both written and unwritten planning processes whereas UWC has all those planning processes which also includes operational requirement as well as strategic, action, and goals for the year. In their operations, the two libraries do not appear to use any written guidelines. Neither of the two libraries has a manual to help staff in day-to-day management activities. The use of manuals to guide library staff in carrying out management duties has been recommended as part of good library management practice (Vincent,1988; Bolden & Smith,1993).

In another separate study about leading done by Fitch in 1990 (313-320), it was found that library staff morale and attitudes towards work was strongly influenced by marginalisation in the decision-making processes. It would therefore appear that if the two universities wanted to maintain quality services, then there was some need to have their library staff get more involved in the decision-making process than what it is now. Consequently, at both universities, staff morale is generally low because key areas of dissatisfaction identified are low salary; promotion; overworking; professional post not available according their degree; not getting recognition for performing the job well; bonus; and award.

The result of this study shows that the controlling process is rather weakly presented in both libraries. There are insufficient documents to guide the performance evaluation of activities and operations. The organizational structures of the system and its services have also never been reviewed. Library sections do not evaluate their operations and services periodically.
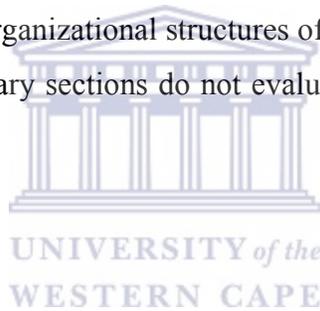
9.1.1.3 Financial support

The study has managed to establish that both university library services are short of relevant resources and facilities specifically short of funds. This is not a surprising finding. As pointed out by Rahman (1988), Davids' (2000) and Akporhonor (2005) when analyzing the results of both University libraries, their main problem is related to financial inadequacy to meet their demands. Adequate finance is essential for a high level of service for Dhaka University library. Almost all grants to universities from the Government are made on the recommendation of the Bangladesh University Grants Commission (UGC). Other sources of income to the University library includes, gifts, donations, fees and miscellaneous sources, including fines, charges for photocopying reproductions, and charges for lending services. These sources are not good enough for quality services. The problem of inadequate financial support is true for the library of Dhaka University, and is the major cause among other weaknesses.

UWCL's major funding comes from the parent institution, while other funds is generated from different sections like; binding, circulation (overdue fines, and lost library materials), information services (Printing), book sale, Inter library loan and donations. As like DUL a very real problem of UWCL is finance, which is still continuing. In this regard the two university libraries need to find some other alternative sources of funding. Both university librarians must network with other donor agencies, private, local, international organizations and individuals to facilitate raising of funds.

9.1.1.4 Human resources

Both University Libraries have almost similar problems in terms of library staff because libraries require more qualified and competent staff in order to execute their duties. This requires special attention of the libraries. The current study found that there are understaffing at both libraries. The study also found that some non-professional library staff members are put in professional positions and have to perform professional duties. Another problem in the study was that some staff members in both libraries work more hours than others and this has created discontent and abuse of work leading to poor service delivery. Some library staff were of the opinion that they were not given adequate opportunity to participate in the management function of the library. Despite the fact that lower level staff members are not performing management functions, they can participate in decisions about these. While suggestions from staff are welcome, staff members are not given feedback on the outcome of their suggestions. This makes it difficult for staff to be actively involved in decision making. Both university librarians mentioned that staff members are not self motivated. Staff relationship is not good with their colleagues which has created a communication gap and they do not believe in teamwork because of interference in each other's work.

9.1.1.5 Facilities and services accessible to users

Contrary to expectations, this study did find a significant difference between the two libraries' facilities and services. The study indicated that there is an urgent need to automate the library operations and services in DUL in a similar way as in UWCL. To carry out this new modified facility, the conventional library setting in DUL needs to be changed from its manual form to the modern and electronic form. Furthermore, both university libraries should respond to the objectives that are brought about by technology especially in terms of new electronic formats of entering information. Print materials should not be the only compendiums through which the libraries can depend on. They must adopt the benefits of using new electronic formats of entering information as this could be of great help in terms of accommodating problems.

The most interesting finding of this study was that although the graduate and research programmes have been expanded recently in Dhaka University, its inter-library loan service has not yet increased rapidly because there is no National Union Catalogue or Information Service Consortia through which the combined resources of universities in Bangladesh can be accessible to students and faculties of all universities. However, there is an Internet connection at DUL but it has a leased line. The DUL provides no facility for CD-search and e-journal subscriptions. Only catalogue entry and search process of IT are available to influence the applicability of the function of management, which is the Graphical Online Public Access Catalogue (GOPAC). The bibliographical records have so far captured only 96045 from 600000 books and their circulation is still under process. The Institute of Information Technology (IIT) shall be providing e-journals in response to demand but it is also still developing.

However, the observed differences between DUL and UWCL in this comparative study were very significant. Those services offered in both libraries that have differences in one way or the other include: Consortia, Inter-library loans, OPACs, CD-searches, e-journals

and multimedia. All these areas still need to be developed at DUL whereas at UWC, they are already present although they require some further development steps.

Unlike the UWCL, DUL has no written collection development policy. This area needs to be concentrated for DUL and also stock control policy be developed at both libraries. The library joint Selection Committee, academics and library staff need to be involved in the selection, acquisition and weeding of the material that library receives. Both libraries must upgrade its stock and need to provide more directional guides to materials and services.

9.2 Conclusion and Users' suggestions about how the service could be improved

Plans including short and long term, must respond to identified needs of the users to be served, and not to be decided haphazardly. Consequently, there is also an urgent need for users' survey especially students and academics, to be undertaken. Both libraries need to upgrade themselves from their old conceptualization system (responding chiefly to state demands), to a user-oriented conceptualization approach (anticipating user's demands and never to be found wanting).

Library management functions should also be modified so that even those library staff members on the last ranking level have some roles to play. This is the easiest way through which both answerability and responsibility for all jobs performed and all resolutions interpreted, can be practiced. Suitable modern management techniques and strategies such as participative management and systems analysis should be formulated accordingly by university library managers. In this way, staff members can easily develop those skills and techniques to solve problems at the work. The managers are also encouraged to take suggestions and ideas from their staff as a way of increasing interpersonal relations among all members. This can further facilitate all staff to freely make decisions and thereby giving way for proper communication skills. Library management is further encouraged to evaluate all its systems using

system approach in order to improve upon the existing systems. Furthermore, libraries need to be run consequently in a partnership way between its staff on one hand and its users on the other hand. Other issues such as staff promotions and salary evaluations also need to be considered as they usually reduce staff morales and subsequently influencing staff duty performances.

Findings have shown that the library staff members of the two universities are not adequately motivated and are not fully involved in the management systems of their library. One main factor that has led to this problem is ineffective and poor communication systems between staff and its management in both university libraries. Fitch (1990:313-320) had already pointed out before that effective communication is very important in all university libraries because without this, there could be development of some frustrations, hatred, resistance to change and stagnation among the library staff members. It is therefore necessary that an efficient communication system be established to facilitate the free flow of information at all levels and among all sections of the university library services. This would allow all colleagues to come together and discuss various issues, and share their ideas. This also provides them with a platform through which they can make recommendations on all matters of the library concerns.

It has further been noted that both library services at the two universities are in desperate need of personnel, especially the well-qualified and trained ones. Provision of some in-service training has of late become one of the commonest trends in the disciplines of both library and information sciences. However, such services cannot be effective or of any efficient use when there is a situation whereby non-professional staff are asked to perform professional duties. Therefore it has been recommended that the two libraries should seriously begin to recruit professional staff members. At the same time, the library management staff should also get involved in the development of their skills by attending those workshops that are specifically designed to deal with organizational development.

The control function in the library system is very unsatisfactory, especially at DUL. This is mainly because the libraries have no efficient procedures for monitoring and getting feedbacks regularly on the situations and qualities of the various parts of their management operations and services. Therefore both university library services should ensure that user surveys are done on a regular basis and that there is performance evaluation of their services. This is essentially recommended to be conducted periodically.

Overally, it was revealed through this comparison study that the finance, personnel, technical services for both libraries were below the expected requirements.

9.3 Recommendations

In the analysis of data on library management of the two universities in Bangladesh and South Africa, shortages of financial and staff support have been noted. This problem needs to be remedied, and as a result of this survey, the following recommendations appear to be pertinent:
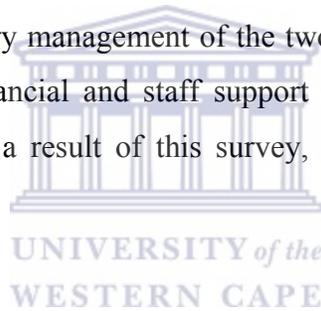
9.3.1 Finance

A major problem to both university libraries is that of adequate financing. It is therefore suggested that the Senate Library Committee or Academic Council should always try and put in place well-balanced library budgets for their institutions. In a similar study Msuya (1998:189) suggested that the budgets should be a practical one, demonstrating every item clearly. Such clarity should include things like purchase of books, subscription of current journals, periodicals, and e-resources. They have to be able to make validation for every item in the library. Budd (1991:95-107); Evans (1996:47-57); Lowry (1992:121-138); and Msuya (1998:191) outlined on budget method allotment and specify that it is a complex and potentially problematic approach. In such a situation of complex and potentially problematic approach of budget method allotment, still the method is very essential to ensure unbiased and balanced growth of the collection. The head of the

library needs to be assertive. It may be necessary for the librarian to be a petite bit hostile to ensure that library services obtain its funds as agreed in the budget. This will ensure that the library that is regarded as the heart of the university will remain a relevant and integral part of every one's life on campus. Attempts should be made to promote the interest of alumni, the general public or individuals, private organization, and foreign foundations in supporting the programmes of these university libraries to enable them to fulfill their duty, moral obligations and responsibilities. The above suggestions are only possible if university librarians are well trained and professional, to be able to prepare budgets and manage the funds allocated to them. The librarian also needs to get support from the members of the library committees, library staff, as well as the users. They should also attempt to obtain additional funds from outside sponsors.

9.3.2 Personnel

The number of professional library staff in both universities should be increased in order to correlate well with the size of enrolments, and also to be in better position to relate properly to the sizes of non-professional staff in the libraries. A sufficient number of professional library staff will magnify the degree of effectiveness in the library services of both universities. The libraries at the two universities should, in addition, regularly initiate and complete self-studies of their operations and services in order to identify weakness, build upon strengths and involve themselves in the planning processes. At the moment, both university libraries are not able to provide effective services because of the scarcity of staff. Therefore for proper maintenance and functioning of these libraries, there should be an adequate number of staff which in turn should always be dependable on the size of the users.

Provision of apprenticeship against some honorarium should be introduced in the libraries. UWC has a workstudy programme where students are utilized to perform routine work. The university authorities should make provisions for the professional development of staff through orientations, meetings, in-service trainings, seminars / workshops and other professional activities outside the university. These events can assist

the staff to perform their duties better, to stay abreast with current developments in their fields, and to help them in implementing those ideas and techniques that current research discovers. For both university libraries, staff morale needs to be high. Another factor that needs to be considered for library staff is staff salaries. Salary of staff needs to be increased in both libraries as a motivation factor for personnel to perform their duties well and effectively.

Librarians must always try to resolve communication problems with their staff members amicably. Meetings should take place more regularly, so that all issues that are relevant to university library services and of concern to staff members could be addressed timeously. Although meetings should take place to address such issues as planning strategies, management functions and the extent to which set goals and objectives have been achieved, teamworks always need to be developed among both university library staff members because this can easily help to weed out most problems in the libraries and at the same time acting as a unifying factor to solve problems among the staff members. Of importance is the application of the bottom-up and top-down approach in management.

9.3.3 Collection

Library material selection formulas should be re-evaluated and reviewed on a regular basis. User needs should always be taken into account and materials of the library should be carefully considered in accordance to inputs obtained from all the faculties involved. This study recommends the introduction of a formal program of exchange of publications between these two studied libraries and libraries from other countries. Otike (1992:17-18) had already outlined two categories of exchange agreements in this regard. The first one is the 'Title' agreement that means each title of a book or a periodical offered by one party is matched with a similar number from the other party. The second one is 'the gentlemen's understanding' whereby the number of titles from the participating partners is immaterial as long as there is flow of materials in both directions. All exchange programs should be properly planned. An exchange program/ policy should jointly specify such matters like on who would be responsible for meeting costs between the users, senders or recipients. Multiple copies of textbooks should be procured in sufficient

numbers and this should be the same with recent journals. A greater interaction between academic and library staff is always essential especially in relation to library's document selection systems. A multimedia center for audio-visual machines and electronic data processing equipment should be provided as per requirements to ensure effectiveness of library services. Current issues in periodicals must always be displayed immediately after receipt and at the same time all new arrivals must be properly brought to the notice of library users. Current awareness service should be initiated beginning with the introduction of a translation bank and a National Index of Translations. The enclosure of open access publishing materials within such permission requires additional policy provision. In the usability and visibility of publications at both libraries, proper administrative support should be given to assist accrediated print journals to transfer to online production and content.

9.3.4 Facilities

Abareh (1996:81) supports library co-operation through this saying:
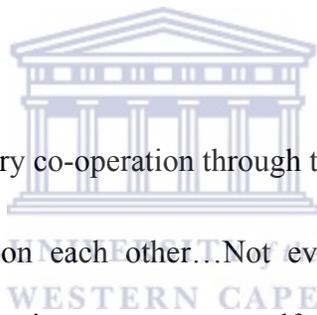
> We are dependent upon each other…Not even the British
>
> library with all their massive resources are self sufficient.

Raghav (1976:72) is another researcher who encourages the principle of library co-operation, that:

> Inter library loan and book exchange have become necessary
>
> on account of growing mutual interdependence to face the
>
> explosion of knowledge and even accelerating technology. No
>
> single library can have all that might be asked by its users.

Raghav also recommends that libraries cooperation have much to consider when it is engaged in the broader perspective of resource sharing.

Dhaka University library network should be developed under the UGC of Bangladesh as its permanent body of fostering the complete computerization system. Bangladesh University Libraries Network (BULIBNET) could work as the apex body for the Computerized Network of University Library system of Bangladesh just in the same way as the UWCL consortium (CALICO). In terms of UWC, the possibility of extending the inter-library loan services to students at undergraduate level should be a provision for the UWCL. Overally, both libraries should improve their photocopying facilities and at the same time sufficient number of computers should be organized probably from their donor agencies. Both libraries should be provided with modern and unique library softwares such as the fast broadband. Emphasis should also be given to staff training. For the purpose of improving proper library services, some in-house computer trainings for all professional and semi-professional staff should be ensured and each with a target date.

Inter-library loan requests should be sent via e-mails. All documents available in electronic media should always be sent immediately as email attachments. Information/documents up to few pages should be scanned and sent via emails upon requests from other libraries.
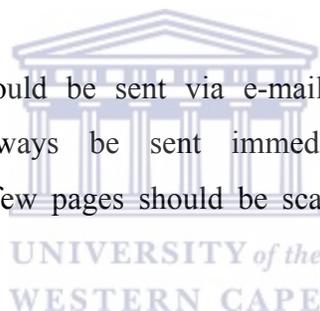
In light of a technological advancement system, development of some well-equipped audio-visual collections for both libraries would be very desirable.

9.3.5 Space

 Another problem experienced at both university libraries is that of noise levels from idle students. It was therefore recommended that some special areas or spaces (buffers) must be created for people or such students to relax in order for them to minimize their interruption on those students who would be studying in the libraries.

There is need to extend the library timings in general. Both university libraries should be kept open for the whole week and also during the holidays.

All new developments made by the libraries must be noticed the users so that they can also be able to give in their suggestions for service improvements. This would further facilitate filing of user complaints and their subsequent follow-ups.

Both libraries should publish and publicize their annual reports on their activities and future plans. Libraries should also organize some seminars periodically for their users so that they have some awareness on every facility and service offered by the libraries. This would in turn allow the users to give their points of view about the services offered by the libraries and at the same time this would also be offering a good platform for receiving users' suggestions for improvements of all library services.

9.4 Further research

This study concentrated on the application of the management function within these two university libraries and provided some probable recommendations for improvements. However, the library users at large and their information needs were never examined yet it is always necessary that the characteristics and needs of library users be thoroughly studied and reviewed periodically before effective and satisfactory services that meet their needs could be offered. Therefore, it is recommended that an exhaustive study of the features and information demands of these library users be undertaken. Such a study should also be undertaken at an in-depth level so that all features, demands, satisfactions and dissatisfactions of the users at both university libraries are critically considered.

Bibliography

Abareh, H. M. 1996. Shred human resources in academic libraries in Nigeria. **ASLIB Proceedings,** 48(3):81-84.

Akporhonor, B. A. 2005. Library funding in Nigeria: past, present and future. **The Bottom Line: Managing Library Finances,** 18(2):63 – 70.

Bolden, B. F. & Smith, K. 1993. Who plans and how? A profile of one state's public libraries. **Public Libraries Quarterly,** 13(2):5-22.

Budd, J. M. 1991. Allocation formulas in the literature: a review. **Library Acquisitions: practice and theory,**15:95-107.

Davids, A. R. 2000. **Users' attitudes towards the library of the University of the Western Cape.** Bellville: UWC. (M Bibl Thesis).

Evans, M. 1996. Library acquisitions formulae: the Monash experience. **Australian Academic and Research Libraries,** 27:47-57.

Fitch, Donna K. 1990. Job satisfaction among library support staff in Alabama Academic Libraries. **College and Research Libraries,** 51(4). July:313-320

Ibegbulam, Ijeoma Juachukkiu & Olorunsola, Richard. 2001. Restructuring academic libraries in Nigeria: issues to consider. **Library Management,** 22(8/9):381–386.

Kreitz, P. A. & Ogden, A. 1990. Job responsibilities and job satisfaction at the University of California libraries. **College and Research Libraries,** 51(4). July:297-312.

Lowry, C. B. 1992. Reconciling pragmatism, equity and the need in the allocation of book and serial funds. **College and Research Libraries**, March:121-138.

Lussier, R. N. 2003. **Management fundamentals: concepts, applications, skill development**. Mason, Ohio: Thomson/South-Western.

Msuya, J. 1998. **Developing strategies for improving the provision of legal information services in Tanzania**. Bellville: University of the Western Cape. (D.Bibl. Thesis).

Otike, J. N.1992. Collection development through exchanges. **New Library World,** 93 (1100):14-18.

Raghav, S. 1976. Library cooperation: inter-library loan and book exchanges**. Indian Librarian,** 31(2):71-76.

Rahman, Afifa. 1988. **An analysis of the functions and workings of university libraries in Bangladesh**. Dhaka: Dhaka University. (Ph.D. Thesis).

Shin, Eun-Ja & Kim, Young-Seok. 2002. Restructuring library organizations for the twenty-first century: the future of user-oriented services in Korean academic libraries. **Aslib Proceedings,** 54(4):260-266.

Vincent, Ida. 1988. Strategic planning and libraries :does the model fit? **Journal of Library Administration,** 9(3):35-47.

References

Abareh, H. M. 1996. Shred human resources in academic libraries in Nigeria. **ASLIB Proceedings,** 48(3):81-84.

Africa University. 2006. **A United Methodist Related Institution Library.** [Online] Available: http://www.africau.edu/Library/electronic.htm.(Date visited: 22.1.2006).

Ahlers, E. E. [et.al.] 1995. Library. **Compton's Encyclopedia**. Chicago: Compton's Learning Company:149-187.

Ahmad, N. 1985. **University Library Practices in Developing Countries**. London: KPI.

Akporhonor, B. A. 2005. Library funding in Nigeria: past, present and future. **The Bottom Line: Managing Library Finances,** 18(2):63 – 70.

Alam, F. 1996. **Dhaka University Automation of the Library (DUAL): an appraisal report and proposals for action**. Dhaka: Dhaka University. [Online]. Available: http://dspace.inflibnet.ac.in/bitstream/1944/183/3/03cali_14.pdf (Date visited: 1.7.2006).

Alam, F. 1999. **Dhaka University Library Automation: Fact sheet, no.1.** Dhaka: Dhaka University.

Al-Ansari, Husain A. 1999. Improving the organizational structure for an electronic environment: a case analysis of Kuwait University libraries. **Library Review,** 48(3):131 –139.

Alexander, J. O. 1998. Fundraising for the evolving academic library: the strategic small shop advantage. **Journal of Academic Librarianship,** 24(2):131-8.

Allen, Gemmy. 1998. **Management modern.** [Online] Available: http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm(Date visited: 6.5.2005).

Aman, M. M. & Khalifa, S. 1985. **Library and information services in Arab countries**, in Khurshid, A., Sherwani, M.K. (Eds),Librarianship in the Muslim World, 1984, Karachi: Islamic Library Information Centre, Library.

Anuar, Hedwig & Wijaysuriya, D.E.K. 1976. "Malaysia", in **Encyclopedia of Library, Information Services** (Eds):60-61.

Ashoor, M. S. J. 1978. **A survey of users′ attitudes toward the resources and services of three university libraries in Saudi Arabia**. University of Pittsburgh, (Ph.D. Thesis).

Auret, H. E. 1991. Directors of university libraries: the voice of experience. **South African Journal of Library and Information Science,** 59(4):261-275.

Awuku, Ohene Sakyi. 1995. Productivity in university libraries of developing countries: a West and Southern African perspective. **Library Management,** 16(3):24-33.

Aziz, M.A. August 1975. The Dacca University Library. **The Bangladesh Observer: special supplement:**iii.

B

Babu, M. B. & Tamizhchelvan, Ramesh. 2003. An investigation into the features of OPACs in Tamil Nadu (India). **Library Review,** 52 (6):257–267.

Badu, Edwin Ellis. 2002. An assessment of the staffing structures of university libraries in Ghana. **Library Review,** 51(2):90–99.

Bailey, Kenneth D. 1982. **Methods of social research**. 2nd ed. London: The Free Press Collier Macmillan Publishers.

Bain, George W. 2003. Ohio University Library. **Encyclopedia of Library and Information Science.** 1 (1) Taylor and Francis Group:New York. P. (electronic).

Baker, Therese. 1988. **Doing social research**. New York: McGraw Hill Book Company.

Bangladesh Educational Statistics. 2000. **At a glance**. Dhaka: BANBEIS.

Bangalore University Library Website. 2005. Homepage. [Online] Available:
 www.library.bub.ernet.in/ - 24k html(Date visited: 19.5.2006).

Basefsky, Stuart M. 1995. Pooled Endowments: A New Funding Idea. **College and Research Libraries News,** June. 56:405-407.

Bateman, T.S. & Zeithaml, C.P. 1993. **Management function and strategy**. Burr Ridge, Illinois: Irwin.

BBC News UK Edition. 2005. **Country Profile: Bangladesh**. [Online]. Available: http://news.bbc.co.uk/1/hi/world/south_asia/country_profile/1160598.stm(Date visited:15.11.2005).

Behr, A. L. 1988. **Empirical research methods for the human sciences: an introductory text for students of education, psychology and the social sciences**. 2nd ed. Durban:Butterworths.

Bekker, G. D. 1979. Die eerste fase van die biblioteekrekenariserings projek van die Universiteit van Wes-Kaapland. **South African Libraries,** 46(3):101-106.

Bengal,Sixth Quinquennial Review:1921:22. 1923. Calcutta:Bengal Secretariat Book Depot. 12.

Bengal,Nineth Quinquennial Review. 1937. Progress of Education in Bengal:1932-37. Calcutta:Bengal Secretariat Book Depot:69.

Bhatt, R. K., Chandra, H. & Srivastava, J. P. 1999. **Development of University and college libraries in India during pre and post independence period: a historical study.** [Sardana, J.L. ed. In Library Vision 2010: Indian libraries and librarainaship in retrospect and prospect]. Dr Mukherjee Nagar, Delhi: Indian Library Association.

Bingham, R. T. [et.al.] 1990. Library. **The World Book Encyclopedia,** 12. Chicago: World Book,Inc.: 234-262.

Black, Alistair. 2002. In the public eye a mass observation of the public library. **Journal of Librarianship and Information Science,** 34(3):145-1. [Online] Available: http://lis.sagepub.com/cgi/content/refs/34/3/145.(Date visited: 7.3.2006).

Blagden, J. & Harrington. 1990. **How good is your library? A review of approaches to the evaluation of library and information services.** London:Aslib.

Bolden, B. F. & Smith, K. 1993. Who plans and how? A profile of one state's public libraries. **Public Libraries Quarterly,** 13(2):5-22.

Borephe, S. 2000. **Strategic marketing of hybrid library services to raise revenue externally and internally within parent organisation**. Information 2000: A Vision for the SCECSAL Region, Niwa, Windhoek:65-75. [Online] Available: http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/Emera ldFullTextArticle/Articles/1700140302.html.(Date visited: 19.1.2006)

Bowker, R. R. 1999. New Providence. **Bowker Annual.** NJ: R.J.Bowker:57-8.

Brenner, M. 1985. 'Intensive interviewing' **The research interviews :uses and approaches**, ed. By M. Brenner, J. Brown and D.Canter. London: Academic Press:147-161.

Brisson, Roger. 2000. The German resources project: the promise of technology in fostering international collaboration. **Library Hi Tech News,** 18(3):234-254.

British Council. 1986. **Recommendation of the British Council seminars on university library administration in Bangladesh.** Dhaka: British Council.

Brophy, Peter. 2005. **The Academic Library**. 2nd ed. London:Facet Publishing.

Brophy, P. 2000. **The academic library**. London:Library Association.

Brown, E. H. 1986. United Kingdom. **The New Encyclopaedia,** 29. Chicago: Encyclopaedia, Inc.:1-137.

Bruce, C. S. 1994. Research student's early experiences of the dissertation literature review. **Studies in Higher Education,** 19(2):217-229.

Bruce, C. 1994. **Supervising literature reviews**, in Zuber-Skerritt, O. and Ryan, Y. (eds), Quality in postgraduate education, Kogan Page, London.

Bryan, Harrison. 1976. **University libraries in Britain**. London:Clive Bingley.

Bryson, J. 1999. **Effective library and information centre management**. Aldershot:Gower.

Budd, J. M. 1991. Allocation formulas in the literature: a review. **Library Acquisitions: practice and theory,** 15: 95-107.

Burrows, T. 1989. **British University Libraries**. New York: The Haworth Press :21-44, 93.

Buttlar, L. J. & Garcha, Rajinder. 1992. Organizational structuring in academic libraries. **Journal of Library Administration,**17(3):1-21.

Busha, Charles H. & Harter, Stephen P. 1980. **Research methods in librarianship: techniques and interpretations.** New York:Academic Press.

C

Carrall, S. 1992. **Customer care: implementing total quality in today's service-driven organization.** London: Kogan Page.

Cassell, K. N. 1996. Interview with Joan Grant, Director of Collection Services, Bobst Library, New York University. **Collection Building,** 15(2):36-38.

Cassell, K. N. 1998. Interview with Anthony Ferguson, Columbia University Libraries. **Collection Building,** 17(1):40-41.

Cataloger's desktop on the web. 2005. [Online] Available: http://www.loc.gov/cds/desktop/(Date visited:10.8.2005).

Chadwick, Bruce, A. Bahir, Howard M. & Abrecht, Stan L. 1984. **Social Science Research Methods**. Englewood Cliffs, N.J.: Prentice Hall.

Chandrakar, Rajesh. 2003. Barriers of bibliographic database creation in Indian university libraries: the INFLIBNET experience. **The Electronic Library,** 21(4):310-315.

285

Chandran, D. 1999. **Planning in the management of university libraries of Andra Pradesh: an analysis.** [Sardana, J.L. ed. In Library Vision 2010: Indian libraries and librarainaship in retrospect and prospect]. Dr Mukherjee Nagar, Delhi: Indian Library Association.

Chowdhury, Salma. 2001. Role of college libraries in education of Bangladesh. **Social Science Review,** 18(2):287-296.

Clow, David. [et al.] 1997. **University libraries in Africa: a review of their current state and future potential,** 3.Russell Square: International African Institute.

Cochin University of Science and Technology Library Website. 2005. [Online] Available: http://library.cusat.ac.in(Date visited: 12.3.2006).

Coffman, J. E. & Sullivan, T. A. 1990. United States. **The World Book Encyclopedia.** Vol.20. Chicago: World Book,Inc.:90-228.

Cohen, L. Manion, L. & Marrison, K. 2000. **Research Methods in Education.** 5th ed. London: Routledges Falmer.

Collings, Dorothy G. 1971. Comparative librarianship. **Encyclopaedia of Library and Information Science,** 5: 492-94.

COPAC. 2005. **About COPAC**. [Online] Available: http://copac.ac.uk/about/ (Date visited: 10.8.2005).

Corrall, S. 1993. The access model: managing the transformation at Aston University. **Interlending and Document Supply,** 21(4):13-23.

Culver, R. C. 1994. Empowerment: the management team interface. **Dissertations Abstracts International,** 55(4):782 A. The Claremont Graduate School, Claremont: Unpublished Thesis.

D

Dacca University Act. 1921. Dacca:Dacca University.

Dacca University Annual Report 1921-22. 1922. Dacca : Dacca University.

Dacca University Annual Report: 1923-24. 1924 Dacca: Dacca University.

Dacca University Annual Report: 1927-28. 1928. Dacca:Dacca University.

Dacca University Annual Report: 1952-53.1953. Dacca: Dacca University.

Darch, C. 1999. Academic library consortia in contemporary South Africa: library consortium management. **International Journal,** 1(1.2):23-32.

Davids, A. R. 2000. **Users' attitudes towards the library of the University of the Western Cape.** Bellville: UWC. (M Bibl. Thesis).

Denzing, N. & Lincoln, Y. (eds.). 2000. **Handbook of qualitative research**. London: Sage Publications.

Dhaka University Annual Report 1999-2000.2000. Dhaka: Dhaka University.

Dhaka University Annual Budget, 2004-2005 Revised & 2005-2006 Real Estimates. Dhaka: Dhaka University:12-13.

Dougherty, R. M. & Dougherty, A. P. 1993. The academic library: a time of crisis, change and opportunity, **Journal of academic librarianship,** 18(6):342-346.

E

Education in Great Britain. 2005. **Education.**[Online] Available: http://schools.keldysh.ru/school1413/eng/egorova_ks/str1.html(Date visited: 28.8.2005).

Edwards, H. M. 1985. **University library planning: a comparative study**. Johannesburg: University of the Witwatersrand. (M.A. Thesis).

Erens, Bob. 1996. **Modernizing research libraries: the effect of recent developments in university libraries on the research process.** London: Bowker.

Erven, B. L. 1999. **The foundation of managementexcel**. [Online] Available: http://www.ag.ohio-state.edu/~mgtexcel/Function.html(Date visited: 21.5.2005).

Euster, J. R. 1987. The activities and effectiveness of the academic library director in the environmental context. **Dissertations Abstracts International,** January. 47(7):2350A. Berkeley:University of California. (Unpublished thesis).

Evans, M. 1996. Library acquisitions formulae: the Monash experience. **Australian Academic and Research Libraries,** 27: 47-57.

F

Fakudze, Nomcebo Queeneth. 1996. **A management appraisal of Swaziland National Library service**. Bellville: UWC. (M.Bibl.Thesis).

 Finance Division, Economic Adviser's Wing, Pakistan. 2002. Economic Survey 2001-2002: Islamabad.

Fink, D. [et. al]. 2003. University of Colorado University Libraries. **Encyclopedia of Library and Information Science,** 1(1) Taylor and Francis Group:New York:2900–2910 (electronic).

Fitch, D. K. 1990. Job satisfaction among library support staff in Alabama Academic Libraries. **College and Research Libraries,** July. 51(4):313-320.

Florida Atlantic University libraries. 2000. **Collection Development policy**. [Online] Available: http://www.library.fau.edu/policies/cd_fau.htm(Date visited: 2.1.2005)

The Free Dictionary. 2006. **Republic of South Africa**. [Online] Available: http://encyclopedia.thefreedictionary.com/South+africa(Date Visited: 1.11.2004).

Freedom of information. 2004. **University of Lancaster**. [Online] Available: http://foi.lancs.ac.uk/Publication+Scheme/(Date visited: 23.8.2005).

G

Gaboury, J. D. & Breland, J. 1994 Strategies for alternate funding for academic libraries, **Mississippi Libraries,** 58:32-4.

Gall, M. D. Borg, W. R. & Gall, J. P. 1996. **Educational research**. New York: Longman Publishers USA.

Garson, Philippa. 2004. **Education in South Africa: the facts.** [Online] Available: http://www.southafrica.info/ess_info/sa_glance/education/education.htm(Date visited: 2.11.2004.

Garson, Philippa. 2005. **Education in South Africa**. [Online] Available: http://www.southafrica.info/ess_info/sa_glance/education/education.htm(Date visited: 23.2.2005).

Gay, L.R. & Airasian, P. 2000. **Educational research competencies for analysis and application.** 6th ed. New Jersey: Prentice Hall.

Gessesse, Kebede. 2000. Collection development and management in the twenty-first century with special reference to academic libraries: an overview. **Library Management,** 21(7):365–372.

Ghosh, Amal Kumar. 1993. **Acquisition policy and practices of major academic libraries in Dhaka City**. Dhaka:Dhaka Universiry. (M.A. Thesis).

Gilbert, G. 1999. New approaches to funding and community support: forming partnerships to serve all, **College and Research Libraries News,** 60(5):358-9.

Goodall, D. L. 1988. Performance measurement: a historical perspective. **Journal of Librarianship,** 20(2):128-144.

Gorman, M. 1991. The academic library in the year 2000: dream or nightmare or somewhere in between. **Journal of academic librarianship,** 17(1):4-9.

Griffin, R. W. 1987. **Management**. 2nd ed. Beacon Street, Boston: Houghton Mifflin.

Grove, R. & Glazier, J. 1985. **Implications for application of qualitative methods to library and information science research.** Library and Information Science Research, 7th July: 247-260.

H
Hadebe, Z. C. 2000. The management of change: an assessment of the outcomes of change strategies on the University of Zimbabwe Library (MLIS. Thesis). [Online] Available:

http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/Emera ldFullTextArticle/Articles/1700140302.html.(Date visited: 19.1.2006).

Hafiz Muhammad Khalid, Khalid Mahmood,& Jonathan Willso. Aug 1997. Cataloguing practice in university libraries: A comparison of three developing countries (Pakistan, Malaysia, Saudi Arabia) **Library Review Volume,** 46(5):328–338.

Haider, S. J. 1996. Libraries and library agencies in Pakistan: part 2. **Libri,** 46:209-16.

Haimann, T. Scott, W.G. & Connor, P.E. 1985. **Management.** 5th ed. Geneva: Houghton Mifflin.

Harding, Helen. 1988. **Management appreciation: an essential handbook**. Long Acre, London: Pitman Publishing.

Hellriegel, Don. 1996. **Management.** Cincinnati, Ohio: South-Western College Publisher.

Hellriegel, D. & Slocum, J. W. 1986. **Management**. 4th ed. Reading, Massachusetts: Addison-Wesley Publishing Company.

Heseltine, R. 1995. The challenge of learning in cyberspace. **Library Association Record,** 97(8):432-3.

Higher Education in Mozambique: a case study. 2001. **The partner for higher education in Africa.** [Online] Available: http://www.foundation-partnership.org/pubs/mozambique/index.php(Date visited: 21.1.2006).

Hirshon, A. 1999. The development of library client service programs and the role of library consortia: library consortia management. **International Journal,** 1(3/4):59-75.

Hodgetts, R. M. 1981. **Management fundamental**. Hinsdale, Illinois: The Dryden Press.

Hoinville, G. & Jowell, R. 1978. **Survey research practice**. London: Heinemann Books.

Hunt, Gary A. & Lei, Hwa-Wei. 1993. The Ten Principles for Successful Fund-raising. **The Bottom Line,** 6:27-33.

I

Ibegbulam, Ijeoma Juachukkiu & Olorunsola, Richard. 2001. Restructuring academic libraries in Nigeria: issues to consider. **Library Management,** 22(8/9):381 – 386.

IFLANET. 2003. **University libraries and other general research libraries section: strategic plan 2002-2003.** [Online] Available:
http://www.ifla.org/VII/s2/annual/sp02.htm(Date visited: 1.2.2005).

Infoplease Atlas, 2005. **South Africa** [Online]. Available:
http://www.infoplease.com/ipa/A0107983.html(Date visited: 6.8.2005).

Infoplease. 2005. **United Kingdom.** [Online] Available:
http://www.infoplease.com/ipa/A0108078.html(Date visited: 4.8.2005).

Isa, A. S. 1982. **Proposed standards for university libraries in Saudi Arabia.** University of Pittsburgh. (Ph.D. Thesis).

J

Jackson, William V. 2001. **World Libraries :The pioneers: Dorothy G. Collings (1911-1991).** [Online] Available:
http://www.chrisdaydesign.com/worldlib/vol11no1-2/jackson_v11n1-2.shtml(Date visited: 20.5.2005).

Jalloh, Brimah. 1999. A plan for the establishment of a library network or consortium for Swaziland. **Interlending and Document Supply,** 27(4):158.

Johnson, Edward R. 1982 Financial planning needs of publicly supported academic libraries in the 1980s: politics as usual. **Journal of Library Administration**.3 (3/4):23-36.

Johnson, Heather. 1994. Strategic Planning for Modern Libraries. **Library Management,**15(1):7–18.

Josephine, H. B. 1989. Intrepreneurship in fee-based information services. **Journal of Library Administration,** 10(2/3):151-8.

K

Kane, Eileen. 1985. **Doing your own research**. London: Marison Boyars Publishers.

Kerkham, A. S. 1986. **Information needs of lectures at the Cape Technikon and the ability of the Technikon library to meet those needs.** Cape Town: University of Cape Town. (M. Bibl. Thesis).
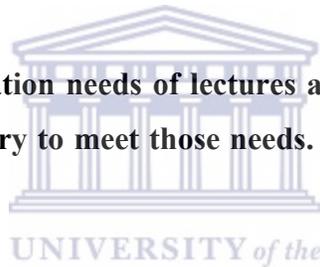
Khalid, H. M., Mahmood, K. & Willso, J. Aug 1997 Cataloguing practice in university libraries: A comparison of three developing countries (Pakistan, Malaysia, Saudi Arabia) **Library Review,** 46(5):328–338.

Khan, M. H. 1984. Public Libraries in Bangladesh .**International library review,** 16 :129.

Khan, M. S. January 1973 Library situation in Bangladesh : yesterday, today and tomorrow. **The Eastern Librarian,** 2:9-19.

Khurshid, Z. 1994. DOBIS/LIBIS network of university libraries in Saudi Arabia. **Resource Sharing and Information Networks,** 9(2):101-10.

King Abdul Aziz University Library. 2001. Annual Report. King Abdul Aziz University Library: Mecca.

King Faisal University. 1979. Statistical Year Book. Dammam: The University.

King Saud University Library. 2002. Annual Report. King Saud University Library: Mecca.

King, L. 2005. **Information sources and retrieval tools. Information science 212**. Lecture notes. Bellville: UWC.

King, L. 2003. **Information storage and retrieval:computerized cataloguing**. Information science 312. Lecture notes. Bellville: UWC.

Kinyanjui, W. 2000. The way forward for the African Virtual Library Initiative (AVL-1). **SCANUL-ECS News Letter**:10-11. [Online] Available: http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/1700140302.html.(Date visited: 19.1.2006).

Kotter, John P. 1990. **A Force for Change: How Leadership Differs From Management**. The Free Press. [Online] Available: http://ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm(Date visited: 20.9.2005).

Kreitz, P. A. & Ogden, A. 1990. Job responsibilities and job satisfaction at the University of California libraries. **College and Research Libraries,** 51(4). July :297-312.

L

Laguardia, Cheryl (ed.). 1998. **Recreating the academic library: breaking virtual ground.** New York: Neal-Schuman publishers, Inc.:160-164.

Lancaster, F. W. & Sandore, B. 1997. **Technology and management in library and information services.** London: Library Association.

Lee, S. 1984. **Library Fund-raising, Vital March for Excellence.** Pierian Press, Ann Arbor, MI :University of Michigan.

Leedy, P. 1993. **Practical research: planning and design**. New York: Macmillan Publishing Company.

Line, M. B. 1983. Libraries in Saudi Arabia: some reflections. **International Library Review,** 15(4):365-73.

Line, Maurice B. 1990. **Academic library management**. London: Library Association.

Line, M. B. 1991. Library management styles and structures: a need to rethink? **Journal of Librarianship and Information Science,** 32 (2):97-104.

LISU. 2004. **Statistics in practice –measuring and managing.** [Online] Available: http://www.lboro.ac.uk/departments/dils/lisu/pages/publications/statsinpractdownload.ht ml(Date visited: 10.8.2005).

Little, Lois F. 1994. Innovation and change as strategies in library management: with special reference to New South Wales Tafe Library services from 1985-1989. **Dissertations Abstracts International.** 55(4):782A. University of New South Wales Australia:Unpublished Ph.D Thesis.

Lowry, C. B. Reconciling pragmatism, equity and the need in the allocation of book and serial funds. **College and Research Libraries**, March:121-138.

Lussier, R. N. 2003. **Management fundamentals: concepts, applications, skill development**. Mason, Ohio: Thomson/South-Western.

M

Mahmood, Khalid [et al.]. 2006. Libraries in Pakistan: a systemic study. **Library Review,** 55 (1):20-34.

Majid, A. F. Fazlul. 1985. University libraries in Bangladesh. **The Eastern Librarian: Seminar issues,** xi:51-62.

Malan, S. I. 1989 **Managerial control for library and information services: control, change innovation**, 4. Pretoria: Aristo Press.

Malhan, I. V. 2001. Financial needs and problems of university and research laboratory libraries in India. **The Bottom Line: Managing Library Finances**, 14 (3):111–116.

Mambo, H. L. 1993. Managing automation in developing countries: a current view. **Library Review,** 42(5):38-43.

Mannan, S. M. & Begum, Suraiya 2002 Development of Libraries in Bangladesh study of the historical route. **Nibondhomala,**11:233.

Martin, M. S. & Kobulnicky, P. 1996. The role of the library in institutional development. **The Bottom Line: Managing Library Finances,** 9:40-2.

Massey, Tinker. 2005. Management of gift materials in an academic library. **Collection Building,** 24(3):80–82.

McMillan, J. H. & Schumacher, S. 2000. **Research in education: a conceptual introduction.** 5th ed. New York: Longman.

McNamara, Carter. 1999. **Basic Guide to Program Evaluation**. [Online] Available: http://www.managementhelp.org/evaluatn/fnl_eval.htm(Date visited: 24.2.2006).

McNamara, Carter. 2000. **Overview of leadership in organizations.** [Online] Available: http://www.mapnp.org/library/ldrship/ldrship.htm(Date visited: 21.5.2005).

Mellon, C. A. March 1986. Library anxiety: a grounded theory and its development. **College and Research Libraries,** 47:160-165.

Mezbah-ul-Islam, Md. 2000. **Measuring effectiveness of university libraries: a case study of Bangladesh.** North-Eastern Hill University, Shillong: Dept. of Library and Information Science. (Ph.D. Thesis).

Miller, R. L. & Brewer, J. N. 2003. **The A-Z of social research: a dictionary: a dictionary of key social science research concepts**. London: SAGE.

Ministry of Finance, Government of Pakistan (n.d.), Economic Survey 2004–2005.

Mirdah, A. R. 1965. Fourteen years of librarianship 1952-65. **Pakistan librarianship :1963-64**. Dacca: Pakistan Library Association:40-44.

Moahi, Kgomotso H. 2002. Issues of just in time(access) versus just in case(ownership) for libraries in developing countries: lessons to be learnt from developed countries. **Library Review**, 51(7):341-9.

Montanelli, D. S. & Sternstrom, P. F. 1999. **People come first: user-centred academic library services**. Chicago:American Library Association.

Moss, G. D. & Green, A. M. W. 1980. Student opinion of the services and resources of the university library. **Aslib proceedings,** 32(4):161-166. / Jayaram, R. 1988. an investigation into the needs and attitudes of student library users with special reference to the University of Durban-Westville (M.Bibl. Thesis). University of Durban-Westville.

Mostafa, Golam. 2004. **University libraries in Bangladesh problems and prospects.** Rajshahi: Hilali Foundation, Talamari.

Mouton, J. & Marais, H. 1990. **Basis concepts in the methodology of the social sciences.** Pretoria: HSRC.

Mulimila, R. T. 2000. Information technology applications in East Africa government-owned university libraries. **Library Review**, 49(4):189-192.

Mun, K. S. 1981. **University Libraries in Malaysia,** in Contemporary Developments in Librarianship: An International Handbook (Eds),Jackson, M.M. (Ed.), The Library Association : 254.

Murthy, T. Cholin, V. S. Chauhan, S. K. & Patil, R. 2005. **UGC-Infonet, E-journals consortium: An Indian model bridging the gap between scholarly information and end user**. Paper presented at CALIBER-2005: Cochin, India.

Msuya, J. 1998. **Developing strategies for improving the provision of legal information services in Tanzania**. Bellville: UWC. (D.Bibl. Thesis).

Muswazi, P. 2000. Digital library and information services in Southern Africa. **Information Development,** 16(2):75-81.

Mutula, Stephen. 2004. IT diffusion in Sub-Saharan Africa: implications for developing and managing digital libraries. **New Library World,** 105(7/8)**:**281–289.

N

Nachmias, Chava & Nachmias, David. 1982. **Research methods in the Social Sciences**, 2nd Ed. London : Edward Arnold.

The New Encyclopaedia Britannica. 1986. **South Africa.** Chicago: Encyclopaedia Britannica, Inc., 27:632-40.

Nueman, W. L. 2003. **Social research methods: qualitative and quantitative approaches**. Boston: Allyn and Bacon.

Nyamboga, M. 2004. Information skills and information literacy in Indian university libraries, Constantine. **Program: electronic library and information systems,** 38(4): 232 – 239.[Online]. Available: http://web.inflibnet.ac.in/info/ugcinfonet/ugcinfonet.jsp.(Date visited: 1.2.2006).

O

Ocampo, M. L. 2004. Global perspectives on human language: the South African context. **A brief history of educational inequality from apartheid to the present**. South Africa seminar: Info Pages. [Online] Available: www.stanford.edu/~jbaugh/saw/Lizet_Education_Inequity.html-15k.(Date visited: 31.7.2006).

Odini, Cephas. 1989. Library planning with special reference to developing countries. **Library Review,** 384:42-52.

Ojedokun, Ayoku A. 2001. Prospects of digital libraries in Africa. African **Journal of Library, Archives and Information Science,** 10(1):27.

299

Ondari-Okemwa, Ezra. 2000. Training needs of practising professional librarians in the Kenyan public university libraries: a critical analysis. **Library Management,** 21(5):257 –268.

Onwubiko, M. C. 1991. Evaluation of a polytechnic library service in a developing country: the case study of the Federal polytechnic Library in Bauchi State, Nigeria. **Library Review,** 40(5):52-58.

Osman, Zaiton [et.al.] 1998. Quality services: policies and practices in Malaysia. **Library Management,** 19 (7):426–433.

Otike, J. N. 1992. Collection development through exchanges. **New Library World.** 93 (1100):14-18.

P

Patton, M. Q. 1990. **Qualitative evaluation and research methods**. 2nd ed. Newbury Park: Sage Publications.

Pawinun, P. & Asundi, Y. 2002. Changing facets of library instruction programs in universities in Thailand. **Annals of Library and Information Studies,** 49 (3):107-12.

Pinder, C. & Melling, M.1996. **Providing customer-oriented services in academic libraries**. London:Library Association.

Powell, R. R. 1994. **Basic research methods for librarians**. 2nd Ed. Norwood, New Jersey: Ablex Publishing Corporation.

R

Rader, H. B. 2000. Fundraising in academic libraries: the United States experience. **The Bottom Line: Managing Library Finances,** 13 (2):93-99.

Rader, H. B. 1997. **Creative Financing of Academic Libraries in the Next Cent**. [Online] Available: http://www.ifla.org/IV/ifla63/63radh.htm(Date visited: 6.11.2005).

Raghav, S. 1976. Library cooperation: inter-library loan and book exchanges**. Indian Librarian,** 31(2):71-76.

Rahim, M. A. 1981. **The history of the University of Dacca.** Dacca: Dacca University.

Rahman, Afifa. 1988. **An analysis of the functions and workings of university libraries in Bangladesh**. Dhaka: Dhaka University. (Ph.D. Thesis).

Rahman, Afifa. 1987. **Management of university libraries in Banglad**esh. Dhaka: Dhaka University:35.

Rahman, Afifa. 1983. Old Manuscript Collection in the Dacca University Library. **Libri,** 33(1):61-66.

Rahman, Mustafizur. 1988. **Library movement in Bangladesh**. Dhaka: Dhaka University. (M.A. Dissertation).

Rao, N. L. 2006. Knowledge sharing activities in India. **Library Trends,** 54(3):463-484.

Raseroka, K. & Rosenberg, D. 2000. "**Library incomes: survey of African university libraries in the SCANUL-ECS region"**, paper presented at the 3rd Standing Conference of African National and University Libraries in Eastern, Central and Southern Africa, 10-11 April.

Richards, W. A. 1994. Betting on the future of technology in university system of Georgia libraries. **The Georgia Librarian,** 31:63-5.

Rob, Md. Mohidur. 1981. **Comparative study between Dhaka University Library & Jahangirnagar University Library**. Dhaka: Dhaka University. (M.A Thesis).

Robinson, Barbara M. & Robinson, Sherman. 1994. Strategic planning and program budgeting for libraries. **Library Trends,** 42(3). Winter:420-447.

Rosenberg, Diana. 1998. IT and university libraries in Africa . **Internet Research**, 8(1)**:** 5–13.

Royal Holloway. 2005. **Marshall Scholarship**. [Online] Available: http://www.marshallscholarship.org/applicationpartner.html (Date visited: 10.8.2005).

Rzasa, P.V. & Moriarty, J.H. The types and needs of academic library users. A case study of 6568 responses. **College and research libraries,** 3(3):404-409.

S
Sairosse, T. 17 February, 2004. "Library automation in Mozambique", **e-mail communication**. [Online]. Available:
 www.ingentaconnect.com/content/mcb/072/2004/00000105/F0020007/art00005 (Date Visited : 17.7.2006).

Sardana, J. L. 1999. **Library vision 2010: Indian libraries and librarianship in retrospect and prospect.** Seminar papers. 45th All India Library Conference, Hisar: 23-26. Dr. Mukherjee Nagar: Indian Library Association:8-9.

Saunders, W. L.[ed.] 1968. **University and research library studies**. Oxford: Pergamon press.

Sehgal, P. C 2001. Financing Universities and their Libraries in India, in Ashu, S (Eds),**Information, Management; Sources and other Studies.** New Delhi: Ess Ess. 2 :148-9.

Shin, Eun-Ja & Kim, Young-Seok. 2002. Restructuring library organizations for the twenty-first century: the future of user-oriented services in Korean academic libraries. **Aslib Proceedings,** 54(4):260-266.

Shores, Louis. 1934. **Origins of the American college library 1638-1800**. Nashville, Tennessee: George Peabody College.

Shreeves, Edward. 1997. Is there a future for cooperative collection development in the digital age? **Library Trends,** 45(3):373-390.

Siddique, M. A. 1996. An Interlibrary loan network among academic libraries of Saudi Arabia. **Journal of Interlibrary Loan, Document Delivery and Information Supply,** 7(1):28.

Siddiqui, M. A.1995. **A comparative study of interlibrary loan functions and the development of a model interlibrary loan network among academic libraries in Saudi Arabia.** Natal: University of Natal. (Ph.D. Thesis).

Siddiqui, Moid A. 2003. Management for change in acquisitions in academic libraries. **The Electronic Library,** 21(4):352–357.[Online] Available: http://www.emeraldinsight.com/Insight/html/Output/Published/EmeraldFullTextArticle/ Articles/2630210406.html(Date visited: 6.9.2005).

Singh, Sonal & Singh, Surendra. 1999. **Professionally trained manager: an indespensible part of a qualitative university library.** [Sardana,J.L. ed. Library Vision 2010: Indian Libraries and Librarianship in Retrospect and Prospect. Dr Mukherjee Nagar, Delhi: Indian Librarian Association.

Sowell, E. J. 2001. **Educational research: an integrative introduction**. New York: McGraw hill.

"Standards for College Libraries, 1995 Edition," 1995. **College and Research Libraries News,** 56(4):255.

Statistical year book of Bangladesh 1999. 2001. 20th ed. Dhaka: Bangladesh Bureau of Statistics, Statistics Division, Ministry of Planning, Government of the People's Republic of Bangladesh.

Statistics South Africa, 2005. Stats Online: the digital face of Stats SA. [Online] Available: http://www.statssa.gov.za/(Date visited: 6.8.2005).

Stirling, John F.[ed.] 1981. **Handbooks on library practice: university librarianship**. London: LA.

Stuart, William. 1992. **South Africa: tertiary education sector assessment**. South Africa: Education Indefinite Quality Contract.

Stueart, R. D. & Eastlick, J. T. 1981. **Library Management**. 2nd ed. Littleton: Libraries Unlimited.

Swaydan, N. M. "Saudi Arabia", in **World Encyclopedia of Library, Information Services** (Eds),Tashkandy, A.S. "Saudi Arabia, Libraries in", Encyclopedia of Library and Information Science:315.

T
Tashkandy, A. S. 1979. Saudi Arabia, Libraries in, **Encyclopedia of Library and Information Science,** XXVI:314- 315.

Taylor, Dena. 2005. **The Literature Review: A Few Tips On Conducting It**. [Online]. Available: http://www.utoronto.ca/writing/litrev.html(Date visited: 4.9.2005).

Taylor, L. E. 1967. **South African libraries**. London: Clive Bingley.

Thornton, Glenda. 2000. Impact of electronic resources on collection development, the roles of librarians, and library consortia. **Library Trends,** 48(4):842-856.

U

United Nations Development Programme. 2004. Human Development Report, New York.

University of Dacca. 1969. The Calendar: University Ordinance, Statutes, Ordinances and Regulations. Dacca: The University of Dacca.

University of Dar es Salam. 2006. Library. [Online] Available: http://www.udsm.ac.tz/library/arts.html(Date visited: 20.1.1006).

University Eduardo Mondlane. 2006. Libraries.[Online] Available: http://www.foundation-partnership.org/pubs/mozambique/index.php?chap=chap6(Date visited: 21.1.2006).
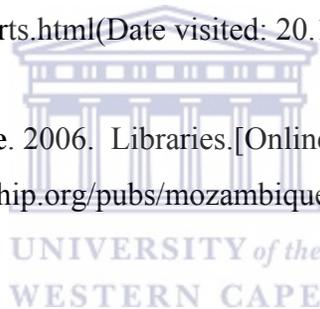
University of Sussex library collection management policy. 2002. [Online] Available: http://www.sussex.ac.uk/library/aboutus/CollectionManagementPolicy.pdf (Date visited: 12.8.2005).

University of the Western Cape. 2006. Governance Manual. Bellville: UWC.

University of the Western Cape. 2005. Mission statement & vision. [Online] Available: http://www.uwc.ac.za/about/default.htm(Date visited: 7.8.2005).

University of the Western Cape. 2003. Library and information services: manual of policies and procedures. UWC:Bellville.

University of the Western Cape. Library services. 2002. Annual Report. Bellville: UWC.

University of Zimbabwe . 2006. Library**.** [Online] Available: http://www.uz.ac.zw/library/staff/librarians.html.(Date visited: 21.1.2006).

UOHYD. 2006. **The University of Hyderabad**. [Online] Available: www.uohyd.ernet.in(Date visited: 1.2.2006).

Urquhart, J. A. and Schofield, J. L. 1972 Measuring readers, failure at the shelf in three university libraries. **Journal of documentation,** 28(2):233-242.

US Census Bureau. 2005. Population clocks. [Online] Available: http://www.census.gov/(Date visited: 23. 10.2005).

V

Vincent, Ida. 1988. Strategic planning and libraries: does the model fit? **Journal of Library Administration,** 9(3):35-47.
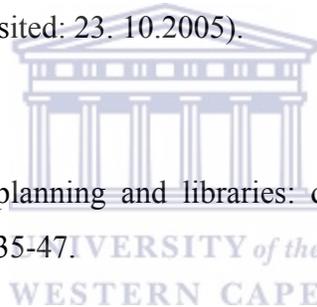
W

Ward, S. M. 1997. **Starting and managing fee-based information services in academic libraries.** Greenwich Conn.: JAI press.

Warner, A. S. 1987. **Selling the service**, in Beaubien, A.K (Eds),Fee-based Services: Issues & Answers, Ann Arbor, MI :University of Michigan.

Wasylenko, Lydia. 1983. Organization development in a library setting: a case study. **Journal of Library Administration,** 4(2):23-42.

Weetman, P. 1996. **Financial accounting: an introduction**. London: Pitman Publishing.

Weinberger, Ellis. 2000. **Towards collection management guidance.** [Online] Available: http://www.leeds.ac.uk/cedars/colman/CIW02r.html(Date visited: 11.8.2005).

Weingand, Darlene E. 1993. Grounded theory and qualitative methodology. **IFLA Journal,** 19(1):17-26.

Whetherly, J. 1994. **Management of training and staff development**. London:Library Association.

Whiston, W. 1995. Differentiated service: a new reference model. **Journal of academic librarianship,** 21(3):103-110.

Wickremasinghe, Rohan. 2003. **Planning, organizing, leading and controlling**. [Online]Available:http://www.nepc.lk/Planning%20News/Plg-News-3-2003/Feature.htm (Date visited: 21.5.2005).

Wikipedia. 2005. **List of countries by population density.** [Online] Available: http://www.absoluteastronomy.com/encyclopedia/l/li/list of countries by population density.htm(Date visited: 10.8.2005).

Wilder, S. 1993. Louisiana's gift horse: Funding library acquisitions with bond money. **Journal of Academic Librarianship,**19:78-80.

Willemse, John. 1989. Library effectiveness: the need for measurement. South African **Journal of Library and Information Science,** 57(3):261-266.

Wilson, L. R. and Tauber, M. F. 1959. **University Library**. 2nd ed. New York:Columbia University Press.

Woodsworth, A. 1991. **Library co-operation and networks: a basic reader**. London :Neal Schuman.

The World Almanac: and book of facts. 2002. New York:World Almanac Books.

Y

Yukl, Gary A. 1989. **Leadership in organizations**. 2nd ed. New Jersey: Prentice-Hall International.

Z

Zimbabwe University Library. 2005.Homepage. [Online] Available:

http://www.uz.ac.zw/library/staff/librarians.html.(Date visited: 21.1.2006).

Appendix A
A structured Interview Schedule with Librarians

(The structured interview schedule was administered to the two university librarians)

1. What are the most important achievements in the history of your library?
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

2. Does your library have an organizational chart?
Yes…………( )   No…………( )
If yes, please supply it………………………………………………………………..
If no, why not…………………………………………………………………………

3. If your answer to question 2 is yes, are you satisfied with the present organizational structure?
i. Yes…….( )   ii. No…..( )
If yes, please specify …………………………………………………………………
If no, why not? ..………………………………………………………………………….

Planning:

4. Does your library engage in library planning?
i. Yes…….( )   ii. No…..( )
If yes, please specify………………………………………………………………….
If no, why not? ……………………………………………………………………….

5. Does your library planning process lead to –
   i. A formal written policy? …………….( )
   ii. An informal unwritten policy?………( )
   iii. Both?………………………………….( )
   iv. Other (specify)……………………………………

6.Who besides you is involved in the planning process?
……………………………………………………………………………………………
……………………………………………………………………………………………

7. Explain what your role is during the planning process

……
……
……
……

8. Have you used any type of planning guide in the university library?
i. Yes………( )   ii. No………( )
If yes, please specify………………………………………………………………………………….
If no, why not?……………………………………………………………………………………….

9. For how many years did you make provision in your strategic plan?

…………………..…………………………………………………………………………………….
…………………..…………………………………………………………………………………….

10. Indicate which of the following activities of planning you are using? Tick (√)more than one:
Writing goals [ ]
Writing objectives [ ]
Identifying procedures [   ]
Identifying programmes [ ]
Identifying policy [   ]
Strategies [   ]
Budgets [   ]
Forecasting [   ]

Organizing:

11. How would you describe your organizational structure?

Please tick(√) more than one, if necessary:
Line [ ]
Line / staff [ ]
Functional [ ]
Combination of more than one [ ]
Other(specify)………………………………………………………………….

12. To what authority do you report?

……………………………………………………………………………………………

13. To whom are you accountable?

……………………………………………………………………………………………….

……………………………………………………………………………………………….

14. Do you make use of a committee system to assist you in managing the library?
i) Yes ……..( )   ii)No………..( )
If yes, please specify……………………………………………………………………….
If no, why not?……………………………………………………………………………….

15. Have there been any significant changes to the internal organizational structure of your library system since your country became a democracy?
i. Yes………….( )   ii. No…………( )

16. If answer to no. 15, is yes, what significant changes have there been?

………………………………………………………………………………………………..

…………………………………………………………………………………………………

…………………………………………………………………………………………………

17. What impact did these changes have on the management of the library?

……………………………………………………………………………………………….

……………………………………………………………………………………………….

………………………….…………………………………………………………………….

……………………………………………….……………………………………………….
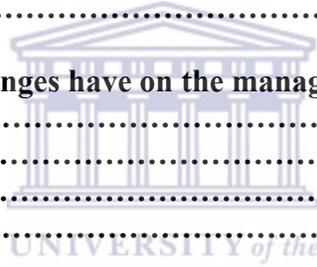
18. Do your library service participate in a formal cooperation pact in the region?
i) Yes………( )   ii) No………( )
If yes, please specify……………………………………………………………………….
If no, why not? …………………………………………………………………………….

19. What kinds of cooperation does your library service have with other libraries (e.g. training, shared service provision, consortia, networking)?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

General:

20. To what extend does the usage of IT influence the applicability of the functions of management?

…………………..……………………………………………………………………………..

…………………..……………………………………………………………………………..

…………………………………………………………………………………………………

21. Are you satisfied with the total of your present library budget?
i) Yes………( )   ii) No………( )
If yes, please specify……………………………………………………………………………….
If no, why not?……………………………………………………………………………….

22. What is the main source of finance for your library? –
………
………………………………………………..………………………………………………………………
………………………………………..……………………………………………………………………..
……………………………………..………………………………………………………………………..

23. How much money do you spend for purchasing the following material per year?
Books……………………………………………………….
Journals………………………………………………….
Others...……………………………………………………..

24. What is the total of your budget for Information Technology?
………
………

25. How would you describe the moral of your staff presently?
………
………
………

26. Are you aware of any factors that can influence staff morale?
 Positively……………………………………………………………………………………………
………
 Negatively……………………………………………………………………………………………
………
 ………………………………………………………………………………………………………..

27. What is your highest professional qualification?
   ………………………..………………………………………………………………………………
   ……...…..………………………………………………………………………………………………

28. Do you experience occurring problems while you are managing the library?
i) Yes ……( )   ii) No……..( )
If yes, please specify……………………………………………………………………………….
If no, why not?……………………………………………………………………………….

29. What are your suggestions for overcoming the problems?
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

30. Are you satisfied with the service that you and your staff are rendering presently
i) Yes   ii)No
If yes, please specify…………………………………………………………………….
If no, why not?…………………………………………………………………….

31. How do you intend to monitor your service in order to keep it up to the present
level or to improve?
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
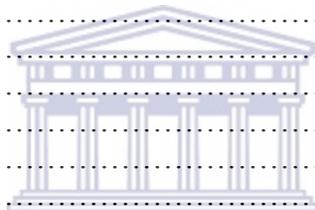
32. What is your vision for this library –
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

Thanks for answering the questionnaire.

Appendix B
Library Staff Questionnaire (LSQ)

A SURVEY OF UNIVERSITY LIBRARY SERVICE: A QUESTIONNAIRE TO MANAGEMENT AND SUPERVISORY LIBRARY STAFF.

1. Please read through the following questionnaire and answer all questions.
2. Your co-operation is requested in completing and returning this questionnaire as soon as possible. The importance of your help cannot be overemphasized, for the information you supply will provide greater knowledge about the situation at your work place. Secondly the questionnaire gives you an opportunity to express your opinions and judgments about your work and related matters.
3. All information will be held in strictest confidence.
4. Tick (√) where appropriate and you may comment in the space provided.

1. In which library do you work e.g. Dhaka University / University of the Western cape?

2. What is your designation?
………………………………………………………….

3. Name your highest professional educational qualification:
   …………………………………………………………

4. How long have you worked in this library?
……………………………………………………………….

5. Are you aware of the aim and objectives of your library?
1. Yes……………( )   2. No…………..( )
If yes, please specify
…………………………………………………………
If no, why not?
…………………………………………………………

6. Do you feel that library staff works as a team towards the same set of goals and objectives?
1. Yes……………( )   2. No…………….( )
If yes, please specify
…………………………………………………………
If no, why not?
…………………………………………………………

314

7. (Tick as required) Does your library have a written:
   1. Staff manual……………………( )
   2. Procedures……………………( )
   3. Rules and regulations…………...( )
   4. Policies…………………………( )
   5. Other (please specify)…………..( )

8. Does your library have defined standards of performance to guide library performance for evaluation purposes?
1. Yes……………( )   2. No……….……..( )
If yes, please specify……………………………………………………………
If no, why not?…………………………………………………………………

9.Did you have any in-service training?
1. yes……………..( )   2. No……………( )
b)If yes what type of training ?……………………………………………….

10. Was such in-service training useful?
1. Yes……………( )   2. No………………..( )
If yes, please specify……………………………………………………………
If no, why not?…….………………………………………………………………

11. Are you satisfied with your present salary?
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
12. Are you aware of any future plans?
1. Yes……………( )   2. No………………..( )
If yes, please specify………………………………………………………………
If no, why not?……………………………………………………………………

13. Is your library organized (organizational structure) in a way to:
        ii)   Meet individual's interests………………………( )
        iii)   Show the organizational structure………………( )
        iv)   Achieve set goals……………………………....( )
        v)   Unify effort (teamwork) towards set goals………( )
        vi)   Maintain order………………………………….( )
        vii)   Facilitate communication………………………...( )
        viii) Other (please specify)……………………………( )

14. Is the organizational structure revised from time to time?
1. Yes……………( )   2. No…………..( )
If yes, please specify……………………………………………………………
If no, why not?…….………………………………………………………………

15. Do you have enough responsibility to keep you attracted to your position?
1. Yes……………( )   2. No…………..( )
If yes, please specify……………………………………………………………
If no, why not?…...…………………………………………………………………

16. How many staff members do you supervise?
(function based duties)
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

17. How often are staff meetings held in your department / section?
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

18. How many direct supervisors do you have?
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

19. Are you satisfied with the duties you perform?
1. Yes……………( )   2. No…………..( )
If yes, please specify……………………………………………………………
If no, why not?…..…………………………………………………………………
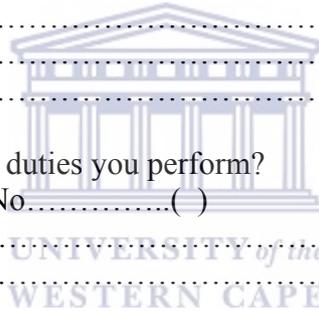
20. If you are not satisfied, do you feel you perform duties that are:
  1. None professional……………………………….( )
  2. Too much of routine work……………………( )
  3. Too professional for your pay………………..( )
  4. Too much work (over worked)……………….( )
  5. Other (please specify)……………………… .( )

21. Are the library staff motivated?
1. Yes……………( )   2. No…………..( )
If yes, please specify……………………………………………………………
If no, why not?…………………………………………………………………

22. Do you feel there is work you can do but you are not assigned to do it?
1. Yes……………( )   2. No…………..( )
If yes, please specify……………………………………………………………
If no, why not?…..…………………………………………………………………

23. Are you doing the work you should do according to your job description?
1. Yes……………( )   2. No…………..( )
If yes, please specify……………………………………………………
If no, why not?…..………………………………………………………

24. Are the physical conditions of your work place satisfactory?
1. Yes……………( )   2. No…………..( )
If yes, please specify……………………………………………………
If no, why not? ……………………………………………………………

25. How frequently do you receive assignments and instructions from your supervisor?

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

26. How much supervision do you receive?

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

27. Do you make suggestions for improving services or routines?
1. Yes……………( )   2. No…………..( )

If yes, what were reactions to these suggestions?
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
If no, specify
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………

28. Do you usually receive recognition for your ideas and / or for a job well done?
1. Yes……………( )   2. No…………..( )
If yes, please specify……………………………………………………
If no, why not?…..………………………………………………………
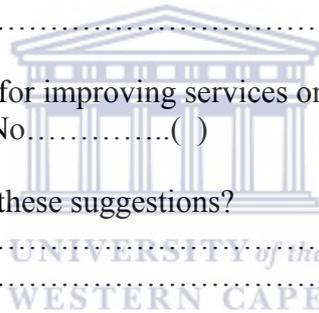
29. What do you think is the best motivation for you? (tick as required)
1.Professional development……………………..….( )
2. Attendance of conferences…………………….....( )
3.Being praised / appreciated for work done………… ( )
4.Involvement / participation…………………….....( )
5.Providing a satisfactory service……………….…( )
6. Feeling of belonging…………………………….....( )
7.Good staff morale…………………………….........( )
8. Other (please specify)……………………….…...( )

30. Which of these factors do you consider important?
    1.Earning a good salary…………………………( )
    2.Personal development…………………………( )
    3.Service to others………………………………( )
    4.Using your intellect……………………………( )
    5.Job security……………………………………..( )
    6.Social standing…………………………………( )
    7.Good career prospects…………………………( )
    8.Other (please specify)……………………..…..( )

31. Is comparison of actual and desired results of operations made to:
    1.Evaluate performance……………………………( )
    2.Show responsibility……………………………..( )
    3.Plan for the future…………………………………( )
    4.Control work behavior……………………………( )
    5.Justify the library's worth……………………….( )

32. Do you have control mechanisms to assist you to detect any deviations from your original plan?
1. Yes……………( )   2. No…………..( )
If yes, please specify………………………………………………………………
If no, why not?……………………………………………………………………

33. What are the major problems now facing the library services?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Thanks for answering the questionnaire.

QUESTIONNAIRE TO USER (STUDENT AND ACADEMIC) OF THE LIBRARY SERVICE

This questionnaire will be treated in complete confidence. Your name need not appear on it. It is to investigate if needs of the user are met by the service offered.

Instructions.
8. Please answer all questions; they have been made short and simple.
9. Tick (√) the applicable answer where appropriate.

1.Do you use the academic library regularly?
      1. Yes……………( )   2. No……………...( )
If yes, please specify…………………………………………………………
If no, why not?…….………………………………………………………

2.What is the name of the academic library you regularly use?
………………………………………………………………………………

3. Does the library provide clear guides about-
a)How to find materials?

 1. Yes………………( )   2. No……………………( )
If yes, please specify…………………………………………………………
If no, why not?…….………………………………………………………

b)How its service works?

 1. Yes……………….( )   2. No……………………( )
If yes, please specify…………………………………………………………
If no, why not?…….………………………………………………………

4. Do you always find materials on the subject/s you want?
  1. Yes……………..( )   2. No……………….( )
If yes, please specify…………………………………………………………
If no, why not?…….………………………………………………………

5. How often do you come to use the library?
    1. Everyday……………………..( )
    2. Once a week………………….( )
    3. Once in two weeks……………( )
    4. Other (specify)…………………………………………………….

6. Do you ever seek help from staff?
    1. Yes……………..( )   2. No…………………..( )
If yes, please specify………………………………………………………….
If no, why not?……..…………………………………………………………

7. When you need help, is there always someone to help you?
    1. Yes……………….( )   2. No………………….( )
If yes, please specify………………………………………………………….
If no, why not?……..…………………………………………………………

8. When you request for a particular item / book, is it always indicated whether:-
    1. It has been borrowed?………………………( )
    2. It is on reserve?…………………………….( )
    3. It is not in stock?…………………………..( )
    4. It will be available?………………………..( )
    5. Or you get a vague answer?……………..…( )

9.Do staff try their best to help whenever you need help?
    1. Yes………………( )   2. No………………..( )
If yes, please specify………………………………………………………….
If no, why not?……..…………………………………………………………

10.Do you always find a seat in the library?
    1. Yes……………….( )   2. No…………………( )
If yes, please specify………………………………………………………….
If no, why not?……..…………………………………………………………

11. Are you a registered member of the library?
    1. Yes………………( )   2. No………………( )
If yes, please specify………………………………………………………….
If no, why not?……..…………………………………………………………

12. Which sections of the library do you find useful?
    1. Reference section……………………………………( )
    2. Issue / counter services……………………………( )
    3. Information services………………………………..( )
    4. Periodical services………………………………...( )
    5. Information service with database link go into OPAC and different
       Consortium………………………………………..( )
    6. Interlibrary loans to deliver service to the other institutions books and articles
       user needs ……………………………………………( )
    7. Multimedia services………………………………….( )
    8. Other (specify)……………………………………( )

13. Based on your overall experience, how would you evaluate the co-operation /willingness to help of staff at the following service areas?

Frequency scale:
1) Reserve section
2) Circulation desk
3) Inter-library loans
4) Photocopy section
5) Periodicals section
6) Specialised subject sections

5	4	3	2	1	0
Excellent	Very good	Good	Favourable	Poor	Cannot evaluate

Comments……………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

14. Please rate the importance to you of each of the following alternatives for improving library services. If you have no opinion regarding a particular alternative, mark the space under the "No Opinion" column.

Scale:

	5	4	3	2	1
1)Provide additional copiers	Very important	Important	Moderately Important	Not Important	No Opinion
2)Provide more directional signs					

3)Offer lectures on how to use the library

4)Instruction on how to use the periodical section

5)Provide a section for discussion

6)Make certain areas 'No Talking' areas

7)Provide more leisure reading

8)Provide more copies of items on reserve

9)Other(please specify and categories)…………………………………………………………...

15. What would you like to recommend in order to improve the service that you are getting?
……………………………………………………………………………………………..
……………………………………………………………………………………………..
……………………………………………………………………………………………..
……………………………………………………………………………………………..
……………………………………………………………………………………………..
……………………………………………………………………………………………..
……………………………………………………………………………………………..

Thanks for answering the questionnaire.

Appendix D
Letter of Introduction

Department of Library and Information Science

University of the Western Cape

Private Bag x17

Bellville 7535, South Africa.

The University Librarian

University of the Western Cape / University of the Dhaka.

I am a student at the University of the Western Cape pursuing a Ph.D. Programme in the Department of Library and Information Science. An integral part of this programme is writing of a thesis, the title of which is '**Management of academic libraries: a comparative study of the University of the Western Cape library and Dhaka university library"** under the supervision of Prof. G. H. Fredericks.

I need your permission to have a structured interview with yourself. I need your staff to complete a questionnaire, which I can distribute and collect personally. I also need to access library users to complete a questionnaire and lastly I will observe certain managerial processes.

If permission is obtained I shall contact you in due time to fix a mutually agreeable date(s) to do the data collection.

I do hope that you will see your way clear to assist me to giving me permission to do my primary research.

Thank you for your time.

Yours faithfully

Salma Chowdhury

Appendix E
Letter of Introduction

Department of Library and Information Science

University of the Western Cape

Private Bag x17

Bellville 7535, South Africa.

User

University of the Western Cape Library / University of the Dhaka Library

Dear Sir/Madam,

I am a student at the University of the Western Cape pursuing a Ph.D. Programme in the Department of Library and Information Science. An integral part of this programme is writing of a thesis, the title of which is '**Management of academic libraries: a comparative study of the University of the Western Cape library and Dhaka university library"** under the supervision of Prof. G. H. Fredericks.

I need you to complete a questionnaire. I do hope that you will see your way clear to assist me to giving me permission to do my primary research.

Thank you for your time.

Yours faithfully

Salma Chowdhury