

**GUIDELINES FOR ACQUISITION OF INFORMATION MATERIALS:
A CASE STUDY OF KANJUKI SECONDARY SCHOOL LIBRARY,
KAYUNGA DISTRICT**

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**A PROJECT REPORT SUBMITTED IN AS A PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF BACHELOR OF LIBRARY AND INFORMATION SCIENCE**

**EAST AFRICAN SCHOOL OF LIBRARY AND INFORMATION
SCIENCE, MAKERERE UNIVERSITY**

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DECLARATION

I Nalubega Oliver hereby declare that the presented research project is uniquely prepared by me after going to the field.

I also confirm that, this report has not been previously submitted to any other university, college or organization for an academic qualification, certificate or diploma.

Signature..........

Date...22nd / 09 / 2017.....

NALUBEGA OLIVER

APPROVAL

This is to certify that this project was carried out under my supervision as an academic supervisor and it is ready for submission for examination purposes.

Signature.....

Date. 22/09/17

DR. GEORGE WILLIAM KIYINGI

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ABSTRACT

Information is power. Today's modern society is totally an information based society where information as a resource, plays a vital role in development and progress. In order to obtain desired advancement, progress and development in any field every nation depends on proper information. A school library is precisely a place in the school where vast collections of academic books are kept. It is the store house of knowledge where teachers and students find books on various subjects as they borrow books for further study and research, develop his literary skills among others.

The purpose of this research project is to propose guidelines for acquisition of library materials for Kanjuki Secondary School, Kayunga district. It is also a fulfillment for Makerere University requirement for Bachelor of Library and Information science. It primarily focuses on assessing the existing collection, establishing the needs of library users, examining how library materials are acquired, identifying challenges faced in acquiring information these materials and formulating guidelines for acquisition of information materials for Kanjuki Secondary school library.

Chapter one includes the background of the Contextual and conceptual background of the research project, problem statement, objectives and aim of the research project, Project output and significance of the project as well as the definition of the key terms.

Chapter two contains the literature review which is a text of a scholarly paper, and includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to acquisition guidelines. Some literature review is peer-reviewed about acquisition of library materials.

Chapter Three has the research methodology used to gather information that is presented in this project report which includes; area of study, research design, sampling methods, data collection tools and information gathering, population of the study, data presentation analysis, data quality control, ethical issues and limitations to the research project.

Chapter Four involves data presentation and findings based on the research that was carried out.

Chapter Five has the proposed guidelines for acquisition of library materials at Kanjuki Secondary School and if adopted, information needs of the library users will be satisfied hence achieving the mission and goals of Kanjuki Secondary School.

At the end of the report there is area for further research, conclusion and recommendations to Kanjuki Secondary School. Appendices are also included.

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LIST OF ACRONYMS/ ABBREVIATIONS

IFLA	-	International Federation of Library Associations and Institutions
KCCA	-	Kampala City Council Authority
ISBN	-	International Standard Book Number
‘O’ Level	-	Ordinary Level
‘A’ Level	-	Advanced Level
H. Sc	-	High School

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Chapter one represents the background of the study, statement of the problem, purpose of the study, research questions as well as the significance of the study.

1.2 Background to the Project

1.2.1 Conceptual Background

According to Stratton (2017), a Library is a social agency that acquire, organize, stored, retrieve and disseminate information to the users. Such libraries include; public, academic, special and school libraries. The main objective of establishing a library is to satisfy the needs of the clientele by providing the aim of setting up a library through its selection and acquisition of materials. Adequate collection required by users should be made available to them in the right time. The policy should specify the type and range of material to be acquired in reflection to the objectives of the parent institution.

School Libraries as defined by Alokun (2008) are libraries that operates in Primary Schools, Junior and Senior Secondary Schools. A library is the heart of education because the library is the center of activity of any educational enterprise. He further notes that, the school library should create and develop motivating, flexible physical and digital learning spaces, run independent learning programs, which integrate information resources and technologies, equip students with the skills necessary to succeed in a constantly changing technological, social and economic environment. The school library should also collaborate with classroom teachers to plan, implement and evaluate inquiry-based programs that will ensure students acquire skills to collect, critically analyze and organize information, problem-solve and communicate their findings as well as providing and promoting quality fiction to develop and sustain in students the habit and enjoyment of reading for pleasure as well as enriching students' intellectual, aesthetic, cultural and emotional growth.

It should also cater for differences in learning and teaching styles through the provision and equality of access to, a wide range of curriculum resources; fiction and non-fiction, digital, print,

audio and video. An ideal school library has to provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan, implement and evaluate learning programs.

Library collection development is the process of meeting the information needs of the people (a service population) in a timely and economical manner using information resources locally held, as well as from other organizations. According to the International Federation of Library Associations and Institutions (IFLA), acquisition and collection development focuses on methodological and topical themes pertaining to acquisition of print and other analogue library materials (by purchase, exchange, gift, legal deposit), and the licensing and purchase of electronic information resources. The collection development should be linked to a library's mission, community assessment and long-range plan.

The process of securing information materials for the library collection whether by gift, purchase or exchange programs (Evans, 2000). Acquisition can be referred to as the process of obtaining the library materials in order to satisfy the needs of the users.

Gorman (1998) recognized that primarily, acquisitions are concerned with the ordering, claiming and receipt of materials for the library. The essence of selection and acquisition of book materials is to ensure that the materials are relevant to users. Acquisition also involves tasks such as paying for the acknowledging receipt and maintaining appropriate records.

According to Eugaron (2003), acquisition starts with selection which may be conducted by a specialist librarian who considers the publisher's information or teams of librarians looking at stock approval. He further identified the processes involved in book selection and he stressed that there is selection by one person, selection by a committee/ specialized group people.

In acquisition or selection, the school must consider its objectives and mission as well as the subjects offered at school.

The selected materials would then cater for the academic curriculum of the school and other information materials that cater for the dynamic information needs of the users.

1.2.2 Contextual Background

Kanjuki Secondary school is a mixed day and boarding Secondary School, “O” and “A” level. The school started in 1989 with twenty students.

In 1996, the school library was established with a few library resources but with time more collections were obtained from donors and a few books was purchased by the school. Currently, the school library collection is approximately 1000 books.

The library collection includes reference books, text books, newspapers, and periodicals among others.

The users of the library are the teachers and students. Services offered by the library include, reference services including ready information and advisory service, circulation of information materials among others.

Kanjuki Secondary School does not have a collection development policy which is an officially written document of principles leading to the selection of books and other collections that a library is intended to have which is in agreement with Johnson, (2009).

However, very few students visit the library to have access to the library resources and some students never until they finish school because the information materials are not relevant to what they study. Teachers rarely use the library because they do not have access to relevant curriculum information and professional development materials which could help them to cooperatively plan, implement and evaluate learning programs. Perhaps this can be attributed to lack of a collection development policy which would ideally indicate guidelines for acquisition of library information materials.

1.3 Problem Statement

There is need for Kanjuki Secondary School library to have guidelines for acquisition in order to acquire suitable information materials for the library that support school curriculum and provide other information materials about technology, sports, music and drama among others which will support learner’s personal growth and enhance teacher’s effectiveness.

1.4 Aim of the Project

The aim of the study is to formulate acquisition guidelines for Kanjuki Secondary School library.

1.5 Objectives of the Project

The project will be guided by the following objectives;

1. To assess the existing collection in Kanjuki Secondary School library.
2. To establish the user needs of library users at Kanjuki Secondary School
3. To examine how library materials are acquired by Kanjuki Secondary School library.
4. To identify challenges faced in acquiring information materials at Kanjuki Secondary school library.
5. To formulate guidelines for acquisition of information materials for Kanjuki Secondary school library.

1.6 Project Output

1. A report about the existing collection at Kanjuki Secondary School Library.
2. A report of the User needs at Kanjuki Secondary School library.
3. A report of how library materials are acquired at Kanjuki Secondary School library.
4. A report of challenges faced in acquiring information materials at Kanjuki Secondary school library.
5. Guidelines for acquisition of library materials

1.7 Significance of the Project

1.7.1 To the administrators

The administrators would spend less on library materials as they would have a module to guide them on how to acquire materials for the library. Relevant information materials will be acquired hence reducing on expenses involved in purchasing non-relevant information materials.

1.7.2 To the Librarian

The librarian would be able to acquire materials in time, maintain a high level of accuracy in all work procedures, keep work processes simple in order to achieve the lowest unit cost and develop a close, friendly working relationship with other library units and vendors.

1.7.3 Library Users

The user needs will be fulfilled since they will have access to materials that are appropriate to their information needs and teaching curriculum hence improving the quality of education and attaining the vision and mission of the school.

1.8 Definition of key terms

Acquisition. Acquisition is defined as the process of selecting, ordering, and receiving materials for library by purchase, exchange, or gift which may include budgeting and negotiating with outside agencies, such as publishers, dealers, and vendors, to obtain resources to meet the needs of the institution's clientele in the most economical and expeditious manner. (Reitz, 2007)

School library. A school library (or a school library media center) is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources. (Michelle, 2013)

Guidelines. These are general rules or principles on how to do something or a statement that helps to determine a course of action. A guideline is a statement by which to determine a course of action. (Wikipedia, 2015)

Library materials. Library materials are the collections that exist in a library. (Wikipedia, 2013)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A literature review is a text of a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and do not report new or original experimental work.

Literature review is very important because when a researcher reads the strategies, procedures and conclusions of the previous related studies. It will also help to determine the nature and scope of views, opinions in the earlier works done in ones proposed of research as well as familiarize and acquaint oneself with current state of the art in ones proposed area of study. The researcher has to identify the missing gap in ones area of study which requires to be well covered and minimize or avoid completely emphasis in certain areas which do not need over duplication. Gaps, lapses in previous work in one's field of study will be highlighted as well as providing an insight into the direction and scope of the researcher's proposed study as to know whether the study is necessary or not.

2.2 Collection Development

According to Peggy (2014), collection development is a thought process of developing or building a library collection in response to institutional priorities and community or user needs and interests. To her, collection development covers several activities related to the development of library collections including selection, the determination and coordination of selection policy, assessment of user needs and potential users, budget management, identification of collection needs, community and user outreach and liaison, planning resource sharing, and perhaps e-resources contract review and negotiation.

Stephens and Patricia (2011), refers to collection development as the art of selecting, ordering, processing and maintaining all of the resources that a school library has to offer to its clients. They further note that, the first step in selecting materials for the collection is to know what is already in the collection. Knowing the collection leads to understanding the collection needs. Input is needed from the library staff as to what the students and teachers need.

It is important to purchase diverse materials in all academic subjects as well as in all areas of interest to the patrons.

The term "collection development" refers to the process of systematically building library collections to serve study, teaching, research, recreational, and other needs of library users. The process includes selection and deselection of current and retrospective materials, the planning of strategies for continuing acquisition, and evaluation of collections to determine how well they serve user needs. Overall, collection development encompasses many library operations ranging from the selection of individual titles for purchase to the withdrawal of expendable materials. (Amy E. Fordham, 2002)

Nepal (2000) identified that there is need of the library's collection to serve the diverse nature of users. The library develops the collection in the following ways; purchase, gifts, exchange, ISBN National coordinating Agency and others.

2.2.1 Collection Development Policy

Johnson (2009) posited that collection development policy is an officially written document of principles leading to the selection of books and other collections that a library intends to add. He further noted that it comprises of the criteria used in selection, weeding and acceptance of donations.

Fourie (2001) opined on the wide variety of and nature of collection development policy as a written document that offers an opportunity for organizing, planning, controlling, directing and implementation of guidelines for library collection building responsibilities. She also highlighted that collection development policy should be dynamic and flexible in order to ensure consistency and stability in collection assessment and decision making towards the objectives, goals and mission of the institution.

Singh (2004) is of the view that the policy means a group of guidelines designed and established for a particular purpose. In his view, collection development policy must be connected closely to the general and particular programs of institutions and be informed by the user needs.

Aina (2004) opined that collection development policy would ensure that all information materials acquired are relevant to the users of the library, thus ensuring that materials acquired are effectively used. She further points out that a policy should reflect the mission and vision of the parent institution, thus for an effective collection development policy, there must be a document that clearly states the mission and vision of the library.

Equavoen (2002) put it in his write up that a collection development policy in any library should be reviewed after five years because things and people do change.

The ideal collection policy is a living document, reviewed and revised regularly, that "organizes and guides the processes of acquiring and providing access to materials and information sources, integrating these into coherent collections, managing their growth and maintenance, and making decisions about preservation, withdrawal, and cancellation (Gorman and Miller 1997)." Overall, policies facilitate consistency and communication between libraries and are information tools for working with the library's community.

The library's development policy should include the following information; The community assessment, library's mission statement, the library long term plan, the library services responses, circulation statistics, the history of acquisition, the subject areas of commonly asked questions by patrons, the collection strength and weakness (Snow, 1996)

2.2.1 Purpose of Collection Development Policy

According to Peggy (2014), the Collection Development Policy outlines the philosophies that create and shape the library's unique collection and practices that maintain it over time and the guidelines that help the collection respond to community needs while protecting the collection from societal and political pressures.

She further notes that, Collection Development Policy also ensures that over time, the library's collection will remain on course reflecting the needs of the community while creating unique experiences of meaning and inspiration for the individual customer.

The main purpose of collection development process is to meet the information needs of the user community through identification, selection, acquisition and evaluation of the collection of the

library resources for a community of users. The collection development process ensures the quality of the collection by maintaining its strength and correcting its weakness, (Gessesse, 2000)

Daniel (2011) pointed out that Collection development policy statement identifies the purpose, direction and philosophy and is a pointer indicating which direction the collection is being developed. She further noted that the collection development policy provides guidance for library faculty in selecting, weeding and preserving materials as well as the collection development growth. It also helps the staff members to focus on library mission; introduces the process conducive to gathering data and updating collection management strategies and provides a sense of continuity. He concluded that, without the collection development policies in place, libraries would find it difficult to build consistency and exclusively on an oral tradition and central rationale and plan would be missing.

Carol (2010) posited that one of the purposes of the collection development policy is to help the librarian determine the best use of the library space (physical and digital), the amount of time and money to allocate the specific aspects of the library's collections, the types and formats best suited to meet patrons needs and the types of collection maintenance most practical for that specific library. She further pointed out that, it can also help minimize duplication while encouraging the development of mixed collection in which print, digital, on line and free Internet resources complement each other. She further elaborates that the collection development policy provides guidance necessary to select those titles and formats best suited to the library's needs and limitation, establish boundaries for the subject matter and matters most appropriate to the library's collection management program on track within budget. Such policies also support the librarian's defense of collection development decisions should any challenges emerge.

Gardner (1981) identifies that collection development policy clarifies objectives and facilitate coordination and cooperation, both within a library or library system and among cooperating libraries, forces staff to think through library goals and commit themselves to these goals, helps them to identify long- and short- range needs of users and to establish priorities for allocating funds. Gardner also notified that the policy helps assure that the library will commit itself to

serving all parts of the community, both present and future as well as helps set standards for the selection and weeding of materials, informs users, administrators, and other libraries of collection scope and facilitates coordination of collection development among institutions and helps minimize personal bias by selectors and to highlight imbalances in selection criteria among others.

2.3 Needs OF Library Users

Brindley (1988) identified the needs of the users as the primary basis on which to provide or acquire documents and render services. The selection of documents, she stresses must be related to current needs of users. In other words, the libraries need as a starting point to relate acquisition policies to the importance of meeting current user needs.

Cabutey-Adodoadji's (1988) current perception of collection development is towards user needs, the key factor for collection development is the very high level of expectation of the public. This reinforces the importance of the needs of potential users.

Ifidon (1994) in discussing the role of acquisition in African library clearly outlined the importance of the different categories of users. Material must therefore provide to meet academic needs of students and teachers if the school library is to fulfil its dynamic mission.

Spiller (1991) observed that the principle of books and by extension, document provision is invariably concerned with services to a particular set of people or users. The needs of the various users must provide basis for acquisition. The librarian is thus faced with the daunting task of identifying the needs of different sets of users.

2.4 Acquisition of information materials

Evans and Saporano (2012), referred to acquisition as a process of securing materials for the Library's collection, whether by purchase, as gifts or through exchange programs.

Acquiring information resources is an important exercise for libraries, despite the prophecies of vanishing print collections and emergency of the digital paradigm, printed materials still have a central role in library collection and publishing industry (Carr, 2007).

Evans (2000) defined acquisition as a process of securing materials for the library collection whether by purchase, as a gift or through exchange programs. He also noted that, once materials have been selected by staff or requested by users, the acquisition process begins- that is locating the right item, ordering it, processing the item and paper work once they arrive.

According to the Arizona State Library (2011), notes that although acquisition procedures may vary depending on the library's mission and vision all libraries have some goals in common. These goals include, acquiring materials as quickly and economically as possible and minimizing the amount of paperwork, filing and follow-ups needed. Effective working relationships with vendors are very important as well.

The importance of availability of information as an essential basis for collection development based on the importance of providing national bibliographies especially in developing countries is recognized by Mahoney (1900).

Spiller (1991) also observed that the principle of books by extensions, document provisions is concerned with service to a particular set of users.

Therefore, the needs of users must be a basis for acquisition. Thus the librarian is faced with an overwhelming task of identifying the needs of different users.

2.4.1 Modes of acquisition of information materials

Scott-Emmakpor (2002), relates acquisition methods to the various ways by which a Library build up its collection. Johnson, (2009) identified that the modes of acquisition are concerned with the selection and acquisition of materials for an expanding collection and the decisions on the materials to be included in that collection. Basically, there are 5 methods by which Libraries can acquire materials. These include;

i. Purchase

According to Scott-Emmakpor (2002), purchase is the act of acquiring information materials through buying or purchasing them from a publisher. The larger percentage of Library resources is through purchase which could be done through publishing houses, bookshops, vendors among others. Information materials for a library can only be purchased if they cannot be acquired through exchange or gift.

Ashikuzzaman (2014) assumed that most librarians try to purchase necessary reading materials for a library according to library's annual budget. He therefore advised that you have to maintain some order routine before ordering such as, which gives the maximum discount; which gives speedy services; which bill in local account; which is the most prompt in rectifying mistakes among others.

Robert (1993) posited that many book dealers populate the international market place of book selling. He further noted that book dealers act like middlemen in providing not only books and periodicals but also various special materials tailored to library needs. A book dealer purchases fur more titles from a publisher than most individual libraries would and as a result of such a large volume, may receive and pass along a greater discount than the library would realize by ordering directly from the publisher. Librarians can identify book dealers through advertisement in library literature; through direct mailings sent to libraries; through exhibits during state, regional, national and international meeting; through communication from colleagues responsible for acquisition in other libraries and through publications. He therefore recommended that it is important for an acquisition librarian to do business with book dealers who offer services that match the library's needs since most book dealers can specialize in a particular subject matter or cater for a specific type of library or concentrate on certain types materials such as monographs, government documents, maps among others.

ii. Gifts or Donations

Gorman (1997) noted that gifts or donations often come through individual, government and organizations. Gifts on a large collection on a specific subject should be accepted after carefully studying the costs, maintenance and growth of the information materials.

As a form of beneficiary from individuals, materials can be accepted. He further pointed out that the deed of gift is a formal and legal agreement between the donor and the library and it spells out any conditions of the gift and provides a clear title to the materials. To him, all gifts require a deed of gift since it transfers ownership of and legal rights to the donated materials. After discussion and review of the various elements of the deed, the donor or donor's authorized agent and a representative of the library both sign it. The signed deed of gift establishes and governs the legal relationship between donor and library and the legal status of the materials. Gifts can be either books or cash specifically meant to be spent on Library books. Collection building by gifts has its own limitations against which the astute Librarian should guard. The first is the possibility of 'deadwoods' especially in Science and Technology.

According to Ashikuzzaman (2014), gifts and donations are valuable source of enriching the library's collection therefore no library has the effort to purchase all reading materials which are needed by the users. He therefore concludes that a library relies on some extent on acquiring publications through this method although some policies should be maintained such as, examining gifts in relation to the purpose and program of the library on a large range basis and indicating received or donation to acknowledge or thank the donor among others.

Robert (1993) noted that it is important for library staff to apply their standard selection guidelines to gift materials because the administrative cost of adding a gift title to the collection is comparable to the cost of adding a purchased title. Since many gifts are older materials, it is imperative to consider their condition as well as subject matter. He therefore pointed out that it is not worthwhile to go to the expense of adding a brittle book unless it is rare or antiquarian item. Therefore, careful selection has to be made of only relevant titles while irrelevant ones and or the outdated editions are discarded or rejected, and at other times suggestions will be made for such donations to be sent to other institutions that may find them useful.

iii. Exchange/Inter-Institutional Cooperation

Robert (1993), explained exchange as an agreement or partnership between libraries, a two way relationship based on expectation of sending and receiving future publications. He further noted that each library should have publications to offer either published by the parent institution or purchased to send to its partner library.

Some titles are available only for exchange because of the economic or political situations of countries in which they reside. He therefore advised that, the titles received through exchange should be selected with the same criteria used for purchased items because processing and storage costs are identical to both.

According to Scott-Emmakpor (2002), a library can also build its collection by exchanging materials with other libraries with similar interest since certain materials cannot be purchased. Materials that are exchanged are those that are confined in research especially when the library participated in the research. Books, periodicals, among others, non-print materials could be exchanged. With the application of information and communication Technology materials in cooperating Library can be exchanged using online Public Access Catalogue (OPAC) and myriad of other information resources available through network connections. This indicates that the participating school libraries must have their materials on the net which can be viewed and shared by other libraries. He also posited that exchange of school library materials can also be done perfectly through teleconferencing which involves an Internet Service whereby different techniques are used to allow people to discuss topics of mutual interest without being physically present in the same location (as a conventional meeting).

Ashikuzzaman (2014) noted that exchange comprises of those information materials which the library can exchange with some other library. Libraries attested to some learned societies or institution will have their own publications to offer or exchange. He further pointed out that it is the only way of over coming international barriers in search of a number of purposes such as, procurement of out-of-print and rare books that cannot be obtained from any other sources; acquiring publications which are not for sale or not distributed in the usual book trade channel that is foreign government publications and reports;

Obtaining own government publications on a regular basis as well as using the best advantage the duplications of a library and its own publications.

iv. Bequeath

Scott-Emmakpor (2002), posited that personal libraries of philanthropies, organizations are sometimes bequeathed out rightly to libraries as a result of death or as a means of contributing to

the body of knowledge by ‘lovers of libraries’. These properties usually include; Books, government publication and or authored materials and other relevant information materials.

v. Legal Deposit

According to Ashikuzzaman (2014), some reading materials are deposited only for the National Library or copyright law and therefore only the National Library can get the opportunity but other libraries can also collect this type information materials on permission of the National Library.

Scott-Emmakpor (2002), noted that some Library materials are acquired under legal Deposit. For example as acquired by the National Library. The legal deposit law stipulates that three copies of books published by author must be sent to the National Library as legal depository.

vi. Membership of the organization

A library becomes can become a member of society or organization and it might be able to acquire certain information materials at a low cost or freely (Gorman, 1998)

2.4.2 The process of acquiring library materials

According to Satpathy (2007), there are generally five steps taken in order to acquire material for a library collection, whether physical or digital. He elaborated them as below;

Checking of bills as per the publisher catalogue and conversion of money is very important as well as approving invoices for payment, maintaining payment record, mechanical preparations of books such as posting book pockets, date due slips.

Selection. Select sources for the purchase of materials, preparing and mailing orders, making provisions for preparation of catalogue copy receiving, unpacking, sorting and checking books, the section is responsible for finance involved for procurement

Follow ups and claims. Making follow-ups and claims for unfulfilled orders informing the requestors of the available material. Preparations of new acquisition lists searching for materials,

establishing exchange agreements, maintaining appropriate records, exchange with partners, receiving materials.

Robert (1993) considers the following to be the process of acquiring information materials through purchase in a library;

Bibliographic Verification. Before ordering, acquisition staff determines whether the item to be ordered is available. Such verification helps to ensure accuracy in budget encumbrances and speeds receipt of materials by providing the book dealer with accurate information. The existence of a title may be verified by finding its bibliographic description in National or trade bibliographies, locating a complete record in a bibliographic utility or contacting the ordering source.

Pre-order searching. The acquisition staff must search the library files to make sure that the item to be ordered is not already in the collection. Searching includes checking the catalogue, all on order and in process files and serial records.

Placing the order. The acquisition librarian must select the book dealer (middleman, vendor or publisher) to receive the purchase order. The order is transmitted to the dealer as a brief bibliographic description (author, title, place, publisher, date, series) on paper or electronic format. The acquisition librarian strives for an economy of effort, going into only as much detail as is required for the library and the level of specificity demanded.

Receiving the item. When they arrive, all elements of its bibliographic description must be carefully checked against order. Acquisition staff must investigate any inconsistencies to be sure that the item received is indeed the item wanted.

The invoice must be reviewed to make sure that the charges are correct. If the order item received and invoice is correct, the invoice is approved for payment and the piece is forwarded for cataloging.

Resolving problems. Acquisition staff must solve the problems that arise during the ordering process. They may be seen as to verify their number, but generally can be categorized as: incorrect items received, items received damaged, or incomplete and billing inaccuracies.

Related process. Acquisition librarian should record the book dealer's report on why an item delayed or is unavailable in a specific time and for which number of reports has been received and cancels acquisition records for items that cannot be supplied.

2.4.3 Skills needed for acquisition of library materials

Knowledge of the book and other media, knowledge of the publishing trade, familiarity and policies, managerial skills and business competences to acquire materials (Wulfekoetter, 1961)

2.5 Challenges faced in Acquisition of library materials

In the task of developing the collection, academic libraries especially in developing countries encounter a number of problems thereby making evaluation processes difficult and stressful. Most developing countries are far from centers of book trade and auctions, purchasing information materials that are out of print is another big problem for collection perseverance, creativity and public relations.

Eze and Eze (2006) pointed out that it is usually impossible to procure materials published overseas without obtaining the appropriate foreign currency. Presently, getting foreign exchange in a country poses a lot of problems and when one succeeds, the rate is often very high. The implication is far –reaching. It means that libraries that want to acquire foreign books must have to pay at least thrice the publisher's price. This is usually detrimental to academic libraries, in developing economies.

In addition, poor management of library votes financial mismanagement by the academic administrators and library managers pose serious problems in maintaining adequate collection. Consequently, the library is handicapped when it comes to improving both the stock and staff strength.

Furthermore, inarticulate collection development and acquisition policies are also a major problem. Libraries do not have written or articulate acquisition policy. It is important that libraries should have these policies. Moreover, communication services in the country are nothing to write home about. Our roads are in deplorable conditions. All these make the process of procuring library materials very cumbersome and time consuming.

Scholars like Ogbonna (2000) pointed out some problems which include Underdeveloped book industry, Government fiscal measures, censorship, poor communication infrastructure, publication explosion and literature scatter, preservation problems, accommodation, poor funding, lack of collection development policy, lack of written development policy, lack of equipment and facilities and unavailability of standard bibliographies. Libraries have certain obligation to fulfill and these obligations cannot be totally fulfilled unless there is adequate fund for the Library.

Osborne, (1991) pointed out a number of problems affecting collection development which include number of employees to be served, including full-time consultants and outside users, need for end users to access information when the library is not present, physical working space and supplementing the collection with on-line information resources.

Another problem facing collection development as identified by Amudhavalli (1997) as finding out what is available, evaluating the sources available and acquiring and servicing the sources required.

The attitude of the public towards education generally and towards libraries specifically can create either opportunities or frustration for those librarians engaged in collection development evaluation.

When the public feels good about education and is willing to support it financially, library materials budgets usually benefits; when the public loses confidence in the quality of educational leadership, librarians may find their collection decisions being questioned.

Ugwuanyi (1998) stated that, in Nigeria, the main problem of acquisition is associated with the fact that most library materials are produced outside the country.

The procurement of foreign books and other materials continually exposes Nigerian libraries to foreign exchange problems. He also identified some other basic problems of collection development in Nigerian libraries some of which include; underdeveloped book industries, censorship, poor funding, lack of collection development policy, unavailability of bibliographies, government fiscal measures.

Khurshid (2000) includes a chapter on book production in Pakistan and problems of library purchases. It concludes that better mutual relationships between the book industry and libraries are crucial for both of them. Mirza (1990), a prominent bookseller and importer, discusses the problems of supplying books to libraries. Due to this fact majority of libraries continue to depend on local vendors to build their book collections.

2.6 Benefits of library policies

A policy is a carefully designed, broadly stated written guideline for action and decision of the library. It is a governing principle formally adopted by a board (Lower Library Trustees' Handbook, 2009)

Developing and approving the library policies is an important responsibility of library board, regular policy discussions with board ensures that planning takes place before policies are adopted or changed.

Once policies are developed and approved by the board, it is the library director's job to implement the policies. Policies discussions with the staff ensure a consistent and objective response to questions from the public as policies are carried out (Lower Library Trustees Handbook, 2009)

The purpose of the library policy is to create a collection of information materials that supports the library mission.

According to (Lower Library Trustees book, 2009), the policy provides information to the library stakeholder about how the collection is chosen and it explains who is responsible for decision making about the collection.

According to Pasadena library catalogue 2003, the policy is intended to provide guideline within budgetary and space limitation, for the selection and evaluation of materials which anticipate and meet the needs of the community. It directly relates the collection to the library mission statement and defines the scope and standards for the various collections.

Focused, positive, and consistent collection development strategy according to Ifidon (1996) is a necessity for any meaningful library development. The librarian must also ensure that no race, nationality, profession, trade, religion, school of thought, or local customer is overlooked during selection. The collection is built according to the policy, and patrons' demands must also be considered.

The policy should specify who is responsible for selection. It could be combination of users and librarians. Methods of selection, treatment of gifts and donations, weeding and collection assessment are also included.

According to Olajo and Akewukereke (2006), materials should meet high standards of quality in content, expression, and format. On the other hand, the selector should not hesitate to acquire a mediocre book that will be read in preference to a superior book that will not be read.

In addition, Norfolk Public Library publication (1999), explains that in order to ensure that library collection provides timely services to the public, outdated materials no longer of regional interest, and damaged materials, whose physical condition makes them unsuitable for circulation, will be removed from the collection or preserved for archival use. A cooperative approach to collection development is absolutely necessary to counteract the creation of a cycle of apathy. There is little doubt that academic libraries have grown; they need to sharpen their responsiveness to changing conditions and improve their management systems and capacities. This will greatly depend on the communication links that exist between community and libraries.

2.7 Research gap

There is need for the Kanjuki Secondary School library to formulate their acquisition guidelines in order for them to be able to acquire information materials that are relevant to the school curriculum and this will help them achieve the vision and mission of the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology comprises defining and redefining problems, organizing and evaluating data about the problems, finding or formulating solutions, making deductions and reaching conclusions and at last testing the conclusions so find out whether they can solve the problem.

3.2 Area of study

The project was conducted at Kanjuki Secondary school library located in Kayunga district, Uganda and the emphasis was put on proposing guidelines for acquisition of library materials for Kanjuki Secondary School library.

3.3 Research Design

According to Burns, N. and Groove, S.K., (2003), Research design is the proposal for guiding the study that has the determination of providing maximum control over extraneous variables and other factors that could influence results.

In this project, the survey research design was used. The survey is a group of research methods commonly used to determine the present status of a given phenomenon. (Powell and Connaway, 2004). Cross-Sectional survey research was be used. This is where information is collected from a sample from a predetermined population and information is collected at just one point in time. This research design allowed the researcher to compare many different variables at the same time. It also enabled the research to be done for a short period of time.

Since this design was self-administered, the researcher defined the problem, and then chose a topic that was interesting enough to motivate the individuals in the project to respond. Later, the researcher identified the target population from which to choose the sample.

Appropriate data collection techniques were then chosen such as questionnaires, interviews among others. After collecting the data, the researcher analyzed the data and presented it in a systematic and logical order.

3.4 Population of the study

Burns and Groove, (2003) described population as the elements that meet the criteria for inclusion in a study. Neuman, (2002) refers to population as a large pool of cases of elements specified and have a physical location and boundaries. He further points out that it is a group of individuals or items that share one or more common characteristics from which data can be gathered and analyzed.

In this project, the target population comprised of teachers, students and the Librarian in Kanjuki Secondary School. They helped in getting adequate information regarding the acquisition practices since they were well informed of the curricular expectations and framework of the school. The teachers, students and the librarian helped in assessing the existing collection and established the needs of library users. The librarian also helped in examining how library materials are acquired and the challenges faced in acquiring the information materials in Kanjuki Secondary School library.

The teachers were selected using randomly depending on their availability and willingness to participate in the project. Students were selected randomly and then grouped to engage in focus group discussions. Some of the respondents were given questionnaires and the librarian was interviewed.

3.5 Sampling Method

Fraenkel, Wallen and Hyun, (2012) define sampling as the process of selecting individuals to participate in research. According to David, (2005) and Mercado, (2006), Sampling essentially involves a system of selecting a population representation from a general population depending on the objective of the study, availability of money, time and effort in gathering data. Furthermore, according to Strydom and Venter, (2002), Sampling refers to taking any portion of a population or universe as representative of that complete population.

He points out that the sample is measured to be illustrative of the population form which it is drawn and consequently what relates to the sample would relate to the whole population.

3.5.1 Simple Random Sampling

In this project, simple random sampling was used. David, (2005), refers to simple random sampling as a process of selecting sample cases of subsets from a population giving all sample units equal chances of being included in the sample. Sevilla, et al, (2006) described random sampling as a method of selecting a sample size from a universe.

Each member of the population (teachers and students) was given equal chance of being included in the sample and all possible contributions of size had an equal chance to be a sample hence high probability of achieving a representative sample.

The researcher identified and defined the population, determined the sample size, listed all members of the population, assigned all members on the list a consecutive number, selected an arbitrary starting point from a table of random members and read appropriate number of digits

3.5.2 Cluster Random Sampling

Cluster random sampling was used in this project because of the massive numbers of students in Kajuki Secondary School and it's convenient and expedient. According to Fraenkel, Wallen and Hyun, (2012), Cluster random sampling is the selection of groups or clusters of subjects rather than individuals. Sevilla, et al, (2006) points out that cluster sampling occurs when you select the members of your sample in clusters rather than using separate individuals.

The researcher identified and defined the population, determined the desired sample size, identified and defined a logical cluster, listed all clusters that make the population of the clusters, estimated the average number of population members per cluster, determined the number of clusters needed by dividing the sample size by estimated size of the cluster, randomly selected needed numbers of clusters and included in the project all individuals in each of the selected clusters.

3.5.3 Purposive Sampling

According to Crossman A, (2017), purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling.

The researcher used purposive sampling for school librarian. The Librarian was selected because of he is the one responsible for acquiring the library collection. The teachers were purposively chosen because they play an important role in the selection of information materials needed and could help in assessing the existing collection as well the students.

3.6 Sampling Size

According to Joh (2017), Sample size measures the number of individual samples measured or observations used in a survey or experiment. He further points out that Sample size is an important concept in statistics, and refers to the number of individual pieces of data collected in a survey. A survey or statistic's sample size is important in determining the accuracy and reliability of a survey's findings. Holloway and Wheeler (2002), asserts that sample size does not influence the importance or quality of research and notes that there are no guidelines in determining sample size in qualitative research.

In this project, 12 teachers, 30 students and 1 librarian participated in the research project and 30 students and one librarian were engaged in the project. These effectively represented the entire population of Kanjuki Secondary School.

Out of the 18 teachers, 12 teachers participated in this project and were individually interviewed. 30 students were involved in the focus group discussions and 10 students answered the questionnaires. The administrators and librarian were individually interviewed.

3.7 Data Collection Tools and information gathering

According to Moser (2010), data collection methods are methods that allow the researcher to collect information about the object of study and about the setting in which they occur. Wangusa (2007) reveals that there are practical ways of collection and analysis of data.

They comprise of content analysis, questionnaire, interview, focus group discussions and observation method. According to the Statistical Quality Standards, U.S Census Bureau (2010), data collection instruments refer to the devices used to collect data, such as a paper questionnaire or computer assisted interviewing system. The following data collection tools will be used;

According to Margret, (2017), Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. Data collection enables a person or organization to answer relevant questions, evaluate outcomes and make predictions about future probabilities and trends.

3.7.1 Observation

According to Katebire (2007), observation involves the use of sensory organs to make sense of study phenomena such as hearing, smelling, touching and tasting. He notes that the information from the various senses is usually combined, processed and interpreted in complex ways to form our observations.

Akinade & Owolabi (2009) assert that observation method is popular tool in research especially in behavioural and social sciences; the authors argue that it requires special skills to make and assess behavioural observation in research.

In carrying out behavioural observation, first thing to do is to develop behavioural categories (coding scheme). This involves identifying specific attributes that will give clues to the problem at hand.

In this project, structured observation was used because it offers methodological report and generation of numerical data (Manion, Cohen and Marrison, 2003). The researcher also used it to overcome some of the limitations of other data collecting methods such as interviews, questionnaires among others which enabled the researcher to collect rich and insightful data in natural setting with relatively less cost and less inconveniences to the respondents or participants.

The researcher was a non-participant observer which helped in clearly identifying the activities that take place in the library as well as specific attributes that gave clues to the problem at hand.

3.7.2 Interview

According to Manohar (2004), posited that in the interview method two persons that is interviewer and the respondent directly (face-to-face) or indirectly (over telephone) purposefully interact. The interviewer asks questions and the respondent provides responses. In turn the interviewer records the responses by using various aids like memory, pen and paper, cassette recorder among others.

Interview is a measurement instrument otherwise known as oral questionnaire. It involves a process where a researcher solicits information from respondents through verbal interaction. A researcher would have previously prepared a schedule list of structured questions pertinent to the study before meeting respondents for their opinions on a subject matter (Aina, 2004)

In this project, semi-structured and unstructured interviews were used. Unstructured interviews do not have preset order, structured questions, sequence or pattern. In semi-structured interview, the degree of structured and unstructuredness differs from one research project (Manohar, 2004).

Both interviews were used because they were flexible, interviewer could clarify, verify probe and adjust to circumstances as well as observed the verbal and non-verbal communication and identify problems or misunderstanding and sort them out if possible.

In this project, the researcher conducted an interview with the librarian as well as the administrators and teachers. The interview inquired the existing collection, the extent of adequacy of the collection in relation to the curricular of the school and sought information on how materials are acquired in the library as well as the extent of currency of information resources. Information on problems encountered in the acquisition practices was also sought as well as finding out strategies for improving the acquisition of information in Kanjuki Secondary School Library.

The interview participants were chosen randomly and the semi-structured interviews consisted of a series of open-ended questions based on the topic area that was applicable to this project. Interviews were formal and recorded but also objectively flexible. Leading questions were evaded because they tend to guide the answers of the interviewee.

3.7.3 Focus Groups

According to Henrique, Miriam, Milton and Oveta (1998), Focus Group is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures. The focus or object of analysis is the interaction inside the group. The participants influence each other through their answers to the ideas and contributions during the discussion. The moderator stimulates discussion with comments or subjects. The fundamental data produced by this technique are the transcripts of the group discussions and the moderator's reflections and annotations.

Focus group data collection method was also used for this project because it generated data quickly at a less cost and direct clarification of issues and responses among the participants and between the facilitator is possible. It also enabled exploration topics and to generate hypotheses.

In this case, the researcher identified key informants that were contacted to elicit the deserved information on the variable(s) of interest. Five participants from each class were chosen and asked to participate in the project. That is; from senior one (S.1) to senior four (S.4). In senior six (S.6), the researcher chose five students from the arts class and five students from the science class.

3.7.4 Questionnaire

Ahuja (2001) defined a questionnaire as a structure set of questions usually sent online for example by e-mail or delivered by hand. It is also a data collection tool on which written questions to be answered are presented to the respondents in written form (Chaleunvang, 2009).

Manohar (2004) defines a questionnaire as a document consisting of closed and open-ended questions covering research objectives, questions and variables. It may also include scales consisting of several questions or statements (items) which require validity and reliability tests.

In this project, both open ended and closed questions were used to collect data. Questionnaires were used to gather the necessary data for the project because they were cheap and allowed large number of respondents to be surveyed in a short period of time as observed by Creswell (2003).

These questionnaires also permitted respondents to refer with other individuals and records before responding. They also gave privacy in responding and give the respondents the opportunity to look up information in chances where they were not sure of the answers.

In order to ensure a high percentage of return the questionnaires, the researcher personally distributed to the respondents and collected immediately. This enabled the researcher have a quick return and also minimize loss of the completed questionnaire.

The questionnaires were self-administered to students and teachers and included questions on broad topics. The questionnaire also inquired the extent to which the library collection reflects the curriculum of the school and inquired the extent of currency of the library collection. The questionnaire sought information on problems encountered and finding out strategies for improvement on collection development. Each respondent was required to answer the questions by selecting appropriate response(s) option from the range of pre-scheduled answers by ranking their choices. Sometimes, respondents were required to suggest answers by themselves in the column provided for such.

3.8 Data presentation analysis

Data analysis comprises of the classifying, ordering, manipulating and summarizing of data to find answers to research questions (Creswell, 2003). According to Babbie and Mouton (2001), data collected through questionnaires has to be evaluated and coded (data editing). The determination was to form for uncertainty, completeness, clarity, internal reliability, relevance and consistence.

Data was examined to inspect risky values, conflicting answers, errors in recording and other indicators that advocated unreliable measurements. It involved checking for whether or not there was an answer to every question.

Data was analyzed qualitatively basing on the research questions and objectives. Collected and analyzed data was edited and presented in a detailed manner through explanatory notes.

A decision was made during editing to contented study answers such as, 'cannot remember' or 'unsure'.

The consistency of the clarification of the questions by respondents was also checked during the process. The responses from the interviews were examined by developing an expressive context. Thus, a context of sections reflecting the topic were developed and proof was collected within the related topic, examined and related in classifications in order to attain a report that was be combined from various sources of data.

3.9 Data quality control

Data quality involves the use of a lot of methods to study the problem in order to ensure that quality and accurate information is obtained.

Several research methods were used and all the feedback was cross examined to identify inconsistencies in the information that could be received earlier. In order to eliminate bias, interviews were also used and the respondents were carefully chosen. Data triangulation, theory triangulation and methodological triangulation were used so as to confirm data quality control.

3.10 Ethical issues

- Consent was obtained from the respondent seeking their individual permission before conducting the study. The participants were allowed to withdraw at any time as a way of safe guarding them.
- Confidentiality and privacy were obtained by the researcher. Sensitive information was kept as a secret or put in safe custody like recordings of the interview and participants' identities were not be linked to their responses.
- The researcher was realistic and gave detailed work as well as observed correctness in data collection and processing, used appropriate research methodology, suitably understood the data, reported the results precisely and not formulate data as well as avoid any form of criminal conduct.

3.11 Limitations

The researcher encountered a number of problems in the course of carrying out this research project as mentioned below;

- The teachers were busy teaching or doing other administrative work at the time the researcher conducted the project and therefore gave little attention to the project.
- Students were studying hence very few students were available for this project especially those who do not have optional subjects.
- This project was limited by the hours the library is open. The library is opened at the time when student have lessons and closed at the time when they are free like at break and lunch time.
- The attitude of the respondents towards filling the questionnaire was not encouraging. The researcher had to travel severally to the Kanjuki Secondary School library for distribution and subsequent collection of the questionnaires. Some of the questionnaires (but very few) were not completed, and as such could not be used by the researcher. However, the researcher was able to collect enough number of completed questionnaires. The number of questionnaire that was not retrieved was not enough to affect the validity of the study.

CHAPTER FOUR

DATA PRESENTATION AND FINDINGS

4.1 Introduction

This chapter presents the findings from the students using questionnaire and interview guides that the researcher used as instruments to gather data from the respondents of the school. Presentation of findings is as per the objectives below;

- i. To assess the existing collection
- ii. To establish the needs of the users
- iii. To examine how library materials are acquired
- iv. To identify challenges faced in acquiring information materials at Kanjuki Secondary School
- v. To formulate guidelines for acquisition of information materials

4.2 Status of the collection

Kanjuki Secondary School Library acquires its collection through purchasing and donations or gifts. Student pay library fee only the first year they join the school. They offer subjects such as; Chemistry, Biology, Agriculture, Mathematics, Physics, Geography, Literature in English, Computer, Literature in Luganda, History, C.R.E, Commerce, Entrepreneurship, Physics, English, German and Fine Art at Ordinary Level. In the Advanced level, Chemistry, Biology, Physics, Mathematics are offered by science students. Arts students in 'A' level do combinations with subjects like; Geography, History, Economics, Divinity, Fine Art, Literature, Luganda, and Computer studies.

The information materials acquired in the library are irrelevant. According to the teachers, they rarely use the library because it does not offer them the information they need.

Teachers therefore have look for other means of getting the teaching information they need. The librarian urged that most books do not circulate because they do not have information on various topics. This was confirmed when the researcher analyzed the borrowing list and realized that very few title were on that list and some of the title in the library had never been borrowed.

The books are few compared to the population of users. Science subjects have very few books whereby there are fifteen biology books for both S.5 and S.6 science students who are 86 in number.

Some subjects are offered from S.1 to S.4 especially the science subjects, but the library has books that are divided in forms. For example; Secondary Mathematics, Book 1. The school can purchase one book for all classes thus enabling them acquire more copies for various titles.

Kanjuki Secondary School library is used by teachers and students. The researcher distributed 12 questionnaires to teachers who use the library. An interview was conducted by the researcher and the interviewees were the librarian and three administrators.10 students were given questionnaires and 30 students were involved in the focus group discussions. 5 students from each class form S.1 to S.4 and 5 students from the arts class as well as 5 students from the science class in H.Sc. The total number of participants/ respondents was 56 of which 36 were female and 20 were male.

Table 1: Response rate

Respondents	Frequency	Percentage %
Teachers	12	21
Librarian	01	2
Administrators	03	5
Students	40	71
Total	56	99%

Source: Researcher, 2017

Table 1 shows the response rate of those who participated in the project. 12 teachers, 3 administrators, 1 librarian and 40 students participated in this research project making a total of 56 respondents.

Table 2: Response rate to questionnaires

Questionnaire	Number	Percentage (%)
Returned	17	77
Not returned	5	23
Total	22	100%

Source: Field data, 2017

Table 2 indicates the response rate of respondents to questionnaire. The researcher distributed 22 questionnaires to the library users. 77% of the respondents completely answered the questionnaires and returned them and 23% of the respondents did not bring them back due to their inconsistency in using the library.

4.3 Existing collection in Kanjuki Secondary School library

Kanjuki Secondary School library has the following collection;

4.3.1 Textbooks

Kanjuki Secondary School library has got text books for different subjects. These text books are acquired through purchase and donations. They purchase books from publishers such as MK publishers and Aristoc book shop. The text books are old and few in number compared to the number of users. Very few books are relevant to what the students are studying thus narrowing down their research in case they are given assignments by the teachers.

4.3.2 Reference books

The school library has got reference books such as dictionaries, geographical information sources like atlases and maps, yearbooks. These are borrowed and used within the library.

However, they are few in number compared to the number of students in the whole school from S.1 to S.6. They are worn out and very dusty.

4.3.3 Literature books

Kanjuki Secondary School library has literature in English as well as literature in Luganda books for both 'O' and 'A' level students. However, there are few copies in the library and students are encouraged to buy their own copies in order to ease their learning.

4.4 Needs the users

The users of Kanjuki Secondary School library are teachers and students. They need information that is used for teaching and learning. They also need information on leisure activities like sports, music, sports, as well as news papers to help them have information on current affairs.

4.5 Acquisition of library materials

The process of securing information materials for the library collection whether by gift, purchase or exchange programs (Evans, 2000). Acquisition can be referred to as the process of obtaining the library materials in order to satisfy the needs of the users.

4.5.1 Purchase

According to the Kanjuki Secondary school librarian and administration, most book materials that are on the syllabus of secondary school curriculum are acquired through purchase.

After every one year, books are purchased according to the changing syllabus and these books are expensively purchased from publishers like MK publishers, Aristoc book publishers among others.

This is in agreement with Scott-Emmakpor (2002), who refers to purchase as the act of acquiring information materials through buying or purchasing them from a publisher. The larger percentage of Library resources is through purchase which could be done through publishing houses, bookshops, vendors among others. Information/ Library materials can be purchased only if it cannot be acquired by exchange or gifts (Gorman, 1998).

4.5.2 Gifts/donations

According to the school librarian, (2017), a number of books are acquired through friends of the library like KCCA, other partnership schools among others. Gifts and donation are valuable source of enriching the libraries book collection. Kanjuki Secondary school library does not have enough funds to purchase all reading materials, which are needed by the users.

4.6 Challenges affecting the acquisition

4.6.1 Administrators

The school administrators as well as the board of governors allocate limited funds to the library. Therefore, the acquisition librarian gets few books for the library compared to the number of users.

4.6.2 Librarian

According to the school librarian, the school allocates limited funds to the acquisition department hence purchasing few information materials yet the information materials are quite expensive since most of them are imported into Uganda.

Kanjuki Secondary School library does not have a collection development policy as well as acquisition guidelines which are written thus making the process of procuring library materials very cumbersome and time consuming as well as purchasing information materials that do not support the school curriculum.

4.6.3 Teachers

In the process of acquisition, teachers are not consulted to make a list of the titles that they need to help them in teaching students. As a result, information materials that are irrelevant to the school curriculum are acquired which is a threat to teaching and learning activities in the school.

4.6.4 Vendors

According to the librarian, often vendors do not provide up to date and quick status report about supplies. The vendors do not indicate/intimate the automatic cancellation of pending/unsupplied orders after expiry of stipulated time. On the other hand, careless declarations are often mode as out of print or out of stock for a given book.

4.6.5 Funds

According to the school librarian, the school allocates limited funds to the acquisition department hence purchasing few information materials yet the information materials are quite expensive since most of them are imported into Uganda.

Students only pay a little library fee which is 20,000shs, in their first year at school. This is not enough to help the school acquire books at all levels of education.

4.6.6 Donations

The librarian and the teachers urged that the information materials acquired through donations are very irrelevant when compared to the school curriculum. This is because there are no acquisition guidelines for gifts and donations that can be followed and choose only the most appropriate books for the school.

4.7 Opinions for Improvement of acquisition of information resources

The respondents urged that there is need for the acquisition guidelines in the library to enable the library acquire relevant and up to date materials that can be used by the library users.

The school needs to have a focused, positive, and consistent collection development policy which is a necessity for any meaningful library development which is in agreement with Ifidon (1996). The collection should be built according to the policy, and patrons' demands must also be considered.

The policy should specify who is responsible for selection. It could be combination of users and librarians. Methods of selection, treatment of gifts and donations, weeding and collection assessment are also included.

CHAPTER FIVE

PROPOSED ACQUISITION GUIDELINES FOR KANJUKI SECONDARY SCHOOL.

5.1 Introduction

As a solution to the challenges in the acquisition of library materials, this chapter seeks to address them by proposing guidelines. The acquisition process will support and implement the criteria established in the library's collection development policy. The library of Kanjuki secondary School acquires materials in a selected format and quality that has been the depth and diversity to support users. In order to fasten partnership with vendors and jobbers of the library materials, the library should issue guidelines in order to achieve optimum success. Below are the proposed guidelines.

5.2 School's Information needs

The following are the information needs for the school's library collection;

Text books that match with the teaching curriculum of the school. The school librarian has to indicate what materials are need in the library and the anticipated price. Therefore, a form should be filled to identify the needs of the library so as to purchase relevant information materials. This will help identify the library materials needed for the collection.

Reference books like the periodicals, year books, manuals, dictionaries, among others that can be used by students and teachers in their daily reading as well as their research but these can only be used within the library.

Figure 1: Information selections slip for the librarian

Title	Quantity/ No. of copies	Author	Estimated price

Source: Researcher 2017

5.3 Requests from the teachers.

Teachers contribute a lot towards the library collection when they identify what needs to be in the library that is useful to them as well as the students. When they put in their requests, the acquisition department will be able to identify the collection to appear in the library. They can be given a form to fill in their requests to the acquisition department.

Figure 2: Request for the teachers (Library users)

Title			
Author			
Quantity/ No. of copies			
Level of subject			

Source: Researcher, 2017

5.4 Acquisitions guidelines for Purchasing Library books

The importance of the Library in the educational process of the school depends largely on those concerned with building the collection. Responsible selection policies, guided by a sincere desire to provide library patrons with needed research materials to supplement classroom instruction and provide impetus for independent study, will ensure the development of a high-quality selection of library materials in your discipline.

Library has to allocate budget to the school administration and board of governors at least each year. After the receipt of the budget from the administration, the Heads of each Department have to provide the recommendation of the required titles to the library.

5.5 Selection

Because of limited funds, it is very important that only the best and most necessary items be purchased. Titles reviewed favoring the school curriculum is excellent items to be acquired. Recommended bibliographies might also be consulted.

The librarian will have to assist in locating special bibliographies which may be helpful for selection purposes. Reviews in Choice and Library Journal are other sources which you may wish to consult.

5.5.1 Selection Guidelines

- Decide whether a particular title should be purchased
- Decide on the location for which book should be catalogued
- Decide on which fund should be charged

5.6 Ordering Procedure

- i. The acquisition section completes the ordering process. In order to ensure that requested items are ordered as soon as possible after they have been sent to the acquisitions department, please adhere to the following procedure:
Please supply complete bibliographical information, including author, title, copyright date, price, and ISBN number. Should complete bibliographical information be unavailable, please send advertisements with the requisition or cite the source of the information given on the requisition form.
- ii. When possible, check your department on order file (if the department maintains a file) and check with the librarian before submitting a request to determine whether or not the library already has the title.
- iii. Items needed within a short period of time should be designated RUSH on the request form. Since it might take a minimum of three to four weeks to obtain an item from a domestic publisher or book jobber.
- iv. Titles needed to support the teaching curriculum offerings should be submitted to the acquisitions department at least six weeks prior to the time that they will be needed; foreign published titles should be submitted at least three months before date needed.
- v. If a second copy of an item is desired, please indicate this on the requisition form.

5.6.1 Ordering Procedures (For Acquisition librarian)

- Receive order request
- Review request to make sure that it is complete (fund, location, selector name, among others)
- Check on-line acquisitions system to make sure that this item isn't going to arrive on one of the Library's standing orders
- If an unwanted duplicate arrives, return order request to selector with this information and the reason for cancellation. If order is for an added copy, may attach order record to an existing bibliographic record.
- Decide on the method of acquisition.
- Check order request in national on-line database or publisher catalog to confirm information on order request, to learn if item is part of a series, to add ordering information that may have been omitted from order request.
- May check Books-In-Print and other sources to make sure that item is available, at what price, and from what source
- Select vendor from whom item can be obtained; if vendor is not in on-line acquisitions database, set up new vendor record.
- Enter order records into Voyager to generate purchase order and create "on order" message.
- Upon receipt, the "on order" status is changed to "in process" as the material is passed to Cataloging.
- Query vendor if order is not supplied on a timely basis; respond to any questions from vendor about format, edition, cost, etc. Reorder from another vendor if order is refused by first vendor.
- Receive item and invoice; check to make sure that the correct item was supplied and arrange for return of incorrect shipments
- Update on-line acquisitions system with receipt information; forward item for cataloging and note in on-line system where and when Acquisitions sent item, after annotating item with order number and location for which item will be catalogued; make sure that

selector's original cataloging treatment instructions travel with item to Cataloging Department.

- Approve invoice for payment and forward invoice to Accounts Office.

5.7 Purchase Orders

Purchase orders should be issued following the receipt of the price quotation based on the eligibility of the prices. The purchase order is sent to the vendor/ purchaser. The original purchase order purchases should be sent to the supplier in order for them to approve the orders and send them so that they start making arrangements for delivery.

Figure 3: Purchase order for the supplier.

Vendor	
Author	
Publisher	
Title	
Data received	
Price	
No. of copies	
Approved	

Source: Researcher, 2017

5.8 Vendors and Publishers

The school acquires library materials from vendors and publishers. For materials about the teaching curriculum, the school should directly deal with publishers of the materials. As for others like reading books, the school should acquire materials through vendors.

5.8.1 Evaluating Vendors and publishers.

A periodical evaluation will be conducted to evaluate the performance of the vendors basing on the following criteria;

- i. Material delivered in good condition.
- ii. Easy and professional communication tools.
- iii. Competitive and unprecedented prices.
- iv. Special offers and high discounts granted.
- v. Fast reply on price inquiry.

5.9 Price inquiry process

The acquisition department will work directly the daily output of the collection development department. The selections should be formatted into spreadsheet and sent to the vendor for price inquiry. The following points summarize the work procedures for price inquiry on the selected materials;

- i. After sending price inquiry to various vendors, the acquisition department should require a price quotation within 3 to 4 days.
- ii. If the price quotation is received after three working days, it will be discarded and not taken into consideration when comparing prices
- iii. All price quotations should be printed on the official letter head of the vendor's company and stamped with the company's official stamp.
- iv. All price quotations received before the deadline are compared with other offers in order to determine the most competitive.

Figure 4: Request form for the librarian.

Price inquiry form

Title	Author	No. of copies	Price	ISBN
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Source: Researcher, 2017

5.10 Gifts and Donations

Acquiring gifts is one way to develop collection that is greatly beneficial to libraries. While initially free, however, gift collections involve significant costs for processing and maintenance as well as preservation treatment they need. Materials donated to the library may be a useful component of the collection management program. Kanjuki Secondary School library should accept gifts under appropriate circumstances.

Whenever possible the Director, board of governors in consultation with the library staff will discuss gift collections with donors prior to accepting them. If the gifts appear to be highly duplicative (particularly in the case of serials) or unsuitable for an academic library, the Library may suggest alternative recipients. Kanjuki Secondary School library will have to make all necessary decisions regarding their retention, location, treatment, and other issues relating to their use and disposition. The Library's intention in accepting gifts is that they be added to the collection, if needed. Therefore, every effort has to be made to accept only items appropriate for addition to the Library's collection.

The Librarian has to select gifts for addition to the collection in consideration of the gifts' physical condition and usefulness.

In all cases the school library should employ selection criteria according to the collection development policy. They should be within the scope of current teaching curriculum and research at Kanjuki Secondary school library.

5.11 Gift Reviews

Gift reviews will determine the cost-benefit involved in accepting a gift which requires expenditure to receive or special processing and will consider at least the following questions:

- Will the gift add strength to collections already owned?
- Will the gift substantially duplicate materials already in the collection?
- Will the gift include materials currently demanded or anticipated to be in demand by library users?
- Has the library searched for these materials in the market?
- Will the cost of obtaining the gift be substantially less than the cost of purchasing the materials?
- Is the donor giving the materials as an unrestricted gift?
- Has the donor requested book plating? If so, is a standard gift bookplate requested or a specially designed bookplate requested?
- Has the donor requested a title inventory?
- Are the materials in useable condition?
- Is it likely that this gift will be followed by others which will be important to the library?
- Has the donor made other gifts to the library?
- Is the donor important to the School, if not the library?
- What is the estimated worth of the gift in the market?
- If the gift or part of the gift may be sold, will the receipt be worth more than the library's investment in receiving the gift?

The review will balance the library's costs against the gift. For example, a review to determine if the library should pick up an unrestricted gift from a professor's office should not be as demanding as a review of a collection, either restricted or unrestricted, located outside of Uganda.

As the cost to the library increases or as restrictions are placed on the gift, the review should become more thorough. In the initial review the emphasis should be on the value of the materials to the collections rather than the inherent value of the materials in the market, although the inherent value of the gift will be important to determine before it is acknowledged.

If an inventory of the gift is not available, as is almost always the case, and if the offered gift should be further investigated, then the review should include a visit to the collection by the appropriate collection manager. A visit is almost always in order if the collection is located close-by, for it offers an excellent opportunity to introduce the library to a potential donor. The visit, in addition to evaluating the collection of titles, should also include measuring the materials to be donated in linear feet and an evaluation of the collection's physical condition. If the collection's physical condition is questionable, then a visit by the library staff preservation office should be scheduled.

If the collection is not locally housed and ought to be investigated further, the appropriate collection manager(s) or acquisition librarian should request travel funds to visit the collection.

Following the gift review, the appropriate collection manager working in collaboration with the Acquisitions Department, the Library Development Officer, and the appropriate technical services units, should complete a brief report on the donor, a description of the collection offered, its importance to the collection, size, location, condition, a rough estimate of its market value, whether any restrictions have been placed on the gift, and a recommendation to accept or reject the gift. Completed reports will be filed in the Acquisitions Department. If receiving the gift entails expenditures normally approved at the school administration, then the report should be forwarded to the Head teacher and Directors' office.

5.12 Weeding

Weeding is the process of regularly removing outdated or irrelevant library resources. It's sometimes called deselection (in contrast to selection) or culling. Kanjuki Secondary School Library materials should be weeded from collection based on a set of criteria relevant to the school as below:

- Condition: Materials in poor condition due to damage, wear and tear, missing pages or heavily marked pages are prime candidates for replacement.
- Content: Materials may be in good physical condition but contain inaccurate or outdated information.

- Use: Materials that have not circulated for several years and are not needed for reference purposes should be considered for removal.
- Educational Value: Materials that are at inappropriate reading or interest levels for students and materials no longer aligned in the curriculum.

5.13 Preservation

Preservation is a crucial element in the process of managing information resources in the library. The aim of preservation is to prolong the life span of information resources. Therefore, it is the responsibility of the school librarian to see that their information resources are preserved for the maximal use of teachers, students and its communities. Those likely factors that are responsible for the loss of information resources in school libraries include environmental condition (atmospheric pollution, dust), high temperature, relative humidity, biological agents (sunlight, heat, ultraviolet rays), human agents (library staff and the users) and both natural and artificial disaster (flood, fire, earthquakes, war, tornadoes, bomb blast, hurricane). In the light of this therefore, preventive measures should be put in place for the preservation of information resources in Kanjuki Secondary School library.

Preventive and curative measures should be adopted. These include all forms of indirect actions aimed at prolonging the life span of library information resources.

Preventive measures comprise all the methods of good house-keeping, caretaking, dusting, installation of thermometer and fire extinguisher on the school library walls, use of humidifiers, periodical supervision and prevention of any possibility of damage by physical, chemical, biological and human factors.

Curative measures include all forms of direct actions aimed at prolonging the life span of library information resources. It includes repairing, mending, fumigation, deacidification of information resources in school libraries.

In this aspect of Preservation however, there are dos and don'ts which the school librarian and the library users should follow to increase the longevity of information resources in school libraries. These are among others;

- Installation of thermometer at the wall of school libraries to regulate the temperature as at when necessary.
- Rare information resources and manuscripts should be kept in specially prepared containers.
- The use of humidifier to regulate the atmospheric moisture.
- Installation of fire extinguisher in case of fire outbreak.
- Regular dusting of shelves and information resources available in the school libraries by using vacuum cleaner or fine brush.
- Maintenance of optimum storage condition is necessary to control the propagation of biological agents of deterioration such as insects, rodents, moulds.
- Provision of photocopying machine to reproduce rare information resources so as to keep the original copy.
- Care should be taken while photocopying any information bearing materials, because as at that time stress is imposed on such material. The binding and the spine may damage.
- Fumigation and constant mopping of floor of the school libraries to prevent any destructive microorganisms that are threat to information resources.
- The librarian should be trained on how to handle information resources and likewise the library users.
- A disaster plan for the school library should be prepared and reviewed at regular intervals.
- When information resources is displayed open, never use metal clips or pins to hold book pages open.
- Do not deface the information resources either by biro or any other writing material.
- Preservation policies for the school library should be adhered to at all time.
- The school library should ensure that food items and water are prohibited in the school library premises to avoid ants and other agents of destruction.

5.14 Delivery time

- Maximum delivery time should always be 30 days

- Delay in delivery of the order title, a percentage of the total invoice amount should be imposed as a penalty fee.
- In case there is delivery of wrong titles, different ISBNs, unsatisfactory condition of materials. The vendor may substitute these titles within a given period of time.

5.14.1 Delays in delivery

- i. The acquisition department should issue claim letters to all vendors with delayed deliveries
- ii. Follow-ups procedures should be conducted to assure the vendor received the claim letter and inquire when the titles will be delivered.
- iii. A maximum of two claims letters should be sent to each vendor. The first one after the week of delivery deadline followed by the second one a week later.
- iv. In case the vendor does not deliver the ordered materials, the purchase order should be sent to the vendor, the receiving and the financial department.
- v. The incident should be recorded in the vendor's evaluation file and will affect future dealings.

5.15 Status of materials and documents

All library materials ordered through acquisition unit must be new and in good condition.

A clean set of invoices must be submitted to the receiving units upon delivery of the library materials (ordered titles).

5.16 Evaluation of materials.

After the items have been purchased, the librarian should evaluate the materials alongside the ones selected for purchase to cross examine if the acquired materials were the ones selected for purchase. This will enable them find out which materials were not delivered and the suppliers should be answerable for that.

5.17 Material processing

Acquired and delivered library materials should be classified, catalogued, stamped and made available for the users.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter has the summary of the project, conclusions and recommendations that ought to be adopted by Kanjuki Secondary School library in order to improve on the acquisition system.

6.2 Summary of the findings

a. Gender response

It is evident enough that according to this research project, female participants responded more compared to the male participants. This is because the school has more female than male and the female were more approachable, cooperative and polite which clarifies their big numbers.

b. Users of the library

According to the research, the library of Kanjuki Secondary School is used by teachers and students who need information materials that support the school curriculum as well as their personal interests.

c. Acquisitions in the library

According to the research made, Kanjuki Secondary School library acquires information materials through purchase and donations/gift method. The school purchases textbooks from reputable book shops like Aristoc book shop and MK publishers. However, their cost is too high thus making them purchase a few copies compared to the population of the library users. The school library accepts donations or gifts from donors or partner organizations which are in most cases irrelevant and do not support the school curriculum as well the goals and mission of the school.

6.3 Limitations

This research project was limited by timing. In most cases, the respondents were in class and therefore they were unavailable. Teachers were also busy either conducting lessons or preparing to go to classes. Therefore, the ones that were able to participate gave limited time to the researcher. The library was opened during class time yet most students were in class especially Ordinary Level students and during their free time like break and lunch time, the library was closed which limited the research especially in the time of assessing the library collection.

6.4 Recommendations

Based on the findings of this research project, the following recommendations are made.

- Kanjuki Secondary School library should adopt the proposed acquisition guidelines.
- The guidelines for acquisition of library materials should be made available to librarians at all times to allow them follow the steps therein.
- The administration should clearly identify the materials received from gifts as relevant and if they are not, they should not be forwarded to the library.
- The library users especially teachers, should identify their needs before acquisitions are made by the acquisitions department to enable them purchase the right materials in order to satisfy their needs.
- The library should have a written collection development policy that will embrace acquisition, selection, weeding, gifts and exchanges. This will facilitate a consistent and balanced growth of the library resources.
- There should be constant staff training /orientation on the issues of acquisition practices and evaluation.
- The librarian should consult with academic staff in order to get information on the institutions curriculum thus acquiring materials that will suit the curriculum.
- The library collection should be evaluated quarterly instead of annually.

- Kanjuki Secondary School should employ more qualified librarians to meet with the growing needs of the library users.
- Emphasis should be made on training of librarians in order to acquire all the skills on acquisition and collection development. There should be provision of on the job training for librarians especially acquisitions librarians.
- Kanjuki Secondary School library should seek for more financial aid from donor organizations. The school administrators should grants and partnerships in order to get funds to include the provision of current and adequate collections.

6.5 Areas for further research

Research has been carried out on proposing guidelines for acquisition of library materials for Kanjuki Secondary School library; however, there is need to carry out research on library operations such as preservation and conservation of library materials for Kanjuki Secondary School library, library automation in aspects like cataloguing and classification among others.

6.6 Conclusions

According to the main objective of the project, guidelines for acquisition of library materials were proposed for the library to guide them on how to acquire materials for the library and thus receive appropriate materials for their users and the aim was achieved. The research revealed that Kanjuki Secondary School library acquires materials through purchase and gifts; hence they are advised to consider other avenues such as donations and exchanges in order to have adequate information materials.

Due to lack of funds and lack of collection development policy among others, materials that do not support the school curriculum are acquired. Therefore, in order to achieve an effective and efficient library, adequate attention must be given to the strategies and recommendation given in the study.

APPENDICES

Appendix 1: Interview guide (For administrators and the librarian)

Dear respondent, I am a library and information science student from Makerere University carrying out a research project on guidelines for acquisition of library materials for Kanjuki Secondary School Library. I request you to the questions therein. Your identity and answers will be highly confidential. Thank you.

1. Do you have a collection development policy?
2. If 'yes' do you have any written document on that?
3. How do you acquire the library materials?
4. Who makes the selection of books on respective subjects for library?
5. Who makes selection of general books and reference books for library?
6. What sources are used for selection of documents for library?
7. Are there guidelines followed while acquiring library materials?
8. How often do you acquire the library materials?
9. What are the needs of the users in the library?
10. What services are offered in your library?
11. Are the acquisitions made resourceful to the users?
12. What are the challenges encountered when acquiring the library materials?

Thank you

Appendix 2: Questionnaire (For Library users)

Dear respondent, I am a library and information science student, Makerere University carrying out a project on guidelines for acquisition of library materials for Kanjuki Secondary School Library. I request you to the questions therein. Your identity and answers will be highly confidential. Thank you.

Please circle where appropriate

1. Occupation
 - a)Administrator
 - b)Librarian
 - c)Teacher
 - d) student

2. How often do you visit the library?
 - a) At least once week.
 - b) Once every three weeks.
 - c) Once a month.
 - d) Once every six months.
 - e) Once a year.
 - f) Never.

3. What are your main reasons for using the Library (check all that apply)
 - a) To borrow information materials
 - b) For reference
 - c) To research
 - d) To read
 - e) To use the Internet

4. On your last visit did you find what you were looking for?
 - a) Yes
 - b) No
 - c) Partly

5. Do you usually find the books and other materials that you are looking for in the library?
 - a) Always find
 - b) Sometimes find

- c) Rarely find
 - d) Never find
6. Mark the reasons that explain why you did not get what you were looking for on your last visit.
- a) Item was checked out
 - b) Library had no material on the subject
 - c) I could not find the material
 - d) Staff could not find the material
 - e) The computers were down
 - f) The computers were all in use
 - g) I do not know how to use the computers
 - h) Staff requested material from another library
7. Mark all the items that describe the service you received
- a) Staff was helpful and pleasant
 - b) Staff was too busy to help me
 - c) I did not ask for help
 - d) Staff did not have the knowledge to help me
8. Overall, how satisfied are you with library services?
- a) Very dissatisfied
 - b) Dissatisfied
 - c) Slightly dissatisfied
 - d) Slightly satisfied
 - e) Satisfied
 - f) Very satisfied
9. What are the challenges you face when using the library?
-
-
10. What possible solutions do you give for challenges faced?
-
-

Thank you

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**COLLEGE OF COMPUTING & INFORMATION SCIENCES
EAST AFRICAN SCHOOL OF LIBRARY AND INFORMATION SCIENCE (EASLIS)**

August 11, 2017

The Librarian
Kanjuki Secondary School
P.O. BOX 18292
Kayunga - Uganda

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR NALUBEGA OLIVER, REG NO. 14/U/11633/EVE

This is to introduce to you the above named student of East African School of Library and Information Science under the College of Computing & Information Sciences, Makerere University. She is offering a Bachelor's Degree in Library and Information Science (BLIS) Year III.

As part of the study program, she is supposed to carry out a project entitled, "**Guidelines for Acquisition of Information Materials for Kanjuki Secondary School Library, Kayunga District**".

The purpose of this communication is to request you to offer her the necessary assistance required.

Please note that all information obtained shall be for academic purposes only.

Sincerely,

Dr. Joyce Bukirwa
**HEAD OF DEPARTMENT
LIBRARY & INFORMATION SCIENCES**