UNIVERSITY OF GHANA

DEPARTMENT OF INFORMATION STUDIES

CHANGE AND CHALLENGES IN LIBRARY SERVICE
PROVISION: A CASE STUDY OF CENTRAL UNIVERSITY
COLLEGE LIBRARY IN ACCRA GHANA

BY

DOREEN HINSON

A DISSERTATION PRESENTED TO THE DEPARTMENT OF
INFORMATION STUDIES, UNIVERSITY OF GHANA, LEGON

IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE AWARD OF
MASTER OF ARTS DEGREE IN LIBRARY STUDIES

NOV, 2010
DECLARATION

I, Doreen Hinson, hereby declare that except for references made to other scholars' works which have been duly acknowledged, the totality of this Dissertation is the upshot of my own research carried out in the Department of Information Studies, University of Ghana, Legon, under the vigilant supervision of Prof. A. A. Alemna.

Student's Signature:  
Doreen Hinson

Supervisor's Signature:  
Prof. A. A. Alemna

Date: 17/11/2010

Date: 17-11-2010
DEDICATION

This dissertation is dedicated to God Almighty for giving me the strength to go through this course successfully. I also dedicate it to my husband Anthony Fearon and my two lovely son's Kristodea and Aseda Fearon and Petra Hinson my sister who took care of my children at home in order for me to pursue this course.
ACKNOWLEDGEMENTS

Many people deserve my gratitude for the assistance they offered me in the pursuit of this course. I wish to express my sincere gratitude to my supervisor, Professor Alemna who despite his busy schedule was able to patiently and critically supervise my dissertation to a successful end. My profound thanks goes to the Librarian of Central University College Mr. Samuel Agyenkwa for his cooperation during data collection for this dissertation. I give special thanks to my mother Ms. Matilda Acheampong for holding the fort for me in taking care of my children, the entire household and supporting me financially. May God bless you richly. To my friend and course mate, Samuel Tuhufu Quagrine for helping me to put together this great work, I am grateful. To the entire library staff of Central University College for their pieces of advice and help they gave to me. Thank you all and God bless you all.

Last but certainly not the least, to Professor A.A Alemna for his encouragement and advice during my pregnancy while in school.
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<td>BPR</td>
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ABSTRACT

The study examines user changes and challenges of academic libraries with emphasis on Central University College Library, Ghana. The study used multiple data sources from both the staff and patrons of the library, semi-structured questionnaire and analysed, using exploratory and descriptive statistics.

The study found that the library provides traditional services in the area of circulating of materials, reservation of materials, provision of seating accommodation and information literature services. However, the provision of information and communication technology services, electronic database system and books are presently absent. Further, the library is challenged with inadequate computer facilities, absence of electronic library facilities and inadequate user instructions which consequently tend to limit patrons’ access to varied information sources and thus affect their acquisition of knowledge from across the world. The study found that there is general desire by patrons for change in the provision of current library services, such as the provision of current reading materials that include books and journals, CD ROM and database. Also demanded are provision of computers, internet services to provide electronic library services as well as creating more seating capacity of the library.

These challenges facing the library are the major reasons for change in the provision of services within the library system of the university. It was recommended that management provides adequate number of computers and more electronic library services to its patrons so that the information search and research needs can be facilitated. The need for the relocation of the library to a more spacious facility to enhance service provision is also advocated.
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INTRODUCTION

1.1 Background to the Study

Bailey-Hainer and Forsman (2005) assert that change is endemic, rapid and often has significant implications which comes with it challenges. The impact of change on staff in academic libraries is profound and therefore management have a role in making sure that staff are able to understand, participate in, as well as manage the change themselves. Academic libraries are dealing with a multitude of change agents such as increasing use of library stock and rapid change in information technology.

Change in scholarly publication and the implementation of new services for the sophisticated and demanding user population is on the increase. Many academic libraries are dealing with converging organizational and service structures since they are now heavily employing Information Technology (IT) for service delivery as well as supporting teaching and curriculum activities. Libraries have therefore, focused their attention on the internal aspects of managing change using the Business Process Reengineering (BPR). One academic library which has braced itself for this change and employing IT in providing modern services to its clients is the Central University College (CUC) Library, Accra, Ghana.

1.2 Background Information of Central University College

The Central University College in Accra, Ghana was established by the International Central Gospel Church in October 1998 with the School of Business Management and Administration. The College has two schools, namely School of Theology and Missions and the School of Business Management and Administration. But currently
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Campus, Miotso Campus, Dansoman Campus and MBA Campus. The named
campuses each have library and reading room that provide for the academic needs of
the students. With a total population of 10,000 and a yearly student intake of three
thousand (3000), the university has four (4) Faculties, made up of School of Business
Management and Administration SBMA, Faculty of Arts and Social Sciences FASS,
School of Theology and Missions STM, and the School of Applied Sciences SAS. It
offers awards from undergraduate degree to research degree. Students attend lectures
on campus.

Central University College is guided by three tenets that form the basis of their
activities. These are Faith, Integrity and Excellence. With these tenets the School has
its vision to develop men and women to become transformational leaders of society.

The University has five (5) libraries with the total seating capacity of five thousand
(5000) and a workforce of thirty-five (35) personnel made up of six (6) professionals,
twelve (12) Para Professionals and fifteen (15) library clerks. The various libraries
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1.3  Problem Statement

Libraries play an important role in the teaching and learning process of the university
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### 1.3 Problem Statement

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devoted to the provision and delivery of library services to both the university staff and the students as a whole.

However, based on observation, the library is underutilized, mainly due to the fact that the library lacks the latest infrastructure to provide modern library services to its users. An initial survey conducted by the researcher showed that only users who want to be served with the traditional library services come to the library. The staff are lacking the new experience in human relation as well as current marketing skills to serve library clients effectively and efficiently. In addition, lack of IT infrastructure as well as the technical know-how required by both staff and students, to better harness the resource was identified.

A study undertaken by members of the 68th IFLA Council and General Conference in August 18-29, 2002 states that for a library to be able to satisfy its clients in terms of effective management and marketing, it must embrace the change and challenge of merging traditional library service with academic and professional development. It is in this light that this research is being undertaken to suggest ways of improving library services in the university's libraries in all the campuses.

Since many universities are springing up, there is the need for change. Also, due to the increasing "massification" of tertiary education, the increasing globalization of higher education, together with rapid changes in information technologies and increasing expectations of users, there is the need for change to ensure customer satisfaction. Staff employed in academic libraries must cope with constant changes not only in the work process but also in the way they think of students and other staff members. There is also the need for change due to pressure to be able to win more patrons.
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A study undertaken by members of the 68th IFLA Council and General Conference in August 18-29, 2002 states that for a library to be able to satisfy its clients in terms of effective management and marketing, it must embrace the change and challenge of merging traditional library service with academic and professional development. It is in this light that this research is being undertaken to suggest ways of improving library services in the university’s libraries in all the campuses.

Since many universities are springing up, there is the need for change. Also, due to the increasing “massification” of tertiary education, the increasing globalization of higher education, together with rapid changes in information technologies and increasing expectations of users, there is the need for change to ensure customer satisfaction. Staff employed in academic libraries must cope with constant changes not only in the work process but also in the way they think of students and other staff members. There is also the need for change due to pressure to be able to win more patrons.
Rapid changes in IT infrastructure are also leading to the convergence in the systems that deliver information to students. Due to the increasing number of online services, there is the need to implement change. Library staff must be equipped with new skills, develop new understanding of emerging customer needs and form new teams within the organization, while at the same time working with other libraries both within and outside the university’s environment, to ensure that patrons' expectations are met.

1.4 Purpose of the Study

This study sought to look at the services currently provided by the institution under study (Central University College Library) as well as the challenges that the Library faced which have inhibited provision of services that are in line with current trends in the profession. How those challenges could be addressed to promote service satisfaction among patrons and funding institution(s) was also an issue.

1.5 Objectives of the Study

The study aimed at investigating the following:

- To present an overview of the current library and information services provided by Central University College Library.

- To identify the challenges faced by the library in its service provision.

- To examine some of the best changes associated to library and information services to that could lead to improved services and facilitate service satisfaction.

- To recommend the development of information service policy and strategy for institution.
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- To recommend the development of information service policy and strategy for institution.
1.6 Research Questions

1. What is the overview of the current library and information services within the Central University library system?

2. How is the library challenged in its quest to provide effective library services?

3. What is the nature of changes expected within the library system to ensure customer satisfaction and delight?

1.7 Significance of the Study

The study will be of great significance to other researchers and policy makers among others due to the following reasons:

- The outcome of the study will be of value to those who will desire to research on the same topic or other related topics in the near future.

- The study will inform management about the challenges library staff encounter and how to address them.

- It will also inform library staff about the needs of users or services that users want to be provided with as well as how to satisfy these users.

- Finally, the outcome of the study will enable the library to achieve user satisfaction, which is an important aspect of any service provision.

1.8 Scope of the Study

The study will cover only Central University College library with the aim of examining the challenges the library staff face in service provision and the means to addressing those challenges to bring effective changes in the services provided to users. The research is limited to the Central University College for the following reasons:

- It is among the first private universities that came up in the country.
1.9 ORGANIZATION OF THE STUDY

Chapter one focuses on the background of the study, including statement of the problem, objectives of the study, research questions, and significance of the study, scope of the study and the organization of the chapters.

Chapter two deals with the literature review.

Chapter three consists of the methodology of the study,

Chapter four presents the analysis, findings and discussions.

Chapter five focuses on the summary, conclusion and recommendations.
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REFERENCES


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2.0 Theoretical Framework

The theory selected for the study is the paradoxical theory of change which states that change occurs when one becomes what he is, not when he tries to become what he is not. Change does not take place through a coercive attempt by the individual or by another person to change him, but it does take place if one takes the time and effort to be what he is and to be fully invested in his current positions. By rejecting the role of change agent, we make meaningful and orderly change possible.

The Gestalt therapist rejects the role of "changer," for his strategy is to encourage, even insist, that the patient be where and what he is. He believes change does not take place by "trying," coercion, or persuasion, or by insight, interpretation, or any other such means. Rather, change can occur when the patient abandons, at least for the moment, what he would like to become and attempts to be what he is. The premise is that one must stand in one place in order to have firm footing to move and that it is difficult or impossible to move without that footing.

The person seeking change by coming to therapy is in conflict with at least two warring intrapsychic factions. He is constantly moving between what he "should be" and what he thinks he "is," never fully identifying with either. The Gestalt therapist asks the person to invest himself fully in his roles, one at a time. Whichever role he begins with, the patient soon shifts to another. The Gestalt therapist asks simply that he be what he is at the moment.
THEORETICAL FRAMEWORK/LITERATURE REVIEW

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The patient comes to the therapist because he wishes to be changed. Many therapies accept this as a legitimate objective and set out through various means to try to change him, establishing what Perls calls the "top-dog / under-dog" dichotomy. A therapist who seeks to help a patient has left the egalitarian position and become the knowing expert, with the patient playing the helpless person, yet his goal is that he and the patient should become equals. The Gestalt therapist believes that the top-dog / under-dog dichotomy already exists within the patient, with one part trying to change the other, and that the therapist must avoid becoming locked into one of these roles. He tries to avoid this trap by encouraging the patient to accept both of them, one at a time, as his own. The analytic therapist, by contrast, uses devices such as dreams, free associations, transference, and interpretation to achieve insight that, in turn, may lead to change. The behaviorist therapist rewards or punishes behavior in order to modify it. The Gestalt therapist believes in encouraging the patient to enter and become whatever he is experiencing at the moment. He believes with Proust, "To heal a suffering one must experience it to the full."

The Gestalt therapist further believes that the natural state of man is as a single, whole being, and not fragmented into two or more opposing parts. In the natural state, there is constant change based on the dynamic transaction between the self and the environment.

In applying the theory of change Connell and Kubisch quoted Weiss (1995) defining a theory of change simply and elegantly as a theory of how and why an initiative works. Building on her work, they defined a theory of change approach to Comprehensive Community Initiatives (CCI) evaluation as a systematic and cumulative study of the links between activities, outcomes, and contexts of the initiative.
This definition suggests that the first step toward evaluating a CCI is to determine its intended outcomes, the activities it expects to implement to achieve those outcomes, and the contextual factors that may have an effect on implementation of activities and their potential to bring about desired outcomes. For example, the goal of many CCIs is to improve the well-being of children and families in the neighborhood. In this case, one of an initiative's primary activities might be to replace categorical and centralized services with integrated neighborhood-based family resource centers. An important contextual factor might be the policy environment, including the presence or absence of legislation allowing for pooled funding of state resources for innovative community-based initiatives. Another central activity might be to build social networks among families with young children, which in turn could be affected by local contextual factors such as the racial make-up of the neighborhood and its history of intergroup relations.

A theory of change approach can sharpen the planning and implementation of an initiative. The initiative, in relation to this study is the need for innovation as evidenced in the problem statement. In order to realize this innovation drive, planning and implementation must be ensured. The theory, most often used during the design phase, it increases the likelihood that stakeholders will have clearly specified the initiative's intended outcomes, the activities that need to be implemented in order to achieve those outcomes, and the contextual factors that are likely to influence them. These are the building blocks of any good evaluation. But they are especially useful for mid-course feedback to managers and for developing a knowledge base about how and why CCIs work.

With a theory of change in hand, the measurement and data collection elements of the evaluation process will be facilitated. For example, a theory of change asks that participants be as clear as possible about not only the ultimate outcomes and impacts they
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hope to achieve but also the avenues through which they expect to achieve them. An evaluation based on a theory of change, therefore, identifies what to measure—ultimate and interim outcomes, and the implementation of activities intended to achieve these outcomes—and helps to guide choices about when and how to measure those elements. By providing guidelines for deciding among the various tools in the evaluation toolbox, the approach helps avoid the risk that evaluations will be driven by the tools themselves.

Articulating a theory of change at the outset and gaining agreement on it by all stakeholders reduces, but does not eliminate, problems associated with causal attribution of impact. A theory of change specifies, up front, how activities will lead to interim and longer-term outcomes and identifies the contextual conditions that may affect them. This helps strengthen the scientific case for attributing subsequent change in these outcomes (from initial levels) to the activities included in the initiative. A theory of change approach would seek agreement from all stakeholders. Therefore for any change in the service renderings at the library under study to occur there would be the need for stakeholders to reach a consensus in order to carry on with the expected change.

It should be noted at this point that we are advocating a theory of change approach to evaluation; it is not an evaluation method that stands on its own. Indeed, the approach relies upon and uses many methodologies that have been developed and refined over the years—quantitative and qualitative, impact and process oriented, traditional and non-traditional, and so on—for information collection, measurement, and analysis. But, if we are right about its promise to generate credible evidence of CCI impact, along with insight into the reasons for that impact, results from evaluations using a theory of change approach should respond to current needs in the field for information about whether CCIs are "working" and generate useful new scientific knowledge to enrich the design of future CCIs.
For the approach to achieve its potential, the theory of change guiding the CCI and its evaluation needs to be a good one. Three attributes of a good theory of change that stakeholders should confirm are present before committing to an evaluation and, indeed, should revisit throughout the implementation and evaluation of the initiative:

- **It should be plausible.** Do evidence and common sense suggest that the activities, if implemented, will lead to desired outcomes?

- **It should be doable.** Will the economic, technical, political, institutional, and human resources be available to carry out the initiative?

- **It should be testable.** Is the theory of change specific and complete enough for an evaluator to track its progress in credible and useful ways?

To develop plausible, doable, and testable theories of change, CCIIs need to draw upon various sources of information – program experience, scientifically generated knowledge, and community residents' insights, to name some of the most important. This is, in part, because neither social science nor experience - to - date nor participants insights alone yet offers a complete picture of the processes of change that CCIs are seeking.

O'Connor (1995) has emphasized that one element that must also be incorporated into the theory of change is the external environment. Careful consideration of context helps the designer and evaluator gain clarity about factors that may have a significant bearing on a CCI's chances for achieving its intended outcomes but that the initiative itself is not initially able to influence. This should help ensure that activities are strategically implemented and that the evaluation yields sharp and compelling tests of its hypotheses.

Having attempted to describe a theory of change, we now turn to the task of describing how an evaluation based on a theory of change might proceed. On this front, we have
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We then turn to the questions of how and when to measure activities and outcomes included in the theories. And finally, we examine whether the information being generated is credible enough to make judgments about how well the initiative is working.

In the introduction to New Approaches to Evaluating Community Initiatives (1995), Kubisch, Weiss, Schorr and Connell conclude that CCIs are difficult to evaluate in part because their designs are underspecified at the outset of an initiative. As a consequence, one of the first things evaluators are commonly asked to do is help specify the theory underlying the intervention and thereby "unpack" the intervention itself.

Chen (1990) and Patton (1986) describe a process in which stakeholders and evaluators "co-construct" the initiative's theory so as to maximize its utility for all, as a planning and management tool, as a vehicle for participant empowerment, as a guide to resource allocation, and as a way of communicating with the field as a whole. This approach resonates with the CCI field's limited experience in this area.

The goal of the participatory planning process is to generate a theory of change that is viewed by its stakeholders as plausible, doable, and testable. With these three criteria in mind, it is recommended that the following questions be considered as part of the planning process:

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- What longer-term outcomes does the CCI seek to accomplish?
- What interim outcomes and contextual conditions are necessary and sufficient to produce those longer-term outcomes, beginning with penultimate outcomes and moving through intermediate to early outcomes?

- What activities should be initiated and what contextual supports are necessary to achieve the early and intermediate outcomes?

- What resources are required to implement the activities and maintain the contextual supports necessary for the activities to be effective, and how does the initiative gain the commitment of those resources?

If there is a gap between existing or projected resources available to the initiative and those deemed necessary to implement activities that will produce outcomes, the initiative will have to raise the resources necessary to close the gap. If the gap cannot be closed, first outcomes and then activities will have to be adjusted in order for the theory of change to remain "doable."

It is believed that the sequence of steps shown in the planning process above is important to maintain: start with long-term outcomes, work backward toward initial activities, and then map required resources against existing resources. Beyond the general frame, however, much has to be determined locally. Who participates in the conversations? How, when, and where should these conversations take place? These questions must be resolved within the community setting.

Experience from a wide range of programs and CCIs shows that identifying and agreeing upon long-term outcomes is relatively easy, in part because, long-term outcomes are generally as broad as to be uncontroversial. For example, improved high school graduation rates, greater "sense of community," or increased income levels. Likewise, identifying early activities is relatively straightforward. Intermediate and early outcomes
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In addition, specifying intermediate outcomes and how they may lead to long-term change can be a politically charged process, especially if those outcomes might imply major resource reallocation or power shifts. These changes may require different uses of funds, new job descriptions, and perhaps even laying people off. Gaining consensus among all stakeholders, especially the education professionals, on those changes and how they will be made is more difficult than simply pronouncing that all children will show meaningful improvement in their educational performance.

With regard to a CCI's activities, early activities proposed by the CCI are often fairly well specified, while later activities and their links to later outcomes tend to remain underspecified. This lack of detail reflects the fact that few CCIs have realized much beyond early outcomes in any of their operational areas. Moreover, CCIs are meant to be dynamic enterprises, and the initial theory of change serves as a map of mostly uncharted territory, a map that the CCI itself will have to revise as it makes its voyage. Thus, our experience suggests that a common answer to the question, "What do you expect to be doing in the fifth year of the initiative?" is "Ask us in the fourth year, and we'll tell you."

The inability of many stakeholders to make linkages between early activities and longer-term outcomes raises significant problems for evaluation design. Perhaps the greatest factor in determining the feasibility of the theory of change approach is the capacity of a CCI's stakeholders and evaluators to identify, prioritize, and then measure the key
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In addition, specifying intermediate outcomes and how they may lead to long-term change can be a politically charged process, especially if those outcomes might imply major resource reallocation or power shifts. These changes may require different uses of funds, new job descriptions, and perhaps even laying people off. Gaining consensus among all stakeholders, especially the education professionals, on those changes and how they will be made is more difficult than simply pronouncing that all children will show meaningful improvement in their educational performance.

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activities and contextual factors, not in retrospect but in advance. Evaluators and stakeholders alike are quite good at looking back on interventions and constructing compelling tales of why a particular result did or did not occur. The challenge posed by the theory of change approach is to theorize prospectively about these issues. This requires balancing the need for the theory of change to remain responsive to emerging opportunities and challenges with the need for investors in CCIs (including funders, implementers, and participants) to have some basis upon which to judge the likelihood of reaching the intended long-term outcomes. Once the theory specification process begins, it quickly becomes apparent that various stakeholders in the initiative can, and often do, hold different views about what it will take to produce the long-term outcomes of the initiative. Indeed, one of the important contributions of this approach is that it points out that multiple theories of change may be operating simultaneously within a single CCI and that various CCI stakeholders may be working under different, and possibly even competing, theories of change.

It is not uncommon for CCIs to be launched without the various theories of change being articulated, much less reconciled. Some experts have noted that one of the great strengths of the CCI phenomenon might well be that it can accommodate multiple theories of change and move forward without their reconciliation. But CCIs that remain inclusive enough to accommodate these multiple theories cannot avoid integrating the theories at two points: the allocation of resources and the evaluation. It is, after all, in the decisions about which activities to invest in that priorities must be developed about which of the various hypotheses that link activities to outcomes are most promising. And it is in the process of designing an evaluation that specific decisions must be taken regarding what is meant by key terms such as "collaboration", the type and degree of change being sought, and the measures that would indicate whether change is occurring.
The difference between the funder's and director's views of the importance of agency collaboration would emerge as they decide upon early and interim outcomes that each believes will lead to long-term change. In the funder's eyes, credible evidence of collaboration might involve building structural institutional links, such as joint staffing of a new family service program and pooled resources. The lead agency director, on the other hand, might view collaboration so differently that her marker of progress might simply be increased evidence of referrals among agencies.

Resolving the challenges that these multiple theories pose is a political as well as scientific process. Patton (1996) and Usher (1996) warn that imposing strict standards of theory articulation too early in the process can undermine participation and stifle the dynamic nature of the CCI enterprise. At the same time, as suggested above, leaving the CCI's theory of change ambiguous permits, and indeed encourages, various stakeholders to project their own preferences about activities and outcomes onto the initiative. This Rorschach-test model for CCI theories of change can set up false and unrealizable expectations among stakeholders that could become problematic during resource allocation and evaluation planning. The political question that confronts the CCI manager becomes: When is the CCI robust enough to have the true diversity of its stakeholders' theories surfaced and integrated into its overall theory? Or, when can it no longer operate without doing so? Will these different theories of change be included as parallel, integrated, or competing strands in the overall theory, or will some be selected for inclusion in the implementation and evaluation of the initiative and others not? The task of addressing these issues should not fall solely, or even primarily, to the evaluator, but the evaluation discussion may serve as the context within which they are played out.

The requirements that theories be articulated and that they be specific enough for stakeholders to make judgments about whether or not they are plausible, doable, and
testable do not preclude those theories from incorporating multiple perspectives on what long-term outcomes are important, what the interim steps are to getting to those long-term outcomes, and what activities should be implemented. Our two hypothetical theories of change are complex and include multiple strategies for achieving long-term outcomes. Plausible theories of change will no doubt be complex and pluralistic, but if they are to be implemented (doable) they cannot be contradictory and if they are to be evaluated (testable) they cannot be unarticulated.

The choice of this theory to the study stems from the fact that to ensure change will require an evaluation of the existing order and determine their relevance or otherwise to the user community. This the theory explains very well in its submission.

In conclusion one of an initiative's primary activities might be to replace categorical and centralized services with integrated neighborhood-based family resource centers. An important contextual factor might be the policy environment, including the presence or absence of legislation allowing for pooled funding of state resources for innovative community-based initiatives. Another central activity might be to build social networks among families with young children, which in turn could be affected by local contextual factors such as the racial make-up of the neighborhood and its history of intergroup relations.
2.1 OVERVIEW OF SERVICE AND SERVICE RENDERING

2.1.1 Service and its Attributes

The service concept has gained much attention from scholars and practitioners since the first three service marketing articles were published by Regan (1963). The significant interest generated by the subject has resulted in varied definitions by many authors. Lovelock and Wirtz (2007, p.15) defined services as an “economic activities offered by one party to another, most commonly employing time-based performances to bring about desired results in recipients themselves or in objects or other assets for which purchasers have responsibility”. Another definition provided by Hill as cited in Edvardsson et al., 2005 defined services as changes in the condition of a person or something in the possession of the customer. Also, Lovelock (1991) defined services as a process or performance rather than a thing. Vargo and Lusch (2004a, p. 2) further defined service as “the application of specialized competences (knowledge and skills) through deeds, processes, and performances for the benefit of another entity or the entity itself”. These definitions indicate that the provision of service in any institution and within academic libraries in particular is a kind of transformation or change in the delivery of tangibles to the customer or user resulting in the satisfaction of the users.

The rendering of services within any institution is evidently expressed in certain characteristic attributes which have been well recognised by several scholars including Gronroos (2000), and, Lovelock and Wirtz (2007). These scholars have agreed on four attributes that characterise services as inseparability, heterogeneity, intangibility, and perishability. Additionally, Lovelock and Wirtz (2007) identified benefit without ownership as a significant characteristic. They posit that while customers expect to obtain value from their services purchased in exchange for their money, time, and efforts, this value comes from access to a variety of value-creating
elements rather than from transfer of ownership. They further maintain that services involve a form of rental, and that service customers obtain benefits by renting the right to use a physical object, to hire the labour and expertise of personnel, or to pay for access to facilities and networks. In this way customers benefit without owning the property.

However, Edvardsson et al. (2005) maintains that the description of the attributes of a service is not useful because “they do not portray the essence of value creation through service in a meaningful way, and therefore they should be avoided; they do not capture the process and interactive nature of services. These characteristics, however, may be useful in some special situations. The service concept may be replaced by the service perspective on value creation, focusing on value-in-use for the customer”. This implies that service attributes are specific to the particular nature of service that a particular customer expects and thus is relative. While there seems to be a controversy over service attributes, it is generally accepted that the provision of services should lead to the maximisation of the utility of the customer.

2.1.2 Service and Services within the Service Sector

Vargo and Lusch, 2004) use the term ‘services’ variously to refer to performance, deeds, and process, activities, experiences and value to customers. They identified that scholars’ definitions of services and service have different meanings in that, “service” involves the whole organization’s performance in providing the customer with a good experience, while “services” implies that services are something that can be offered to the customer.

These definitions lead to two significant deductions. Firstly, “services” definitions are outcome-related or directed at the value-created since it is something of value delivered to or a performance to meet customers’ needs. These services definitions are
Secondarily, "service" definitions are process-related or value creation process in that service is perceived as a set of activities performed by an organisation that aim at creating value, which includes specific services or economic activities, acts or performance to customers as well as other organisational activities that are part of the value creation process such as leadership and management styles, structure of operations, customer relationship initiatives, etc and not services as market offerings only. This service perspective implies that service involves the whole process of interacting with and involving customers before, during, and after production, distribution and consumption of an organisation's offering. This view is supported in the work of Edvardsson et al., (2005) and Kauppinen-Raissanen et al. (2007). Edvardsson et al. (2005) in their critical review of definitions of service and services concluded that "services are as different from each other and from products as products are different from each other, and that it has to be determined at a specific time, in a specific company, for a specific service, from a specific perspective".

2.1.3 Service Provision within Academic Libraries

The library as an important and integral component of a higher institution has offered opportunity for students and staff to explore and expand their minds (Blau, 2004). It could be argued that the library has become a focal place for enrichment, entertainment, education, and empowerment through knowledge. In striving to serve its campus, there is need for a library to clearly understand the continually changing needs of its constituency, from undergraduates, graduates, doctoral candidates, academic staff and even school age children and local citizens (Blau, 2004). The library must be seen to be much more than a collection of books and the people who
help find them; it is in fact the heart of any academic institution (Williams-Osula, 1999).

The provision of quality library services to those who learn is undoubtedly one of the most exciting and challenging developments that have occurred in contemporary librarianship. Academic libraries are set up to provide services to meet the information and curricula needs of the staff and students in the organization. This they do by acquiring books and journals, and presenting the organized collection to users through the catalogue, loans and reference services. Traditionally, libraries execute these services in their mandate to fulfil their organizational role. For the library to advance knowledge, it must not only provide resources but ensure their effective use (Williams-Osula, 1999).

Song (2009) provided a general classification for these library services into three areas as facility-based, collection-based, and expertise-based. Although all service areas were dependent on one another, many service programmes could be grouped into three separate categories. He noted that providing space for study and group meetings for library users as well as housing materials on site represent the primary facility-based service and that facility-based service is seen as the most critical service for business students. He further explained that collection-based services are aligned with traditional library perceptions while expertise-based services imply diversely different library services e.g. reference services. The provision of multiple service points as a common feature of modern academic libraries enable librarians to work with students and faculty in support of their scholarly pursuits. Also, integrating multiple service points into a large library helps make library patrons feel more secure with their physical environment, and makes the library and its staff appear available and accessible (Blau, 2004).
Library service evaluation is a common phenomenon especially from users’ perspective. Literature in this regard is replete with evaluation models though limited to reference desk and catalogues. Gross and Saxton (2002) gave an explicit overview of prior works on reference service evaluation. Kloss and Zhang (2003) found that “regardless of the setting, print resources still had an important role to play in the provision of reference service”. The Catalogue as a service point has enjoyed several user surveys in libraries.

Many libraries, particularly academic, have provided access to quality information sources only to find that many of their customers display conservative tendencies and tend to shun new channels and to cling to the familiar, preferring to use hard copies of sources they know, even when the online version offers far more powerful searching capacity: it is clear that, for these customers, the ready availability of a technology does not guarantee its immediate take-up and exploitation (Morrow, 1999) and that the usefulness of a piece of technology is strongly tempered by the user’s perceptions of its usefulness (Barry and Squires, 1995).

2.2 UNDERSTANDING CHANGE MANAGEMENT WITHIN ORGANISATIONS

Change, the process of moving to a new and different state of things is a constant for organisations. Managing organisational change is, in very large part, about managing the “people” aspects of that process. This was admitted by Smith (2005) when he considered the inherent conundrum of organisational change that people, the human resources of organisations, are both an essential factor in organisational change and, at times, the biggest obstacles to achieving change. To achieve change therefore, Lewin (1951) advocated bringing about a deliberate “emotional stir up” in order to “break
open the shell of complacency and self righteousness” in organisations. Lewin’s view was supported by a similar argument by Kotter (1995) that the vital first step towards achieving successful organisational change is the creation of a sense of urgency and a need for change.

The thought of change management has been considered as a kind of progressive process for attaining determined transition within an organization or individuals at times. This attainment according to Nelson and Aaron (2005) is preferred through managerial skills and administrative persuasion. In the management of academic libraries, change management can be used to address user preferences with the kind of services that the library provides. The concept of change management has been no more considered as a rigid domain under management and administration. It is a fragment and partial of both management and technological persuasions.

Pettigrew and Whipp (1991) emphasise the importance of adopting the right strategic changes. These need to be scrutinized as per the context-dependent issues. Change management is a means that is structured for leading developed strategies for any kind of outcome. Pettigrew, et al. (1992) further established the fact that change may not be necessarily dynamic or very emergent in nature. There are possibilities for fail and thus a mental preparedness is always suggested. On the contrary, scholars like Carter and Goldsmith (2001) discussed the addition of change management for the attainment of success from a stereotype organizational structure. An upgrade in technology is an additional structure added to change management in an organization.
2.2.1 Change Management Model

In order to consider the change management model, it is important to make an assessment of the whole environment in which the change will take position. According to Kotler (1996) the perspective of change is achievable by means attained in collaboration with the employees’ responsibility for designing and implementing the current process under the formulation of requirements demanded by change management. There are some theoretical aspects that need to be considered before implementing any change in the current structure of academic libraries within the university system.

There is a vast and growing literature on the management of organisational change and a plethora of either specialised or wide-ranging prescriptions for success. Kotler (1996) offers a useful distillation of what he sees, based on a wide ranging review of attempts at organisational transformation, as eight key steps in the process of successful change. Done well, Kotler (1996) these eight steps provide the path to success. Done badly they are the root cause of failure. In outline Kotler’s prescription for successful change is this:

- Establish a sense of urgency about the need to achieve change – people will not change if they cannot see the need to do so;

- Create a guiding coalition – assemble a group with power energy and influence in the organisation to lead the change;

- Develop a vision and strategy – create a vision of what the change is about, tell people why the change is needed and how it will be achieved;

- Communicate the change vision – tell people, in every possible way and at every opportunity, about the why, what and how of the changes;
- Empower broad-based action – involve people in the change effort, get people to think about the changes and how to achieve them rather than thinking about why they do not like the changes and how to stop them;

- Generate short term wins – seeing the changes happening and working and recognising the work being done by people towards achieving the change is critical;

- Consolidate gains and produce more change – create momentum for change by building on successes in the change, invigorate people through the changes, develop people as change agents;

- Anchor new approaches in the corporate culture – this is critical to long term success and institutionalising the changes. Failure to do so may mean that changes achieved through hard work and effort slip away with people’s tendency to revert to the old and comfortable ways of doing things.

The role of people in achieving change is central to Kotter’s framework. This again raises the conundrum that people are both an essential factor in achieving successful organisational change and, at times, may be the biggest obstacles to change. The way through that conundrum is simple. Managers must see and act on the imperative to effectively manage the people side of organisational change. Futurist Handy (1993) said that achieving change in organisations is not really about “managing”, as that is a process which assumes that managers know where to go and how to get there, and that they can persuade others to come along. Rather, he argues, achieving change is more about guiding and steering. Whatever the nature of the process – managing or guiding, or a combination of the two – this short series will attempt to provide some pointers to effective management of the “people” aspect of organisational change.
According to Bennis (1969), the need for change in the face of a “dizzying rate of change” is to achieve a paradigm shift beliefs values and structures of organisations so that they can better adapt to new technologies, markets, and challenges. That prediction has increasingly rung true for the academic library institutions which has seen a marked change in both the scale and pace of change over the past decade. During the past two decades, dramatic changes in the academic libraries have been in the collection, acquisition and management, bibliographic control, as well as reference and information services which, along with lending services, represent the core of library functions. These changes have been the effect of technological advances characterised as “disruptive change” (Lewis, 2004) which have forced into libraries a rapid shift away from an incremental and gradual approach to change to a way of thinking and working that can accommodate ongoing, radical and discontinuous change. As Farley et al. (1998) observe, such a shift away from the traditional conservative mindset of libraries and librarians requires not just minor alterations in attitudes and ways of working, but an acceptance and adoption of wholly new perspectives and mindsets.

2.3.1 The Changing Needs of Academic Library Users

Trends in technological advancements and globalisation have led to changing needs of most academic library users in this age of information technology. These needs revolve around the changing methods of teaching, learning and research as well as the growing information technologies and the library users’ active engagement and participation in the information chain. Indeed, considerable changes in the provision of library services to users have been brought about as a result of the accessibility and
availability of internet services across the world. This consequently is a challenge to librarians as they try to provide services to its users. The role of the traditional library services, therefore, has had to change accordingly. Changes in the user-needs of academic library users are mainly due to research and teaching methodologies as well as online service needs.

2.3.1.1 Research and Teaching Methods

Generally, research has recently increased in most Sub-Saharan African Universities mainly through funding, which has led to increased demands for library and information resources. Internationally, methods of conducting research keep changing and new ones keep emerging. Research is an indicator of the complexity of the human phenomena and the challenges of meeting the information needs of human beings conducting research (Musoke, 2007). Significant changes in user preference due to teaching instructions are also seen in the current trends in distance education often in the form of online instructions. Wright (2004) asserts that librarians have a significant responsibility for information literacy instruction, specifically for the selection, use, and evaluation of multiple information resources, including internet resources. Distance education has led to the development of specialised library and information services that can appropriately be called distance librarianship.

Library services have always been important support services for teaching and learning. An important service that academic librarians have always offered is instruction in information seeking, gathering and usage. The needs of distance learners have changed the quality of this role in several important ways. The work of Snyder, Logue, and Preece (1997) provides some important insights into the teaching role of librarians – a paradigm which has been expanded and enhanced by distance education. Their report indicates that many of the respondent libraries provided “assistance with the development of distance learning courses, especially in
instructional design, multimedia development, and instructional evaluation". They further found that librarians have become important members of the instructional team; librarians have become integral to the process of developing distance teaching materials - print and non-print - and most importantly they discovered that librarians have a role in instructional evaluation process. Consequently, librarians have moved from being custodians of information to become contributors to the process of producing information for distance education. Many of these activities represent new skills for librarians and changed models of library services.

In addition, librarians have themselves become distance educators as they have had to become proficient in the use of distance education strategies to develop materials for distance learners on all aspects of library services for these students. McAlpine (1995) reports on the development of a library related video and computer aided instruction package designed to assist distance learners in Australia. These materials were developed by librarians, an instructional designer, and programmers to teach generic library skills. They represent another facet in the role of librarians becoming involved in the teaching aspect of distance education. Workbooks, use of electronic teaching methods, online courses and other asynchronous forms of teaching are also used to deliver instruction on library and information services topics.

2.3.1.2 Electronic Library Services Provision

Helping patrons use library resources more effectively through directed and structured instructional activities are one of the core services that libraries have traditionally offered users. The emerging changes posed by the contemporary academic library environment includes the need for the application of ICT, manifested in many forms like digital repository, open access, user centric services (e-learning, e-teaching, information literacy, orientation programmes), web-based library services, application of social networking, library cooperation including consortia, and legal issues. The
need for an electronic library service provision cannot be overemphasised. Wurnman (1989) stated that "several studies have found that somewhere between 60 and 80 percent of people searching for information on the web failed to find what they were looking for". Also, Covi and Cragin (2004) asserts that students and faculty increasingly demand and prefer access to electronic sources delivery system, and to networked information. This is a clear indication that to meet the information needs of the academic community, academic libraries must provide online information services.

On their part, Jane and McMillan (2003) noted that there is evidence, both anecdotal and recorded, that increasing numbers of people are turning to the internet as their preferred source of information, and this is being reflected in library reference desk statistics. Consequently, Dahl, Banerjee, and Spalti (2006), asserts that libraries that cling to traditional service models in an era of new information technology, rising costs and flat budget cannot thrive. Transporting library services to the online environment will involve designing and maintaining a library website as a platform for delivering online services.

According to Poll (2005), introducing new services in libraries actually means implementing electronic services. This is not restricted to the electronic collection but covers online access and delivery and all reference, support, and training options that help users in the electronic information world. Such services are often not entirely new but replace or complement traditional services, e.g. offering web based and remote access instead of only physical access. ISO CD 2789 provides a list of such new electronic services as including

- Regional or national catalogue databases,
- Online ordering and delivery from local and remote resources,
• Portals (of one library or groups of libraries, subject portals),

• Personalized services ("my library", profile and alerting services),

• Online reference,

• Collections digitized by the library,

• Electronic publishing services,

• Online self-paced training facilities, and

• Internet access via the library's workstations or network.

Electronic library resources and networking creates new opportunities for the organization of library services that broke through the time and place limitation of print materials. Kaufman (2001) acknowledged that digital resources have brought about some radical changes within the library's organizational structure and in the ways libraries provide information and services. She concluded those libraries as a place will continue and their central role in the 21st century will not be diminished because of digital resources. Instead, she expects the 21st century library users will have more information available to them and will be better served. She also stated that the web would not produce the totality of information that the users need and will not provide access to what it does not have easily and will be unable to separate the virtual wheat from the chaff.

Coffman (2004) notes that by the late 1990s, it had become apparent to many that if librarians were ever to successfully move their reference service to the web, they will need online and interactive services. Something that allowed reference librarian to work with patrons to help them find the information they wanted right when they sought it and not days later in an e-mail. Dewald (1999) noted that libraries often
cannot afford to hire more librarians, yet the need for information instruction is greater than ever. Academic libraries are beginning to meet these challenges by repackaging and customizing bibliographic and other relevant library instructions into online tutorials that provides students with options of time and place for instruction. However, Dewald (1999) concluded that web-based library tutorials are best used to supplement and complement classroom instructions rather than in isolation.

2.3.2 Changes in study programmes, curriculum and user needs

Globalizations have lead to the introduction of new and/or revised study programmes, new paradigms, and curriculum at the Universities. Accompanying these changes is the increased staff recruitment at these institutions necessitating the demand for the development and use of digital, multimedia materials and applications by library users to improve information provision to support study, teaching, and research. There have also been the paradigm shifts in the individual approach to the use of libraries to the group approach. There is thus an increase in the demand for space where library users can meet and hold discussions in group.

2.3.3 The African Library System Perspective

The African academic library system is a relative newcomer to the African information-provision scene. It was not introduced until the middle of the twentieth century, at the end of the colonial era. The desire for a library system at the time was due to the perception persisting that they would serve as a remedy to severe existing educational problems and as a tool in the process of national development (Abdullah, 1998). Consequently, these institutions were made to fulfill three main functions: to provide information to development agents and agencies, to support formal and informal rural education programs through the provision of materials to both students
and teachers, and to serve as centers for community education and cultural activities (Kagan, 1982).

Since then, the library systems of African countries have undergone drastic transformation. The natures of these transformations have been in the areas of managerial, technical, infrastructural and user changes. Literature has it that, prior to the introduction of library services to the African people, neither proper analysis of information needs nor investigation into the composition of the potential clientele was made (Sturges & Neill, 1998). As a result, most African libraries have been established without prior examination of the information needs of those who were to use the services. In this regard, some of the materials in those libraries were considered as non-relevant to the realities of the African context especially so when most of the academic libraries had and still offer courses that have little or no information of materials in them. According to Rosenberg, libraries in Africa in general are at the moment not sustainable and the decline of African libraries has been most acute over the last decade (Rosenberg, 1994).

The essence of academic libraries in Africa cannot be underestimated especially in its role as an integral component of a nation's national information system aimed at meeting the nation's information needs in the academia, governance and in the industry. This role imposes the need for continuous acquisition information materials. Unfortunately, in the last couple of years, libraries in Africa have been dependent on external assistance as the knowledge industry (academia, publishing and printing sector, and libraries) at the level of most of the nations seems to be crumbling or moribund (Zeleza, 2003).

In most academic libraries in the universities and other academic institutions, the situation seems to be more pathetic as libraries in this category according to Oladele
exist in theory, but in reality are no more than a mix grill of textbooks and donated soft reading materials" most of which are obsolete. This creates a gap between ideal library systems in Africa as compared to those in the developed world. These gaps exist in the area of automation of library services, the use of the internet and online library services, special accommodations for library users among others.

Several scholars including Sturges and Neill (1998), and Tise (2000) observed that, in spite of lofty ideals, African libraries have failed in their designated mission and are currently not perceived as significant players in the process of national development. In most African countries, the levels of infrastructural development especially in information and communication technology tend to greatly affect the effective development and management of most library systems. While governments in these countries continue to provide the need facilities that are needed to enhance effective library systems, attempts are being made by private bodies to help.

Within individual African countries, attempts are being made to form a consortium and association among most academic institutions to promote library development. Notwithstanding, academic library operations remained manual in Africa until around 1985 when ICTs were introduced. At that time, PCs and CD-ROMs were used for literature searches (Rosenberg, 1989). Later, local databases such as the African Index Medicus were developed using micro CDS-ISIS. Electronic mail started with the dial up system and has progressed to wireless connection. Library materials were accessed by searching the manual subject and author catalogues located in the main and branch Libraries.

Indeed, the challenges confronting the African libraries are numerous. Mchombu (1991) recorded the findings of several surveys bearing testimony to this process. For instance, he noted that in Botswana, the overall percentage of users for all types of
library services do not exceed five percent. Likewise, in Tanzania, with a population of more than twenty-three million people, only one to two percent of the population uses libraries. Gradually, the use of the manual systems within African academic libraries is becoming the thing of the past.

The concept of globalization has characterised the operations of academic libraries with most of these African library systems adopting the systems being used in the developed world. Interestingly, most academic libraries in Africa and Ghana in particular are using online library services and even linking up with the online services from across the world. These developments in the provision of library services have been enforced to a large extent by the changing needs of users. In this era of ICT, most library users prefer to use the internet to search for information as they consider it as very fast and more effective.

By and large, some University libraries in Africa in recent times have acquired library systems. A number of these systems were demonstrated at a Sub-regional conference in 2005 (Musoke, 2007). Some of these systems being used by these universities are: The use of Virtua-Integrated Library System (ILS) including an Oracle server by Makerere University (South Africa), University of Jos, Obafemi Awolowo University, University of Ibadan, Ahmadu Bello University, University of Port Harcourt, and Bayero University all in Nigeria. Apart from this library system, some other Universities have adopted the use of such systems as ERUDITE system at the United States International University, Kenya, ADLIB at the University of Dares Salaam, Tanzania, INNOPAC at the University of Zimbabwe Library, VIBUSMART at the University of Nairobi, Kenya as well as ISIS and WEBLIS, at the Sokoine University of Agriculture, Tanzania; and Uganda Martyrs University. These developments indicate the upsurge in the modernisation of library service delivery and systems in Africa.
2.4 CHALLENGES FACING ACADEMIC LIBRARIES

2.4.1 Services and Access

Access to library services in developing countries like Ghana is often not provided every time in the day as most of the services are merely the traditional manual services. Even within the traditional service provision system, patrons do not have a full access to all the services are needed by them. In those few libraries in such countries where electronic services are provided Chaudhry, Majid and Logan (2002) noted that one main challenge facing these libraries in the networked online environment is to exploit all forms of digital and telecommunication technologies and find new ways and means to provide feasible forms of collections, services, and access to library materials. Most academic libraries in the country are small to accommodate the ever increasing users’ population within the given institution let alone to cater for outsiders.

2.4.2 Instructions and Information search Needs

Chaudhry et al. (2002) asserts that competency in information literacy (IL) skills and knowledge has been the hallmark of information professionals and has long been an important aspect in information education. The need for IL competency has been worsen by Web revolution. This has, in fact, caused a need for more and not less guidance in the selection, use, and evaluation of information. Thus, academic librarians proficient and knowledgeable in the identification, location, and evaluation of information, have an even greater role to guide faculty, students, and other users in the best use of both print and online resources in the library (Hardesty, 2000; Bainton, 2001). On a whole, these factors significantly impact on student learning: making them aware of the potential for useless and inferior information available on the web;
recognising the distinction between information from refereed scholarly journals, grey literature, un-refereed digital information, misinformation, and disinformation; and resisting total reliance upon convenient information from the internet (Chaudhry et al., 2002).

2.4.3 Resources and Collection Development

The need for the development of resources has posed yet another challenge to academic libraries. The replacement of old materials and introduction of new ones as characterised by low budgetary allocations of academic libraries has further worsen the development needs of changing user preferences for library services. New initiatives to create digital libraries and information portals according to Chaudhry et al. (2002) have surfaced in an attempt to build on the availability and production of digital information by making it easily available online and then reaping the benefits of accessibility.

The ability to create and adapt a collection development policy to satisfy patrons remains a huge challenge and calls for an understanding of the needs of a new generation of internet-savvy users as well as the availability and complexity of online and other forms of digital resources. Such needs for the development of collection and resources gives birth to technologies that are more complex, cyclical, labour-intensive, variable, and requires a team-based approach for selecting, acquiring, processing, and accessing online serials (Kaag, 1998). Licensing, copyright, and fair uses are all issues that need to be tackled and sorted out in this transformation to the acquisition and use of digital information.
2.4.4 Administration and Cooperation

As academic libraries become more involved with information infrastructure building, it is appropriate to iterate the four main components of information organisations in the information age: software, hardware, human resources, and data/information (Chaudhry et al., 2002). The challenges posed by changing users' needs of academic libraries could be further hastened when there is no effective administration and cooperation both from the management and patrons of the library. Chaudhry et al. (2002) advocated for the need for new organisational structures that leads to the merger of the academic libraries and computer centres in the university to provide new and better products and services. Hardesty (2000) observed that in the current situation of increasing costs and budget constraints, academic libraries face the challenge of providing high levels of service to meet ever-increasing users' demands and expectations but at reduced costs. Therefore, effective administration of academic libraries will solely depend on the availability of financial supports to meet the changing needs of patrons.

2.4.5 Staff and Training

Internal to the library service, the value of staff development cannot be overstressed. Behind the implementation of change within the academic library system is the human resource. The training and development of library staffs has also been a challenge to current user trends. The need for staff training is being aggravated by the changing nature of technological advancements within the library system. The need for staff training in computerized library applications cannot be overemphasized. The success of automation in academic libraries depends largely on the ability of staff to facilitate and implement the process. Human expertise has always been, and will remain as one of a library's greatest assets.
As vividly captured by Chaudary et al. (2002), recognising that staff and their collective knowledge is key in academic libraries is an important first step in promoting opportunities for staff to reach their full potential through well designed human resource development plans and training. The training needs of staffs are evident in both the soft and hard skills development in line with changing information technology (IT) intensive environment to ensure proficiency in such an environment that is constantly faced with new technological breakthroughs and new ways of doing work.
REFERENCES


Barry, C. A., & Squires, D. (1995). Why the move from traditional information seeking to the electronic library is not straightforward for academic users: some surprising findings. in Raitt, D.I and Jeapes, B (Eds) Online information 95: 19th International online information meeting proceedings, Oxford: Learned Information.


(accessed 18-05-2010)


CHAPTER THREE

METHODOLOGY

3.0 Introduction

Adams and Schvanveveldt (1991) define research methodology as the application of scientific procedures toward acquiring answers to a wide variety of research questions. But according to Saunders et al (2005) methodology is a theory of how research should be undertaken, including the theoretical and philosophical assumptions upon which research is based and the implications of these for the method or methods adopted.

Aina (2001) states that many of the research methods employed in research work have been borrowed from other disciplines. The prominent research methods used, according to him, in library and information studies research include social survey, historical, bibliometric study, citation analysis, case study and experimental research.

3.1 Research Design

This research will adopt the case study approach to research to deal with studying the changes and challenges in library service provision. According to Pickard (2000) case studies are not simple to define as many other research methods, because of the nature and form of the method. To him a case study can be both the process engaged in to investigate a phenomenon and the written output of that investigation. A research design has been elementarily defined as the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions (Yin, 1989). Case study research to Pickard (2000) is a method designed to study the
particular within context and has a very specific purpose. Yin defines a research design as an action plan for getting from here to there, where “here” may be defined as the initial set of questions to be answered, and “there” is some set of conclusions (answers) about these questions. In paraphrasing Nachmias and Nachmias (1976) Yin (1989) states that a research design can also be defined as a plan that guides the investigator in the process of collecting, analyzing, and interpreting observations. The two also see it as a logical model of proof that allows the researcher to draw inferences concerning causal relations among the variables under investigation. This sort of design also defines the domain of generalizability, that is, whether the obtained interpretations can be generalized to a larger population or to different situations. Such a research design is made up of components including the study’s questions; its propositions; unit of analysis; the logic linking the data to the propositions; and the criteria for interpreting the findings (Yin, 1989).

Pickard (2000) quoting Stake (1994) stated that a case study is made up of three types including intrinsic, instrumental and collective. He further explained that the intrinsic case study is carried out for no other purpose than to give a better understanding of the case, saying that the case is studied as much for its ordinariness as for any peculiarities. The second type, known as instrumental, is conducted for the purposes of investigating a particular phenomenon making the case itself less important other than a vehicle for the investigation. The collective is a type of case study that uses more than one case to investigate a particular phenomenon.

Although other research purposes exist, this study adopts the use of the exploratory research for the purpose of this study. An exploratory research is a useful method to use when the researcher lacks knowledge of the problem to be studied and therefore acquires the necessary knowledge and explores the subject more deeply. Thus, it
perfectly fit into the focus of this study to explore the changes and challenges that confront the library service provision within Central University College. The use of an exploratory research as pointed by Cooper et al. (2008) helps the researcher to develop concepts more clearly, establishes priorities, develops operational definitions, and improves the final research design as well as helps the researcher to saves time and money. Further, the benefit with an exploratory strategy is that it is flexible and adaptable to change, and, as Saunders et al. (2003) point out, the researcher has to be willing to change the direction of the study if new data and new insight occur when conducting an exploratory research.

The second part of a research design focus on the research strategy. Three common research strategies exist for any research. These are experiments, surveys and a case study. However, this study employs the use of the case study research design for the purpose so that the phenomenon to be studied can be critically examined within the context of Central University College only. Yin (1994) advocates a case-study approach for research that is concerned with addressing ‘how’ and ‘why’ type questions. This approach involves empirical enquiry that investigates a contemporary phenomenon in its real life context (Rose, 1991). Case-study research is therefore an appropriate strategy, as it examines the change and challenges in library service provision within Central University College. Case studies are formed by collecting data which represents an interpretation of the research subjects’ experiences, opinions and attitudes (McCormack Steinmetz, 1991). The case study design for this study is based on the responses to the semi-structured questionnaire administered to the patrons and staffs of Central University College Accra.
3.2 Population of the Study Setting

There are two types of population, namely the study population and the target population. “The study population is the entire number of unit under study and the target population is the entire elements to which the researcher wishes to generalize his findings” (Helmstad, 1970). Busha and Harter (1980) also allude to that fact when they defined a population as any set of persons or objects that possesses at least one common characteristic.

There are several academic libraries, but for the sake of this study Central University College Library, Accra was selected. The study population comprises all the staff and patrons of the selected library. The population of users of the library is estimated at ten thousand and thirty-five (10,035).

The population of library staff comprises professionals, paraprofessionals and nonprofessionals, making a total population of thirty-five (35). Their selection is because they are directly involved in the day-to-day administration of the library. That of the patrons is because they patronize the services provided by the library and can therefore help answer questions that will enable the stated objectives to be met.

3.2.1 Sample and sampling technique

According to Kumar (2005), sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group.
Sample Technique

To achieve the sample size stated above the study will employ systematic sampling approach with a random start to guarantee that every member of the target population has an equal probability of being selected.

In this direction, the list of the custodians and patrons will be taken based on which the sample frame calculation will be done and after the random start, the sampling will consider the selection of every $k^{th}$ subject until the $200^{th}$ patron is selected.

Sample Size

The sample size from the study population of the three public libraries would be one hundred (100) patrons and the thirty (35) library custodians from the library. This will bring the total of sampled population to one hundred and thirty-five (135) respondents.

<table>
<thead>
<tr>
<th>Population categorization</th>
<th>Total Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students/users</td>
<td>10,000</td>
<td>100</td>
</tr>
<tr>
<td>Library staff</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>

3.3 Research Instruments

As indicated by Kumekpor (1999), the use of questionnaires as a choice of research instrument for data collection has a special advantage over other methods of data collection, especially in quantitative studies. But for the purposes of this study, the questionnaire and interview will be the instruments for soliciting for data. The questionnaire will be used for the student while Interviews will also be used for library staff.
3.4 METHOD OF DATA ANALYSIS AND PRESENTATION OF RESULTS

Quantitative data obtained will be analysed using SPSS while data from interviews will be listened to, sorted, transcribed and edited to make meaning. Where necessary, tables, graphs and charts will be used to make explanations clearer.
REFERENCES


CHAPTER FOUR
RESULTS AND DISCUSSION

4.0 INTRODUCTION

This chapter presents the results and discussions of the findings based on the semi-structured questionnaire administered to the respondents (that is the patrons and the library staffs of Central University College). The data obtained from the respondents were analysed using the Statistical Package for the Social Sciences (SPSS) from which the descriptive statistics such as frequencies was obtained. The analyses of the data were done based on the biographic data of the respondents and the research questions. Frequency tables and figures were used to illustrate the findings.

4.1 BACKGROUND OF RESPONDENTS

4.1.1 Gender

From the study, sixty-three (63) respondents (46.7%) were male while seventy-two (72) of them (53.3%) were female. This implied that the females dominated the study. Gender breakdown with respect to the library staffs and the patrons are shown in Table 4.1.

Table 4.1.1: Gender of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Library staffs</th>
<th>Patrons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Male</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>62.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field Survey (2010)
4.1.2 Age

From the study, six (6) respondents representing 4.4% of the sample were within the ages of 17 – 20 years while eighteen (18) respondents (13.3%) were above the ages of 33 years and above. Further, the study found that twenty-five (25) and twenty-four (24) respondents representing 18.5% and 17.8% of the sample were within the ages of 25 – 28 years and 29 – 32 years respectively. The study also found that sixty-two (62) respondents (45.9%) were within the ages of 21 – 24 years. This implies that the majority of the respondents fall within the ages of 21 – 24 years. The break down for the library staffs and patrons is presented in Table 4.2.

Table 4.2.2: Age of Respondents

<table>
<thead>
<tr>
<th>Years</th>
<th>Library Staffs</th>
<th>Patrons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>17 – 20</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>21 – 24</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>25 – 28</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>29 – 32</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>33 years and over</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field Survey (2010)

4.1.3 Positions of Staffs

The study as shown in Figure 4.1 found that one (1) respondent (2.9%) is the Librarian, eleven (11) respondents (31.4%) are Assistant Librarians and seven (7) respondents (20.0%) are Senior Library Assistants. Also, thirteen (13) respondents (37.1%) are Library Assistants while three (3) respondents (8.6%) are Library Clerks. This implies that all the varied positions within the library department are fully
represented in the study and thus helps to provide a deep and multiple response on the subject based on their positions and experience.

![Bar Chart of Staff Positions](image)

**Figure 4.1: Distribution of Staffs' Position**

Source: Field Survey (2010)

### 4.1.4 Educational Level of Staff

The study as illustrated in Figure 4.2 found that seven (7) respondents (20.0%) each were SSSCE and Bachelor of Arts graduates while twelve (12) respondents (34.3%) were diploma holders. Further, the study found that while eight (8) respondents (22.9%) had Master of Arts degree, only one respondent (2.9%) had Master of Philosophy degree.
4.1.5 Department of Staff

Table 4.3 shows the diverse departments within the University’s library. The study shows that eight (8) respondents (22.9%) were in the cataloguing department, four (4) respondents (11.4%) were in the acquisition department while seventeen (17) respondents (48.6%) were in the circulation department. In addition, six (6) respondents (17.1%) were in the administration department. This implies that majority of the respondents were in the circulation department probably because it is the main department involved in doing most of the works in the library.

Table 4.1.5: Department of Staff

<table>
<thead>
<tr>
<th>Department</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cataloguing</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Acquisition</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>Circulation</td>
<td>17</td>
<td>48.6</td>
</tr>
<tr>
<td>Administration</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey (2010)
4.1.6 Programmes and Levels of Patrons

The study found from Table 4.4 that majority of the patrons (67.0%, N = 67) were pursuing programmes in School of Business Management and Administration (SBMA) while twenty-five (25) patrons (20.0%) were pursuing Faculty of Arts and Social Sciences (FASS) programmes. Also, eight (8) respondents (8.0%) were pursuing programmes in School of Theology and Missions (STM) and five (5) respondents (5.0%) were in the Faculty of Applied Sciences (FAS).

Table 4.1.6: Programme of Patrons

<table>
<thead>
<tr>
<th>Programme</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBMA</td>
<td>67</td>
<td>67.0</td>
</tr>
<tr>
<td>FASS</td>
<td>20</td>
<td>20.0</td>
</tr>
<tr>
<td>STM</td>
<td>8</td>
<td>8.0</td>
</tr>
<tr>
<td>FAS</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey (2010)

4.2 OVERVIEW OF CURRENT LIBRARY AND INFORMATION SERVICES

The study found that the library provides traditional services in the area of circulating of materials, reservation of materials, provision of seating accommodation and information literature services. From the study, while 82.9% of the staff claimed that the traditional services provided by the library met the standard for academic libraries, 17.1% of them disagreed. On the contrary, 56.0% and 44.0% of the patrons agreed and disagreed respectively with the same statement. This means that both respondents had a general feeling that the services provided by the library met academic standard. This shows that a total of 63.0% of the respondents agreed that the services provided
by the library met academic libraries' standards while 37.0% disagreed. These findings were in consonance with the findings of Curry and Copeman (2005) that quality reference service involves a relationship between the user and librarian within a “Cycle of Dimension of Service”: willingness to assist user; knowledge (how to assist user); assessment (of user’s need), and action (physically moving with the user).

![Bar Chart](http://ugspace.ug.edu.gh)

Figure 4.2: Distribution of Service Quality of the Library

One of the biggest challenges faced by library staffs was to create a positive image as most patrons hold negative attitudes towards library staffs. The study found that all the staff claimed that they exhibit professionalism towards users in carrying out their duties. This was confirmed by 61.0% of the patrons but 39.0% of them disagreed that the staff of the library exhibit professionalism in the conduct of their duties towards patrons. Those who doubted their professionalism claimed they provide poor services and have poor human relations. One respondent summed it all when he said:

"Most of them [staff] were hostile and rude. They don’t open the library early enough. They must stop chatting at the library themselves".

The need for good communication between the staff and the patrons was long envisaged by Rowley (1998) when he said that all professional librarians have got to communicate with users about their services because exchanges between the service
agent (librarians) and the customer (users) can elicit information about customer requirements, and also permit the services agent to explain the organization's products and how these can meet the customer needs.

From the study, 68.6% of the staff claimed that the library provides information and communication technology services but 31.4% of them said otherwise. Such services include internet services and the provision of electronic journals and books. The response from the staff was refuted by 87.0% of the patrons who said the library did not provide such services. Also, 5.0% of the patrons supported the claims of the staff while 8.0% of them were uncertain. This means that while the staff claimed that the library provided information and communication technology services, that of the patrons disagreed. Their disagreement could probably be due to the fact that the information and communication technology services were being enjoyed by the staff only to the detriment of the patrons. This explained why none of the patrons could provide answers on the examples of the information and communication technology services of the library since they did not have any knowledge on the subject.

Figure 4.2.1: Information and Communication Technology Service Provision
4.3 CHALLENGES FACED BY THE LIBRARY IN ITS SERVICE PROVISION

Lack of Computer Facilities: The study found that 97.1% of the library staff reported that the library did not have enough computers to accommodate an appreciable number of users but 2.9% of them said the library had. Also, 89.0% of the patrons supported the claims of the staff that the library did not have enough computers. While 3.0% of the patrons said it had, 8.0% of the patrons were not certain. This implied that majority of both the patrons and staff reported that the library did not have enough computers. Personal observations showed that there was one computer for the administrator in the library and might probably explain why one of the staff reported that there was a computer in the library.

![Bar chart showing availability of computers in the library](http://ugspace.ug.edu.gh)

**Figure 4.3: Availability of Computers in the Library**

Absence of Internet Connectivity: The provision of internet access within the library was a major factor in the provision of online services. This in turn was facilitated by the presence of computers in the library. It was surprising to note that even though only one staff of the library claimed that the library had enough computers, 40.0% of them reported that the library’s internet bandwidth facilitated
A total of 60.0% of them however refuted that claim. The response was justified since there was only one computer in the library that was being used by only one staff. The study also showed that on the same issue, 91.0% of the patrons reported that the library's internet bandwidth facilitated fast access and downloads thereby agreeing with the views expressed by the 60.0% of the staff. The percentage of those patrons who supported the 40.0% staffs was 9.0%. In effect, 83.0% of the respondents disagreed that the library’s bandwidth facilitated fast access and downloads since the facility did not even exist. These findings support the earlier findings by Ngimwa (2006) that Africa is still struggling with fundamental technological challenges such as very limited bandwidth and inadequate IT infrastructure critical to successful exploitation of digital resources.

![Figure 4.3.1: Availability of Internet Bandwidth Facility in the Library](image)

Inadequate User Instructions: A major weakness of the provision of library service was the failure to instruct users in the use of the library to the best advantage. The study showed that the library did not provide a guide for information retrieval to its users. The majority of both groups of respondents said such services did not exist. The study revealed that 44.4% of the respondents claimed that the library provided a guide
Physical Library Environment: The study also revealed that both the patrons and the staff agreed that the library’s environment was conducive for learning and research. For this, 94.3% and 70.0% of the staff and patrons respectively were in agreement. On the contrary, 5.7% and 22.0% of the staff and the patrons respectively both disagreed that the library’s environment was conducive for learning and research. The study showed that for those who said the environment was conducive, majority of them attributed it to the noise free, excellent ventilation, good conduct of users and serene environmental conditions that existed in the library. Conversely, those who said the environment was not conducive attributed it to the absence of excellent ventilation, serene environmental conditions and noise-free library.
With regard to the above challenges that existed in the library, the respondents were asked to indicate whether they were satisfied with the services provided by the library to its users. Interestingly, majority of both the staff and the patrons said they were satisfied. The study showed that 65.7% and 58.0% of the staff and the patrons respectively said they were satisfied but 34.3% and 42.0% of them said they were dissatisfied. It could be concluded that the majority of the respondents were generally satisfied with the nature of services provided by the library. The study found that those who were satisfied attributed their satisfaction to the nature of conditions that existed in the library as stated earlier. They also attributed it to the continuous attempt by management to update reading materials in the library. However, those who were dissatisfied with the services being provided attributed it to the nature of outdated reading materials, absence of computers in the library (electronic library facilities), and lack or limited copies of some current reading materials.

![Figure 4.3.4: General Satisfaction of Staff and Patrons](http://ugspace.ug.edu.gh)

The study thus revealed that the main challenges facing the library were the lack of computer and internet services that allowed for electronic library services to be provided for patrons. As such, they were not able to access online materials for their
studies and their project works. This tended to hinder their knowledge base acquisition from other reading materials abroad.

4.4 CHANGES EXPECTED TO ENSURE CUSTOMER SATISFACTION

With the rapid expansion in higher education in Ghana, most Universities and Central University College in particular were repositioning quickly to address the demands created by that rapid expansion. One prerequisite for meeting the changing information needs of the University was a vibrant library and information service. This objective highlighted the changing needs of the University library patrons and the knowledge and practical skills the staff needed to meet the changing needs.

The study revealed that both the library staff and patrons expected some changes in the products and services that the library offered. From the study, 68.6% and 79.0% of the staff and the patrons respectively expected some changes in the service delivery of the library while 31.4% and 21.0% of them felt there was no need for any change in the service delivery of the library. This showed that a total of 76.3% of the respondents were in support for a change in the nature of service delivery of the library. It could be concluded that these respondents were not impressed with the nature of service delivery of the library as they might have used some other library facilities elsewhere which had better service delivery than what their institution provided.
Most of the respondents who advocated for a change indicated the need for the provision of more current reading materials that cover books and journals, CD Rom database, computers and internet services for electronic library services as well as behavioural changes in the attitude of the staff and patrons. The need for the adoption of electronic library system by most of the respondents supported Jane and McMillan (2003) assertion that there was evidence, both anecdotal and recorded, that increasing numbers of people were turning to the Internet as their preferred source of information, and this was being reflected in library reference desk statistics.

In addition, some called for the renovation of the library and the creation of more seating accommodation for the patrons. The need for good customer relations and support for patrons as well as printing of electronic information for patrons was also strongly advocated by some of the respondents. Helping patrons use library resources more effectively through directed and structured instructional activities was one of the core services that libraries have traditionally offered users. Therefore, it was not surprising that the respondents called for more emphasis on this service to be provided. This finding supported Wright's (2004) assertion that librarians had a significant responsibility for information literacy instruction, specifically for the
A fundamental change in the delivery of good services in the library depended on the attitude of staff in the conduct of their services. The need for an attitudinal change could be achieved through training. In recommending training for the library staff, 11.9% of the respondents (i.e. both staff and patrons) suggested the use of workshops while 9.6% suggested the use of seminars. Also, 5.2% of the respondents recommended the use of lectures while most of them (73.3%) suggested the use of workshops, seminars and lecturers.

The study further found that while the library staff supported the need for the relocation of the library, the patrons opposed such a need. The study revealed that 51.4% of the staff said the library should be relocated but 60.0% of the patrons opposed. Also, while 48.6% of the staff opposed the need for relocation, 40.0% of the patrons supported such a need. This implied that the need for the relocation of the library brought two opinions among staff and the patrons and this could be due to convenience sake. While the patrons felt relocation could cause them to move to a far location to access materials and thereby consume their time, the staff felt it could give
them more space to operate. Also, some of the respondents who indicated the library should not be relocated claimed the library was already located in a conducive environment but those who opposed the relocation claimed the current location of the library was left to the mercy of the rains as rains destroyed some of the books due to poor roofing.

![Bar Chart](image.png)

Figure 4.4.2: Relocation of the Library

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CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 SUMMARY OF FINDINGS

The study was conducted to examine the user changes and challenges of academic libraries with emphasis on Central University College library. The study used multiple data sources from both the staffs and patrons of the library with the help of a semi-structured questionnaire. The data were analysed using exploratory and descriptive statistics obtained from the Statistical Package for the Social Sciences. The data were analysed based on the specific research questions.

The distribution of the demographic characteristics of the respondents indicates a diversity of the respondents to their age, gender and departmental composition. Most of the respondents are females; an indication that the University has more females than males. The age distribution of the respondents indicates that most of them have their ages between 21 and 24 years. The selection of library staffs was fairly represented but most of them are in the circulation department. The various schools and faculties of the University were also fairly represented.

The outcomes of this study reveal the following findings based on the research questions.

Firstly, the study found that the Library provides traditional services in the area of circulating of materials, reservation of materials, provision of seating accommodation and information literature services. These services according to the respondents meet academic standard. The study also shows that the provision of information and
Communication technology services such as internet services, electronic database system and books are presently absent.

Secondly, the study revealed that the library is challenged with inadequate computer facilities, absence of electronic library facilities and inadequate user instructions. As a result, these challenges tend to limit access of the patrons to varied information sources within the library and thus affect their acquisition of knowledge from across the world to enhance their lifelong learning and development.

Thirdly, the study found that there is the general desire for change in the provision of services by the respondents. The need for change within the library service provision stems from the provision of more current reading materials that cover for books and journals, CD Room database, computers, internet services for electronic library services, creation of more seating accommodation as well as behavioural changes in the attitude of the staffs and patrons.

5.1 CONCLUSIONS

Achieving and sustaining effective change within academic libraries and renewal is an imperative. The delivery of academic library services to its patrons has introduced a number of new professional paradigms in the field of librarianship. The absence of internet facilities and thus electronic library services within the library system is due to the lack of financial and technical capacity of the University to provide those services. There are inadequate computers in the library because of the presence of a computer laboratory within the library environment, which is fully connected. The absence of current library service provision could be due to the challenges facing the library. These challenges that is, lack of electronic library services could lead to ineffective learning, teaching and research within the University environment. Finally, the desire for change among the respondents is an indication of the gap that exists in
the library service provision relative to those offered in other academic libraries in the country. The study thus concludes that the challenges facing the library are the major cause and desire for change in the provision of current library services within the CUC library system. Until these challenges are effectively addressed, the needed change within the library can never materialise.

5.2 RECOMMENDATIONS

In order to promote an effective and efficient academic library service provisions within the library of the CUC, in view of the changing needs of patrons, the following policy interventions have been outlined.

- There should be continued encouragement at the highest level of management for co-operative approaches to comprehensive library provision suitable for supporting lifelong learners within the institution. Thus, there is the need for total commitment on the part of management to adjust to and support the changing needs of patrons so as to ensure quality service delivery to the users.

- Attempts should be made by the management of the library to provide adequate computers and electronic library services to its patrons so that their information search and research can be enhanced. The University should gain access to online databases such as Emerald, science direct, sage, etc. as well as other university press online to broaden the patrons’ access to information and research.

- The need for the library to be relocated to a spacious accommodation facility to enhance its service provision is highly advocated. This will create more seating accommodation and the provision of other services within the library environment.
• The management of the library should give further consideration to the possibilities of developing service provision jointly with non-academic library/IT services, such as public libraries, and other academic services, especially where students are based at a distance from the campus or would find access to such services beneficial for other reasons. In considering this recommendation, the librarians may wish to explore how such alliances could enhance the social dimension of the learning experience.

• The library management should consider and debate with suppliers licensing arrangements for access to electronic resources which, while protecting suppliers' legitimate interests, do not disadvantage off-campus learners and ultimately provide access to varied amount of information elsewhere.

• The library management should consider whether the professional development needs of library staff, including senior library managers, are being addressed adequately within present structures. Efforts should be made to train the staffs on the changing trends of library services such as information technology, customer service, among others. Consideration should be given to the skills which the staffs need to be effective in supporting lifelong learning.
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UNIVERSITY OF GHANA
DEPARTMENT OF INFORMATION STUDIES
QUESTIONNAIRE ON
"CHANGE AND CHALLENGES IN LIBRARY SERVICE PROVISION: A CASE STUDY OF CENTRAL UNIVERSITY COLLEGE LIBRARY"

Introduction
I am Doreen Hinson, a postgraduate student of the University of Ghana, Department of Information Studies undertaking a Master of Art degree in Library Studies. This questionnaire is meant to aid in the research being undertaken to determine the need for changes in academic library service provision and the challenges that may be encountered in ensuring this change to bring the services of the library to current trend worldwide.

PATRONS ONLY

A. Background of Respondents
1. Gender
   [ ] Male   [ ] Female

2. Level
   [ ] 100   [ ] 200   [ ] 300   [ ] 400   [ ] Postgraduate

3. Age
   [ ] 17-20   [ ] 21-24   [ ] 25-28   [ ] 29-32   [ ] 33 and Above

4. Programme
   [ ] SBMA   [ ] FASS   [ ] STM   [ ] Applied Science

B. Overview of current library and information services
5. Please tick applicable the traditional services provided by this academic library?
   [ ] orientation for new patrons
   [ ] readers' advisory service
   [ ] circulation of materials
   [ ] reservation of materials
   [ ] bibliographic instruction
   [ ] information literacy services
   [ ] Selective Dissemination of Information services
   [ ] Provision of seating accommodation
6. Do these services meet standards set for academic libraries? [ ] Yes [ ] No

7. As a user do you experience professionalism in the attitude of library staff towards users? [ ] Yes [ ] No

8. If no, what other services are required of them but not provided?

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9. Does the library provide Information and Communication Technology services?

[ ] Yes [ ] No

10. If your answer in the above was yes, what examples exist in this library?

[ ] internet services
[ ] provision of electronic journals and books
[ ] CD-ROM Databases
[ ] if other, please state ..........................................................

11. Does this library provide information literacy education to its users? [ ] Yes [ ] No

C. Challenges faced by the library in its service provision

12. Does the library have enough computers to accommodate an appreciable number of users?

[ ] Yes [ ] No

13. Does the library's internet bandwidth facilitates fast access and downloads?

[ ] Yes [ ] No
14. What do you make of the library's staff's attitude towards service provision?

[ ] excellent [ ] very good [ ] good [ ] average [ ] below average
[ ] poor

15. Is the library's environment conducive for learning and research? [ ] Yes [ ] No

16. (a) If you answer to question 13 'Yes' please tick as applicable the condition(s) that exist in the library.

[ ] noise free
[ ] excellent ventilation
[ ] good conduct of users
[ ] serene environment

(b) If your answer was 'No' please tick applicable the conditions that are unavailable.

[ ] noise free
[ ] excellent ventilation
[ ] good conduct of users
[ ] serene environment

17. Generally, are you satisfied with the services provided by this library? [ ] Yes [ ] No

18. Whether you answered 'yes' or 'no' to the question above, please state the reason(s) for your answer.

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19. As a user do you expect some changes in the products and services that this library offers? [ ] Yes [ ] No

20. (a) If yes please indicate the kinds of products you expect to be provided.

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(b) What service(s) do you expect the library to provide to ensure continuous patronage?

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21. Which form of further training would you recommend library staffs go through to ensure change in attitude to meet current trend the world over?

[ ] workshops
[ ] seminars
[ ] lectures
[ ] All
[ ] if other, please state

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22. Do you think the library requires relocation in order to meet these required changes you expect from them? [ ] Yes [ ] No

23. What are the reasons for your answer?

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UNIVERSITY OF GHANA
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Introduction
I am Doreen Hinson, a postgraduate student of the University of Ghana, Department of Information Studies undertaking a Master of Art degree in Library Studies. This questionnaire is meant to aid in the research being undertaken to determine the need for changes in academic library service provision and the challenges that may be encountered in ensuring this change to bring the services of the library to current trend worldwide.

LIBRARY STAFF ONLY
A. Background of Respondents
1. Gender
   [ ] Male  [ ] Female

2. Position in this organisation
   [ ] Librarian  [ ] Assistant Librarian  [ ] Library Assistant  [ ] Junior Library Assistant

3. Educational Level

4. Age

5. Department
   [ ] Cataloguing  [ ] Acquisition  [ ] Circulation  [ ] Administration

B. Overview of current library and information services
6. Please tick applicable the traditional services provided by this academic library?
   [ ] orientation for new patrons
   [ ] readers' advisory service
   [ ] circulation of materials
   [ ] reservation of materials
7. Do these services meet standards set for academic libraries? [ ] Yes [ ] No

8. (a) As a staff do you think you exhibit professionalism towards users in carrying out your duties? [ ] Yes [ ] No

(b) if 'No' what is the reason(s)
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9. Does the library provide Information and Communication Technology services? [ ] Yes [ ] No

10. If your answer in the above was yes, what examples exist in this library?
[ ] internet services
[ ] provision of electronic journals and books
[ ] CD-ROM Databases
[ ] if other, please state ...........................................................

11. Does this library provide Information Literacy education to its users? [ ] Yes [ ] No

C. Challenges faced by the library in its service provision

12. Does the library have enough computers to accommodate an appreciable number of users? [ ] Yes [ ] No
13. Does the library's internet bandwidth facilitate fast access and downloads?  

[ ] Yes  [ ] No

14. Is the library’s environment conducive for learning and research?  

[ ] Yes  [ ] No

15. (a) If you answer to question 13 was ‘Yes’ please tick as applicable the condition(s) that exist in the library.

[ ] noise free  
[ ] excellent ventilation  
[ ] good conduct of users  
[ ] serene environment

(b) If your answer was ‘No’ please tick applicable the conditions that are unavailable.

[ ] noise free  
[ ] excellent ventilation  
[ ] good conduct of users  
[ ] serene environment

16. Generally, are you satisfied with the services provided by this library to its users?  

[ ] Yes  [ ] No

17. Whether you answered ‘yes’ or ‘no’ to the question above, please state the reason(s) for your answer.

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D. Changes expected to ensure customer satisfaction and delight

18. As a library staff do you expect some changes in the products and services that are offered by this library to users? [ ] Yes [ ] No

19. (a) If ‘Yes’ please indicate the kinds of products you expect to be provided.
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(b) What service(s) do you expect the library to provide to ensure continuous patronage?
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20. If your answer was ‘No’ please state the measures that the library intends to roll out to mitigate this situation.
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21. Which form of further training would you recommend library staffs go through to ensure change in attitude to meet current trend the world over?
[ ] workshops
[ ] seminars
[ ] lectures
[ ] All
[ ] if other, please state
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23. What are the reasons for your answer?

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