

DEPARTMENT OF INFORMATION STUDIES

UNIVERSITY OF GHANA

LIBRARY SERVICES FOR DISTANCE EDUCATION:

A CASE STUDY OF THE UNIVERSITY OF GHANA

A DISSERTATION PRESENTED TO THE DEPARTMENT OF INFORMATION STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE

MASTER OF ARTS IN LIBRARY STUDIES

PRESENTED BY: SAMORA MACHEL CANN

INDEX NUMBER: 10065652



OCTOBER 2009



I hereby declare that except for references to other works, which I have acknowledged in due course, this dissertation is entirely that of the candidate.

The study has been conducted at the University of Ghana, under the supervision of Mrs. Perpetua Dadzie and has not been presented for any other degree elsewhere.

Supervisor: Perpetua Dadzie (Ms)
22146

Candidate: [Signature]

Date: 22ND APRIL 2010

DEDICATION

My siblings, Frantz and Winnie; nephew, Papa; and parents, Kojo Edu and Perpetua for their
and encouragement.

ACKNOWLEDGEMENTS

I would like to acknowledge my supervisor, Mrs. Perpetua Dadzie. She gave me guidance, encouragement, support, and direction in my studies and research at the University of Ghana.

I would also like to thank all the wonderful faculty that I encountered in this graduate educational experience.

I would like to thank my departmental colleagues who in various ways inspired me to achieve.

I would like to express my appreciation to all students who participated in my study.

ABSTRACT

explosion of distance education programmes in institutions of higher learning in Ghana is to be accompanied by equivalent and appropriate provision of library services to distance learning students. The main aim of this study is to investigate the role and involvement of the library in the provision of distance education at the University of Ghana.

A case study method was adopted. Participants in the study were 91 distance learning students, librarians at the Balme Library, the national coordinator of the distance education programme, and 5 regional coordinators of the distance education programme. Data was collected over two weeks, using interviews and questionnaires.

The results suggested that library service at the regional study centres was non-existent. It was revealed that an overwhelming majority of distance students recognized the need to supplement their course modules with additional reading, but the awareness of available library services for distance learning students is extremely low among them.

The study recommended that distance education institutions should replicate their on-campus library services for off-campus students.

LE 1: RESPONSE RATES FOR THE DIFFERENT RESPONDENT GROUPS	46
LE 2: RESPONDENT'S AGE	49
LE 3: GENDER DISTRIBUTION	49
LE 4: MARITAL STATUS OF RESPONDENTS	50
LE 5: RESPONDENT'S AGE BY MARITAL STATUS CROSS TABULATION	51
LE 6: GENDER BY MARITAL STATUS CROSS TABULATION	52
LE 7: DISTANCE EDUCATION REGIONAL CENTRE	53
LE 8: REASON FOR DISTANCE MODE	54
LE 9: REASON FOR DISTANCE MODE BY RESPONDENT'S AGE CROSS TABULATION	54
LE 10: LIBRARY AT REGIONAL CENTRE	56
LE 11: LIBRARY AT REGIONAL CENTRE BY DISTANCE EDUCATION REGIONAL CENTRE CROSS TABULATION	56
LE 12: REQUIREMENT FOR LIBRARY USE	57
LE 13: NEED FOR SUPPLEMENTARY MATERIALS	57
LE 14: PROBLEMS ENCOUNTERED BY STUDENTS USING THE BALME LIBRARY	59
LE 15: STUDENTS' SUGGESTIONS FOR LIBRARY SERVICE PROVISION	61

Table of Contents

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
PREFACE.....	v
LIST OF TABLES.....	vi
CHAPTER 1.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study.....	7
1.4 Objectives of the Study.....	7
1.5 Research Questions.....	8
1.6 Significance of the Study.....	9
1.7 Scope and Limitations of the Study.....	9
1.8 Organization of Study.....	10
10 References.....	11
CHAPTER 2.....	13
1 THEORETICAL FRAMEWORK AND LITERATURE REVIEW.....	13
1.1 Introduction.....	13
1.2 Theories of Independence and Autonomy.....	13
1.3 Theory of Industrialization of Teaching.....	17
1.4 A Synthesis of Existing Theories.....	18
1.5 Equivalency Theory.....	19
2 LITERATURE REVIEW.....	23
2.1 Summary.....	34
2.2 References.....	35
CHAPTER 3.....	40
1 METHODOLOGY.....	40

	40
2 Research Design	40
3 Setting	40
4 Population	41
5 Sample Size	42
6 Sampling Technique	42
7 Data Collection Instruments	43
8 Procedure for Data Collection	44
8 Questionnaire Response Rate	45
Data Analysis	46
References	47
PTER 4	48
DATA ANALYSIS AND PRESENTATION OF FINDINGS.....	48
1 DATA FROM RESPONDENT GROUP 1 - DISTANCE EDUCATION STUDENTS 48	
DATA FROM RESPONDENT GROUP 2 - DISTANCE EDUCATION COORDINATORS	62
DATA FROM RESPONDENT GROUP 3 LIBRARIANS	64
DISCUSSION OF FINDINGS	68
.1 Age of Students/ Reason for Distance Learning Mode	68
.2 Distance Education Students' Affiliated Regional Centres.....	68
.3 Library at Regional centre	69
.4 Need to supplement course modules with supplementary materials	69
.5 Knowledge of availability of library services.....	70
.6 Problems in accessing library services at the Balme Library	71
.7 Collaboration with local libraries	71
.8 Suggested library support services	72
.9 Role of Balme Library during introduction of Distance education programme.....	73
i References	74
PTER 5	77
1 SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.....	77

.....	77
Summary of Major Findings.....	77
Conclusions	78
Recommendations	78
Suggestions for further studies	79
TOGGRAPHY	81
NDIX 1	87
ance Education Students Response Questionnaire (DESRQ)	87
NDIX 2	92
ance Education Coordinators Interview Schedule (DECIS).....	92
NDIX 3	93
arians Interview Schedule (I.IS).....	93

CHAPTER 1

Background to the Study

Distance education has revolutionised and democratised the delivery and accessibility of education, and has also changed how critical support services, such as library and information services, are provided (Watson, 2003). Most institutions of higher learning today operate a dual-educational delivery system which combines the traditional system with the non-traditional delivery mode. The characteristics of distance students are usually different from those of conventional university students. They are generally adult learners, mature, employed, and have family responsibilities (Sachchanand; Qureshi, Morton & Antosz; Drury, Francis & Olaniran).

The Guidelines for Distance Learning Library Services of the Association of College and University Libraries (2000) states that:

Every student, faculty member, administrator, staff member, or any other member of an institution of higher education, is entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where enrolled or where located in affiliation with the institution. Academic libraries must, therefore, meet the information and research needs of all these constituents, wherever they may be.



ability to provide library services to its own distance learners. Traditional students using a library have access to the following, among others:

Search for materials using indexes and bibliographic data

Search using catalogues

Consult the reference section when not sure how to proceed

Borrow materials, sometimes using inter-library loan services

Photocopy library materials

Search for materials when finding information and ideas related to their specific interests.

The response of libraries to the challenge of meeting the needs of distance learners has taken the form of remote access to online databases, virtual reference services, online tutorials, e-reserves, electronic delivery, etc. Current developments have included streaming video instruction and the integration of library resources with course management software. The provision of online resources, services, and programs alone, without an effective means of communicating availability to prospective users, is not beneficial to users (Nicholas & Tomeo, 2005).

Librarians must be brought on board very early in the development of distance learning programmes. Course development teams should consist, preferably, of staff from different parts of the organisation working towards a common goal, each member contributing his or her particular expertise. The literature suggests that when librarians are included in such teams their contributions are significant (Clark & Storey, 1998).

Clark and Lynch (1997) commented that

...distance education don't seem to be very high on anybody's agenda ...if we are going to construct effective Internet-based distance education programs, libraries need to be partnered into planning at a very early stage ... may well prove to be more difficult - economically, legally and technically, as well as logistically - to deliver library support than to deliver curriculum proper over the next decade. (p. 29)

Initiative of distance education is not new in Ghana. It had more vibrancy two or three years ago than it has now. It used to be known as correspondence education, an avenue through which a number of workers and professionals upgraded themselves. When the economy started weakening after independence, it became more difficult for student-workers to bear the cost of upgrading themselves by this means of education. Workers could simply not afford to pay their fees because their income levels were so low (Aggor, 1992).

Aggor (1992) goes on to state that "after some time the idea of using distance education for manpower development resurfaced strongly". This, he stated, "led to the initiation of a number of distance education initiatives including the Modular Teacher Training Programme (MTTP), which was introduced in 1982". The programme was meant to upgrade untrained teachers academically and professionally through some form of distance education. 7,537 untrained teachers received professional training and obtained Teachers' Certificate 'A' through this programme. The programme was eventually discarded because of the difficulties it faced (Aggor, 1992).

... in 1995, but it was not until
it was formally launched with an initial intake of 906 students into "Level 100" during
/2008 academic year (University of Ghana Distance Education Handbook). The Vice-
r of the University of Ghana, Professor C. N. B. Tagoe, speaking at the launch of the
: Education programme of the university stated that "Distance Education has globally
the greatest solution for increasing admission into the universities, decongestion of
:s and efficient utilisation of time and space." Indeed, the University of Ghana, like other
ties in the country, has had the unpleasant duty of turning away a large number of
J applicants as a result of their inability to admit even half of these applicants
myjoyonline.com).

... distance education programme is run by the Institute of Continuing and Distance Education
University of Ghana and its regional centres popularly known as "Workers Colleges."
ing to Mr Daniel Oduro-Mensah, Acting Director of the Institute, for the first year, the
e Education Centre would offer Faculty of Arts and Social Studies courses with initial
nmes in Geography, Resource Development, Economics, Sociology, Psychology and
tics (www.myjoyonline.com). This study, as currently conceived, will survey distance
on students, as well as some administrators of the distance education programme and
brarians, on the state, the quality and availability of library services and resources offered
nce education students.

One element of any university learning experience is library access, and the distance learning experience is no different. However, this access has proven to be one of the more serious distance education problems to date (*Master Plan UT Telecampus*, 1996). Distance education students of the University of Ghana do not have the same level of access to library services as their on-campus counterparts. According to Watson (2003) basic library and information services distance learners need are:

Access to information resources, such as texts, supplementary reading and reference services

Learning how to find the information they need from the information that is available

Developing ways to apply the information gleaned and to make sound, information-based decisions.

Typically, distance education students can access the OPAC (Online Public Access Catalog) of the main Library from any workstation with an Internet connection, regardless of where they are accessing from. They are also able to access the university's subscription-based electronic databases through the use of a username and password obtainable from the library, regardless of their location. However, distance education students need information literacy competencies in order to make any meaningful use of the material they access from the library. They do not receive the benefit of face-to-face interaction with library staff to explain whatever they do not understand and/or to provide guidance to the use of bibliographies, indexes, catalogues, databases, etc. They lack the competencies to use the diverse information available; they are not able to evaluate the information and are unskilled in communicating the information. Indeed, they are

...ces accessible are electronic
ere is a major challenge for the distance education students to have the necessary
gical infrastructure to access some library resources remotely. The use of the technology
to access these resources is not as widespread in a developing country like Ghana as it
in developed countries. There are no services like document photocopy delivery to
learners by mail, courier or other means, a dedicated phone line for reference enquiries,
ine form that distance education students can use to access the library's reference staff.
eir on-campus counterparts, they do not have borrowing rights.

onal centres of the Institute of Continuing and Distance Education that are used to run
nce education programmes are not well equipped with library facilities (including
ions with fast Internet connection) and staff to provide tertiary level library access. This
se the Balme Library of the University of Ghana was not brought on board at the
1 of the distance learning programme. This did not allow the library to adequately
for the roll out of the distance education programme. In addition, public libraries that are
in these regional centres have been unable to meet the specialised needs of distance
because they were meant to cater to everyone (young, old, academic users, non-
c users, etc.) and do not have the financial wherewithal to adequately cater for all its
l patrons.

rr, detailed knowledge of the present status of distance education library and information
in Ghana's distance education programs did not exist prior to the present study. With the
ncrease in distance education programmes in the country, policy makers, educational

in-garde and complete guidelines if they are to fulfil the present and future educational Ghana

y represents a first step to speak to this need.

Purpose of the Study

The aim of this study is to investigate the role and involvement of the library in the provision of distance education at the University of Ghana.

The study will investigate, among others, the kind of library services distance education students/ faculty members of Ghana are entitled to, the level of access to these services, and the challenges facing the distance education programmes without adequate access to library services.

The purpose of the study is to collect and analyze information about the university's provision of library services to its distance learning students to help the university and other distance learning institutions in the country to develop policies, procedures and standards that support distance

Objectives of the Study

The objectives of this study are:

To assess the library and information service needs of distance learning students of the University of Ghana;

the University of Ghana;

to determine the range of distance education library services currently available to distance education students;

to develop ways of improving access to distance education library services.

Research Questions

This study is intended to answer the following questions:

What kinds of library services are distance education students of the University of Ghana entitled to?

What kinds of library services are currently provided by the University of Ghana to its distance education students?

What perception do distance education students have of the range of library services provided by the University of Ghana?

What is the level of awareness among distance education students of the range of library services available to them?

Are distance education students of the University of Ghana aware of their right to adequate library support for their studies?

What are distance education students' expectations of library services?



Significance of the Study

One of the main reasons for conducting this research was to develop an increased understanding of distance education students' perceptions of distance education library services and to identify possible differences with those students in traditional classroom environments.

The findings and recommendations will begin filling a void of theory and information regarding library services for institutions of higher learning in Ghana to ensure provision of library services for distance education students that is equivalent to that enjoyed by traditional on-campus students.

The study will help bring equity in the provision of library services for on-campus students and distance education students, and guarantee distance learners access to quality library services.

The study would further result in superior information literacy skills for distance education students to facilitate lifelong learning. It will help the Institute of Continuing and Distance Education of the University of Ghana to follow internationally accepted standards in the provision of library services for distance learners, thereby giving the university's distance education programme national recognition and acceptance. The University of Ghana and other institutions will be informed on requirements for library service provision when embarking on launching distance education programmes.

Scope and Limitations of the Study

The research activity is constrained to the extent that there are possible human errors. The study was limited to distance education students of the University of Ghana. The researcher limited the number of subjects from whom data was collected to distance education students who attended compulsory on-campus sessions for distance education students at the beginning of the

e education students from all the regional centres attend this session, the researcher hat the sample would be representative of the population of study, thus allowing for lisation of the findings. However, the issue of proximity to the main campus impacted Jents sampled. Furthermore, this study was delimited by the use of data drawn from the of the 2009/2010 academic year

rganization of Study

gives an introduction including a background to the study and an overview of the ducation at the University of Ghana.

r 2, the theoretical framework and a review of the relevant literature is tackled.

3 looks at the methodology used for the study. Data is analyzed and the findings and presented in Chapter 4. A summary of the findings, conclusions and ndations is covered in Chapter 5.

For, RA. 1992. Survey on Distance Education in Ghana. A Report for the Deputy Secretary (Higher Education Division), Ministry of Education of the Republic of Ghana. Ministry of Education (Ghana)

Association of College & Research Libraries 2000. Guidelines for distance learning library services. Retrieved 11th May, 2009 from http://www.ala.org/acrl_guides/distlrng.html.

Clark, J. & Store, R. 1998. Flexible Learning and the Library: The Challenge. *The Journal of Library Services for Distance Education*; State University of West Georgia - Carrollton, Georgia (June 1998 - ISSN: 1096-2123)

Curry, V. Francis, K. & Chapman Y. 2008. Letting go and moving on: A grounded theory analysis of disengaging from university and becoming a registered nurse. *Nurse Education Today* (7) Pages 783-789

Deitch, C. 1997. Global Networking. *Australian Library Journal*, 96(1), 25-39.

DeNolas, M. & Tomeo, M. 2005. Can You Hear Me Now? Communicating Library Services to Distance Education Students and Faculty. *Online Journal of Distance Learning Administration*, II (II) State University of West Georgia, Distance Education Centre

Quershi, E. Morton, I.L. Antosz, E. - An Interesting Profile-University Students who Take Distance Education Courses Show Weaker Motivation Than On-Campus Students - *Online Journal of Distance Learning Administration*, V (IV), Winter 2002 (available online at <http://www.westga.edu/~distance/ojdl/winter54/Quershi54.htm>). Retrieved on 2nd September

09

University of Texas System. 1996. *Master Plan: UT Telecampus*. Austin: The University of

35.

University of Ghana Distance Education Handbook. 2008. University of Ghana, Legon

University of Ghana Website at www.ug.edu.gh . University of Ghana, Legon.

ians' key role. *68th IFLA Council and General Conference August 18-24.*

University of Texas System. 1996. *Master Plan UT Telecampus*. Austin: The University of

4.

University of Ghana Distance Education Handbook. 2008. University of Ghana, Legon

University of Ghana Website at www.ug.edu.gh. University of Ghana, Legon.

arians' key role. *68th IFLA Council and General Conference August 18-24.*

University of Texas System. 1996. *Master Plan: UT Telecampus*. Austin: The University of Texas.

University of Ghana Distance Education Handbook. 2008. University of Ghana, Legon.

University of Ghana Website at www.ug.edu.gh. University of Ghana, Legon.

2.1 THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1.1 Introduction

The practice and research of distance education is guided by theory. Traditionally, theories of distance education have been derived from classical European or American models based on correspondence study. Keegan (cited in Simonson, Schlosser and Hanson, 1999) classified theories of distance education into three groups: theories of independence and autonomy, theories of industrialization of teaching, and theories of interaction and communication. Simonson et al. (1999) named a fourth category which seeks to explain distance education through a synthesis of existing theories of communication and diffusion as well as philosophies of education.

Recently, the practice of distance education, especially in the United States, has been significantly altered by telecommunications systems. This created the need for a new theory to steer the practice of distance education. (Simonson, et al. 1999). It is this theory, called the Equivalency Theory, which the researcher intends to draw upon in the conduct of the study.

2.1.2 Theories of Independence and Autonomy

American Theory of Independent Study

The essence of distance education, as seen by Charles Wedemeyer, is the independence of the student (Keegan, cited in Simonson, et al. 1999). This was reflected in Wedemeyer's preference for the term "independent study" for distance education at the college or university level. He was

that outdated concepts of and teaching were being employed. Wedemeyer felt that these concepts failed to utilize technologies in ways that could alter an institution. He set forth a system of distance education that includes ten characteristics which emphasize learner independence and the use of technology as a way of implementing it. According to Wedemeyer, the system

Be capable of operating at any place where there are students---even only one student----

-whether or not there are teachers at the same place, at the same time;

Place greater responsibility for learning on the student;

Free faculty members from custodial-type duties so that more time can be given to truly educational tasks;

Offer students and adults wider choices (more opportunities) in courses, formats, and methodologies;

Use, as appropriate, all the teaching media and methods proven effective;

Mix and combine media and methods so that each subject or unit within a subject is taught in the best way known;

Cause the redesign and development of courses to fit into an articulated media program;

Preserve and enhance opportunities for adaptation to individual differences;

Evaluate student achievement simply, not by raising barriers regarding the place, rate, method, or sequence of student study; and

and teaching were being employed. Wedemeyer felt that these concepts failed to utilize technologies in ways that could alter an institution. He set forth a system of distance education that includes ten characteristics which emphasize learner independence and the use of technology as a way of implementing it. According to Wedemeyer, the system

1. Be capable of operating at any place where there are students---even only one student---- whether or not there are teachers at the same place, at the same time;

2. Place greater responsibility for learning on the student;

3. Free faculty members from custodial-type duties so that more time can be given to truly educational tasks;

4. Offer students and adults wider choices (more opportunities) in courses, formats, and methodologies;

5. Use, as appropriate, all the teaching media and methods proven effective;

6. Mix and combine media and methods so that each subject or unit within a subject is taught in the best way known;

7. Cause the redesign and development of courses to fit into an articulated media program;

8. Preserve and enhance opportunities for adaptation to individual differences;

9. Evaluate student achievement simply, not by raising barriers regarding the place, rate, method, or sequence of student study; and

Wedemeyer proposed the separation of teaching from learning as a way to break education's "space-time barriers." He suggested six characteristics of independent study systems:

1. The student and teacher are separated.
2. The normal processes of teaching and learning are carried out in writing or through some other medium.
3. Teaching is individualized.
4. Learning takes place through the student's activity.
5. Learning is made convenient for the student in the student's own environment.
6. The learner takes responsibility for the pace of learning, with freedom to start and stop at any time.

Wedemeyer noted four common elements of every teaching-learning situation: a teacher, a learner or learners, a communications system or mode, and something to be taught or learned. He proposed a reorganization of these elements that would accommodate physical space and allow for greater learner freedom. Wedemeyer believed that the development of the student-teacher relationship was key to the success of distance education. Wedemeyer's approach is a classical and American application of correspondence study to distance education (Simonson, et al. 1999).

s theory of distance education examines two variables in educational programs: the of learner autonomy and the distance between teacher and learner. For Moore (Moore, cited in Simonson et al. 1999), distance education is composed of two elements, each of can be measured. The first element is the provision for two-way communication (dialog); systems or programs offer greater amounts of two-way communication than others. The element is the extent to which a program is responsive to the needs of the individual (structure); some programs are very structured while others are more responsive to the and goals of the individual student.

addresses learner autonomy in the second part of the theory. He notes that a gap exists n learner and teacher in distance education. The student must therefore accept a high of responsibility for the conduct of the learning program. Moore classifies distance on programs as "autonomous" (learner-determined) or "non-autonomous" (teacher-ined) and gauges the degree of autonomy accorded the learner by answering the following uestions:

Is the selection of learning objectives in the program the responsibility of the learner or the teacher (autonomy in setting objectives)?

Is the selection and use of resource persons---of bodies and other media---the decision of the learner or the teacher (autonomy in methods of study)?

Are the decisions about the method of evaluation and criteria to be used made by the learner or the teacher (autonomy in evaluation)?

The theory of distance education examines two variables in educational programs: the degree of learner autonomy and the distance between teacher and learner. For Moore (Moore, cited in Simonson et al. 1999), distance education is composed of two elements, each of which can be measured. The first element is the provision for two-way communication (dialog); some systems or programs offer greater amounts of two-way communication than others. The second element is the extent to which a program is responsive to the needs of the individual learner (structure); some programs are very structured while others are more responsive to the individual goals of the individual student.

Moore addresses learner autonomy in the second part of the theory. He notes that a gap exists between the learner and teacher in distance education. The student must therefore accept a high degree of responsibility for the conduct of the learning program. Moore classifies distance education programs as "autonomous" (learner-determined) or "non-autonomous" (teacher-determined) and gauges the degree of autonomy accorded the learner by answering the following questions:

1. Is the selection of learning objectives in the program the responsibility of the learner or the teacher (autonomy in setting objectives)?

2. Is the selection and use of resource persons---of bodies and other media---the decision of the learner or the teacher (autonomy in methods of study)?

3. Are the decisions about the method of evaluation and criteria to be used made by the learner or the teacher (autonomy in evaluation)?

tion can be used to categorize the program and even provide direction as to how the
n functions.

Theory of Industrialization of Teaching

(cited in Simonson et al. 1999) proposed that distance education could be analyzed by
ison with the industrial production of goods. Peters stated that from many points of view,
tional, oral, group-based education was a pre-industrial form of education, implying that
s teaching could not have existed before the industrial era. Peters' (cited in Paulsen, 1993)
tions of industrial theory led him to conclude that the structure of distance teaching is
ned to a considerable degree by the principles of industrialization, particularly by those of
ization, division of labour, and mass production; the teaching process is gradually
ured through increasing mechanization and mass production. These changes account for
rrence of the following structural propositions:

The development of distance study courses is just as important as the preparatory work
taking place prior to the production process.

The effectiveness of the teaching process is particularly dependent on planning and
organization.

Courses must be formalized and expectations from students standardized.

The teaching process is largely objectified.

1977. The nature of academic teaching at a distance have changed considerably vis-a-vis university teachers in conventional teaching.

Distance study can only be economical with a concentration of the available resources and a centralized administration.

Arg's (1989) theory of distance education is a type of communication theory. He described distance education as a guided didactic conversation. Holmberg said that effective distance education involves students' feelings of belonging and cooperation as well as mediated communication about course content. He theorized that the core of teaching consists of interaction between learners and instructors. In 1995, he broadened his theory to include cognitive knowledge and skills and affective learning. He said that all of these were provided for distance education. He added that distance education is based on learning as an individual process that is guided and supported and feelings of belonging promote student's motivation to

A Synthesis of Existing Theories

Arg's (1988) theory of distance education pooled existing theories of communication and theories of education. He said that distance education could maximize education by reaching students not accessible by ordinary means. He theorized that distance teaching should be designed to increase dialogue and that group discussion is an effective method of distance education by bringing relevant information to the group. He stated that effective distance learning

watching, and listening.

2.1.5 Equivalency Theory

Simonson, Schlosser, and Hanson's (1999) Equivalency Theory of distance education states that distance education should be designed on the concept of equivalency of learning experiences. Students should have learning experiences that are tailored to the environment and situation in which they find themselves. They contend that those developing distance education systems should strive for equivalency in the learning experiences of all students, regardless of how they are linked to the resources or the instruction they require. The key elements of the theory are the concepts of equivalency, learning experiences, appropriate application, students, and outcomes.

Equivalency

Central to this theoretical approach is the concept of equivalency. On- and off-campus students have fundamentally different environments in which to learn. It is the responsibility of the distance educator to design learning events that provide experiences with equal value for learners. Just as a triangle and a square may have the same area and be considered equivalent even though they are different geometrical shapes, the experiences of the local learner and the distant learner should have equivalent value even though these experiences might be very different.

Learning Experience

Second in importance is the concept of learning experience. A learning experience is anything that happens to the student to promote learning, including what is observed, felt, heard, or done. It is likely that different students in various locations, learning at different times, may require a



may require a larger dosage of doing. The goal of instructional planning is to make the experiences for each learner equivalent. Procedures in instructional design should attempt to anticipate and provide the collection of experiences that will be most suitable for each student out of students. For example, if library resources are important to a course or unit, then those resources should be available. This does not mean that distant learners in a university distance course will need access to a modern research library. It does mean that the educational content of the resources of the library should be as readily available to the distant learner as it is to the local learner, whether electronically, through collaborative agreements with local libraries, or through the delivery of library resources to the distant student.

Private Application

The idea of appropriate application implies that learning experiences suitable to the needs of the individual learner and the learning situation should be available and that the availability of learning experiences should be proper and timely. In other words, learning experiences that are available to either distant or local learners should allow delivery of instructional ideas that meet the expectations and facilities available to them; desktop video conferencing should not be expected of learners accessing Web-based information by modem. In assessing which technologies should be used in delivering student services it is essential to distinguish firstly between technologies which students themselves have access to, and secondly technologies that are available to the institution. For example, where no adequate postal system exists outside major cities in a country, clearly delivery of materials cannot be made via the mail to rural areas and another system will have to be used (Bhalalusesa, 1999). Similarly, collaborative learning strategies are not appropriate when an individual learner is isolated unless an equivalent, technology-based collaboration is arranged.

others may require a larger dosage of doing. The goal of instructional planning is to make the sum of experiences for each learner equivalent. Procedures in instructional design should attempt to anticipate and provide the collection of experiences that will be most suitable for each student or group of students. For example, if library resources are important to a course or unit, then library resources should be available. This does not mean that distant learners in a university research course will need access to a modern research library. It does mean that the educational equivalent of the resources of the library should be as readily available to the distant learner as they are to the local learner, whether electronically, through collaborative agreements with local libraries, or through the delivery of library resources to the distant student.

Appropriate Application

The idea of appropriate application implies that learning experiences suitable to the needs of the individual learner and the learning situation should be available and that the availability of learning experiences should be proper and timely. In other words, learning experiences that are made available to either distant or local learners should allow delivery of instructional ideas that fit the expectations and facilities available to them; desktop video conferencing should not be expected of learners accessing Web-based information by modem. In assessing which technologies should be used in delivering student services it is essential to distinguish firstly between technologies which students themselves have access to, and secondly technologies that are available to the institution. For example, where no adequate postal system exists outside major cities in a country, clearly delivery of materials cannot be made via the mail to rural students and another system will have to be used (Bhalalusesa, 1999). Similarly, collaborative learning strategies are not appropriate when an individual learner is isolated unless an equivalent, technology-based collaboration is arranged.

It

ts are the ones involved in the formal, institutionally based learning activity – the course of instruction. Students should be defined by their enrollment in a course, not by their n. They necessarily seek institutionally-based education, sanctioned by a recognized and ited organization.

nes

itcomes of a learning experience are those obvious, measurable, and significant changes our cognitively and effectively in learners because of their participation in the course or utcomes consist of at least two categories: those that are instructor determined and those ined by learners. Instructor-determined outcomes are usually stated as course goals and ves and identify what learners should be able to accomplish after the learning experience y could not accomplish prior to participating in it. Learner-determined outcomes are less c. more personal, and relate to what the learner hopes to accomplish as a result of pation. Equivalent learner-determined outcomes are identified when students enroll in -up courses or apply newly learned skills to job or course situations.

udy will look at the library services offered to traditional students on campus and compare at which is available or ought to be made available to distance learning students. The ts of the equivalency theory of distance education – outlined above as equivalency, ig experience, appropriate application, students and outcomes – will form the basis of this rison. The equivalency theory is based on the definition of distance education as formal, tional based education where the learning group is separated, and where interactive

... resources, and instructors. Although different instructional strategies and varying instructional resources may be used by distance education students, the experiences must be equivalent, and not necessarily identical to that used by traditional on-campus students. If equivalent experiences are effectively designed and are available, all learners, both distance and on-campus, can reach course objectives successfully.

ature review is a body of text that aims to review the critical points of knowledge on a particular topic. Literature reviews are secondary sources, and as such, report any new or original experimental work. Cooper (1988) aptly captures this in his definition:

"a literature review uses as its database reports of primary or original scholarship, and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, theoretical, critical/analytic, or methodological in nature. Second a literature review seeks to describe, summarize, evaluate, clarify and/or integrate the content of primary reports"

erature review is so important that its omission represents a void or absence of a major part of research (Afolabi, 1992).

Library support is an important component of distance education. This review of literature will identify the need for 'equivalent' library support for distance education students; show how various forms of distance education programmes have neglected library support; where the responsibility for library support provision lies; guidelines for library support; and the use of information and communication technologies for the delivery of library support for distance education students.

Distance education is a method of study that is pursued by students who are physically separated from their tutors and institution of instruction for the greater part of their study (Watson, 1992).

separation that exists between the students, their tutors and the institution of instruction. This separation, termed "tyranny of distance" within the literature of distance education, redefines the role of libraries in distance education (Watson, 1999).

The Association of College and Research Libraries' (ACRL) Guidelines for Distance Learning (2000) acknowledge that "access to adequate library services and resources is essential for the attainment of superior academic skills in post secondary education, regardless of where students, faculty and programs are located." Information literacy instruction is critical for life-long learning and is a primary outcome of higher education. Therefore, although services for distance education participants may differ from, they must be equivalent to, services available from the traditional campus. Jones and Moore (as cited in Nicholas and Tomeo, 2005) identify the "periodic distance learner" as "the student in a residence hall or at home ten miles away from campus." Even though this student has the choice of visiting the physical library, this student's library needs are not different from those of a more geographically distant student. This broadened categorization of the remote user or distance student lends an even greater importance to addressing the challenges of providing and communicating remote services and resources.

Distance education students require access to the full range of library services available to on-campus students. This includes reference assistance, bibliographic instruction, interlibrary loan, course reserves, circulation, and information network connections. Information literacy and library research remain essential components of the academic learning experience. Institutions have a duty to provide, or arrange for provision of, suitable library service for their distance education students (Cavanagh, 1997; Heller-Ross, 1999).



Library services are crucial support services to distance education students. Most researchers in distance learning are in agreement that library support is a key component (Caspers, Fritts and Gover 2001). Distance education students' expectations of library services as revealed in the literature, demonstrate a great need (Niemi, Ehrehand and Needy 1998). Ali (1999) likened the services that a library provides to the blood circulation in the human body. If the books are the heart of the library, he said, then services can be called the arteries, and as such vital. He outlined the services to include:

1. Assistance given by staff to both users and clientele;
2. Lending books to readers to read either at home or in the library;
3. Mobile services to local centre in distance education systems,
4. Reservation of books
5. Information and bibliographic services, among others

In a study conducted by Unwin and Stephens (1997), which surveyed 1000 postgraduate distance learners spread across 19 academic disciplines in 23 universities, they found a considerable disparity of expectations between students and course providers about the role of libraries in relation to courses delivered by distance learning. They explained:

"In students' responses to a survey question, "Is it a clearly stated requirement of your course that you make use of libraries?" 51% answered 'No', while a further 10% said that they did not know if it was required or not. Yet, when asked to what extent they actually felt the need to supplement the provided course material with additional reading, a total of 78% responded that they needed to do so either "to some extent," "quite a lot" or "a great deal"

the extent to which they will
d to use libraries than the course providers. The distance education students, who are usually
t-time, older and geographically bound, require specialized support services from the parent
titution so that their educational experiences can measure up favourably to their on-campus
interparts (Lebowitz, 1997). Simmons (1990) contends that for quality levels to be
intained, "comparable - not necessarily the same - library resources are imperative." While it
y be true that distance education students are becoming more computer literate, it does not
omatically follow that they are information literate, nor does it follow that they will have the
ecessary access to technology. The implication is that it will still be crucial to provide
struction and assistance in the use of library and information resources (Lebowitz, 1997).
odson's (1997) experience providing library instruction to West Georgia University's distance
ucation students throws more light on the importance of library support for distance education
udents. She states that her attempts to meet the library needs of students "evolved into
plying them with everything required in order to complete their term papers and other
objects, up to and including doing their research for them and supplying the necessary journal
articles and books." As time went on, the service became popular among students and was
avily patronised. This, according to her, made her begin to feel defiant about the library
orld's foundational belief in bibliographic instruction. She admonishes that the services
rovided to off-campus students are precisely what the majority of users really want and what
branans ought to be offering them. "Not only is distance education the model for higher
ducation in the next millennium, but the kinds of library support services often supplied to off-
ampus students can and should be the prototype for future library services as well," she
ontinues. Goodson (1997) predicts that research services that are customized to the real needs of
users are going to become the norm, rather than the exception.



Dewald, Scholz-Crane, Booth, and Levine (2000) explain that although information literacy (subsumed under library support) is recognized as an important goal, Faculty and administrators may be tempted to overlook those elements of the conventional campus experience that are difficult to reproduce electronically and to provide to students at a distance. Cantelon (1995) observed that a university is the interrelation between three elements. He identified these elements as faculty, students and library. He said of these elements, it is the library that forced the university to settle in a particular physical location. Agreeing with Cantelon (1995), Dewald et al. (2000) stated that because the library is frequently viewed as a place-bound institution, and some aspects of library use remain difficult to accomplish remotely, there is a danger that libraries may be left out of the planning process in distance learning initiatives. It is regrettable that institutional commitments to library support for distance learning programmes are not always as strong as they ought to be, to the degree that students enrolled in distance learning courses have sometimes had to fend for themselves in their attempt to access relevant library services and collections. This is in spite of the fact that the ACRLs' Standards for Distance Learning Library Services (2000) stress the parent institution's responsibility for providing ready and equivalent library service and learning resources to all of its students, faculty, and other personnel, regardless of location (Goodson, 1997).

A survey conducted at the Slippery Rock University of Pennsylvania's Bailey Library to assess the services of the library revealed that students perceived a lack of remote services. Librarians found this surprising because Bailey Library provides a wide assortment of services to distance learners, including remote access to electronic full text databases, e-books, e-reference, e-reserves, a distance education librarian contact, and online tutorials. As identified by the survey,

(Nicholas and Tomeo, 2005). Butler (1997) observes that studies have shown the lack of awareness of library services by instructors and students alike, and therefore expect to have to cope with limited access to library resources. Adams and Cassner (2002) stress the point that "in order for distance learners to become aware of available library services and resources, it is essential that the distance education home page be easily accessible, or findable."

Students generally want to have a sense of belonging to a larger university community, rather than simply being an enrollee, or worse still, a statistic, in a course. For many on-campus students, their involvement in the campus community forms an important part of their social lives and plays an integral role in their personal and academic development (Lee & Chan, 2007). Distance education students experience a sense of isolation. (Rogers, 1990; Peters, 1992; Okun, Benin & Brandt-Williams 1996; Hipp, 1997; Lake, 1999; Delahoussaye & Zemke, 2001).

Various resources (including guidelines and items for consideration) are readily available for institutions and librarians who are planning a library service programme for distance education students. The philosophy of the ACRL Guidelines for Distance Learning Library Services (2000) as summarized by Davidson (1999) below, can serve as a good starting point.

- Access to library resources is essential
- Instilling life-long learning skills through information literacy is a primary outcome of higher education

library services are more personalized

(Students will live near library-rich and library-poor areas. Be prepared to work one-on-one with them, advising them and retrieving materials in a way you wouldn't consider for local students. The phrase "you'll need to come to the library and see for yourself" can't apply here)

- The originating institution is responsible for funding and appropriately meeting the information needs... separately

(First, responsibility--if your campus can teach the class, it can support it--the accreditation agencies see it that way. Second, funding, an idea worth fighting for, so that one body of students doesn't wind up subsidizing another)

- Cooperate with other campus service units

(such as the off campus coordinating unit and computer services)

- Meet accreditation standards

(Know your accreditation guidelines)

- The library should be involved in planning off-campus programs from the earliest stage

(This would be wonderful, if it only happened more often)

- Library responsible for meeting information needs

- Services for extended academic communities may differ from, but must be equivalent to, those services offered on a traditional campus.

student groups are appropriate)

- When using the services of unaffiliated local libraries, have formal, documented, written agreements

(Know local libraries for students and their collections

Talk to the librarians

Determine a fair fee and offer it

Write all this up as an operating agreement

What is local? What's a reasonable drive for resources?)

- Support the broader institutional mission

(that is to say, you work within a context defined by your institution, both on-campus and off)

The ACRL Guidelines (2000), recognized worldwide as the authoritative document on distance learning library services for post secondary institutions, as summarized by Davidson (1999) above, the Commonwealth of Learning guidelines on Developing Library and Information Services for Distance Education, Canadian Library Association *Guidelines for Library Support of Distance and Distributed Learning in Canada (2000)* and those written by other professional and accrediting agencies guide the provision of library services for distance learners. These guidelines in general request institutions to take responsibility for providing library services for their own distance, or off-campus, students, as they provide library services for their residential or on-campus students. It has become technologically possible, during the last decade, as library reference services, document delivery services, and many texts and databases have been made available remotely, to offer more and better off-campus services than ever before, provided the

by which libraries supply distance students with journal articles, can be done electronically regardless of where students are located. Consequently, the equitable provision of services to distance education students mandated by these aforementioned standards is now possible in ways hitherto unknown. Equitable service, however, as stated elsewhere, does not always mean equivalent services. For example, providing books from other libraries by interlibrary loan is generally not offered for students living away from campus, but mailing books to them from their own institutions' libraries is a widely accepted practice (Haynes, 2002).

The Commonwealth of Learning (COL) Knowledge Series on Developing Library and Information Services for Distance Education (2003) remind us that historically, "libraries in developing countries have been under-resourced, under-staffed and remote from the distance learner." These libraries were not able to provide the range of services and materials needed, especially to support post-secondary education, and did not have opening hours that were convenient for the distance learner. The COL Knowledge Series further notes that these factors remain significant challenges in the developing world, and for the institutions that provide distance learning services in such locations. It suggests the following methods to help overcome some of the challenges posed:

- Rotating book boxes and other temporary "libraries" between pre-determined locations, such as community centres
- Collaborative and reciprocal borrowing arrangements between local and regional institutions and public libraries, such as partnerships with British Council Libraries
- Developing pre-packaged primary, secondary and tertiary library resources for circulation
- Establishing "distance library corners" in other libraries

- Establishing information delivery partnerships with a broad range of institutions
- Using mobile libraries, including buses, book-boats and donkey libraries
- Using commercial delivery services, such as courier services.

The use of information and communications technology (ICT) has become more attractive in recent times. The rapid spread of ICT, recent reductions in technology costs and connection services due to economies of scale, and a rise in personal ownership of ICTs, largely accounts for this new attraction. Many libraries in the developed world already make use of ICT as their main technique of delivering information services and resources, through online chat rooms, e-mail services, listservs, subscription-based or free online databases and reference services, teleconferencing and toll-free numbers. Even so, it is estimated that about 95% of the world's population does not have ready and immediate access to ICT. Often, the cost of the technology is prohibitive. If an institution relies primarily on ICT to deliver distance learning services, a potentially large number of learners, many of them from developing countries, will be unable to participate or benefit fully (COL Knowledge Series on Developing Library and Information Services for Distance Education 2003).

Loureiro & Franque (2009) report of the setting up of the National Institute of Distance Education (INED) in Mozambique, under the Mozambican government's Open and Distance Learning (ODL) strategy. INED has built distance education provincial resource centres to provide both academic and administrative support to ODL students. These resource centres, they continue, are supposed to be shared among different providers of distance education in

will include, among others, the following:

1. Offer physical space to ODL learners for face to face meetings with the respective tutor, work on their own or in groups;
2. Provide library and other documentation services (traditional or digital library with links to other libraries for learners, tutors and the general public);
3. Provide photocopying and printing services to ODL learners and general public;
4. Provide access to Information and Communication Technology (ICT) to ODL learners and general public. For ODL learners, access to ICT will facilitate communication with the institution, tutors and other students;
5. Provide ODL learners access to learning materials in print, audio, video, CDROM, DVD and other formats.

The University of South Africa (UNISA) provides remote access to its OASIS library catalogue that allow students (both on-campus and distance) to search for books, request and renew library items on their own web-enabled phone through AirPAC, a product that auto-detects the type of device being used and format catalogue screens accordingly without graphics for better viewing. AirPAC can also be accessed through a standard browser and will display faster for users of slow dial-up connections (UNISA Website).

Distance learning has developed over many years and has evolved to meet the growing demands for distance learning opportunities. The changes in the Ghanaian economy over the years following independence up until now have greatly influenced the educational desires of an increasingly diverse population. Institutions of higher education have become very competitive in their desire to serve students in the telecommunication age of the 21st century. Traditionally, students who normally enrolled in distance learning programmes were often older, married, employed, and concerned with time management as they juggled classes, work, family, and other commitments. These students often enrolled in distance learning courses for convenience. The trend has changed, however, as most students who enrol in distance learning programmes today do so as a result of their inability to enrol as regular students in their respective institutions of learning. Institutions of higher learning in Ghana are typically not able to admit even half of the number of qualified applicants. This forces students who otherwise would have enrolled as regular students to enrol as distance learners. This has further resulted in a change in the profile of distance learning students. There is quite a substantial number of distance learning students who do not possess the characteristics of traditional distance learning students and are generally young, unmarried, unemployed and have no major commitments outside of school.

Institutions that offer distance education programmes have to be concerned with the success and satisfaction of the students. While students must be sufficiently independent and self-disciplined in pursuing distance learning, institutions are not free of responsibility.

- ams, K. & Cassner, M. 2002. Content and design of academic library web sites for distance education. *Journal of Library Administration* 37(1/2): 3-14.
- slabi, M. 1992. The review of related literature in research. *International Journal of Information and Library Research*, 4(1) pp. 59-66.
- is, MS. (1999) *The 'State-of-Library Services' in the Bangladesh Open University and an action plan for future development* in Proceedings of ICDE Librarians' Roundtable (Hong Kong, October 11-12, 1999)
- Association of College & Research Libraries 2000. Guidelines for distance learning library services. Retrieved 11th May, 2009 from <http://www.ala.org/acrl/guides/distlrng.html>.
- Salalusesa E. 1999. The Distance Mode of Learning in Higher Education: the Tanzanian experience, in *Open Learning*, 14:2, 14-23
- Stiller, J. 1997. From the margins to the mainstream: developing library support for distance learning. *Library Line: An Occasional Newsletter of the University of Minnesota Libraries -- Twin Cities*, 8 (4): 1-4.
- Canadian Library Association. 1993, Rev. 2000. *Guidelines for Library Support of Distance and Distributed Learning in Canada*. Ottawa: Canadian Library Association. www.cla.ca
- Stanton, JE. 1995. The Evolution and Advantages of Distance Education, in *Facilitating Distance Education*, edited by Mark H. Rossman and Maxine E. Rossman (San Francisco: Jossey-Bass), p. 6.



defines for distance learning library services on selected distance learning library services on selected distance learning programs in higher education. *Journal of Library Administration* 3(4), 127 – 148.

vanagh, T. 1997. Library Services for Off Campus Students: at the Crossroads? *The Journal of Library Services for Distance Education*. State University of West Georgia - Carrollton, Georgia; 1 (1) August 1997 - ISSN: 1096-2123

Commonwealth of Learning – Knowledge Series: Developing Library and Information Services for Distance Education (2003).

http://www.col.org/SiteCollectionDocuments/KS2003_library.pdf (Retrieved on 30th September 2009)

Wolcott, H. 1998. *Synthesizing Research: A Guide for Literature Reviews*. Thousand Oaks, California: Sage Publications.

Wardson, L. 1999. Starting a New Service to Distributed Learners. *The Journal of Library Services for Distance Education* State University of West Georgia - Carrollton, Georgia; 2 (1) - July 1999 - ISSN: 1096-2123

Wahoussaye, M. & Zemke, R. (2001). 10 things we know for sure about learning online. *Learning*, 38(9), 48-59.

Wewald, N. Scholz-Crane, A. Booth, A. & Levine, C. 2000. Information Literacy at a Distance: Instructional Design Issues. *The Journal of Academic Librarianship*, Volume 26, Number 1, pages 33–44



Distance Education 1 (1) State University of West Georgia - Carrollton, Georgia; August 1997

Wes, A. 2002. Distance Learning Library Services: Challenges and Opportunities for an Academic Library System. *Indiana Libraries*, 21(1), 6-10.

Werner-Ross, H. 1999. Library Support for Distance Learning Programs: A Distributed Model. *Journal of Library Services for Distance Education*. State University of West Georgia - Carrollton, Georgia; Vol. II, No. 1 - July 1999 - ISSN: 1096-2123

Wright, H. 1997. Women studying at a distance: What do they need to succeed? *Open Learning*, 2(2), 41-49.

Wright, B. 1989. *Theory and practice of distance education*. London: Routledge.

Wright, D. 1999. Reducing isolation for distance students: An online initiative. In K. Martin, N. Wainwright & N. Davison (Eds.), *Teaching in the disciplines / learning in context: Proceedings of the 11th Annual Teaching and Learning Forum* (pp. 210-214), Perth: University of Western Australia.

Wright, J.W. & Chan, A. 2001. "Reducing the effects of isolation and promoting inclusivity for distance learners through podcasting." *Turkish Online Journal of Distance Education-TOJDE*: February 2007 ISSN 1302-6488, Volume: 8 Number: 1 Article: 7

Wright, G. 1997. "Library Services to Distant Students: An Equity Issue." *Journal of Academic Librarianship* 24 (July 1997): 303.

Wright, M.J. & Franque, A.D. 2009. *Distance Education in Mozambique and the Digital Age* in proceedings of "Literacy and You in a Digital Age". ICEM-CIME: 2009 Conference. Abu Dhabi, United Arab Emirates, October 6-8, 2009.

ice Education Students and Faculty. *Online Journal of Distance Learning Administration*.

II) Summer 2005 State University of West Georgia, Distance Education Centre

, JA. Ehrhard, BJ. & Neeley, L. 1998. Off-campus library support for Distance adult
rs. *Library Trends*, 47(1), 65 - 74.

MA. Benin, M. & Brandt-Williams, A. (1996) Staying in college: Moderators of the
n between intention and institutional departure. *Journal of Higher Education*, 67(5), 577-

n, MF. 1993. The Hexagon Of Cooperative Freedom: A Distance Education Theory
ad to Computer Conferencing. *DEOSNEWS* 3(2) ISSN 1062-9416. Copyright 1993 DEOS
Distance Education Online Symposium DEOSNEWS,

on, H. 1988. A theory for distance education. In *Distance education: International
ctives*, ed D. Stewart, D. Keegan, and B. Holmberg, 34-45. New York: Routledge.

, O. 1992. Some observations on dropping out in distance education. *Distance Education*,
234-269.

s, PH. 1990. Student retention and attrition in college. In R.M. Hashway (Ed.), *Handbook
elopmental education* (pp. 305-327). New York: Praeger.

ser, LA. & Simonson MR. 2006. *Distance education: definition and glossary of terms*.
tte. Information Age Publishing

ns HL. [Accreditation Expectations for Library Support of Off-Campus Programs](#) *Library*
: 39 (April 1990): 396.

discussion. *The American Journal of Distance Education* 13 (1)

phens K. and Unwin L. 1997. The Heart of the Matter: Libraries, Distance Education and Independent Thinking. *The Journal of Library Services for Distance Education* State University West Georgia - Carrollton, Georgia; 1 (1) - August 1997 - ISSN: 1096-2123

iversity of South Africa Website. Retrieved from

[p://www.unisa.ac.za/contents/library/docs/airpac09.pdf](http://www.unisa.ac.za/contents/library/docs/airpac09.pdf) on 4th October 2009

atson, EF. 1999. Library Services to Distance Learners - the New Professional paradigms. Retrieved from www.col.org/forum/casestudies.htm on 16th July 2009.

atson, EF. 2003. Developing Library and Information Services for Distance Education. *Knowledge Series*. Vancouver, BC: Commonwealth of Learning.

METHODOLOGY

Introduction

methods and procedures for this research are presented in this chapter.

aded is information describing the purpose, setting of the research, the distance learning
ses used in the research, and subjects in the study. The instruments used in the data
sction process and the methods of analysis are also described.

2 Research Design

survey research design was adopted for this study. It is an efficient way of collecting
mation from a large number of respondents. Surveys are flexible in the sense that a wide
ge of information can be collected. They can be used to study attitudes, values, beliefs, and
behaviours. Because they are standardized, they are relatively free from several types of
rs. There is an economy in data collection due to the focus provided by standardized
sions. Only questions of interest to the researcher are asked, recorded, codified, and
lyzed. Time and money is not spent on tangential questions. They are cheaper to run (Fowler,
3).

3 Setting

University of Ghana was founded in 1948 as the University College of the Gold Coast in
siation with the University of London. It became the University of Ghana in 1961. It has a
dential campus which lies about 13 kilometres north-east of Accra. The university's current

University of Ghana is centred
and Colleges, Faculties, Institutes/ Schools and Centres of Research/Learning (University of
Ghana Website - www.ug.edu.gh).

The University of Ghana Distance Education Programme is located at the Institute of Continuing
and Distance Education of the University of Ghana. It was initiated in 1995 and formally
launched in November 2007. The first batch of 1 128 students were admitted with 906 formally
matriculated in February 2008. Currently, the programme is offered seven centres in Ghana,
namely Accra (Legon), Kumasi, Sekondi-Takoradi, Tamale, Koforidua, Wa and Tsito.

Distance education students are given course manuals for the various courses they offer to use
for self-study. They attend tutorials at their regional centres on weekends. However, before they
sit for the end of semester examinations, all distance education students attend an on-campus
session at the main campus of the University of Ghana for a period of two weeks for revision,
where they are tutored by the lecturers who lecture the on-campus students.

1.4 Population

The population for this study comprises three groups. These are:

1. The national coordinator of the distance education programme of the University of Ghana
and the regional coordinators at the regional centres in Accra, Kumasi, Sekondi/Takoradi,
Tamale, Koforidua, Wa and Tsito, totalling 8 people.
2. Distance education students of the University of Ghana. The 2008 Report on Distance
Education Programme in the University of Ghana puts the number of students at 2,374.

Library. This makes a total of 2 people.

5 Sample Size

There was no sampling for the 1st and 3rd population groups as all subjects in these groups were included in the survey.

Alreck & Settle (1995) dispute the logic that sample size generally depends on the size of the population in question. They provide the following analogy to support their point. Suppose you are warming a bowl of soup and wished to know if it was hot enough to serve. You would probably taste a spoonful. A sample size of one spoonful. Now suppose you increased the population of soup, and you were heating a large pot of soup for a large crowd. The supposed population of soup has increased, but you still only require a sample size of one spoonful to determine whether the soup is hot enough to serve. They further state that it is seldom necessary to sample more than 10% of the population. Alreck and Settle also found that sample response rate changes little in samples over 100. The researcher decided, therefore, on a sample size of 100 for the distance education students' population.

6 Sampling Technique

A combination of purposive and convenience sampling techniques was used for the study. Purposive sampling is done when the sample is selected by keeping a certain purpose in mind. In this study, you try to include certain individuals into the study. This allows the researcher to arrive at a sample that is an accurate or near-accurate representation of the population. Purposive sampling

nstitute of Continuing and Distance Education.

venience sampling involves collection of information from members of the population who conveniently available to provide it. Convenience sampling was used to sample distance education students due to constraints of time and cost. The sample was selected from distance education students who attended tutorials on the main campus of the University of Ghana.

7 Data Collection Instruments

Interviews and Questionnaires are the data collection instruments that were adopted for this research. Questionnaires have been chosen for this sample because they are less expensive in terms of time and costs; they provide a greater sense of anonymity for respondents; and have a standard format for subjects. Questionnaires were used to elicit data from the sample drawn from distance education students.

Interviews help obtain in-depth data on subjects that are not dependent on predetermined questions. It also provides an opportunity for the interviewer to clarify questions that may be misunderstood. The researcher conducted personal interviews with the national coordinator of distance education programme, the Acting University Librarian and head of reference services at the Balme Library of the University of Ghana, and telephone interviews with the national coordinators of the distance education programmes.

The Distance Education Students Response Questionnaire (DES-RQ) was used for the purpose of gathering data regarding distance learners' knowledge and perceptions of library services to distance education students. The Distance Education Coordinators' Interview Schedule (DECIS)

view Schedule (LIS) was used to obtain information from the librarians interviewed.

In developing the data collection instruments, the researcher adapted instruments used by Corang (2001) and Gallogly (2005) to suit his study.

5 Procedure for Data Collection

As has been stated elsewhere, the data collection instruments used for the study were self-administered questionnaire and interviews. The questionnaires were completed by the respondents (distance education students) themselves.

The distribution of questionnaires was done at the Accra Centre of the distance education programme, which is located at the main campus of the university at Legon. All distance education students from the various regional centres congregate at the Accra centre at the beginning of the academic year for an on-campus session for a period of two weekends. It was during one of these weekends that the distribution was done.

Formal interviews were held with the Acting Librarian of the University of Ghana and the Head of Reference Services at the Balme Library.

Although the researcher had intended to conduct a personal interview with only the National Coordinator of the Distance Education Programme, and telephone interviews with the Regional Coordinators because of constraints of funds and distance, the researcher was fortunate to meet and conduct personal interviews with five of the Regional Coordinators who happened to be in Accra for the on-campus session at the beginning of the academic year for the distance education students. These were from Tsito, Sekondi-Takoradi, Koforidua, Kumasi and Tamale. Attempts

telephone calls made to the centre strangely met her absence. The other administrative staff at the Wa Centre was reluctant to give the Coordinator's mobile telephone number to the researcher.

Questionnaire Response Rate

A total of 110 questionnaires were administered to the first group of respondents (distance education students). This was more than the sample size of 100 that was earlier stated by the researcher for the study because the researcher printed 10 extra copies of the questionnaire for contingencies. Thus, all the 10 extra questionnaires were also distributed. The questionnaire was distributed out to respondents on their way to the sessions held at the J. A. B. Jones Quarteley building in Wa. It was done with the help of two colleagues. Some of the questionnaires were collected at the close of some sessions and the rest at the close of day. Out of the number of questionnaires administered (110), responses were obtained from 91 respondents, giving a response rate of 82.7%.

Two members of respondent group two were successfully interviewed, representing a response rate of 100%. The researcher had earlier identified the third respondent group as comprising 8 people, made of the National Coordinator and 7 Regional Coordinators for the Distance Education Programme. It was identified, however, that there was no Regional Coordinator for Accra, as the National Coordinator was based at the Accra Centre. This brought the number of people in respondent group three to 7 people. Out of this number, 6 were successfully interviewed, representing 85.7%. The overall percentage return rate achieved by the researcher for interviews and questionnaires combined is 89.5%. Based on Babbie's (2009) assertion

at 80% - 85%; and that a questionnaire response rate of 70% is very good and adequate for sorting and analysis in a survey, the response rates achieved in this survey can be described as adequate.

Table 1: Response rates for the different respondent groups

Respondent Group	No. of People	No. Responded	% Responded
Students	110	91	82.7%
Coordinators	7	6	85.7%
Managers	2	2	100%
Total	119	99	89.5%

Data Analysis

Statistical Package for the Social Sciences (SPSS) software, version PASW Statistics 18, was used by the researcher to analyze data from the questionnaire. Interview responses were transcribed, coded into meaningful categories, and analysed. Data in the interview transcripts were read and reread to highlight and label important issues that emerged for sorting and categorization later. Early interviews were transcribed quickly to help resolve ambiguities in questions. Interview questions were refined based on emerging topics.

18 Report on Distance Education Programme in the University of Ghana. 2008. University of Ghana: Legon

Neuman, P.L. & Settle, R.B. 1995. The Survey Research Handbook. Homewood, Illinois. Richard D. Irwin Inc pp89.

Nunnally, J.C. 1978. Psychometric Theory. 2nd Edition. New York: McGraw-Hill

Olugbo, J.T. 2005. Relationship of student satisfaction levels in distance learning and traditional classroom environments at Embry-Riddle Aeronautical University. (Doctor of Education Dissertation) Orlando: University of Central Florida

Okorogor, O.M. 2001. The Role of the Public Library in Distance Education. (MPhil. Thesis) Legon: University of Ghana.

University of Ghana Website at www.ug.edu.gh University of Ghana: Legon.

DATA ANALYSIS AND PRESENTATION OF FINDINGS

This study sought to develop an increased understanding of the library and information service needs of distance education students and help identify ways in which distance education library services can be improved. To facilitate this understanding, six questions were used to guide the research related to the availability of library services, awareness among distance learning students of the availability, and their perceptions and expectations of library services. This chapter has been organized to present the analysis of the data collected to respond to the research questions.

1.1 DATA FROM RESPONDENT GROUP 1 - DISTANCE EDUCATION STUDENTS

1.1 Characteristics of Distance Education Students

1.1.1 Age of Students

Subjects in respondent group one were asked to indicate their age on the questionnaire. Respondents gave specific ages but were grouped by the researcher into age-ranges for proper analysis. Responses from the 91 respondents indicated that 35.2% of them are below the age of 25, 49.5% were between the ages of 25 and 40; with only 15.4% above 40 years old.

Age Group	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
18-24	32	35.2	35.2	35.2
25-32	17	18.7	18.7	53.8
33-40	28	30.8	30.8	84.6
Above 40	14	15.4	15.4	100.0
Total	91	100.0	100.0	

3.1.2 Gender Distribution

Figure 3 shows the gender distribution of respondents. Females constituted 52.7% whereas males made up 47.3% of respondents.

Figure 3: Gender Distribution

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	48	52.7	52.7	52.7
Male	43	47.3	47.3	100.0
Total	91	100.0	100.0	



Table 4 shows the marital status of the distance education students that were sampled. It shows that there were more unmarried people (53.8%) than married people (46.2%).

Table 4: Marital Status of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	49	53.8	53.8	53.8
	Married	42	46.2	46.2	100.0
	Total	91	100.0	100.0	

1.1.1.4 Respondent's Age by Marital Status

Table 5 shows a cross-tabulation of respondent's age and marital status. It shows that all respondents within the ages of 18 – 24 were unmarried, whilst only 11.8% of respondents between 25 – 32 years were married.

			Marital Status		Total
			Single	Married	
Respondent's Age	18-24	Count	32	0	32
		% within Respondent's Age	100.0%	.0%	100.0%
	25-32	Count	15	2	17
		% within Respondent's Age	88.2%	11.8%	100.0%
	33-40	Count	2	26	28
		% within Respondent's Age	7.1%	92.9%	100.0%
	Above 40	Count	0	14	14
		% within Respondent's Age	.0%	100.0%	100.0%
Total		Count	49	42	91
		% within Respondent's Age	53.8%	46.2%	100.0%

1.1.1.5 Gender Distribution by Marital Status

Table 6 indicates that majority of the females were married (85.4%) compared to just 18.6% in the males.

			Marital Status		Total
			Single	Married	
Gender	Female	Count	41	7	48
		% within Gender	85.4%	14.6%	100.0%
	Male	Count	8	35	43
		% within Gender	18.6%	81.4%	100.0%
Total	Count		49	42	91
	% within Gender		53.8%	46.2%	100.0%

1.1.1.6 Distance Education Students' Affiliated Regional Centres

Students were asked which Distance Education Regional Centres they were affiliated to. Their responses are captured in Table 7 below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Accra	41	45.1	45.1	45.1
Kumasi	5	5.5	5.5	50.5
Sekondi-Takoradi	12	13.2	13.2	63.7
Tamale	3	3.3	3.3	67.0
Koforidua	17	18.7	18.7	85.7
Tsito	13	14.3	14.3	100.0
Total	91	100.0	100.0	

is clearly evident from Table 7, above, majority of the respondents (45.1%) were affiliated to Regional Centre in Accra. It also that respondents from Koforidua represented 18.7%, Tsito represented 14.3%, Sekondi-Takoradi 13.2%, Kumasi 5.5%, and Tamale 3.3%. There was no respondent from the Wa regional centre.

1.1.7 Reason for Distance Learning Mode

respondents were asked to respond to the question as to why they opted for the distance learning mode. Their responses reveal an interesting scenario especially when the reason for distance learning is cross-tabulated with the age distribution of students (see Table 8 and Table 9 below).

	Frequency	Percent	Valid Percent	Cumulative Percent
Only Available Option	50	54.9	54.9	54.9
Lack of Time	32	35.2	35.2	90.1
Distance from Regular Campus	9	9.9	9.9	100.0
Total	91	100.0	100.0	

Table 9: Reason for Distance Mode by Respondent's Age Cross tabulation

		Respondent's Age				Total
		18-24	25-32	33-40	Above 40	
Reason for Only Available Option	Count	32	9	2	7	50
	% within Reason for Distance Mode	64.0%	18.0%	4.0%	14.0%	100.0%
Lack of Time	Count	0	1	24	7	32
	% within Reason for Distance Mode	0%	3.1%	75.0%	21.9%	100.0%
Distance from Regular Campus	Count	0	7	2	0	9
	% within Reason for Distance Mode	0%	77.8%	22.2%	0%	100.0%
Total	Count	32	17	28	14	91
	% within Reason for Distance Mode	35.2%	18.7%	30.8%	15.4%	100.0%

While, overall, it was revealed that most respondents chose the distance learning mode because it is the only available option (59.4%), and also because of lack of time (35.2%) to attend the regular mode (see Table 8). Table 9 reveals that all respondents between the ages of 18 - 24

The 33 - 40 year group found the distance mode to be the only option available; while an equal number of people (50% each) in the above 40 age group opted for distance learning because it was either the only available option or because of a lack of time.

1.2 Library at Regional Centre

Respondents were quizzed about their awareness of the existence of a library at their regional centres. More than 60% of respondents said that either there was no library at their regional centres or that they did not know that one existed (see Table 10). Of the number that responded that a library existed at their regional centre (36), 77.8% (see Table 11) were affiliated to the regional centre. Further investigations carried out by the researcher cast doubts on the accuracy of the responses of 8 respondents who claimed that libraries existed at their regional centres at Accra, Masi, Sekondi-Takoradi, Tamale, and Tsito, as no functioning library was found to be existent at any of these locations.

Respondents who answered that a library existed at their regional centre were asked to indicate how they came about this information.

It is worthy of note that out of the 36 respondents who answered Yes, only 3 of them indicated that they found the information through a University Publication and none of them mentioned a human orientation. The remaining 30 students chose either Colleague/Friend or Other, which included responses like "I stumbled upon it myself", and "I approached and asked a stranger".

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't know	27	29.7	29.7	29.7
	No	28	30.8	30.8	60.4
	Yes	36	39.6	39.6	100.0
	Total	91	100.0	100.0	

Table 11: Library at Regional Centre by Distance Education Regional Centre Cross tabulation

		DE Regional Centre						Total	
		Akropong	Kumasi	Sekondi-Takoradi	Tamale	Krachi	Tsaga		
Valid	Don't know	Count	7	3	2	0	13	0	27
		% within Library at Regional Centre	25.9%	11.1%	7.4%	0%	55.6%	0%	100.0%
	No	Count	6	0	8	0	2	12	28
		% within Library at Regional Centre	21.4%	0%	28.6%	0%	7.1%	42.9%	100.0%
	Yes	Count	28	2	2	1	0	1	36
		% within Library at Regional Centre	77.8%	5.6%	5.6%	8.3%	0%	2.8%	100.0%
	Total	Count	41	5	12	3	17	13	91
		% within Library at Regional Centre	45.1%	5.5%	13.2%	3.3%	18.7%	14.3%	100.0%

1.1.3 Library use requirement for course work

Respondents were asked whether the use of libraries was a clearly stated requirement of their course. Their responses, as shown in Table 12, indicate that majority of the respondents (37)

... was not a requirement. Almost a similar number (35) said it was a requirement, while about half of that (19) were not sure if it was a requirement or not.

Table 12: Requirement for Library Use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	37	40.7	40.7	40.7
	Yes	35	38.5	38.5	79.1
	Dont Know	19	20.9	20.9	100.0
	Total	91	100.0	100.0	

1.4 Need for supplementary materials to supplement course modules

respondents were asked to what extent they felt the need to supplement the course materials (modules) provided by the University with additional reading.

Table 13: Need for Supplementary Materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	34	37.4	37.4	37.4
	Quite a lot	25	27.5	27.5	64.9
	To some extent	8	8.8	8.8	73.6
	Not applicable	24	26.4	26.4	100.0
	Total	91	100.0	100.0	

... said they needed supplementary materials a great deal. In all, 73.6% conceded that they required supplementary materials at least "to some extent".

4.1.1.5 Access to supplementary materials

Respondents who answered that they needed supplementary materials were further quizzed about where they thought supplementary materials could best be accessed. An overwhelming 91% (61) mentioned the library. One student said the place to go was the bookshop, while the remaining 5 were of the view that lecturers should provide the supplementary reading materials.

4.1.1.6 Knowledge of Availability of Library Services

When asked whether they had been informed of library services available to distance learning students, 74 out of the 79 respondents who answered the question reported that they had received no such communication. Of the 5 people who responded in the affirmative, only one respondent could pinpoint a specific library service that was available to them – photocopying of library materials.

4.1.1.7 Patronage of Main University Library – Balme Library

Respondents were questioned about their patronage of the Balme Library.

Even though it may seem this question was particularly targeted at the distance learning students affiliated to the Accra centre or based in Accra, it sought also to find out the level of patronage among students affiliated to centres outside Accra during their compulsory on-campus sessions.

A total of 82 respondents answered the question. Majority of the respondents (48) said they had "Never" patronised the Balme Library during their enrolment in the distance education

mere 1.3% (6) of respondents answered that they "Regularly" patronize the Balme Library.

4.1.1.8 Problems in accessing library services at the Balme Library

Respondents who admitted to ever patronizing the Balme Library (34) were asked to enumerate the problems they encountered in their attempt to access the services available at the Balme Library. Their responses were thoroughly analysed, coded and categorised.

Table 14: Problems encountered by students using the Balme Library

Problem Encountered	Frequency	Percent (%)
Inability to borrow library materials	26	76.4%
Unfamiliarity with library setting	13	38.2%
Lack of reference assistance	16	47%
Inability to use card catalogue /online catalogue	22	64.70%
Feeling of not being welcome	19	55.88%

The coded categories, as presented in Table 14, show that the categorized problems of inability to borrow materials, inability to use library catalogues, and the feeling of not being welcome are faced by over half of all respondents. Only slightly lower were the percentages related to library

and percentages in Table 14 exceed 34 and 100% respectively, because most students identified more than one problem.

It is worthy of note that for the 19 (58.88%) students who felt unwelcome in the library, the feeling was caused by both on-campus students and some library staff. One respondent reported, for instance, that when she brought out her Student ID Card in an attempt to check out a book, the staff at the check-out counter just peered at her and questioned, "Don't you people know you are not allowed to borrow books?" The lady in question said she found the use of the phrase "you people" derogatory, not to mention the fact of not being able to borrow the book in question. Her problems, as outlined above, were shared by 18 and 25 respectively, of her colleague distance learners.

3.1.1.9 Patronage of other libraries outside the University of Ghana library system

When distance students were queried as to their patronage of other libraries outside the University of Ghana library system, 54.9% (39) of respondents who responded (71) indicated that they patronised other libraries. However, only 6 of them went on to answer a follow-up question requesting that they name the library (libraries) visited outside the University of Ghana library system. The libraries named were the Kwame Nkrumah University of Science and Technology Library, the Takoradi Polytechnic Library, the Regional Public Library at Takoradi and the Ho Polytechnic Library. The location of the libraries is representative of three of the

Region, the Western Region and the Volta Region.

4.1.1.10 Suggested Library Support Services

Students were asked to indicate which library services they would wish that the university makes available to its distance education students. In reviewing the comments and suggestions, 9 categories were initially identified. Further analysis, involving the racking of repeated key words and refining the categories to a smaller number, was carried out. After a final review of comments and suggestions from 87 respondents, a total of 6 categories were established and used to organize the data. Table 15, below, paints the picture more clearly with frequencies and percentages.

Table 15: Students' suggestions for library service provision

Library Service	Frequency	Percent (%)
Borrowing rights	63	72.4
Information literacy/ information skills instruction	35	40.2
Provision of Course reserves at local libraries	44	50.5
Virtual reference Services	31	35.6
Electronic Resources	26	29.8
Bibliographic Instruction	29	33.3



This group comprised the National Coordinator of the Distance Education Programme and the Regional Coordinators at the Distance Education Regional Centres. The responses from this group captured the university's expectations of distance education students concerning library use, what library support services the university had made available to distance learners at the regional centres, and arrangements with libraries in the locality of the regional centres.

1.2.1 The University's expectations of distance education students' library use

Respondents were asked whether distance education students of the University of Ghana were required or expected to consult libraries as part of their course. All 6 respondents opined that distance education students were expected to consult libraries. However, when asked the specific question as to whether it was a clearly stated requirement of the university for distance education students to consult libraries, none of them was able to explicitly say that it was.

1.2.2 The University's library support provision for distance education students

Respondents were requested to outline the provisions for library support services made by the university for distance education students. Apart from the National Coordinator who mentioned that the main university library's OPAC (Online Public Access Catalogue) could be accessed by distance learning students with internet access regardless of location, none of the 5 Regional Coordinators could name a single library service specifically targeted at distance learners. The common theme in their responses was that the university was in the process of putting in place structures that would help to adequately take care of the library needs of distance education students. This was also echoed by the National Coordinator. Four of the Regional Coordinators

library service provision. This has little or no recognition of the vital role that the library plays in support of the quality of education or in the development of lifelong learning skills.

4.2.3 Collaboration with local libraries

In response to a query as to whether there had been any formal arrangements between the university and any libraries in the locality of any of the regional centres, all respondents (6) reported that they knew of no such arrangement. Four of them (4) went on to say that they had been approached by some distance education students affiliated to their regional centres who inquired about the suitability of materials at some local libraries for their course of study.

Respondent Group 3 is made up of the Acting Librarian of the Balme Library and the Head of Reference Services at the Balme Library. The responses from this group speak to the role the Balme Library played when the distance education programme was being introduced, the library services targeted at distance education students, collaboration with local libraries, and plans for library services for distance education students.

3.1 The role of Balme Library during introduction of Distance Education Programme

The first question solicited information about the Balme Library's role when the distance education programme was being introduced. All two respondents (100%) lamented that the Balme Library was brought in at a very later stage in the introduction of the course. They agreed that the library's involvement was more like an afterthought by the university administrators and the distance education administrators, rather than a carefully planned effort.

3.2 The Balme Library's support services provision for distance education students

The respondents were quizzed about specific library services targeted at distance education students of the university. The responses from the 2 respondents analysed, categorised and summarised as follows:

- The Balme Library has rolled out an Online Public Access Catalogue (OPAC) that allows distance learning students, indeed all students, to search the library's catalogue from any computer with an internet connection.

to electronic resources which is available to all students, including distance education students. A wide range of databases can be accessed through this avenue without having to be physically present at the library.

- A dedicated library website at <http://library.ug.edu.gh> has been launched to allow users who find themselves domiciled away from the main university campus to “visit” the library online (through the Internet).

3.3 Collaboration with public libraries

When queried about whether the Balme Library had formally approached any public libraries or other institutional libraries in the locality of the regional centres about access to library materials in those local libraries by the University’s distance learning students, both librarians conceded that, as yet, no such arrangement had been initiated. They were of the view that any serious arrangement with any library to grant access to its material to the University’s distance learning students would require that some financial contribution be made to that particular library to help augment its resources to allow any meaningful access for the University’s students. They mentioned that the library’s constantly dwindling budget is unlikely to make this arrangement a feasible option now. They continued that a change in the budget situation could lead to a change in this position.

Respondents were asked to outline the Balme Library's plans concerning library support services for distance education students of the University. Their responses were thoroughly analysed and are presented below:

- **Borrowing Rights** – The library has plans to extend borrowing rights to distance learning students just like it does for on-campus students. The library is pushing for its overdue fines and other fines to be integrated into the main university billing system to make recovery of fines easier and reduce the tendency for students to keep borrowed library materials beyond the approved loan period. This is especially true for distance education students who may reside far away from the library and thus find it relatively more difficult to return borrowed materials.
- Currently, training in literature searching skills are organised free of charge by the Balme Library but is only available to graduate students. The library plans to develop an online self-paced version which students can access at their convenience. This would help distance education students to acquire the necessary literature searching skills since they do not have the benefit of ready reference assistance.
- The library plans to hold library orientation sessions for newly enrolled distance education students just like it does for on-campus students. Eventually, there are plans to replicate this library orientation online for students to access at their convenience.
- The library plans to be more proactive in publicising the services on offer to all students, including distance learners. This is in reaction to an observation that most distance learning students are not aware of the range of library services available to them. It plans to accomplish this by getting a slot during the compulsory on-campus orientation session

services and how to access them, notices, etc.

4.4.1 Age of Students/ Reason for Distance Learning Mode

Data gathered from the distance education students indicated that a staggering 84.6% of respondents were below the age of 40. The revelation of the study that all respondents between the ages of 18 and 24 chose the distance learning mode because it was the only available option is even more significant. A majority of students within this age group normally do not have the characteristics that would prevent them from enrolling into regular programmes at the university.

The finding suggested that the distance learning mode had become very popular among younger people who normally would otherwise have enrolled in the regular mode. This is attributable, as the findings suggest, to the inability of the university to admit even half of the students who qualify for admission. This forces people, who would otherwise have enrolled in the regular mode, to enrol as distance learners. The revelation sharply contradicts views held by Sacchanand (2002), Qureshi, Morton and Antosz (2002), and Drury, Francis & Chapman (2008) that distance learners are usually adult learners, employed, mature and have family responsibilities.

4.4.2 Distance Education Students' Affiliated Regional Centres

Majority of the respondents who answered the questionnaire indicated that they were affiliated to the Accra regional centre. This may be attributable to the fact that the respondents were sampled during an on-campus session in Accra and was therefore more likely to attract more distance education students from Accra than the other centres because of distance. Indeed the findings are indicative of the fact that the farther a regional centre is from Accra, where the session was held, the fewer the number of students who attended. In this regard, it is significant to note that Wa, which is the farthest from Accra was, not represented.

1.4.3 Library at Regional centre

The study established that library services provision at the regional centres where the programmes are run is non-existent. The only exception was at the Accra centre, which is attributable to its proximity to the main university campus at Legon. Whereas on-campus students enjoy the full range of library services offered by the main university library, in addition to regular face-to-face interaction with their lecturers and tutors, their distance learning counterparts have to make do with only the course modules that have been prepared for them and very minimal interaction with their lecturers.

This contradicts the equivalency theory of Simonson, Schlosser & Hanson (1999), who urge that institutions developing distance education systems should strive for equivalency in the learning experience of all students, regardless of how they are linked to the resources or the instruction they require. Simonson, Schlosser & Hanson's call is supported by Cavanagh (1997) and Heller-ross (1999), who say that institutions of higher learning have a duty to provide, either on their own, or through collaboration with other institutions or libraries, suitable library services for the distance education students.

This finding answers objective number 3, which was aimed at determining the range of library services currently available to off-campus students of the university.

1.4.4 Need to supplement course modules with supplementary materials

The study revealed that distance learning students recognised the need to supplement the course modules supplied to them with additional reading materials. The researcher deduced the likely

4) to mean that they did not think there was a need for supplementary materials. That is to say that the course modules provided by the University of Ghana is sufficient for their successful completion of the courses.

The 73.6% of respondents who admitted that they required additional reading material to supplement provided course materials is corroborated by the survey conducted by Stephen & Unwin (1997) which reported that 78% of respondents felt the need to supplement provided course material with additional reading. It emerged that students are divided on their expectations about the role of libraries in relation to courses delivered in distance mode.

This finding speaks to objective number 1 of the study, which sought to assess the library and information service needs of distance education students of the University of Ghana.

4.4.5 Knowledge of availability of library services

Distance education students are generally unaware of the availability of any library services for distance education students. This finding corroborates Nicholas and Tomeo's (2005) finding in a survey conducted at the Slippery Rock University of Pennsylvania's Bailey Library that the problem was not a lack of services but a lack of patron awareness of service availability. Butler (1997) adds that studies have shown the lack of awareness of library services by distance learning students, which breeds in them an expectation of lack of access or limited access to library resources. Adams and Cassner (2002) extend the awareness issue to the electronic platform and stress that "in order for distance learners to become aware of available library services and resources, it is essential that the distance education homepage be easily accessible, or findable."

... assess the knowledge of available library services accessible by off-campus students.

4.4.6 Problems in accessing library services at the Balme Library

The study identified distance education student' lack of borrowing rights, inability to use library catalogues (card and online) and a general feeling of not being welcome at the library as some of the major problems encountered by distance education students in their attempt to access the services provided by the Balme Library. These access problems have the potential of discouraging students from ever patronizing the library. This finding confirms findings by Rogers, 1990; Peters, 1992; Okun, Benin & Brandt-Williams 1996; Hipp, 1997; Lake, 1999; Delahoussaye & Zemke, 2001 and Lee & Chan, 2007 that distance education students generally experience a sense of isolation.

A careful analysis of the coded categories of "unfamiliarity with library setting", and "inability to use card/ online catalogue" reveals that they can very easily be attributable to the lack of any form of library orientation offered to distance learning students. On-campus students are given library orientation sessions when they enrol into the university's programmes. Their distance learning counterparts do not have the benefit of attending similar library orientation sessions, and as a result, are put at a disadvantage in terms of helping themselves to any available library resources.

4.4.7 Collaboration with local libraries

The study revealed that there had been no form of collaboration or cooperation with any library in the locality of any of the regional centres with respect to library service provision for the

Guidelines for Distance Learning Library Services (2000) that institutions that run distance learning programmes must ensure library service provision, either on their own, or in collaboration with other local, unaffiliated libraries. The report by some regional coordinators that they had been approached by some students about the availability of materials relevant to their courses of study at some local libraries points to the fact that at least some distance education students are willing to utilize any such arrangement that the university initiates. As advised in the ACRL Guidelines for Distance Learning Library Services (2000), any arrangement for the use of the services of unaffiliated local libraries must have formal, documented and written agreements.

4.8 Suggested library support services

According to the findings, the most sought after library service by distance learning students is their ability to borrow library materials. This features in the library services identified by Ali (1999). The provision of course reserves at the regional centres, training in information literacy skills and virtual reference services delivered electronically also featured prominently in suggested library services which distance learning students thought would be useful for the pursuit of their educational programmes.

The findings in sub-heading 4.4.7 and 4.4.8 above, answer objective number 4, which sought to develop ways to improve distance education students' access to library services.

The study revealed that the University of Ghana library systems, including all its librarians, were not involved in the planning stages of the introduction of the distance education courses. This was in spite of the admonition made by the ACRL Guidelines for Distance Learning Library Services (2000) that the library must be involved in planning off-campus programmes from the earliest stage and that the library is responsible for meeting the information needs of distance learners. Lynch (1997) agrees that libraries need to be partnered into planning at a very early stage.

Adams, K. & Cassner, M. 2002. Content and design of academic library web sites for distance education. *Journal of Library Administration* 37(1/2): 3-14.

Ali, MS. 1999. *The 'State-of-Library Services' in the Bangladesh Open University and an action plan for future development* in Proceedings of ICDE Librarians' Roundtable (Hong Kong, October 11-12, 1999)

Association of College & Research Libraries 2000. Guidelines for distance learning library services. Retrieved 11th May, 2009 from <http://www.ala.org/acrl/guides/distlrng.html>.

Butler, J. 1997. From the margins to the mainstream: developing library support for distance learning. *Library Line: An Occasional Newsletter of the University of Minnesota Libraries -- Twin Cities*, 8 (4): 1-4.

Cavanagh, T. 1997. Library Services for Off Campus Students: at the Crossroads? *The Journal of Library Services for Distance Education*. State University of West Georgia - Carrollton, Georgia; 1 (1) August 1997 - ISSN: 1096-2123

Delahoussaye, M. & Zemke, R. 2001. 10 things we know for sure about learning online. *Training*, 38(9), 48-59.

Drury, V, Francis, K. & Chapman Y. 2008. Letting go and moving on: A grounded theory analysis of disengaging from university and becoming a registered nurse *Nurse Education Today* 28 (7) Pages 783-789

The Journal of Library Services for Distance Education. State University of West Georgia - Carrollton, Georgia, Vol. II, No. 1 - July 1999 - ISSN: 1096-2123

Hipp, H. 1997. Women studying at a distance: What do they need to succeed? *Open Learning*, 12(2), 41-49.

Lake, D. 1999. Reducing isolation for distance students: An online initiative. In K. Martin, N. Stanley & N. Davison (Eds.). *Teaching in the disciplines / Learning in context: Proceedings of the 8th Annual Teaching and Learning Forum* (pp. 210-214). Perth: University of Western Australia.

Lynch, C. 1997. Global Networking. *Australian Library Journal*, 96(1), 25-39.

Nicholas, M. & Tomeo, M. 2005. Can You Hear Me Now? Communicating Library Services to Distance Education Students and Faculty. *Online Journal of Distance Learning Administration*, VIII (II) State University of West Georgia, Distance Education Centre

Okun, MA. Benin, M. & Brandt-Williams, A. 1996. Staying in college: Moderators of the relation between intention and institutional departure. *Journal of Higher Education*, 67(5), 577-596.

Peters, O. 1992. Some observations on dropping out in distance education. *Distance Education*, 13(2), 234-269.

Qureshi, E. Morton, LL. Antosz, E. - An Interesting Profile-University Students who Take Distance Education Courses Show Weaker Motivation Than On-Campus Students - *Online Journal of Distance Learning Administration*, V (IV), Winter 2002 (available online at

5.1 SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1.1 Introduction

A crucial element of every university experience is access to library services, and the distance education should be seen as no different. The challenge for institutions has been how to provide equivalent, and not necessarily the same, experiences for distance learners like is available for their on-campus counterparts.

5.1.2 Summary of Major Findings

1. The study revealed that the provision of library services at the regional centres of the distance education programme is non-existent. The only exception was the Accra centre, which is attributable to its proximity to the main university campus at Legon.
2. The study also revealed that distance learning students recognised the need to supplement the course modules supplied to them with additional reading materials.
3. Even though there are some library services which distance education students can access easily, the level of awareness of the availability of these services among distance education students is alarmingly low.
4. The study indicated that librarians, and for that matter, the main university library, were not brought on board at the planning stages of the introduction of the distance education programmes.
5. Distance education students identified borrowing rights as their most sought as well as most useful library service for the successful pursuit of their educational programmes.

people, this study clearly demonstrates that a lot more younger people are now patronising the distance.

5.1.3 Conclusion

Based on a review of the literature and the research findings, the study concluded that both distance learning students and traditional on-campus students required equivalent library services to successfully undertake their studies, since virtually no differences existed in their library service requirements.

It was concluded that although some attempts have been made at provision of library services targeted at distance learners, their level of awareness of these services is unacceptable low.

It was further concluded that distance education students generally expect limited access to library resources and services and therefore do not see it as their right.

It was also concluded that the regional coordinators who oversee the regional centres did not have a clue what library services are available or ought to be available to distance learners.

5.1.4 Recommendations

The following recommendations are made based on the findings of the study:

1. The university must make attempts to extend its library services to all its distance learning students. This may take the form of replicating most of the available services onto the internet and equipping the regional centres with the appropriate technology and training to make access possible.

to ensure that institutions that embark on launching distance education programmes plan and actually make provision for library services.

3. Distance learning institutions must provide copies of course reserves at all the study centres for reference and for photocopying (not forgetting to adhere strictly to the copyright laws governing the documents).
4. Institutions must consider the appointment of a librarian who takes care of distance learners exclusively. A dedicated reference telephone line is also in order.
5. Attempts must be made to forge alliances with the public library system since they cover a very wide area in the country and are very easily accessible to distance learners wherever they may be.
6. The library must be more proactive in publicising the services available to distance learning students as there is no point when services are not utilized.

5.1.5 Suggestions for further studies

1. This study could be expanded to include other institutions with similar distance learning programmes.
2. A study could be undertaken to compare levels of academic achievement of on-campus students and off-campus students.
3. The provision of library services through the electronic media is still in its infancy in Ghana. As the technology advances, new studies are needed with each new technology.
4. This study could be repeated using a sample more representative of the regional study centre than is the case in this particular study.

f younger generation of distance education students and compare it to the older students

2008 Report on Distance Education Programme in the University of Ghana. 2008. University of Ghana: Legon.

Adams, K. & Cassner, M. 2002. Content and design of academic library web sites for distance education. *Journal of Library Administration* 37(1/2): 3-14.

Afolabi, M. 1992. The review of related literature in research. *International Journal of Information and Library Research*, 4(1) pp. 59-66.

Aggor, RA. 1992. Survey on Distance Education in Ghana. A Report for the Deputy Secretary (Higher Education Division), Ministry of Education of the Republic of Ghana. Ministry of Education (Ghana).

Ali, MS. 1999. The 'State-of-Library Services' in the Bangladesh Open University and an action plan for future development in Proceedings of ICDE Librarians' Roundtable (Hong Kong, October 11-12, 1999)

Alreck, PL. & Settle, RB. 1995. The Survey Research Handbook. Homewood, Illinois. Richard D. Irwin Inc. pp89.

Association of College & Research Libraries 2000. Guidelines for distance learning library services. Retrieved 11th May, 2009 from <http://www.ala.org/acrl/guides/distlrng.html>.

Bhalalusesa, E. 1999. The Distance Mode of Learning in Higher Education: the Tanzanian Experience, in *Open Learning*, 14:2, 14-23

learning. *Library Line: An Occasional Newsletter of the University of Minnesota Libraries -- Twin Cities*, 8 (4): 1-4.

Canadian Library Association. 1993, Rev. 2000. *Guidelines for Library Support of Distance and Distributed Learning in Canada* Ottawa: Canadian Library Association. www.cla.ca

Cantelon, JF. 1995. The Evolution and Advantages of Distance Education, in *Facilitating Distance Education*, edited by Mark H. Rossman and Maxine E. Rossman (San Francisco: Jossey-Bass), p. 6.

Caspers, J. Fritts, J. & Gover, H. 2001. Beyond the rhetoric: a study of the impact of the ACRL guidelines for distance learning library services on selected distance learning library services on selected distance learning programs in higher education. *Journal of Library Administration* 31(3/4), 127 - 148.

Cavanagh, T. 1997. Library Services for Off Campus Students: at the Crossroads? *The Journal of Library Services for Distance Education*. State University of West Georgia - Carrollton, Georgia; 1 (1) August 1997 - ISSN: 1096-2123

Clark, J. & Store, R. 1998. Flexible Learning and the Library: The Challenge. *The Journal of Library Services for Distance Education*, State University of West Georgia - Carrollton, Georgia 1 (2) June 1998 - ISSN: 1096-2123

Commonwealth of Learning - Knowledge Series: Developing Library and Information Services for Distance Education (2003).

http://www.col.org/SiteCollectionDocuments/KS2003_library.pdf (Retrieved on 30th September 2009)

...erature Reviews. Thousand Oaks, California: Sage Publications.

Davidson, I.. 1999. Starting a New Service to Distributed Learners. *The Journal of Library Services for Distance Education*. State University of West Georgia - Carrollton, Georgia; 2 (1) - July 1999 - ISSN: 1096-2123

Delahoussaye, M. & Zemke, R. 2001. 10 things we know for sure about learning online. *Training*, 38(9), 48-59.

Dewald, N. Scholz-Crane, A. Booth, A. & Levine, C. 2000. Information Literacy at a Distance: Instructional Design Issues. *The Journal of Academic Librarianship*, Volume 26, Number 1, pages 33- 44

Drury, V, Francis, K. & Chapman Y. 2008. Letting go and moving on: A grounded theory analysis of disengaging from university and becoming a registered nurse *Nurse Education Today* 28 (7) Pages 783-789

Fowler Jr, FJ. 1993. *Survey Research Methods*. Thousand Oaks (CA): Sage

Gallooly, JT. 2005. Relationship of student satisfaction levels in distance learning and traditional classroom environments at Embry-Riddle Aeronautical University. (Doctor of Education Dissertation) Orlando: University of Central Florida

Goodson, C. 1997. I Have Seen the Future, and It is Us! *The Journal of Library Services for Distance Education* I (1) State University of West Georgia - Carrollton, Georgia. August 1997

Haynes, A. 2002. Distance Learning Library Services: Challenges and Opportunities for an Academic Library System. *Indiana Libraries*, 21(1), 6-10.

! *The Journal of Library Services for Distance Education*. State University of West Georgia - Carrollton, Georgia; Vol. II, No. 1 - July 1999 - ISSN: 1096-2123

Hipp, H. 1997. Women studying at a distance: What do they need to succeed? *Open Learning*, 12(2), 41-49.

Holmberg, B. 1989. *Theory and practice of distance education*. London: Routledge.

Lake, D. 1999. Reducing isolation for distance students: An online initiative. In K. Martin, N. Stanley & N. Davison (Eds.), *Teaching in the disciplines /learning in context: Proceedings of the 8th Annual Teaching and Learning Forum* (pp. 210-214), Perth: University of Western Australia.

Lebowitz, G. 1997. "Library Services to Distant Students: An Equity Issue," *Journal of Academic Librarianship* 24 (July 1997): 303.

Loureiro, MJ. & Franque, AD. 2009. *Distance Education in Mozambique and the Digital Age* in Proceedings of "Literacy and You in a Digital Age". ICEM-CIME 2009 Conference. Abu Dhabi, United Arab Emirates, October 6-8, 2009.

Lynch, C. 1997. Global Networking. *Australian Library Journal*, 96(1), 25-39.

Nicholas, M. & Tomeo, M. 2005. Can You Hear Me Now? Communicating Library Services to Distance Education Students and Faculty. *Online Journal of Distance Learning Administration*, VIII (II) State University of West Georgia, Distance Education Centre

Niemi, JA, Ehrhard, BJ. and Neeley, L. 1998. Off-campus library support for Distance adult learners. *Library Trends*, 47(1), 65-74.



relation between intention and institutional departure. *Journal of Higher Education*, 67(5), 577-596.

Paulsen, MF. 1993. The Hexagon Of Cooperative Freedom: A Distance Education Theory Attuned to Computer Conferencing. *DEOSNEWS* 3(2) ISSN 1062-9416. Copyright 1993 DEOS - The Distance Education Online Symposium DEOSNEWS,

Perraton, H. 1988. A theory for distance education. In *Distance education: International perspectives*, ed. D. Sewart, D. Keegan, and B. Holmberg, 34-45. New York: Routledge.

Peters, O. 1992. Some observations on dropping out in distance education. *Distance Education*, 13(2), 234-269.

Quershi, E. Morton, L.L. Antosz, E. - An Interesting Profile-University Students who Take Distance Education Courses Show Weaker Motivation Than On-Campus Students - *Online Journal of Distance Learning Administration*, V (IV), Winter 2002 (available online at <http://www.westga.edu/~distance/ojdla/winter54/Quershi54.htm>). Retrieved on 2nd September 2009

Rogers, PH. 1990. Student retention and attrition in college. In R.M. Hashway (Ed.), *Handbook of developmental education* (pp. 305-327). New York. Praeger.

Sacchanand, C. 2002. Information literacy instruction to distance students in higher education: librarians' key role. *68th IFLA Council and General Conference* August 18-24.

Schlosser, L.A. & Simonson MR. 2006. *Distance education: definition and glossary of terms* Charlotte. Information Age Publishing

relation between intention and institutional departure. *Journal of Higher Education*, 67(5), 577-596.

Paulsen, MF. 1993. The Hexagon Of Cooperative Freedom: A Distance Education Theory Attuned to Computer Conferencing. *DEOSNEWS* 3(2) ISSN 1062-9416. Copyright 1993 DEOS - The Distance Education Online Symposium DEOSNEWS,

Perraton, H. 1988. A theory for distance education. In *Distance education: International perspectives*, ed. D. Sewart, D. Keegan, and B. Holmberg, 34-45. New York: Routledge.

Peters, O. 1992. Some observations on dropping out in distance education. *Distance Education*, 13(2), 234-269.

Qureshi, E. Morton, L.L. Antosz, E. - An Interesting Profile-University Students who Take Distance Education Courses Show Weaker Motivation Than On-Campus Students - *Online Journal of Distance Learning Administration*, V (IV), Winter 2002 (available online at <http://www.westga.edu/~distance/ojdla/winter54/Quershi54.htm>). Retrieved on 2nd September 2009

Rogers, PH. 1990. Student retention and attrition in college. In R.M. Hashway (Ed.), *Handbook of developmental education* (pp. 305-327). New York. Praeger.

Sacchanand, C. 2002. Information literacy instruction to distance students in higher education: librarians' key role. *68th IFLA Council and General Conference* August 18-24.

Schlosser, L.A. & Simonson MR. 2006. *Distance education: definition and glossary of terms* Charlotte. Information Age Publishing

Trends 39 (April 1990): 396.

Simonson, M. Schlosser, C. & Hanson, D. 1999. Theory and Distance Education: A New Discussion. *The American Journal of Distance Education* 13 (1)

Stephens, K. and Unwin, L. 1997. The Heart of the Matter: Libraries, Distance Education and Independent Thinking. *The Journal of Library Services for Distance Education* State University of West Georgia - Carrollton, Georgia; I (1) - August 1997 - ISSN: 1096-2123

Tenkorang, OM. 2001. The Role of the Public Library in Distance Education. (MPhil. Thesis) Legon: University of Ghana.

The University of Texas System. 1996. *Master Plan: UT Telecampus*. Austin: The University of Texas.

University of Ghana Distance Education Handbook. 2008. University of Ghana, Legon

University of Ghana Website at www.ug.edu.gh. University of Ghana: Legon.

University of South Africa Website. Retrieved from

<http://www.unisa.ac.za/contents/library/docs/airpac09.pdf> on 4th October 2009

Watson, EF. 1999. Library Services to Distance Learners - the New Professional paradigms. Retrieved from www.col.org/forum/casestudies.htm on 16th July 2009.

Watson, EF. 2003. Developing Library and Information Services for Distance Education. *Knowledge Series*. Vancouver, BC: Commonwealth of Learning.

Distance Education Students Response Questionnaire (DESRQ)

1. Age ..
2. Sex
 - a. Male
 - b. Female
3. Marital Status
 - a. Married
 - b. Single
 - c. Separated
 - d. Divorced
4. Are you employed?
 - a. Yes
 - b. No
5. If you answered Yes to Question 4, where do you work?
 - a. Public Service
 - b. Private Sector
 - c. Self Employed
6. Level/ year:.....
7. Why did you choose the distance education mode?
 - a. Only available option
 - b. Lack of time to attend regular mode
 - c. Distance from regular campus
 - d. Other. Please specify

Distance Education Students Response Questionnaire (DESRQ)

1. Age
2. Sex
 - a. Male
 - b. Female
3. Marital Status
 - a. Married
 - b. Single
 - c. Separated
 - d. Divorced
4. Are you employed?
 - a. Yes
 - b. No
5. If you answered Yes to Question 4, where do you work?
 - a. Public Service
 - b. Private Sector
 - c. Self Employed
6. Level/ year
7. Why did you choose the distance education mode?
 - a. Only available option
 - b. Lack of time to attend regular mode
 - c. Distance from regular campus
 - d. Other Please specify

-
-
8. Which Distance Education Regional Centre are you affiliated to?
- a. Accra
 - b. Kumasi
 - c. Sekondi-Takoradi
 - d. Tamale
 - e. Koforidua
 - f. Wa
 - g. Tsito
9. How far is your normal place of residence from the Distance Education Regional Centre?
- a. 1km – 5km
 - b. 5km – 10km
 - c. 10km – 20km
 - d. More than 20 km
10. Is there a library at your regional centre? Yes No
11. If you answered Yes to Question 4, how did you find out about this?
- a. Through University publication – flyer/ handbook/ brochure/ circular etc.
 - b. During orientation as freshman
 - c. Colleague/ friend
 - d. Other (Please specify).....
-

12. How often do you use the services of your course that you make use of libraries?

- a. Yes b. No c. Don't Know

13. To what extent do you feel the need to supplement the course materials (modules) provided by the University with additional reading?

- a. A great deal
b. Quite a lot
c. To some extent
d. Not applicable

14. Where do you think the supplementary materials needed can be accessed?

15. Have you been informed of the kinds of library services available to you as a distance learning student of the University? Yes No

16. If you answered Yes to Question 14, where can these services be accessed. (Tick as appropriate)

- a. University Libraries (including departmental libraries)
b. Regional Centre
c. Public Library
d. Other (Please specify).....
.....

17. If you answered Yes to Question 14, please tick which of the following services apply.

- a. Document delivery
b. Interlibrary loan service
c. Remote access to full-text electronic databases
d. Reference assistance
e. Course reserves

g. Distance education librarian contact

h. Other (Please specify).....

.....
.....
.....
.....
.....

18. Which of the services listed above do you personally access?

a. Document delivery

b. Interlibrary loan service

c. Remote access to full-text electronic databases

d. Reference assistance

e. Course reserves

f. Bibliographic instruction

g. Distance education librarian contact

h. Other (Please specify).....

.....
.....
.....

19. Do you patronize the main library of the University of Ghana – Balme Library? (For respondents not affiliated to the Accra Centre, do you patronize it during the compulsory on-campus session?)

a. Yes

b. No

20. What problems do you encounter in your attempt to access services at the Balme Library.

a.

- g. Distance education librarian contact
- h. Other (Please specify).....
.....
.....
.....

18. Which of the services listed above do you personally access?

- a. Document delivery
- b. Interlibrary loan service
- c. Remote access to full-text electronic databases
- d. Reference assistance
- e. Course reserves
- f. Bibliographic instruction
- g. Distance education librarian contact
- h. Other (Please specify).....
.....
.....

19. Do you patronize the main library of the University of Ghana - Balme Library? (For respondents not affiliated to the Accra Centre, do you patronize it during the compulsory on-campus session?)

- a. Yes
- b. No

20. What problems do you encounter in your attempt to access services at the Balme Library.

- a.

- c.
- d.
- e.

21. Do you patronize any other library apart from libraries of the University of Ghana?

- a. Yes
- b. No

22. If you answered Yes to question 21, provide the name(s) and location of the library(libraries)

.....

.....

.....

.....

23. What library support services would you wish that the University provides to its distance education students? (Services that are not already available)

- a.
- b.
- c.
- d.
- e.

Distance Education Coordinators Interview Schedule (DECIS)

1. Are distance education students of the University of Ghana required expected to consult libraries as part of their course?
2. What provision for library support has been made for distance education students of the University of Ghana at the regional centres?
3. Has the Distance Education Unit of the University of Ghana formally or informally approached any public library or other institutional libraries located in the regions where the university has distance education centres about access by UG distance education students?

Librarians Interview Schedule (LIS)

1. What was the role of the Balme Library during the introduction of the distance education programme?
2. What specific library support services are targeted at distance education students of the university?
3. Has the Balme Library formally approached any public library or other institutional libraries located in the regions where the university has distance education centres about access by UG distance education students?
4. What plans do the Balme Library have concerning library support services for distance education students of the university?

