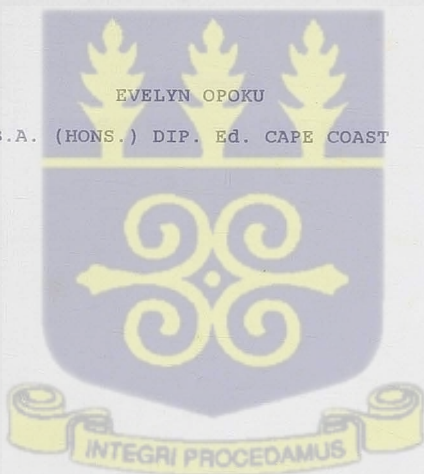


EVALUATION OF THE REFERENCE SERVICE OF THE  
UNIVERSITY OF CAPE COAST LIBRARY



BY

EVELYN OPOKU  
B.A. (HONS.) DIP. Ed. CAPE COAST



PRESENTED TO THE DEPARTMENT OF LIBRARY AND  
ARCHIVAL STUDIES, UNIVERSITY OF GHANA IN PARTIAL  
FULFILMENT FOR THE AWARD OF THE POST-GRADUATE  
DIPLOMA IN LIBRARY STUDIES

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TABLE OF CONTENTS

	Page
DEDICATION.....	i
DECLARATION .....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF ILLUSTRATIONS.....	v
CHAPTER 1: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Literature Review.....	6
1.4 Need for the Study.....	9
1.5 Purpose of Study.....	10
1.6 Scope of the Study.....	10
1.7 Methodology.....	10
1.8 Organization of Chapters.....	11
1.9 Usefulness of the Study.....	11
References.....	12
CHAPTER 2: REFERENCE SERVICE: EVOLUTION AND CURRENT TRENDS.....	13
2.1 Definition.....	13
2.2 Historical Development.....	13
2.3 Approaches to Reference Service.....	16
2.4 Role and Attributes of a Reference Librarian.....	18
2.5 Reference Service in the University Library.....	19
2.5.1 User Education.....	21
2.5.2 Assistance to Users.....	22
2.5.3 Inter-Library Loan.....	23
2.5.4 Photocopying.....	23
2.5.5 Current Awareness Service.....	24
References.....	25
CHAPTER 3: REFERENCE SERVICES IN THE U.C.C. LIBRARY: FINDINGS AND ANALYSIS OF DATA.....	27
3.1 Nature of Respondents.....	27

	Page
3.2 Clients Use of the Library.....	29
3.3 Reference Service.....	37
3.4 User Education.....	39
3.5 Assistance to Users.....	42
3.6 Inter-Library Loan.....	46
3.7 Other Services.....	49
3.8 Suggestions by Users and Library Staff.....	49
References.....	52
CHAPTER 4: SUMMARY, EVALUATION, CONSTRAINTS AND RECOMMENDATIONS.....	53
4.1 Reference Stock.....	54
4.2 Reference Staff.....	55
4.3 User Education.....	56
4.4 Reference Service.....	57
4.6 Constraints.....	59
4.7 Recommendation.....	60
References.....	64
Appendix I : Questionnaire for Library Staff.....	65
Appendix II : Questionnaire for Faculty Members.....	67
Appendix III: Questionnaire for Students.....	69
BIBLIOGRAPHY.....	72

Dedication

This work is Dedicated to my Dear mum and the entire family especially my brother and sisters for their wonderful support and encouragement.




Declaration of Originality

I declare that this work is with the exception of specified quotations and ideas attributed to specified sources, entirely my own and that it is the true record of the goal I set myself.

Evelyn Opoku

30th September 1992

Signature of Student...  .....

Certified by Supervisor...  .....

Abstract

The study puts under critical analysis the reference service of the University of Cape Coast library and the extent it goes to ensure the maximum use of the library's resources by the clientele, as well as the satisfaction derived from the service.

However, the study revealed that the extent to which the reference department can go to fulfil its stated objectives, and satisfy user needs are hampered by inadequate resources inputs (like current literature, diverse and reliable services, enough qualified personnel) and dwindling facilities in the face of growing demands.

Finally, some recommendations were made on how to overcome these problems.

Acknowledgement

In writing this project work, I have benefitted from discussions with a large number of people, too numerous to mention individually.

I am profoundly indebted to Mrs M.I.S. Boye, a Lecturer at the Department of Library and Archival studies, without whose supervision this study would have suffered in quality.

Grateful appreciation must be extended to Mr. Harry Akussah and Mr. S. Adjei both of the Department of Library and Archival Studies, University of Ghana, Legon, for their encouragement and unflagging interest in the course of this study.

May I also express my deep appreciation to friends both at Legon and U.C.C. and to the entire staff of the U.C.C. Library for their indulgence, patience and invaluable assistance to me while I carried out my research. Mr. R. Arkaifie, Mr. V.T. Ankomah Sey, Mr. J.A. Korsah and Mr. S. Amoah all of U.C.C. Library demand special mention for their words of motivation and providing incalculable data.

To Mr. J.C.K. Eworde I owe my thanks for his computer services.

To all the various groups and individuals who supported me in diverse ways I say a big Thank you. If this project is as successful as any scholarly work, it is all due to their efforts.

The real tribute is to the Almighty God without whose valuable guidance and aid this work could not have been done to any appreciable degree. To Him be the Glory both now and always.



TABLE OF ILLUSTRATIONS

		Page
Table I:	Nature of Students Respondents	- 27
" II:	Undergraduate Respondents and their Faculty	- 28
" III:	Post-graduate Respondents and their Faculty	- 28
" IV:	Faculty members Preference in use of Campus Libraries	- 30
" V:	Frequency of Faculty members use of Main Library	- 31
" VI:	Postgraduates use of the Library	- 31
" VII:	Undergraduate Use of the Library	- 32
"VIII:	Students and Use of Reference Materials	- 34
" IX:	Channels Use to Retrieve Information	- 36
" X:	Benefit of Reference Service to Students' Academic work	- 38
" XI:	Categories of students Response to the Benefits of Reference Service	- 39

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Often it has been said that the life of every university revolves heavily around its library. The library exists to provide reading material and other graphic sources to support the purposes of the institution, that being teaching learning and research. Depending on its stock, the facilities available, the type of services rendered and the calibre of library personnel, a university library can make or mar the parent institution as a centre of higher education.

University of Cape Coast (U.C.C.) was founded in 1971 from the then University college of Cape Coast, also established in 1962. The University was "charged to produce graduate teachers in Arts and Sciences basically for the educational sector"<sup>1</sup>. To support the Cape Coast University in its academic programme is the University library. The library was built from a humble beginning as the mother institution itself, its stock is in the region of 200,000 made up of 150,000 books and some 450 periodicals. The collection was first housed in one of the lecture rooms in the faculty of Arts. In April 1963, the library was moved into a temporary building with a capacity for 40 readers, and 20,000 volumes, since its inception the growth of the library has been quite rapid; about a thousand volumes were accessioned every month during the earlier years of its existence up to 1973. From thence the growth of the library stock especially in the last five years has been characterized by ups and downs depending on whether they have a world Bank grant or not. Previously the library had an annual intake of 2,000 serials but this has now been reviewed and a core list of nearly 200 titles representing the main disciplines taught at the University is currently being received.

The library now consists of two divisions; the main library and the science library which is separately housed. The main library houses books and other materials on Arts, Social Sciences and Humanities including education; while the

science library contains materials on Science and Technology, including medicine and agriculture. The science books and other materials on allied subject were moved to the top floor in the faculty of science building during the 1967/68 academic year. This came about as a result of pressure of storage and reading space in the main library, and in order to have the science books as close as possible to their users.<sup>2</sup> At first the science library could accommodate 35,000 volumes and 100 readers, but further increase in the stock created a situation where seating spaces were taken over. Now, it has seats for only 63 readers. The problem of lack of space is a factor which has necessitated the building of a new library at the University "New site" started in 1976 and which it is hoped to have the capacity for a total stock of 500,000 volumes and seating capacity for 1,200 readers. When this is completed the two separate libraries will be merged.

Apart from the main and science libraries, there are faculty/department and hall libraries which are either manned or supervised by staff from the main library. The most important ones are the Faculty of Education collection, which is being developed into a library and documentation centre on education as well as the libraries of the French, English and Geography departments. There is also the library of the Centre for Development studies and all these supplementary collections assist in meeting the library needs of the University community.

#### 1.1.1 Aims and Objectives of the U.C.C. Library

The main aim of the U.C.C. library is purely educational. The University of Cape Coast library aims at providing books and other graphic materials which relate to the curricula and research requirements of the University to support and enhance its instructional and research programmes.

To achieve this aim, the library is guided by the following objectives:-

1. To collect a good representation of major subject areas made up of those in the curriculum and those which are not.
2. To acquire the necessary research material and develop them for use.
3. To provide physical facilities and services for the utilization of the resources of the library.

4. To instruct students in the effective and efficient use of the library and of library material.
5. To assist and cooperate with faculty members in their instructional and research programmes.
6. To cooperate with other libraries in the vicinity, regional and elsewhere in building total library stock and making them available to users.
7. To encourage students to develop the interest and the habit of self education which can be a major factor in the students academic success.<sup>2</sup>

#### 1.1.2 Clientele of the U.C.C. Library

The clientele of the U.C.C. Library are the academic staff, senior administrative and technical staff on the recommendation by their heads of Department, post-graduate and undergraduate students, the alumni and the general university community. In all there are about 2,800 users made up of lecturers, students and researchers. For the 1990/91 academic year a total of 273 new users were registered as members at the circulation desk.

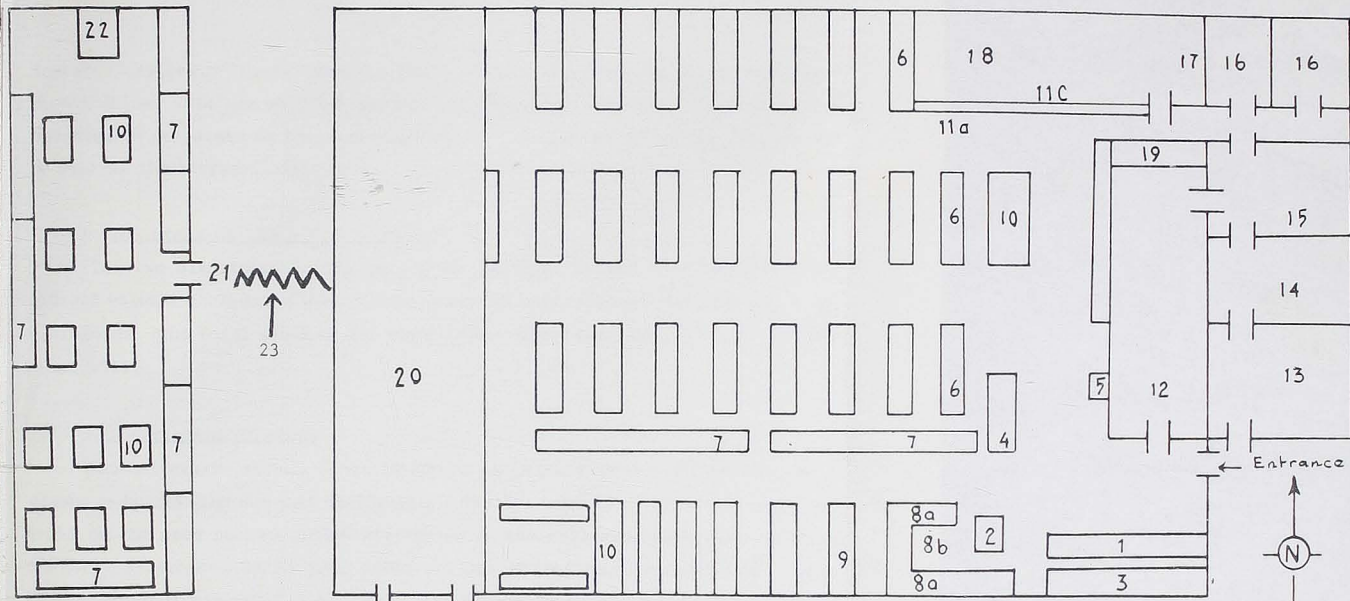
#### 1.1.3 Accommodation:

The building housing the main library is situated at the University "old site", ideally situated on a low hill over looking a picturesque palm-lined beach along the Atlantic Ocean, about four miles west of the Cape Coast municipality. Cape Coast itself is approximately 90 miles west of Accra, the capital of Ghana, and 52 miles from Takoradi in the Western Region.

The physical structure cannot be described as being exactly a storey building (see figure 1). However an internal wooden staircase leads to an area that occupies the top of the Binding and Printing Press where the African History collections are housed. This is also the main hall which has the greater proportion of the seating places.

The building has six sections, namely Acquisition, Cataloguing and Classification, Periodicals, Readers Services, Computerization unit and Technical

A FLOOR PLAN OF THE LIBRARY



1. Circulation Desk
2. Reader's Enquiries
3. Reserve Collection
4. Catalogue Cabinet
5. The Visible Subject Index
6. General Collection
7. Reference Collection.
8. Students' Reference Collection
9. Bound Periodicals

10. Bibliography
- 11.a. Periodicals Display  
(Pigeon Holes)
- 11.b. Newspaper Display Shelf
- 11.c. Periodicals Stack
12. Cataloguing Section
13. Librarian's Office
14. General office
16. Typing Pool

16. Toilets
17. Periodicals Department
18. Acquisition Department
19. Cloak Room
20. University Press
21. African History
22. Micro-Reading Room
23. Staircase

Fig. 1

Support Services. The Circulation and Reference Services in the library have been combined into one section under Reader Services Section. The circulation function is performed at the main entrance of the library, it is the first-point of call at the library. All the various sections are found on the ground floor.

#### 1.1. 4 The Stock of the U.C.C. Library

The two divisions already indicated together contain a total stock over 180,000 volumes excluding pamphlets and journals which number about 500 and 5,000 microforms. The total stock of the main library alone however is 156,461 volumes as at 1991.

#### 1.1. 5 Description of stock

The University of Cape Coast library's stock has been divided into two main groups - borrowable and non-borrowable. The borrowable materials include all books on the open shelves other than those in the following sections: African History, Reference, World Bank Publications, Microform, Reserved Collection, Current Periodicals and Theses. Under the non-borrowable materials can be found those under closed access to include some current periodicals, Theses and microform.

The library uses the library of Congress classification scheme with modifications to suit local needs and Anglo American Cataloguing Rule (AACR2) to cover all the materials in stock.

However, the reference collection alone consists of quick reference sources like encyclopedias, directories, almanacs, dictionaries, atlases etc. They also have yearbooks, handbooks, theses, abstract and indexes.

Other collections have also been classified separately for reference only. These are African History Collection, Classical History or Greek and Roman Civilization collection. There are also Bibliographic tools for book selection and orders.

One would have thought that at the rapid rate of which the library's collection grew at its inception, its stock would have exceeded the present number but this has not been the case. This can be explained by the fact that

the slump in the economy of the country in recent years made it impossible for enough funds to be made available for the purpose of importing books. For sometime the library's main source of acquisition had been the Overseas Development Agency (O.D.A) and the Book Presentation Programme. (B.P.P) both agencies of the British government and even this has been cut over the years. There have been however occasional book gifts from other foreign governments individuals and organizations and due to the Book and Newspaper Registration Act, some local publishers do deposit copies of their published works in the library. Under the educational structure Adjustment Credit Programme (E.D.S.A.C) the library has acquired some more books and periodicals. The pace at which the materials are received is painfully slow. The library also has microfilm and microcard editions of certain books and periodicals.

#### 1.1.6 Staff or Personnel of the U.C.C. Library

The library of the University of Cape Coast at the time of this study has an Acting Head or Chief Librarian, a Deputy Librarian, 4 Senior Assistant Librarians, an Assistant Librarian, a Junior Assistant Librarian-in-training. There are also 7 Senior Library Assistants, 24 Junior Library Assistants, 5 Janitors, and 7 cleaners. They are supported by a Secretarial Staff made up of an Administrative Assistant, who is the secretary to the Librarian and 5 typists. There are also a technical staff made up of photocopying operators.

#### 1.1.7 Services Provided

After acquiring the relevant literature and organizing them for use, the library does not rest on its oars but to provide services, which are aimed at enhancing clients use of the library's collection and other resources elsewhere. These can be categorized as follows: circulation, user education, inter-library loan, current awareness; referral, assistance to users, photocopying, reservation and micro-reading services.

## 1.2 Statement of the Problem

The reference department of a library and the services that it provides are very important to all libraries. These services are rendered to aid the library clients in their use of the library and its resources. Much of the reputation of the library in its community will depend upon the success with which it handles its reference work.

In the organization of University libraries, therefore, the sheer size of its collection and the number of users who are supposed to use them tend to make the reference services almost indispensable. The extent to which scholarship and research activities at the University of Cape Coast can be attained depends largely on the efficient delivery and quality of reference services at the library. It is against this background that the reference service of the U.C.C. library is being evaluated to assess its impact as to whether it meets its stated objectives.

## 1.3 Literature Review

Samuel Rothstein (1964)<sup>3</sup> laments that the evaluation of reference service has been more often discussed than attempted. He blames reference librarians for this state of affairs because they have remained unconvinced of the worth of such studies and uncertain in their methodology. He admits that the task is formidable because as compared with other library activities such as circulation, acquisition and cataloguing, reference service is ill-defined with little agreement on its component parts. However the trend now is for evaluation under the following categories:

- (i) enumeration of reference questions answered
- (ii) reference questions classified by type, subject purpose or effect.
- (iii) the reference clientele
- (iv) the reference collection
- (v) reference personnel and the organization of reference departments.
- (vi) cost analysis; what it costs, in direct labour to answer the average reference question in a given library; and evaluation of reference service (which is a rarity in the reference literature). Evaluation

presupposes measurement against a specific standard or yardstick or goal, and no area of library service has been more deficient in such standard than reference service.

F.W. Lancaster (1977)<sup>4</sup> indicates that most direct service in public and academic libraries is of a reference assistance type which involves answering questions of a factual nature. He goes on to mention the basis of any quality of the collection of reference materials and the ability of the staff to exploit this collection effectively. Furthermore he thinks the quality of the service must also be judged in terms of how completely, accurately and efficiently all user demands are satisfied. For standards, for reference service in a particular library, Lancaster states that one possible way of assessing is by comparison with various published standards. It is by so doing that reference service could be effective. Lastly Lancaster thinks that closely related to the evaluation business is the observation and analysis of how the reference librarian functions.

William Katz (1978)<sup>5</sup> contends that though there is no grand plan or philosophy of reference service, there should at least be some way quantitatively and qualitatively to establish minimum standards of service. He sees the guidelines adopted by the reference and adult services division of the American Library Association in 1976 as merely sketching the general purposes of reference service. However he adds that the "Guidelines" are unquestionably of value to the local library looking for assistance in drawing up goals and objectives as well as the Librarian or student looking for an overview of what reference librarians think their service entails.

Katz also shares the view of Rothstein that evaluation of reference service is widely discussed but the actual amount of its being done is negligible. Katz attributes it to the lack of anything more than the general objectives. But he feels that evaluation can begin only when the library is aware of existing or potential failures to give adequate reference service. He thus goes on to mention the methods which can be adopted to the evaluation. These are interviewing the reference librarian, and users of reference service and direct observation from a vantage point to double check information gained from an

interview or other method. Others are the use of questionnaires, case studies, test questions and library survey.

Evelyn D. Markwei (1990)<sup>6</sup> set out to evaluate the reference service of the Balme Library, University of Ghana. She evaluates the services in terms of user awareness, the extent of their use of services and their satisfaction with the services. The writer hypothesized the following; that orientation programmes for freshmen are not well patronized and therefore users are not aware of the services provided by the library leading to poor patronage; there is no organized instructional programme, therefore users do not make full use of all available library resources, in pursuit of their academic goals; and inadequate staffing limits the assistance given at the reference desk.

From the data gathered the writer was able to prove her hypotheses, and went on to make a number of recommendations. These are that, though the orientation programme is well patronized, its quality can be enhanced through small groups of students taken on conducted tours; A big plan of the library located in the catalogue/reference hall is long overdue to improve guiding in the library; reference librarians should be preparing more bibliographies on various subject areas; finally, more photocopy machines should be acquired to augment what is available to enhance speed delivery of photocopying service.

Amoah (1982)<sup>7</sup> conducted a study of the U.C.C. Library to investigate how effectively the library had succeeded in carrying out the circulation and reference functions of the library. This to him, involved establishing the true picture of the resources made available to the library and the facilities and services the library provides with the objective of satisfying the academic needs of its clientele.

Among his findings are that the library building is very inadequate for the efficient operation of the reader services unit and the staffing situation there was precarious with no professional staff. Also the reference collection is not up to the required standard as a sizeable number of courses taught at the University are not adequately catered for. With regard to the reference function a greater percentage of both undergraduates and graduates were being well catered for as regards response to reference enquiries but nearly seventy percentage of

the faculty felt their requests are rarely satisfied. Majority (57%) of students were not given any orientation in library use as freshmen, neither were copies of the library guide given to freshmen due to shortage of materials. About 65% of the students respondents wanted the instruction in library use to be repeated. The inter-library loan facility has not fared better either simply because there are not enough UNESCO coupons to support the scheme. In fact majority of students and some faculty members were not aware that they could have their needs through inter-library loans. The photocopying facility was also found to be unsatisfactory due to frequent breakdowns and lack of vital inputs.

He therefore made a number of recommendations to remedy the situation. These are: putting up a new library building, providing enough funds to meet the operational needs of the library and the library adopting a comprehensive staff development policy to upgrade the professional competence of staff. Finally on the library orientation programme, he suggested a properly, systematically and regularly conducted programme preferably four weeks after re-opening.

#### 1.4 Need for the Study

Getting readers an easy access to a particular library's collections and others which can be obtained through inter-library loans is the essence of modern day library service. Thus in the words of Donald Davinson, "reference service, is the peak of library's activity and is rightly regarded as a prestige job".<sup>8</sup>

Through carefully selected reference materials, the competence of the reference librarian and his/her subordinate staff, and the speed and efficiency through which the reference department works go a long way to portray the library favourably in the eyes of the University community. On the other hand unreliable reference service characterized by out-dated stock and incompetent staff is an indictment of the University library service and defeats the objectives of the other institution, so in a university library organization the strategic position occupied by the reference department or service in satisfying the varying needs of its clients cannot be over-emphasized.

Amoah (1982) undertook a survey of reader services (ie. circulation and reference service) at the U.C.C. Library, but he seemed only to have taken an

overview of the reference service. Secondly, ten years have passed since Amoah's study and new developments have taken place as well. It is therefore important and appropriate that an in-depth study is carried out of the reference service in particular to know the present state of the service delivery.

Whatever findings that come out of the study will offer management an opportunity to either maintain or improve further the reference service.

#### 1.5 Purpose of Study

The principal objective of this study is to evaluate the nature and scope of Reference Service at the U.C.C. library in the light of its stated objectives.

#### 1.6 Scope of the study:

The scope of the study shall cover the Reference service of the U.C.C. Library, and the means through which the service is attained. The means are the resources, the facilities and the personnel made available. It will, however, take into consideration the users awareness of the service and the satisfaction so derived from it.

#### 1.7 Methodology:

Gathering of data for this project was based on a number of approaches, being documentary analysis, interviews, administering of questionnaires and observation. As regards the documentary analysis, basic documents of the library like annual reports, relevant files etc were read for background information and statistical data on the library. Included were also published books which have direct bearing on the topic and enable one to know the nature of the reference service.

Secondly a number of interviews were conducted with the librarian, reference librarian, and other librarians of the library to know more about their views on the state of reference service. The reason is that these persons were more involved in formulating policies and were in a stronger position to give the vital information. In fact, the interviews were to supplement the questionnaires which were administered. Some of the faculty members were also interviewed for

them to throw more light on the reference service or elaborate some points made in answering the questionnaires.

The next important data gathering tool was the questionnaires. Three types were designed for the three important target groups: library staff, lecturers and students (undergraduates and post graduates). The questionnaires were designed to elicit information while ensuring the anonymity of the respondents. The questions were a mixture of close and open ended.

Lastly the observation method was also used to collect data. From a vantage point like the reference desk, the observation method enabled one to double - check information gained from an interview or other method. How users were making use of reference materials or making requests or even the reference librarian attending to the needs of users were all observed closely at first hand to confirm or reject information gathered elsewhere.

#### 1.8 Organization of Chapters

The findings of the study are presented in four chapters.

Chapter one is the introductory aspect of the whole work and contains the Brief History of the University of Cape Coast Library, state of the U.C.C. library as at present in terms of its objectives, clientele, accommodation, the stock and staff of the U.C.C. library. The others are available literature on the topic, statement of the problem, need for the study, purpose, scope, methodology and usefulness of the study.

Chapter two highlights the trends in Reference Service. It embodies the meaning of reference service, nature and scope, trends and issues in reference service.

Chapter three is devoted to the findings of the study and the analysis of data.

Finally, chapter four is the summary of the findings, evaluation of the stated objectives of the reference service, the constraints facing the service and the recommendations made to improve it.

1.9 Usefulness of the Study

When the study is completed, it would enhance understanding of the problems and issues affecting the reference service at the U.C.C. Library.

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CHAPTER 2

REFERENCE SERVICE: EVOLUTION AND CURRENT TRENDS

2.1 Definition

Various definitions have been given to reference service. According to Donald Davinson, reference service is a difficult concept to define, but is taken "to refer to the provision of information and/or materials to people entering a reference library and requesting help from the library staff."<sup>1</sup>

On his part, Ray Prytherch defines it as "that branch of the library's services that include the assistance given to readers in their search for information on various subjects".<sup>2</sup> The New Encyclopaedia Britannica also defines the reference service as "consisting of providing personal assistance to individual library users in pursuit of information".

From these definitions it comes out clear that there is some amount of contact between users and the reference staff on one hand, and the information source, on the other. That this development has come about can be attributed to the fact that libraries have recognized such assistance as necessary in fulfilling their major mission of disseminating information.

2.2 Historical Development<sup>3</sup>

Historically, reference service grew out of the need to give the individual particular attention. Its emergence as a major aspect of Librarianship is rather recent in comparison to the acquisition, organization and custody of library materials. The term did not appear until about 1890 although recognition of the need for aid to readers had been emerging for several decades. The origins of formalized reference service, however, are found in American academic and public libraries and date from a uniquely American contribution to world librarianship, thus it is appropriate to examine its development in terms of the American library setting.

The public library movement swept the United States in the last decades of



the 19th century and at that time too, college and University libraries were also changing radically in character as a consequence of a growing orientation toward graduate study and research. The then established public libraries were dedicated more to the use of books than to their preservation, and they had been created to serve the entire community rather than the minority elite. Consequently those staff working in the library were compelled to abandon the "custodial approach" to librarianship that had so far characterized their operations. Almost simultaneously American college and university libraries had already mentioned changes in size and character by virtue of both a growing emphasis on research and the widespread adoption of less restrictive approaches to instruction. Thus American libraries both public and academic were mandated to serve broad segments of society hitherto not enjoying free or easy access to books, and responded to growing and changing demands for access to its expanding collection.

With the rapid and dramatic increase in the size of collection came the need for greater attention to the organization to enhance their use. The result of this growing concern were exemplified in the rise of the dictionary catalogue, the widespread adoption of Melvil Dewey's classification scheme and in the publication in 1982 of W.F. Poole's pioneering index to general periodicals. But while some libraries persisted in the belief that catalogues, classification systems and indexes ought to be sufficient to provide adequate access to collection for readers, others recognized that the responsibility of the library must extend beyond the mere gathering and organization of books and journals, to an active role in the dissemination of information.

The last few years of the 19th century saw the gradual acceptance and implementation of the concept of the reference function of the library. Along with Samuel Green, the leading advocates at that time were Poole, Winsor and Melvil Dewey among others. Kaplan for instance wrote that "by 1993, the theory of reference service had been thoroughly and generally accepted by American librarians".<sup>4</sup> In 1883 the first full-time reference position was established at the Boston public library.

The period since 1900 has witnessed both consolidation of the original

concept of reference service and its expansion in response to new social, economic and educational changes. These major changes included the continued progress of the United States and other nations of the world towards industrialization, the dominance of science and technology in the present century, the expansion of formal educational establishments, the increasing importance of research in its governmental, industrial and societal aspects and the astronomical growth in the body of recorded knowledge. The libraries too underwent important changes which had a profound influence on the nature of reference service. These changes include the trend towards subject departmentalization of libraries and subject specialization by librarians, the special library movement, the emergence of the newer media for the storage and communication of information, the improvement of the mechanisms of bibliographical control and the adaption of the computer and related electronic technologies to the organization, storage and dissemination of information.

As both public and academic libraries grew in size, sub division of staff, facilities and collections by function/or by client group became common place. Thus larger libraries relatively early in the 20th century created special departments and staffs for rare books, manuscript, government publications, periodicals and more recently for non-print materials. Those who staffed these departments by virtue of their greater familiarity with the specialized materials housed there were capable of offering more extensive and sophisticated assistance to library users.

Of even greater significance for the development of reference service in general libraries however has been the phenomenon of the organization of large and even medium-sized public and academic libraries into subject divisions or departments. However, the subject departmentalization did not wholly eliminate the need for a general reference unit, it did tend to shift the locus of in-depth reference and research assistance to the subject units, while the general reference staff became more concerned with directing inquiries to the appropriate subject departments or handling simple factual "ready reference" informational needs.

The most important consequence of the movement toward subject

departmentalization in larger libraries was that it created an environment receptive to the development of subject specializations by the library staff. Subject specialist librarians, frequently with advanced academic credentials in appropriate disciplines, were increasingly sought and engaged to the newly created subject departments. The responsibilities of the subject specialist usually cover the selection and acquisition of books and journals for the departmental collection, and the provision of reference and advisory services to the library's clientele. In the University Library this has resulted in a staff better equipped to provide meaningful reference assistance in greater depth, not only to the student or other beginner in the discipline, but to the more sophisticated users engaged in advanced research.

The 20th century has also been characterized by the growth of special libraries, the development of a class of subject specialists to man them, and a resulting enlarged concept of reference service to the groups that form the special library's clientele. This has been facilitated by the creation of an extensive array of tools and devices to assist in the bibliographic control and subject analysis of recorded knowledge in a wide variety of formats that are characteristic of the present age. Notable among such tools are current complete national bibliographies and published retrospective and current catalogues of monographic holdings of the national libraries such as the library of Congress and the British Library in print and machine readable formats. There are also available indexes to periodicals and technical reports, centralized indexing and abstracting services and the recent development of computer based, on-line bibliographic and data information systems. These vast and improved array of resources have made it possible for the reference librarian to both achieve effective control over a growing body of world literature in all disciplines and to provide in some cases reference service in considerable depth to specialized clientele.

### 2.3 Approaches to Reference Service

As first envisaged in the United States, and later Europe, reference service was to be rendered to the uninitiated user through assistance with the



bibliographic apparatus of library operation. Three schools of thought have developed on the rendering of reference service. They have been labelled the "Conservative" 'moderate' and 'liberal' schools, which Samuel Rothstein termed 'minimum' 'middling' and 'maximum'.<sup>5</sup>

The conservative or minimum approach is still characteristic of reference service in a significant number of college and university libraries. The librarians limits his or her role to that of serving as a guide to the clients' use of books, journals and other resources. The emphasis is on helping the user to help himself or instruction in how to use books and libraries rather than on delivery of information. The ultimate goal is to make the user self sufficient. In the case of the public libraries the rationale behind their adoption of the conservative approach is to be found in the 19th century of that institution as a 'people's university; a resource provided by the community for the self education of the citizenry. In pursuing self-education, the citizen must be prepared to train himself, with the assistance of the reference librarian, in the techniques of using books and libraries and in the methods and tools for the location of information.

The liberal or maximum approach to reference service contrasts sharply with the conservative view. Rothstein<sup>6</sup> suggested that it comprises three distinctive elements: an emphasis on the delivery of information to users; the concept of a library assistance that would be 'expert'; and the notion of differentiated service with conscious overt distinctions made in the kind and amount of assistance to be provided both to different categories of users and to different individuals within those categories. Given the growth in size and complexity of the body of recorded knowledge, this approach maintains that it is at once unrealistic, uneconomical and inefficient for the user to attempt to master the specialized skills and knowledge that are the special preserve of the librarian. Rothstein<sup>7</sup> in an argument advanced for adoption of the liberal position in the provision of reference and information services wrote; "the chemist no longer blows his own glassware, and the doctor no longer takes his own temperatures, search for library held information should be conducted by competent librarians". The so-called liberal approach arose in special libraries, such as those serving

industrial corporation or specialized government agencies. In university libraries however, it has been found useful in services to faculty members and graduate students engaged in sponsored research activities, and in public libraries, it is adopted in units devoted to the needs of business and industry.

In moderate approach, the librarian may make an active effort to instruct in the use of the library while at the same time, answering questions posed by certain select users.

To sum up the approaches to reference service, William Katz<sup>8</sup> notes however, that few libraries limit their services to any of these methods. In reality, one user may receive minimal help, another maximum or one librarian may believe in one type of service another in another type. The result is that laymen have no exact concept of what it could mean for them if the library did offer total maximum reference service.

#### 2.4 Role and Attributes of a Reference Librarian

One could not meaningfully talk about the delivery of reference service without acknowledging the crucial role played by the reference librarian. He or she is the most important intermediary between users and the information source. Undeniably reference librarians are the library's public relations people for they are the librarians - usually the only librarians - the public sees. As a result, reference librarians tend to think of themselves as the front line troops of librarianship, though other writers think that they cannot operate in a vacuum. Reference librarianship is a specialty that is enhanced by teamwork, and a reference librarian's best source may be another librarian.

Being at the point of public (i.e user) contact however it is the reference librarians who can most easily ruin any good work done by the rest of the reference librarians who can most easily ruin any good work done by the rest of the team or most spectacularly build or confirm a good reputation for the library by effective work in the parts of the library seen by users. As head of the reference library, the reference librarian's major responsibility is to see to the provision of reference and information service, but the better educated the librarian behind the desk, the better the reference service will be.

The duties of the reference librarian may entail the following: User education; reference book selection; conducting literature searches and compiling bibliographies on topics about which information is sought or is expected to be sought by users; preparing guides and aides to the use of the library and its collection, constructing special files and maintaining special files; inter-library loans; abstracting; translation, selective dissemination of information to clients; and editorial and publishing services.

The degree of success which a reference librarian is normally able to achieve in the discharge of his work is a measure of his aptitude for this sort of work and it is undoubtedly true that many people do not have such an aptitude. Some of the more important attributes or qualities, demanded of a reference librarian may be listed as follows:

- (i) "broad subject knowledge;
- (ii) adequate knowledge of reference tools;
- (iii) a keen and analytical mind;
- (iv) ability to put people at their ease;
- (v) ability to communicate effectively with people of differing ages, temperaments; and abilities;
- (vi) an equable temperament; and
- (vii) ability to decide at what stage it would be right to cease searching his own resources and to turn instead to outside resources".<sup>9</sup>

## 2.5 Reference Service in the University Library<sup>10</sup>

The nature of the reference service needed in and provided by a library depends on the type of library; its general purposes, users, geographical location, relationship to other libraries in its region, and similar factors. university libraries for instance, not only support curricular needs but also support research needs of faculty, graduate students and others. This greatly increases the size and depth of the collection needed and makes demands on the reference staff, which are not present in the other types of libraries. What is also noticeable here is the training and skills needed by the reference staff. The reference staff will need more advanced education, preference is often given

to applicants in the United States, Canada, and Britain who have a subject master's degree in addition to a master's degree in library science. In the ideal case, expertise in a range of subjects would be divided among the staff; at least one person should have scientific/technical background to balance the humanities/Arts and the social science interests of other staff members.

The differences in the nature of reference service in the several types of libraries also dictate differences in the reference collection. More than public or school libraries, the University library will need many scholarly works, bibliographies and large library catalogues, abstracts, indexes, bibliographies of conference proceedings, specialized encyclopedias, and dictionaries, and various other reference works to support research.

The user population of the University library may be divided into several groups, chiefly undergraduate students, graduate students and faculty. The predominant reference needs of these three groups show clear differences, but for all three groups the needs are related to curricular or research interests. The differences are thus dependent on the educational level of the groups, not on differences in subject interests. Two smaller groups of University library users may be identified, namely the administrators of the University and the other, for want of another label, be called "the public". This group includes persons in the community who are not directly associated with the university.

In the organization and location of any reference service, these factors must be considered; easy and inviting access to the service by the user, easy access to the library catalogue, the circulating collection, and the documents collection by the reference librarians, and the expertise of members of the reference staff.

In the average university library, reference service is not handicapped by inadequate information sources or by inadequate knowledge and skill of the librarians so much as by lack of awareness by potential users of what the library can provide. Better awareness can be promoted, in part, by locating the reference service in an open inviting part of the library, close to the main entrance. It is also desirable that the reference desk be close to the library catalogue, not only because it is often necessary to check the library catalogue

for a book that seems to be a possible source of needed information, but also because a user will frequently call to ask of a library has a particular book. A related problem is the provision of staff to help bewildered students and other users of the catalogue, whether this is a card catalogue or an on line catalogue.

Another popular organization of reference service is to have a separate undergraduate library with its own reference department. Undergraduates, however can be served in the general reference department and graduate students, faculty and others in the undergraduate library, in so far as the reference resources permit, when these users find themselves in libraries other than their own.

The mixed clientele of a university library makes it necessary for the adoption of the conservative and liberal approaches to reference service. For instance, the sheer number of undergraduate students makes the adoption of the liberal approach impossible. In fact, there would not be enough reference staff to satisfy all the information and reference needs of students thus the need to instruct them, on how to satisfy their needs without relying on the staff all the time. For the teaching staff and other researchers, the liberal approach best suits their role in the university.

The functional definition of reference service put forward in the guidelines prepared by the standard committee of the Reference and Adult Services Division of the American library Association, implies the following role for reference Service in a university library. "It must provide for user education, assistance to clientele in location of material, provision of information through inter-library loan services and indirect services like preparation of finding aids, abstracts, indexes and compilation of bibliographies to facilitate quick access to information."<sup>11</sup>

### 2.5.1 User Education

It is essential in an academic library that readers be offered instruction in its use. This is not to say that users need lectures on advanced cataloguing or information work, but they do need to know some of the techniques of using a library which will help them during their course and in later life.<sup>12</sup>

User education, to be effective, must be offered at a number of different

levels. The first involves introducing new students to the library. A standard element is an introductory and welcoming talk to new students in one or more large groups by the university librarian himself - usually in the students' first week. They <sup>n</sup> it is followed by conducted tours of the library, supplemented subsequently by the distribution of the printed guide or handbook to the library. These tours which should be short and in groups not exceeding a dozen or so students, must have members of the library staff as guides. General information about the organization of the library is given including demonstrating the use of the catalogues, the handling of bibliographies, reference books etc, and with a visit to relevant shelves in the library.

The next stage of user education involves guidance on the literature in the student's subject, with specific instruction in the use of bibliographical tools.

The final stage is that geared to the needs of post-graduate students. This can be arranged in cooperation with the teaching staff.<sup>13</sup>

#### 2.5.2 Assistance to users

As a University library grows in size and complexity and as the bibliographic apparatus becomes too extensive for any man to cope with alone, all group of users will need more assistance. So from the library's enquiry desk, all manner of assistance is given to the clientele in their quest for information. Examples of such assistance are: locating in the catalogue an item for which a reader has searched unsuccessfully, or confirming for them that in fact it is not in stock; showing a reader how to find from the subject catalogue what books the library has on a particular topic or telling a reader which work of reference he should consult to discover certain piece of information.<sup>14</sup>

Also, depending on the strength of a university library collection, the reference librarian can conduct literature searches on behalf of lecturers and research fellows, or even compile bibliographies on particular subject disciplines. On the other hand, if the library's collection are not comprehensive enough, assistance could be sought from other libraries. By what is termed 'referral service' the clients are introduced to other libraries to have their needs satisfied.

### 2.5.3 Inter-library loan

The ideal library has everything. As there is no ideal library, then we must all cooperate to share our resources. Of all the types of cooperative activity, inter-library lending is the most important. With an increase in the number of academic people engaged in research and the mounting costs of books and periodicals, it has become necessary to explore all the means whereby a University library can cooperate with other libraries with a view to extending and improving its own services.

Inter library loan is thus a system which enables library materials to be made available by one library to another for use of an individual. The larger and richer a particular University library collection is, the greater burden of inter-lending it will bear. But what is obvious, and must not be overlooked by any University librarian, is that inter library lending should not be allowed to disguise stock deficiencies.<sup>15</sup>

### 2.5.4 Photocopying:

Photocopying has become an indispensable part of the University library. The reproduction of documents is increasingly resorted to as a method of preserving a copy of a book having deteriorating paper, as an interlibrary loan alternative, as a means of procuring materials not available or too expensive to buy in the original format, and as a service to readers who are thereby saved hand transcription of text.<sup>16</sup> It has had its effect, too, on library routines: all sorts of records can be manufactured easily in any number of copies.

the very large range of possibilities offered by photocopying machines has on the other hand, brought problems also. The greatest of these is the problem of copyright, and secondly that of financial control of a photocopying service. Despite these problems, it is an essential reference service to provide adequate and efficient photocopying arrangements. There should be sufficient machines to obviate photocopying delays.<sup>17</sup>

#### 2.5.5 Current Awareness Service

Current awareness is derived from the need to keep up to date with progress within a field. It is becoming increasingly important to direct the attention of the researcher or practitioner to that portion of the current literature likely to be of most direct value to him. This is to spare him the necessity for wading through a large quantity of material of little or no value. Librarians and information officers have, over the years, devoted more and more efforts to the development of "personalized" notification services for the individual or for the small research group. This type of service has come to be known as Selective Dissemination of Information.<sup>18</sup> Other library current awareness services include the periodic issuing of library bulletins, display of new books received and the mounting of exhibitions.

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CHAPTER 3REFERENCE SERVICE IN THE U.C.G. LIBRARYFINDINGS AND ANALYSIS OF DATA

Backed by a sizeable reference collection and the reference staff, the University of Cape Coast library is able to render reference service to its clients. The library offers the following services: user education, assistance to users, inter-library loan, photocopying current awareness and referral services. This chapter presents the findings and analyses the data obtained from a survey of users and staff under appropriate headings below:

3.1 Nature of Respondents:

Three types of questionnaires were designed for students (undergraduates and post-graduates) faculty members and some library staff. (see Appendixes I, II and III). They were distributed to the students and faculty members on a random basis, whilst those for the library staff were given out selectively, that is based on the assumption that those given will provide the required information.

Two hundred questionnaires were given out to students of the five halls of residence for response and 150 (75%) of them were retrieved. Of the number returned, 80% were answered by undergraduate students whilst the remaining 20% came from post-graduates (see Table 1).

Table 1Nature of Students' Respondents

Students	Frequency	Percentage(%)
Undergraduates	120	80
Post-graduates	30	20
Total	150	100

The respondents also tended to cut across the major faculties of the university. (see Table II and III below). the 120 undergraduate respondents were distributed among the faculties as follows: Arts 30 (25%), Education 15 (12.5%); Social Science, 30 (25%) and Sciences 45(37.5%). The 30 post-graduate respondents were also distributed as follows: Arts, 3(10%), Education 18 (60%); Social Science 5 (17%) and Sciences 4 (13%).

When all the student respondents were taken as a group of 150 the men outnumbered the women 90% (135) and 10% (15) respectively.

Table II

Undergraduate Respondents and their Faculty

Students	Frequency	Percentage(%)
Arts	30	25
Education	15	12.5
Social Science	30	25
Sciences	45	37.5
Total	120	100

Table III

Post-graduate Respondents and their Faculty

Faculty	Frequency	Percentage(%)
Arts	3	10
Education	18	60
Social Sciences	5	17
Science	4	13
Total	30	100

On the part of faculty members, 28 questionnaires were randomly distributed but 19 (68%) of them were retrieved from the following faculties; Arts (8), Education (8), and Social Sciences (3). The faculty of Science members failed to respond to the questionnaires given. Of the 19 respondents, 17 (89%) have been associated (lectured) with the University for five years and above. It can therefore be inferred that their long association with the University makes them quite authoritative to speak on the state of the University library in general and the reference service section in particular.

The library staff were also given the privilege of answering a questionnaire. Of the 20 questionnaires given out, 14 (70%) were completed and retrieved.

### 3.2 Clients Use of the Library

A University Library exists basically to support university academic programme centred around research, teaching and learning. It is the best University agency for collecting and organising knowledge for effective use and for providing the services and physical facilities to encourage it. It is the function of the University library to provide the University staff and students an opportunity for independent work directed at the expansion of knowledge.

The University of Cape Coast library plays no mean role in the academic pursuits of students, faculty members, and to a lesser extent, external borrowers/readers of the immediate University environment. For the 1991/92 academic year, out of students strength of 2400<sup>1</sup>, 2002 had registered with the library, whilst 898 staff (both academic and administrative) had also done the same. The library has opened its doors to some external users who also amount to 114, made up of secondary students and tutors of the Cape Coast municipality

and other alumni of the University.<sup>2</sup>

### 3.2.1 Faculty members use of Library

Among the faculty members, use is made of a a number of libraries available to them at any given time. These are the main, faculty/department and science libraries and even personal ones.

However, one library that most faculty members who responded to the questionnaires prefer using is the main library as depicted in Table IV below.

Table IV

#### Faculty Members Preference in use of Campus Libraries

Library	Frequency (Out of 19)	Percentage(%)
Main library	15	79
Dept./Faculty	11	58
Personal	8	42

Table V below shows that the majority of faculty members (74%) to be precise, do patronise the university main library, at least once in a fortnight. The purpose of their visit is fourfold: to borrow books, consult reference books, to read and to make photocopies. In the same vein, more Faculty members, about 79% (15 out of 19) will expect their students to use the main library, as compared to 63% (12 out of 19) who will prefer students to use departmental libraries. The reasons assigned by pro-main library faculty members were that it "has most of the relevant books for the courses," "has books on a broad

spectrum of subjects", and that the departmental libraries sought "to complement the main library".

Table V

Frequency of Faculty Members use of Main Library

Times	Frequency	Percentage(%)
Daily	3	16)
Weekly	8	42) 47%
Every fortnight	3	16)
Monthly	1	5
Once a semester	2	11
Occasionally	1	5
Never	1	5
Total	19	100

3.2.2 Students use of Library

Students are the dominant users of the library by virtue of their sheer numbers. Post-graduate students, numbering 30 out of the respondents have come to accept the library as quite indispensable to their studies. 28 out of them i.e. 93.3% use the library either daily or weekly as shown in Table VI below.

Table VI Post-graduates use of the Library

Times	Frequency	Percentage (%)
Daily	10	33.3
Weekly	18	60
Monthly	-	-
Rarely	2	6.7
Never	-	-
Total	30	100

Majority (80%) of them however use the library to read, borrow or return books. Few i.e. 10% of them go there to read their own books and a tiny minority of about 3.3% patronise the place to make cheap photocopies.

Analysing data from the undergraduates makes some startling revelation while about 72% of them patronise the library to either use library books or borrow, another 20% rarely set foot in the library (see Table VII below)

Table VII

Undergraduate use of the Library

Times	Frequency	Percentage
Daily	42	28
Weekly	66	44
Monthly	12	8
Rarely	30	20
Never	-	-
Total	150	100

Of the students who patronise the library, 80% of them are continuing undergraduate students, (final, third and second years) and post-graduate students.

The undergraduate freshmen, on the other hand, seemed not to be too keen of patronising the library. What accounts for this development may be that continuing/post-graduate students are eager to make the most out of the library than the freshmen.

Basically, those students who patronise the library make extensive use of text books and reference materials. With regard to the textbooks, the recommended ones or those placed on reserve are what majority of them go in for, though books on the open shelves are consulted as well. For the reference

materials, the students go in for them depending on their peculiar needs and their mastery of the use of such materials. For instance, first year students go in for encyclopaedias journals and dictionaries as shown in Table VIII column A.

Second year students heavily use encyclopaedias, journals, bibliographies, government publications and theses as shown in Table VIII column B.

The use of reference materials among third and final year undergraduate students tend to follow the same pattern as Table VIII Column C depicts. They make maximum use of journals, encyclopaedias, dictionaries, bibliographies, theses, indexes and government publications.

On the part of post-graduate students they go in for journals, abstracts, encyclopaedias, indexes and theses as seen in Table VIII column D.

While in the Library students resort to all known channels, official and unofficial, for informational sources. Official channels are those taught the students during the orientation programme in the first year and subsequent user assistances given



to students by the reference personnel. These channels are the use of the library catalogues, consulting abstracts and indexes and help from library staff. The unofficial channels, on the other hand, refer to the means other than official through which students get access to their reference sources. These are asking fellow students and lecturers and browsing the library shelves.

First year undergraduate adopt more the unofficial channels of browsing the shelves, asking fellow students and lecturers than the official that being the library catalogues and library staff (Table IX Column A). At this level use of abstracts and indexes and even references from journals and books are to the barest minimum or are never resorted to.

Second year students use mainly the library catalogues, abstracts and indexes, reference in journals and books, and library staff as shown in Table IX Column B.

On the part of third year students, the emphasis was more with the library catalogues, browsing, fellow students, reference in journals and books and to a lesser extent library staff as Table IX column C depicts.

Final year undergraduate and post-graduate students, more or less have the same interest, that being research oriented. They thus resort to all channels opened to them, official and unofficial. These are the catalogues abstracts and indexes, references in journals and books, library staff, browsing of shelves and asking fellow students and lecturers, as shown in Table IX column D and E.

Table IX

Channels Used to Retrieve Information

TYPE OF TOOLS	A FIRST YEAR		B SECOND YEAR		C THIRD YEAR		D FINAL YEAR		E POST-GRADUATES	
	(Out of 15) Frequency	(%)	(Out of 20) Frequency	(%)	(Out of 28) Frequency	(%)	(Out of 47) Frequency	%	(Out of 30) Frequency	
Library Catalogues	4	26.6	25	83.3	25	89.2	42	89.3	25	83.3
Abstracts and Indexes	-	-	22	73.3	10	35.7	37	78.7	20	66.6
Browsing lib. shelves	12	80	-	-	20	71.4	32	68	15	50
Lecturers	10	66.6	2	6.6	-	-	27	57.4	10	33.3
Fellow students	12	80	5	16.6	18	64.2	30	63.8	15	50
Library staff	4	26.6	18	60	16	57.1	30	63.8	15	50
References from Books	-	-	18	60	17	60.7	22	46.82	8	26.6

So on the whole freshmen resort to unofficial channels for retrieving items, while continuing and post-graduate students use more of the official channels with occasional use of unofficial.

### 3.3 Reference Service

That reference service is so important to the overall services rendered by a university library cannot be disputed. The service is possibly the most interesting and demanding in the library, and involves meeting readers in large numbers. Its main function is to help the library's clientele locate book materials, citations and information and to provide other bibliographic advice.

#### 3.3.1 Library staff Views on Reference Service

As a foremost service of a university library, the U.C.C. library staff who answered the questionnaire were well informed of it. This, in a sample form is how they see the service.

1. Making available to users the library materials.
2. It entails offering readers the necessary help by providing materials in the library and elsewhere to satisfy their demands or queries.
3. Providing reference material and assisting users to locate available information.
4. The section of the library which is concerned with helping users to obtain information or using the resources of the library for study and research.
5. Assisting the user with his enquiries as well as educating him on the use of the catalogue to trace library materials.
6. All that goes into the satisfaction of the user's search for

information.

### 3.3.2 User Awareness of the Reference Service of the U.C.C. Library

The two main users of the library resources, faculty members and students are aware of the reference service. The questionnaires given out to faculty members asked them to indicate whether they are aware of the reference service or not, and all of them (i.e. 19) said they know of it.

On the part of the students, they also seem to be aware of the service.

Table X

#### Benefit of Reference Service to Students Academic Work

Extent	Frequency	Percentage (%)
Greatly	22	15
Considerably	61	40
Moderately	37	25
Rarely	18	12
Not at all	6	4
Mp response	6	4
Total	150	100

From Table X as many as 120 students, representing 80% of respondents, think that the reference service has been of benefit to them in one way or another. This view cuts across all groups of students, be they post-graduate or undergraduate. This is made up of 15% (22) who said "greatly", 40% (61) who said considerably, and another 25% (37) who think the reference service somewhat satisfies them "moderately". Finally some 16% (24) say that the service is rarely" and "not at all" beneficial to them.

These responses have further been broken down into the relevant categories as shown in Table XI below.

Table XI

Categories of Students Response to the Benefits of  
Reference Service

Students	Responses					Total
	Greatly	Considerably	Moderately	Rarely Not all	No Response	
First Year (15)	2	8	-	3	2	15
Second Year (30)	6	12	3	8	1	30
Third Year (28)	6	15	-	7	-	28
Final Year (47)	4	20	16	4	3	47
Post graduate (30)	4	6	18	2	-	30
Total 150 100%	22(15%)	61 (40%)	37 (25%)	24(16%)	6 (4%)	100%

### 3.4 User Education

Most students enter Ghana Universities with little or no knowledge about the proper use of a library nor the notion of information retrieval. Like his colleagues in the lecture hall, the reference librarian has an obligation to assist in the intellectual development of the student. he goes about it by offering instructional and informational assistance in the proper use of the library. User education is the instruction given to readers to help them make

the best use of a library.

User education is one of the reference services rendered to freshmen and other continuing students of the University of Cape Coast. During the first week preceding a new academic year, an orientation programme is conducted for freshmen. The programme which takes the form of a conducted tour of the library entails: showing students how to locate items through the use of card catalogues where to locate library materials, spelling out to them rules and regulations of the library, how to borrow library books and those which cannot be borrowed and finally hours of opening.

The actual user education takes place when a student or group of students (freshmen, continuing and post-graduates) are instructed in the use of the various card catalogues, use of abstracts, indexes and other reference sources. This occurs as and when the need arises, and may be in the first or second semesters.

#### 3.4.1 Information Retrieval

Another form of user Education programme carried out at the University of Cape Coast, and with the involvement of the library is Information Retrieval. It is a non-credit course offered to third year undergraduate students as part of the academic programme to equip them in their literature searches. Some of the library staff are invited to lecture students on the proper procedures of information retrieval. The University academic affairs section is in charge of this course. The programme also entails practical library exercises. Though the Reference Department is not directly involved in the mounting of the Information Retrieval course, it can be said that the laudable aims that the course seeks to achieve, coincide somewhat with that of the Department, that is, enhancing students' use of the library's resources.

### 3.4.2 Students Participation in User Education

It was found that majority of student respondents, 110 (73%) took part in the orientation programme whilst 40 (27%) did not. Those who did not avail themselves of the exercise assigned "late admissions" as the contributory factor. All the same, they all appreciate the fact that the orientation programme was an important component of University academic pursuit. Still on the 110 student participants, not all of them agreed that the programme was effective. They were somewhat split in the middle. 60 of them that is 54.5% think that the programme was effective whilst the remaining 50 (45.5%) felt it was "somewhat/not effective".

This is an indictment on the user education programme at the U.C.C. Library, and more effort should be put into the programme to make it more accessible and more effective.

The students have got their own ideas of making it successful, and they are the following:-

1. Students should be grouped into smaller units for the orientation aspect of user education.
2. user education should follow the pattern of information retrieval course meant for third year students.
3. About a week should be allotted for orientation since it is too short and done anyhow; and
4. There is a need to distribute handouts (library guides) to participants.

### 3.5 Assistance to Users

Assistance to users is the basis of reference service. By so doing the library will go beyond its traditional functions of acquisition and preservation to that of aiding clients to fully exploit the resources of the library. However, the amount of assistance given is commensurate with the apparent need of the inquirer. Extended search is often made for the faculty member or graduate student engaged in research and for undergraduates when the purpose and subject matter justify the expenditure of time.

According to U.C.C. library staff, assistance to user entails offering the necessary help by providing materials in the library and elsewhere to satisfy their informational needs. These assistance may include the following; providing simple directional answers; confirming to readers whether a particular item is available or not; making available to users restricted circulation items like theses, past university examination questions papers, reserved books and where on campus specific items can be found, whether at department or faculty libraries. However the reference department is not in a position to carry out current and systematic literature search to its clientele, due to the fact that a sizeable collection of reference materials are outdated. The library staff attest to this fact but attributed it to extraneous factors like "lack of funds"

#### 3.5.1 Users Response to User Assistance

There is a high level of dissatisfaction among user about the sort of assistance given to them. For instance majority of faculty respondents say that their needs are not met always 32% of them gave an emphatic "No" as an answer, while 42% also said that "somehow". Only 21% claimed to have their needs always met. The main reason given by the faculty members for not having their needs met

is "non-availability of required books and journals".

In the same manner, 80% (120) of the students think that their needs or the recommended materials are not always satisfied by the library. For instance, the required journals are not always there, or if available, have been mutilated. For the recommended textbooks either so many users are chasing so few or that the prescribed ones have not been acquired. There are also cases where such books cannot be traced in the library.

### 3.5.2 Students and Research Activities

In trying to find out from students whether they are hampered in their research activities, only the final year undergraduates and post-graduate students' views were analysed. This is because first, second and third year students do not engage in any meaningful research activities whatsoever. Even among the final year students and post-graduate students, nearly three-quarters of them (70%) are not engaged in research. The remainder supposed to be researching did not have kind words for the library. Their comments could be summarized as follows:

1. Most of the Books needed are not available
2. There are no up-to-date journals and abstracts to support the research.
3. Certain science books are scarce and to get access to them is a problem.
4. No relevant literature on the research problem is available.

### 3.5.3 Resources to Support User Assistance

For satisfactory user assistance to take place include making available



resources, both human and material. These are the reference personnel, stock and physical facilities to enhance use of library materials.

(i) Reference Personnel

The Reference Librarian and his staff play no mean role in the successful execution of the reference service. They serve as guides, interpreters and information agency. They Reference Personnel thus become human intermediary between readers and books. However it must be stressed that the reference function is not limited to the reference personnel or department alone, but performed to a degree by all librarians or personnel who deal directly with readers.

In view of the wide range and character of activities they engage in, reference personnel must be exceptionally well-qualified, though invariably, it turns out not to be so, especially with the sub-professional staff. But the highly qualified among them should be thoroughly acquainted with major reference work, and have an alert inquiring mind and the ability to communicate effectively with those who request their services.

Furthermore they should be fully aware of the aims and programmes of the university and the library. Finally the personnel must be able to work effectively with the faculty, students as well as colleagues.

The reference personnel manning the U.C.C. library can be seen in this light, playing quite a useful role. The section is headed by a graduate though without any library professional qualification and supported by a sub-professional both with considerable work experience. The other non-reference personnel made favourable comments of the personnel manning the reference desk. Their ratings centered around "very efficient", "responsible" and "doing their best". The

contention that these favourable comments are what is expected from colleagues neither belongs here nor there. In fact, the faculty members also gave the reference personnel the same high ratings. What seemed to have received low ratings was the issue of "qualification" both from the library staff and faculty members. At present, the personnel manning the reference department are not professionally qualified. The head has a degree in book industry and publishing while the other is a diplomate in librarianship as indicated above.

On the part of the students, they were split in the middle about the "adequacy of reference staff", 34% thought they were "okay", 33% thought otherwise, and the remaining 33% were not in a position to assess their adequacy. As expected, those students who saw the staff as adequate gave the personnel high ratings like "very helpful and very efficient". On the other hand, unfavourable comments like "unprofessional outlook" "falls short of expectation" featured prominently on the data provided by students who saw the reference staff as inadequate.

With regard to the strength of the reference personnel, what was observed and data provided by library staff and some students showed the department as understaffed. Two persons manning the reference desk during day duties are woefully inadequate for any meaningful reference service/assistance to be rendered.

(ii) Stock

Assistance to a user is also enhanced if there is current literature and in reasonable quantities too. The literature being referred to are: reference materials like abstracts, indexes, yearbooks, bibliographies, journals and recommended textbooks. But the library is found wanting in the acquisition of

up-to-date literature which the users are well aware of. For instance all the faculty respondents said that their students have complained to them, at one time or another about inadequacies in user assistance. The nature of complaints from the affected students centered mainly on the poor stock situation and can be summarized as follows.

1. There are no Ghanaian language books.
2. Prescribed texts are not available.
3. Inability to locate particular books though cards are still in the catalogue.
4. Outdated books, and even these, are not many too.

### (iii) Physical Facilities

Provision of physical facilities which will ensure maximum use of library materials cannot be over looked in user assistance endeavours. The library building should be spacious and functional to avoid any hinderance to users. Enough seating spaces must be provided especially in an academic library to encourage more users to stay in the library. However, the University library at Cape Coast is crying for more space and no one knows when the New Library building will be completed. In fact, this major drawback militates against any meaningful collection development. No wonder 84% of respondents from the faculty think that they can derive more benefits from the reference service/assistance if the library were to operate from a much bigger building.

### 3.6 Inter-Library Loan

It has often been said that no one library is able to meet all the particular needs of its users. Even the largest libraries must engage in co-

operative activities to augment their resources, for today it is impossible for any library to be absolutely comprehensive in all fields.

Economically too it will be unwise and not feasible for library to keep up with the ever rising flow of new publications without losing track. Yet any reader anywhere might need any book. Such readers are satisfied through library co-operation and a popular form of it is inter-library loan.

The library at Cape Coast University also engages in inter-library loan to supplement its stock, all geared towards satisfying user needs. The libraries that feature prominently on the U.C.C. library co-operative list are: Balme Library, University of Ghana; The British Library and Document Supply Centre, (BLDSC) Boston Spa, CSIR Libraries and University of Science and Technology Library, Kumasi. Items secured through the inter-library loan scheme are textbooks, conference proceedings, and periodicals articles. However the continuing use of the resources of BLDSC is hampered by lack of inputs like Coupons and loans request forms, traceable to inadequate funds.

### 3.6.1 Faculty Members Awareness of Inter-library loan

Among the Faculty respondents, 47% (i.e. 9) do utilize the inter-library loan facility, but quite a sizeable number of them 53% (i.e. 100) do not avail themselves of it. It was not easy to comprehend actual reasons for this high non-utilisation. Probably the needs of such users are satisfied elsewhere without resorting to the library or just that the library has not got the means to satisfy their requests.

### 3.6.2 Student Respondents Awareness of Inter-Library Loan

The responses of students to the questionnaires with regard to the inter-library loan service show some interesting but disturbing results. All first year students, are not aware of the service. For the second year students too, almost all of them have also not heard of it. The few of them who are aware of the service have even not availed themselves of the facility simply because "it is not effective". The same can be said of the third year students. Majority (22) i.e. 78.6% are not aware of the service and those aware of it have not utilized it either.

The final year students, on the other hand are well aware of the inter-library loan service, and this could be attributed to the information retrieval course. Even here too, a sizeable number of them have not availed themselves of the opportunity. The reasons they gave for their non-patronage are:

- i) "I have never seen it work effectively for other students".
- ii) "The time is not ripe to use the service"
- iii) "The procedure involved is long and time wasting."
- iv) "I borrow books from lecturers"

Finally, half of the post-graduate students are aware of the service, and the other half are not. Those who answered in the affirmative are not patronizing because to them, "the library staff talk of correspondence and payment of fee/cost" and this tend to put them off.

The disturbing aspect of this information is that it puts into serious doubt the nature of the orientation programme held during the start of a new academic year. By making the freshmen aware of inter-library loan does not mean their instant patronage, but to make them aware of a service which can be utilized at a later date.

### 3.7 Other Services

The Library also renders simple but important services. These are photocopying, current awareness and referral services. Photocopying enables the library clients to make copies of rare library items to either forestall thefts or mutilations. But the frequency at which the copier breaks down was becoming a bother to most library users.

Current awareness is meant to draw users attention to new developments in the information delivery service. They include displays of new additions to the library stock and compilation of bibliographies in anticipation of user needs.

What takes place at the U.C.C. library are fortnightly displays of new books added to the collection. An important professional duty of compiling a reading list or a bibliography had not featured prominently on the work schedule of the reference department.

Lastly the library refers some students and other faculty members to other libraries like Balme Library and British Council Library, Accra to have their needs catered for if they found themselves outside the campus. The reason is that users need are expeditiously catered for instead of waiting for the library to resort to inter-library loans.

### 3.8 Suggestions by Users and Library Staff

The three respondent groups of students faculty members and library staff made some suggestions which, to them will go a long way to make the reference service at the U.C.C. library much better. What is listed is a summation of their suggestions:

Students

1. Archaic books must be replaced with more modern ones.
2. Personnel should live up to their professional duties and their number increased.
3. More seating spaces to be provided.
4. Lighting system and ventilation must be improved.
5. Effective orientation for freshmen must be put in place.
6. A new library is needed to ensure better service.
7. Computer to replace the card catalogue
8. Information retrieval course should be done in the first year to enhance efficient use of library by students.
9. Explore more avenue to equip the library rather than depend on inadequate government support.
10. There should be a stand-by generator to guarantee uninterrupted power supply.

Faculty Members:

1. There is a need for a well-stocked library with current journals , up-to-date books and reference materials.
2. The Departmental heads should be consulted more in the acquisition process.
3. The staff should be strengthened and regular in-service training mounted.
4. There is a need for Information technology in the Library.

Library Staff:

1. The library needs to provide up-to-date books and reference materials.
2. The library should put in place a systematic professional training for its

staff.

3. Reference department must be manned by professional and experienced staff and their number increased.
4. The library has to be housed anew.

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SUMMARY, EVALUATION, CONSTRAINTS AND RECOMMENDATIONS

The purpose of the study as outlined in the introductory chapter, was to evaluate the reference service of the university of Cape Coast library. This was to be done by taking a look at the nature and scope of the reference service to find out whether it is meeting its stated objectives. This chapter thus summarises the findings of the study, evaluate the reference service using the objectives of the service as the standard and makes a number of recommendations on how best to improve the reference service.

Evaluation is an essential component of service promotion, and it entails measuring the performance of a service and assessing its effectiveness in meeting established objectives.<sup>1</sup>

The stated objectives of the reference service of the U.C.C. library are:

1. "To acquire relevant reference materials to support study and research.
2. To make available personnel to assist users in their quest for information.
3. To instruct students in the effective and efficient use of the library and of library material.
4. To provide services for the utilization of the resources of the library.
5. To encourage students to develop the interest and the habit of self-education which can be a major factor in the students academic interest.<sup>2</sup>

The evaluation of the reference service of the U.C.C. library vis-a-vis its

objectives also takes into consideration users awareness of and satisfaction with the services.

#### 4.1 Reference Stock

One of the main objectives of the reference service of the U.C.C. Library is to acquire relevant reference materials to support study and research. But the findings showed a high level of outdatedness in the reference stock. The reference materials such as abstracts, indexes, year-books, bibliographies, journals, are not up to date and the recommended texts are also not available or in reasonable quantities to go round to cater for the number of students who need them. The clients are thus forced to make do with outdated information which may affect high scholarship and research. These drawbacks are well known to the users, and various misgivings have been expressed, especially among the students. The outdated stock however, has not made it possible for the library to meet some of the information needs of its users. It thus resorts to inter-library loans and referral services to satisfy such needs. But these vital services are not functioning smoothly, due to inherent problems.

The inter-library loan for instance, which is meant to supplement the library's stock is not functioning properly. While some faculty members patronize it, others do not. In the case of the students, most of them hardly know of the facility, let alone patronize it. This development sought to cut off a sizeable number of the library users to other important information elsewhere. Besides the non-awareness of the service on the part of majority of users lack of inputs has virtually rendered this vital service ineffective.

The referral service is not faring better either. Consulting materials from other libraries on the campus is not much of a problem, but users cannot avail



themselves of resources in libraries outside Cape Coast. The long distances involved seem to discourage its full patronage, but the library can correct this anomaly by acquiring those items for the affected users on an inter-library loan basis.

It can therefore be said that this objective is not being achieved.

#### 4.2 Reference Staff

The second important objective of reference service is to make available personnel to assist users in their quest for information. An academic library thrives on books, so by acquiring the relevant literature and organizing them for use, some qualified staff must be provided to aid users. These personnel serve as guides, interpreters and information agency. The reference <sup>staff</sup> thus become human intermediary between readers and books.

The findings on the reference personnel manning the U.C.C. library showed them as playing quite a useful role in the library set-up. With regard to their performance they seemed to have high ratings from the library staff and faculty members, while there is a division among the students about the personnel's performance. The personnel are not qualified professionally, besides, the department is understaffed with a staff strength of two supposed to be manning the reference desk during day duties and attending to the needs of the numerous clients. There is however very little that can be achieved so, a sizeable number of the users are not receiving the personal help expected from reference personnel. From this account, it can also be said that the second objective is not being met.

#### 4.3 User Education

As a result of the large number of clients that a University library staff must serve, the library has to put in place measures that help the readers to look for items with minimum staff intervention. Therefore another objective of the reference service of U.C.C. library is to instruct students in the effective and efficient use of the library and of library material.

From the findings, U.C.C. library organizes user education, that is orientation programme for freshmen, user instruction for continuing students and Information Retrieval course meant for third year students. Unfortunately, a sizeable number of student respondents were left out of the orientation programme, and even those who took part in the programme, half of them said it was not effective.

The orientation programme introduces the freshmen to the resources and services of the library, but due to issues like late admissions, not all freshmen are catered for. The inefficient manner in which the orientation programme is carried out, without any follow-up exercise for those who failed to avail themselves of it, shows how disorganize the instruction programme is. Thus one wonders how such affected students can make meaningful use of the library. No wonder, such students tend to rely on friends to find their way out of the library.

Furthermore, since the programme is meant for freshmen, no distinction is made of undergraduates freshmen from that of post-graduate freshmen. This being the case the post-graduate freshmen whose needs tend to be different from that of undergraduate, are thus not adequately satisfied.

In addition, it seems the contents of the programme, as given to those who took part, did not go far enough, neither were they given any handouts (Library

Guide). Those handouts are what the students need to supplement whatever transpired in the orientation programme, but their non-availability make this knowledge impossible.

With regard to the targeted user instruction, it is when the need arises that the reference staff go out of the way to offer such a service.

However, with the reference department understaffed, no meaningful instruction can take place.

Lastly, the Information Retrieval course taken by third year students is very good and needs to be maintained or sustained.

The third objective has also not been attained.

#### 4.4 Reference Services

Provision of services for the utilization of the resources of the library is another objective of the reference service of U.C.C. Library. The findings showed that assistance to user is the basis of reference service of the U.C.C. library. According to the library staff, such assistance entails offering the necessary help which will enable the clients to have access to the library materials. On the whole, the library is doing its best in the area of assistance to users. From the number of reference services rendered, ranging from answering simple directional questions to making available to users reserved materials, the reference department can be said to be doing its utmost to satisfy the needs of its users. But what must not be lost sight of is the fact that these are mere daily routine activities. Reference service is something more than routine activities. Such vital services as literature search, indexing of journals/newspapers, compilation of reading list do not feature prominently in the reference department's scheme of things. These then sought to affect the

prevailing reference services.

Not much is also seen of the current awareness service, apart from the display of new books added to the stock.

However, the library is also doing its best enhancing the use of its resources by installing a photocopier. Cheap photocopies are made out of the library books and journals while at the same time the library guards against mutilation and stealing of its materials.

It can be said that the fourth objective is not being achieved in its entirety.

The ultimate objective of the reference service is "to encourage students to develop interest and the habit of self-education which can be a major factor in the students academic interest.

It has been pointed out that the reference stock is outdated while the inter-library loan and referral services which are meant to supplement the library are not functioning smoothly due to inherent problems. Secondly the reference department is understaffed to adequately cater for the need of users, and the all important user education is not effective either.

From these one can conclude that the fifth objective, as a matter of course, is also not being achieved. But this fact cannot be accepted with certainty, because the students are able to pursue their academic activities like doing their assignments, taking active part in tutorials, doing their dissertations and passing their examinations. The lecturers on their part are also engaged in research and teaching. What one is not so sure about is whether these academic activities could have been better than the present, if the U.C.C. library were to offer a higher and a quality reference service.

#### 4.6 Constraints

The principal objective of the study was to evaluate the nature and scope of reference service at the U.C.C. library in the light of its stated objectives. The study revealed that majority of the library's clients recognized its crucial role in the academic programme of the University. However, certain constraints, that are material and human resources were identified as hindering the provision of effective reference service, thus defeating its stated objectives.

The most serious constraint is the outdated nature of reference stock (reference tools, recommended texts and serials), thus compelling students and lecturers to use such materials for study, teaching and research.

Another constraint is the library building, which is not in a position to provide ample room for storage and reference materials and other books. The small nature of the library has made it impossible for more chairs and tables to be procured to enable more users to be in the library at a time to maximize the use of its resources.

The third constraint, which can be said to be the root cause of some of the problems facing the library, is that of inadequate funds. Cash shortage has played no mean part in the non-updating of the library reference stock and affected vital reference service like inter-library loan. If not because of inadequate funds, the new library complex building would have been completed long ago.

The most serious human resource constraint is that of the reference staff - they are understaffed and not professionally qualified. With their present staff there is very little the reference department can do with regard to user education and assistance to users. Professionally, not much current awareness services are carried out.

In a nutshell, one can say that for the library of University of Cape Coast to provide effective reference services to its clients depend largely on the removal of the pitfalls in its operation enumerated above.

#### 4.7 Recommendations

In the light of the foregoing findings and observations the following recommendations are offered:-

##### 4.7.1 Outdated Stock

A university worth its name, is dependent on the type of studies and researches that take place there. Its library is the hub around which all academic programmes revolve by acquiring the relevant literature to support them. But the situation at University of Cape Coast depicts a very sad picture. Most of its journals are outdated and the recommended textbooks are not something to be happy about. Steps must be taken, and quickly too to correct this serious anomaly. One is not so sure of the library's budget that goes into books/journals acquisition, but the state of the stock shows clearly that not much goes into it. In our present circumstances of economic hardships and educational reforms to solely rely on government subventions to improve and update our university library collections is not enough. That is why the U.C.C. library for instance should explore the possibility of contacting non-government organizations and other multi-national donor agencies like UNESCO, Association of Commonwealth Universities to see how best their pressing needs (i.e outdated stock) can be alleviated. They can also seek help from the Cape Coast University Alumni Association.

#### 4.7.2 User Education

Our social setting behoves academic librarians to fully instruct or educate the user mainly the students, on how to make maximum use of the library resources. This is so because it is the majority of new students who do not know the proper use of a library. It is being recommended that the orientation programme held for freshmen by the U.C.C. library must not take place within the official university orientation week. It should rather take place about a month after re-opening, when all new students would have been in residence and there was a felt need for the use of library resources. The library too should cooperate or consult the faculties and departments in the orientation programme to ensure maximum efficiency. The contents of the orientation programme must also be made more thorough to include inter library loans, the role of the library in literature searches (both local and foreign), issues which seemed to be overlooked. These will show the new students the extent to which the library can go to satisfy their literature needs. Secondly, the participants can be given some practical exercises related to the familiarization tour to find out the extent to which they understood the programme.

The University library is involved in conducting information retrieval course for third year students. This is quite a good innovation, but the course should be made open for second year students as well. The library should also in consultation with the faculties concerned, draw up a special user education programme to meet the needs of post-graduate students.

Finally, the library must not be seen to be lagging behind in the technological age by the use of audio-visuals like the video in its user education programme. Facts and instructions are carried home better if they are in a visual form, that is why the content of the programme, if shown on a video recording to

participants, can more forcefully drum home the user education message.

#### 4.7.3 Inter Library Loan

Loans among libraries are means of satisfying the needs of rare users. U.C.C. library is seen to be encountering difficulties in patronizing the services of the BLDSG. These difficulties have been attributed to inadequate funds. It is appreciated among most libraries especially those engaged in inter-library loan services of the vast informational resources available at the BLDSG. So, any library not patronizing their services may be losing a lot. That is why the financial problems affecting the scheme must be solved as quickly as possible to ensure its smooth operation.

#### 4.7.4 Reference Personnel

The reference departments must be beefed up with more professional staff, to ensure high standard of user assistance. This could come about by employing more professional staff, encouraging the sub-professional staff to pursue professional training or the old professional staff being drafted to the reference department.

#### 4.7.5 Feedback on Services

The reference department should as a matter of urgency, install a "Suggestion Box" at a vantage point, inviting users to comment on the reference service. This is a good public relations exercise and an economic way of finding out the views of the clients. Whether the reference service is perceived favourably or not by the users can be easily ascertained through the use of the Box. This will make the reference personnel to give out their best and thus portray a good image for

the library.

#### 4.7.6 New Library Building

The present University Library building at Cape Coast has been found to be no more suitable. It has become smaller with the passage of time, ventilation is poor and the noise level is also high. The new library building under construction since 1976 is yet to be completed. The continuing use of the present smaller building has put more pressure on staff, services and users. So whatever problems which are plaguing the early completion of the new library building must be quickly removed to enable the university library deliver efficient and satisfying service.

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## APPENDIX I

Questionnaire for Library Staff

Kindly assist me in getting to know more about the Reference Service of the University Library. It is purely for Research purposes, and its confidentiality is assured. Please tick [ ] your answer or elaborate as the case may be.

A. Which Section of the library do you work?

- [ ] Cataloguing                      [ ] Reader Service  
 [ ] Acquisition                      [ ] Students Reference Section  
 [ ] Periodicals                      [ ] Administration  
 [ ]                      A n y   o t h e r   ( p l e a s e  
 specify):.....  
 .....

B. For how long have you worked in the University Library?

- [ ] Under 5 years    [ ] Under 10 years    [ ] over ten years

1. Normally, who are users?

- [ ] University students    [ ] Lecturers  
 [ ] Secondary school students    [ ] Others (Please specify)  
 .....  
 .....

2. What does Reference Service mean to you?.....  
 .....

3. Are your users fully aware of the Reference Service? [ ] Yes

- [ ] No    [ ] Somehow    [ ] Don't know.

4. If 'Yes' or 'No' what accounts for that?  
.....
5. What is the state of your reference collections?.....  
.....
6. How often do some of the clients express misgivings about the reference service? [ ] Occasionally [ ] All the time  
[ ] Don't know.
7. Is the reference service handicapped in any way?.....  
.....
8. Do you resort to inter-library loans to satisfy the needs of your readers?  
[ ] Yes [ ] No [ ] At times [ ] Don't know.
9. If 'Yes', which libraries do you send such requests? (Please name them).....  
.....
10. What is your view about the personnel manning the Reference Department?  
(Tick one or more) [ ] Very efficient [ ] Responsible  
[ ] Highly qualified [ ] Doing their best  
[ ] understaffed [ ] poorly staffed  
[ ] unprofessional outlook [ ] unco-operative [ ] falls short of expectation
11. What suggestions, if any do you have in making the Reference Service better?  
.....  
.....

Thank you.

APPENDIX IIEVALUATION OF THE REFERENCE SERVICE OF  
UNIVERSITY OF CAPE COAST LIBRARYQuestionnaire For Faculty Members

Dear Sir/Madam,

This questionnaire wants to elicit information from users on the state of the U.C.C. Library in relation to the above topic. Your candid opinion about the Reference Service will be highly appreciated. This is purely an academic exercise and anonymity of respondents will be assured. Please, [ ] tick your answers or elaborate as the case may be.

- A. Department or Faculty: .....
- B. Field of specialisation.....
- C. For how long have you been associated with the University?  
[ ] under 5 years [ ] under 10 years [ ] over 10 years.
1. Which library do you depend most for your academic pursuits?  
(Please tick one or more) [ ] main library [ ] Personal library.
2. With what approximate frequency do you use the resources of the main library? (Please check one) [ ] Daily [ ] Three times daily  
[ ] Weekly [ ] Every two weeks [ ] Monthly [ ] less than twice a semester [ ] Never.
3. For what purposes do you visit the library? [ ] To borrow books.  
[ ] To consult reference books [ ] To sit there and read  
[ ] any other purpose? (Please indicate it).....
4. Which of the libraries do you normally expect your students to use and why?  
[ ] main library.....  
[ ] science library .....
5. Have your students complained to you of inadequacies in library services?  
[ ] Yes [ ] No [ ] Don't remember
- b. If 'Yes', please indicate the nature of these complaints.....

6. Are you aware of the availability of Reference Service in the main library?  
 Yes     No     Don't know
7. Are your needs always met by the Reference Section?  Yes  
 No     Sometimes     Can't say.  
 b. If 'No' please indicate the reasons for that: .....
8. Are the Reference librarian and his assistants quite useful in your literature searches?  yes     No     Can't say.
9. What is your view about the personnel manning the Reference Department? (Please tick one or more)  Responsible     Very Efficient  
 Highly qualified     Doing their best     poorly staffed  
 unprofessional outlook     falls short of expectation.
10. Which of the following services of the library do you use? (Please tick one or more)  photocopying     inter-library loan service  
 Bibliographic service     Bibliographic service     Information Service  
 Any other services (Please specify).....
11. Do you think you can derive much benefit from the reference service if the library were operating from a much bigger building? \_\_\_\_\_  
 Yes     No     Don't know  
 b. Please comment.....
12. On the whole, how do you rate the Reference Service   
 excellent     good     fair     poor     below expectation  
 no comment     more room for improvement.
13. What changes or improvements do you suggest in the Reference Service available.....

EVALUATION OF THE REFERENCE SERVICE OF THE  
UNIVERSITY OF CAPE COAST LIBRARY

Questionnaire For Students

Dear Students,

This questionnaire is seeking answers to the state of Reference Service at U.C.C. Library. Your candid opinion about the service will be highly appreciated. It is for research purposes only and anonymity of respondents will be assured. Please, [ ] tick your answers or elaborate as the case may be.

- A. Indicate your Hall of Residence/Affiliation.  
 [ ] Adehye Hall [ ] Atlantic Hall [ ] Oguia Hall  
 [ ] Casely Hayford Hall [ ] VALCO hall
- B. Sex: [ ] male [ ] female
- C. Year (undergraduate) [ ] First [ ] Second [ ] Third
- D. Year (postgraduate) [ ] First [ ] Second [ ] Third
- E. Your Faculty [ ] Arts [ ] Education [ ] Social Sciences.  
 [ ] Sciences.
1. You often do you use the library [ ] Daily [ ] Weekly  
 [ ] Monthly [ ] Rarely [ ] Never.  
 b. If 'never' give reasons.....  
 .....
2. Were you given orientation on the use of the library [ ] yes  
 [ ] No [ ] Can't remember  
 b. Was the orientation effective? [ ] Yes [ ] No  
 [ ] Somehow [ ] Don't know.  
 c. If 'No' suggest how future orientation could be made effective  
 .....
3. Why do you use the library? [ ] To read my own books [ ] To read  
 my own books [ ] To borrow or return books [ ] Any other purposes  
 (Please Specify).....  
 .....
4. Do you have any difficulty locating materials you need in the library?  
 [ ] Yes [ ] No [ ] Don't know.

5. If 'yes', what do you do? .....
6. Do you always locate the disired materials [ ] Yes [ ] not always.  
If 'not always' what do you do when you cannot locate the desired material?  
[ ] Give up [ ] Consult a friend [ ] Seek assistance from the  
library staff. [ ] Any other means? Please specify):.....  
.....  
b. Indicate the types of material or (actual titles involved). .....
7. Are you aware of reference service in the library/  
[ ] Yes [ ] No
8. If 'Yes', say in brief what you think of it: .....
9. Which of these reference materials do you consult [ ] Dictionaries  
[ ] Bibliographies [ ] Directories [ ] Indexes [ ]  
Manuscripts [ ] Governmental publications [ ] Atlases  
[ ] Encyclopaedias [ ] Abstracts [ ] Journals [ ]  
Theses [ ] Yearbooks [ ] Maps  
Anyothers?Pleasespecify:.....  
.....
10. Do you find the reference material adequate for your courses needs?  
[ ] Yes [ ] No [ ] Don't know
11. Having been given a topic, which of the following channels do you consult  
as sources of information on the topic? (Please tick one or more)  
[ ] Library Subject catalogue [ ] Library Author/title catalogue  
[ ] Abstracts and Indexes [ ] Browsing in library shelves  
[ ] Lecturers [ ] Fellow students [ ] library staff  
[ ] References at the end of articles or books  
Othermeans(Pleasespecify):.....  
.....
12. Have you heard of inter-library loan service?  
[ ] Yes [ ] No.  
a. Have you availed yourself of this service? [ ] Yes [ ] No.  
b. Please give reasons for the answer given.....  
.....

13. Are you currently engaged in any research at the campus which is hampered by any lack of library resources, services or facilities?  
 Yes       No  
b. If so, please specify in what ways:.....  
.....
14. How has the use of the reference services been beneficial to your academic work?     Greatly     Considerably     Rarely  
 Moderately     Not at all.
15. Do you think the staff at the reference section are adequate?  
 yes     No     Don't know.  
b. Give reasons for your answer:.....  
.....
16. What observations would you make on the performance of the personnel at the Reference Section? (Tick one or more answers)  
 very helpful     very efficient     responsible  
 doing their best     understaffed     unprofessional outlook  
 falls short of expectation.
17. do you have any suggestions to make for the development of the Library in terms of Resources, Reference service and personnel?.....  
.....  
.....  
.....

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