



INFORMATION-SEEKING BEHAVIOUR AND INFORMATION USE
BY GRADUATE STUDENTS OF THE DEPARTMENT OF LIBRARY
AND ARCHIVAL STUDIES (DLAS), UNIVERSITY OF GHANA.

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DECLARATION

I certify that this thesis is my own work. Where references are made or cited of other people's works, full acknowledgement is given. In addition, this thesis has neither been presented in whole nor in part to another institution for any degree.



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DEDICATION

To my children
Dela-Dem, Selorm, and Vivian

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Any short-comings of this work however remain mine.

David Kobla Fiankor
University of Ghana
Legon.

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1.1 BACKGROUND TO THE STUDY

Although scholarly communication has only recently been recognised as a branch of research in its own right, interest in what scholars use and how they find out goes back many decades¹ However information need as a concept has presented seemingly intractable problems when it comes to definition. This problem according to Wilson² is the result of failure to identify the context within which information needs investigation are carried out.

The problem of definition, Wilson states is compounded in the association of the two words "information" and "needs". To reduce this definitional problem of the term "information needs", one can instead use the term information-seeking towards the satisfaction of needs³.

Despite the definitional problem, people seek information because they need information to survive in all sectors of life. This information need can be social, economic, political, cultural or educational. Information could also be sought and used for research, for decision-making, leisure and any other activity. Information seeking behaviour and patterns of any individual is therefore greatly influenced by needs. These needs arise out of the roles the individual plays in social life, the activities he undertakes and his responsibilities in an organisational set up.

People therefore need accurate and adequate information in whatever form to make informed decisions, acquire and expand their knowledge, and make a range of choices through education. This, they do by consulting a number of information providers.

information of Ghana is a vital element in every aspect of life and in our daily activities. However an over abundance of it can be a problem to users. It is therefore important to be aware of the fact that some information may have negative value to the user. This can lead to the making of wrong decisions. Information needs can therefore be said to be the amount of positive information an individual or group of people need to have for their work, recreation and many other like satisfaction.

Information needs, according to Ching-chih Chen and Peter Hemon⁴, arise whenever individuals find themselves in a situation requiring knowledge to deal with the situation as they see fit. Thus it can be suggested that information-seeking behaviour and information use is always determined by a situation or a condition. However this pattern cannot be separated from the situation that created it. Being situation dependent, information-seeking and use pattern in different work situations or professions differ. The information needs of a banker, a student, a teacher, an engineer, a scientist, a politician and many others are bound to differ. We live in an information age and it is only through the continued availability and effective use of information that we can achieve development both intellectually and socially.

1.2 LITERATURE REVIEW

In spite of the constant debate and great confusion that characterised investigation of information need, numerous studies have been made. These studies are mainly based on the types of scholarly materials that individuals such as social scientists, administrators, parliamentarians, physicists and engineers use in fulfilling their professional work and in the manner that they obtain these materials. However, research into the information needs of graduate students at the University of Ghana is very limited.

Ocholla⁵, in his preliminary study of the information-seeking behaviour by academics at Moi University, Kenya established that a good number of the academics depend on libraries and colleagues for information. Though the academics depend heavily on textbooks for information, they also show great interest in, and, use current research-oriented information sources. He also concluded that academics need information for career development to circumvent the publish or perish syndrome as well as for their professional and occupational needs.

Chang-chih Chen⁶, in his study of the information use patterns and communication practices of academic physicists set to help develop the awareness among students of Boston Library School to develop a greater appreciation of scientists' information needs, reading habits and patterns. He observed that academic physicists rely heavily on formal and informal sources of information. Their use of formal publications concentrates on a small number of journal titles. Times and location factors play an important role in the physicists' information seeking and gathering. He further observed that knowing scientists' desire for up-to-date and comprehensive information, librarians must orient their thinking and practice in the acquisition, organisation, repackaging, and utilization of both new and existing knowledge to meet scientists' information needs.

McCarthy⁷ in his study to find out how effective students are in using the university library concluded that if students are to improve their effectiveness, they need more instruction to become more skilled in using library resources. Also, to be effective he recommended that the library must assess its current reference services and instruction programme in light of students' curriculum needs and skills.

Ochogwu⁸ in his study of the type of information that urban and semi-urban communities in Borno State, Nigeria seek, concluded that various occupational groups such as students, teachers, scientists, technologists, engineers, businessmen and women and even job seekers and housewives among others seek a variety of information. The preferred types of information however, were educational and recreational, while books, newspapers and magazines were the most heavily consulted.

Watson Boone⁹ in his study into the information needs and habits of humanities scholars concluded that humanities scholars draw upon a wide range of subject literature in conducting their research with the majority of works being in book form.

S .P Agrawal and M.Lal¹⁰ in their assessment of the information need of social scientists of various categories such as policy makers, planners, researchers, decision makers, concluded that books are the main source of primary information for the social scientist. Newspapers and journals are important source of research for political scientists and economists and a primary source for official notifications or orders, or policy matters while historians mostly consult manuscripts.

Roy¹¹ in his descriptive study of the needs of the library user as seen by the academic staff, library staff, and students at the Institute for Educational Technology, University of Surrey, England concluded that students viewed the library as a tool to be used in response to stimuli such as essays, projects and examinations.

Hartman¹² in a survey attempts to discover the ways anthropologists at seven different universities in the US go about locating information of value to them, the information sources they use, and that are of greatest significance to them and the adequacy of library services provided to them, came out with the following findings. According to

him, anthropologists' information requirements differ somewhat from those of other social scientists. Reference lists in journals and books are often used to locate information sources while journals are the most important information source. Also, most of the information needs of the majority of the anthropologists are met by their university's library.

Badu¹³ in his survey of the information-seeking habits of graduate students in the University of Ghana established that there is a low level of understanding of the library and little use is made of bibliographic tools. The results of the survey showed that most of the students generally seek information within their immediate environment, beginning with their own private libraries if they have them. In the absence of that they consult the department library. Others just depend on their lecture notes. He concluded that the course content and duration of the user education programme organised by the library, and the lack of knowledge of the library concept and the low utilization of the library's resources by the students show that the programme as it is presently pursued is a waste of time. To make the programme more useful and have the needed impact, the user education programme must therefore be integrated with the official university curriculum.

With the exception of Badu's survey, the literature provides limited insight into the information needs and library use of post-graduate students of the University of Ghana. This study of the information seeking-behaviour and information use of the post-graduate students is one of the first of its kind in the country. Nevertheless, the study greatly benefits from these previous studies and their findings.

1.3 STATEMENT OF THE PROBLEM

With the increase in specialization and the discovery of new relationships between many areas of knowledge which were once considered separate, the subject matter of documents has become more complex. This has given rise to problems of sorting out information. Complexity has also come about as a result of the increase in multi-topical documents of which periodicals are the most important single example¹⁴.

This is the information age. A time when an undesirable amount of information is available to society. It is therefore becoming more and more important to develop a routine for finding and using information, obtaining the literature in a usable form and organising and presenting the information as needed. Based on this, numerous studies have been done into the information needs of users. Thus user studies, apart from information retrieval, have been the most researched area in Information Science¹⁵. These research efforts into information-seeking behaviour and information use of people is due to the increasing awareness of the importance of information as a development tool. All business units, research institutions, governmental and non-governmental agencies, corporate bodies, academic institutions regardless of their size and sphere of activity and individuals require information in order to exist, to compete and to survive. Though accurate information is necessary for survival in all spheres of activity, different organizations and individuals need different types of information to function effectively. From the above observation, it has become imperative for the librarian or information officer to provide up-to-date comprehensive library and information services needed to satisfy the information needs of users. Providing the information needs of information seekers will greatly depend on the perceived needs and information-seeking behaviour of the users, in order to provide the necessary information services. User awareness has greatly increased and the information needs

of the user have become more pressing. It is therefore very essential that the information needs of students are clearly identified, assessed and adequately provided for by the librarian.

1.4 PURPOSE OF THE STUDY

The purpose of the study is to investigate the extent to which students who enrolled for the Master of Arts Programme at DLAS in the 1997-1998 academic year seek, find and use information. This general objective will be studied under the following specific objectives.

- i. To explore the curricular information need of the graduate students;
- ii. To determine the extent to which the graduate students utilise library services and other resources for meeting their information needs;
- iii. To identify the sources and methods used in finding information;
- iv. To determine if there is any relationship between awareness of information resources and the extent to which such resources are used to satisfy their information need;
- v. To identify the problems militating against access to information resources.

1.5 SCOPE OF THE STUDY

The subject of the study is the graduate students of the Department of Library and Archival Studies at the University of Ghana. The term "graduate students" as used in the study is applied to all students who have obtained a first degree in various subject fields and are now taking a post-graduate course in the Master of Arts Programme at the Department of Library and Archival Studies at the University of Ghana. Due to the short time period within which the study is to be completed, it was not possible to

extend the study to cover all the post-graduate students in other departments and institutes of the University.

The study is also limited to the information-seeking behaviour and use in the university environment. All other needs of information as pertains to recreation will not be observed.

1.6 METHODOLOGY

To achieve the objectives of the study adequately, various methods of data collection were used. These included the use of a questionnaire, interviews and records on file of the Department. The questionnaire was administered to the twenty graduate students of the departments by hand. The questionnaire enabled the researcher to study the information-seeking patterns of the students from the users' perspective.

The questionnaire was divided into six parts so as to elicit information on

- (i) the use of libraries,
- (ii) the services that are provided,
- (iii) how the students go about locating information of value to them,
- (iv) the source they used and those that are of greatest significance to their studies,
- (v) the adequacy of the library services being provided to them,
- (vi) the difficulties they encountered,

The answers to these questions in the questionnaire formed the focal point of the study.



Interviews were also conducted with the library assistant of the Department's Library to find out the sources the students normally consult. The interview method enabled the researcher to have face to face interaction with the library assistant. This helped the researcher to gather more information and clarify other issues of importance during the interviewing process.

These methods were supplemented by reading annual reports, borrowers' lists and other relevant publications. This enabled the researcher to gain a detailed insight into the information use and information-seeking behaviour of the graduate students.

After the data was collected, the data was carefully analyzed and the findings presented using descriptive statistics as well as non-numerical data.

1.7 ORGANISATION OF THE STUDY

The study is divided into four chapters. The introduction forms chapter one. This chapter provides the background to the study, an idea about information needs and why there is a constant need for information. The chapter also contains a review of the existing literature and studies on information use in general and graduate students in particular. Also included in this chapter are the main objectives to be investigated, scope and limitation of the study, the methodology used in collecting and analysing the data and the usefulness of the study.

Chapter two contains information on the Department of Library and Archival Studies as an institution, its background history, its objectives, structure and its research activities. The Department's library is examined in terms of stock, services provided, equipment and staff.

Chapter three contains findings of the study.

Chapter four contains the conclusion and recommendations.

1.8 USEFULNESS OF THE STUDY

The growth of interdisciplinary courses particularly in institutions of higher learning today calls for a comprehensive user education programme. Since such courses cut across the traditional boundaries of subjects, it creates problems for students in the location, selection and organisation of the material for study. The volume of materials to be searched because of the complex nature of disciplines, the different types of sources and formats require that the students' needs are identified and satisfied.

This study, I hope will guide the librarian to identify the students curricula information needs and therefore make them easily accessible for their use. This will enable the students find information that will be useful for their actual study.

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CHAPTER TWO

DEPARTMENT OF LIBRARY AND ARCHIVAL STUDIES

2.0 BACKGROUND

The Department of Library and Archival Studies (DLAS) operates solely within the policy framework of the University of Ghana. It therefore adheres strictly to the aims and objectives of the university.

2.1 UNIVERSITY OF GHANA

The University College of the Gold Coast was founded by an Ordinance on August 11, 1948 based on the recommendation of the Asquith Commission on Higher Education in the then British colonies¹. On the recommendations of the International Commission appointed by the Government for the University College to award its own degrees, the University College attained full University status by an Act of Parliament on October 1, 1961. It became known as the University of Ghana.

The University of Ghana has a current population of about 7801 students². It is the oldest and largest of all the five universities in Ghana. The break down of the student population in terms of programmes are as follow,

(i) Post Graduate Students	771
(ii) Bachelors' Degree Students	5947
(iii) Sub-Degree Students	1083
(iv) Other Students (occasional, visiting, etc)	163

The University of Ghana currently has 44 departments. These are grouped into faculties, research institutes and schools.

The Faculties are:

- Faculty of Agriculture;
- Faculty of Arts;
- Faculty of Law;
- Faculty of Science;
- Faculty of Social Studies;

The Research Institutes comprise of :

- Institute of African Studies;
- Institute of Adult Education;
- Institute of Statistical, Social & Economic Research;
- Noguchi Memorial Institute for Medical Research;
- Regional Institute for Population Studies;

The Schools are:

- School of Public Health;
- School of Communication Studies;
- School of Performing Arts;
- School of Administration;

2.2 FACULTY OF SOCIAL STUDIES

The Faculty of Social Studies is made up of 10 departments¹ of which the Department of Library and Archival Studies is one.

The other Departments are

- (i) Department of Psychology. The Department runs courses leading to the award of Bachelor of Arts and Bachelor of Science degrees in Psychology. It also runs a two-year Master of Philosophy degree programme.
- (ii) Department of Nursing. The Department runs a Bachelor of Arts and Bachelor of Science in Nursing Education and Administration. The Department also runs a two-year Master of Philosophy programme.
- (iii) Department of Sociology. This Department runs two degree programmes. These are Bachelor of Arts degree in Social Work and the Bachelor of Arts degree in Sociology. In addition, the Department runs three diploma courses in the areas of Social Administration, Prison Administration and Police Administration. The post-graduate programmes include Graduate Diploma, Master of Arts, Master of Philosophy and Doctor of Philosophy.
- (iv) Legon Centre for International Affairs (LECIA). LECIA runs a Master of Arts programme. It also conducts periodic seminars and workshops for those in Ghana's Foreign Service.
- (v) Department of Geography and Resource Development. The Department offers undergraduate and post-graduate courses in major topical areas of Human and Physical Geography. Notable among these are Population, Resources, Environment, Transportation, Tourism, Urban Studies, Regional Development, Gender Issues and Climatology.
- (vi) Department of Economics. The Department runs both undergraduate and graduate courses.

- (vii) Department of Archaeology: The Department runs both under-graduate and post-graduate courses.
- (viii) Department of Political Science: The Department runs under-graduate and post-graduate courses.
- (ix) Department of History: The department is one of the oldest and runs courses at the undergraduate and postgraduate levels.

2.3 DEPARTMENT OF LIBRARY AND ARCHIVAL STUDIES



2.3.1 HISTORICAL BACKGROUND

The Department (DLAS) falls under the Faculty of Social Sciences. The Department first started as the Ghana Library School in 1961 in Accra under the auspices of the Ghana Library Board⁴. The Ghana Library School in its first four years of existence ran a programme leading to the award of certificates at the associate level of the British Library Association.

In October 1965, the Ghana Library School was moved to the University of Ghana campus and named as the Department of Library Studies under the Faculty of Social Studies⁵. As a Department, it started running a three-year undergraduate course leading to the award of the Bachelor of Arts degree in Library Studies. However in 1967 academic year, the degree course was changed to a two-year Graduate Diploma course. This was again changed to a one-year Graduate Diploma course in 1969. Due to the persistent demand in the country for para-professional librarians, a new certificate course in Librarianship was introduced in 1970.

In 1971 in order to train more professional librarians and also in response to new developments in the university, the Graduate Diploma was upgraded to the Master of Arts programme.⁶ This was approved by the University Authorities. The first Master of Arts students were admitted in 1972.

As the impact of national archives and management systems on economic and social development, on planning, on public administration and scholarly research was becoming more and more relevant to the needs of developing countries, the United Nations Development Programme (UNDP) decided to establish in Ghana a Regional Centre for Archivists. This was to serve the archival needs of the countries in Anglophone Africa. This centre was established at the University of Ghana and affiliated to the already established Department of Library Studies.

In 1974, the Department of Library Studies was changed to the Department of Library and Archival Studies. This was to reflect the new archival courses introduced into the Department's curricula. These new courses were Certificate in Archives Administration and Graduate Diploma in Archival Studies.

In 1987, a one-year Non-graduate Diploma courses in Librarianship and Archival Studies were introduced. This was to enable the Certificate holders in Archives Administration and Librarianship to upgrade themselves to the diploma level. Also, in the same year, the Master of Philosophy degrees in Librarianship and Archival Studies were introduced.

2.3.2 CURRICULA OF PLAS

At present the Department of Library and Archival Studies runs

- 1) A two-year Master of Philosophy programme which
 - (i) prepares students to play a professional role in research, teaching and learning process in the universities;
 - (ii) prepares professional archivists and librarians to become administrators.
- 2) A one-year Master of Arts programme which
 - (i) prepares students to occupy professional positions in any type of library, information centre or archives in Anglophone Africa
- 3) A two-year Diploma programme which prepares Library and Archival Assistants,
 - (i) to support professional librarians, archivists and information specialists in various operations.
 - (ii) to perform technical tasks without direct supervision.

2.3.3 OBJECTIVES OF THE DEPARTMENT

The Departments of Library and Archival Studies has two main units. These are the Archival Studies unit and Library Studies unit. However, certain courses are common to both units.

The objectives of the Department are always in line with the general objectives of the University. These objectives are teaching, research, preservation and dissemination of information, training and upgrading of the total human resource of the nation.



However, the objectives of the Department are tailored to serve the needs of future archivists and librarians. Some of the objectives as stated in the Department's Prospectus are:

- (i) to train personnel to play a professional role in the research, teaching and learning process in the universities and colleges.
- (ii) to prepare professional archivists and librarians to become administrators.
- (iii) to prepare librarians and archivists to occupy professional positions in any type of libraries, information centres and archives in Anglophone Africa who will effectively acquire, organise, preserve, document and disseminate information.
- (iv) to prepare library and archival assistants to support professional librarians, archivists and information specialist in various operations.

2.3.4 RESEARCH FUNCTIONS OF THE DEPARTMENT

The Department of Library and Archival Studies has been officially designated by the Government of Ghana and approved by UNESCO Secretariat as the National Information Transfer Centre. Its role is to co-operate with UNESCO in the International Information System on Research in Documentation (ISORID).⁷ The Department also serves as the National Information Transfer Centre in the country. The department, therefore, collects information on research reports and research projects within Ghana and makes these reports available to the UNESCO Secretariat.

The Department also provides similar services on request to other interested member states, organisations and specialists. It also encourages the use within Ghana of the services to be provided by the Secretariat of UNESCO through ISORID. Members of the Department undertake research into various aspects of librarianship and archival studies. Their research publications and their participation in national and international activities go a long way to assist in the development of libraries, librarianship and archives both in Ghana and Africa.

In addition to its research functions the Department organises seminars and workshops. These programmes attract participants from various disciplines and professions.

2.4. THE DEPARTMENT LIBRARY

A library is an essential facility in every academic and research institution. It helps to provide for the information need of students as well as lecturers. It also helps to ensure a successful academic and research work in such institutions. The Department Library therefore occupies a central place in the information provision at the Department.

When the Ghana Library School was transferred and reinstated at the Department of Library Studies at the University of Ghana in 1965, about two-third of the collections of the Library School was donated to the new Department. The collections consisted of 7,000 textbooks and 30 current periodicals of the Ghana Library School. These collections covered the four basic courses of the Ghana Library School. These courses were cataloguing, classification, reference services and bibliography.

The present stock of the Department Library consists of approximately 5,000 books and over 50 periodical titles⁸. Due to lack of space in the Department Library, some of the books are kept in the various staff rooms. The Department Library, therefore, has a nucleus of professional literature. Apart from the basic text on both subjects of library and archival studies, the library also subscribes to the various professional journals and publications all over the world. The Library also receives gifts of books from various sources including UNESCO, British Council and Ghana Book Trust.

The Library thus serves as an important source of information for students in various topics in connection with their academic work.

The Library is a one-room library and can seat twenty-eight students at a time. The Library is currently managed by a library assistant who serves the needs of the students and staff. All the library processes and routines are carried out in the same room. The Library also operates as an integral part of the main University Library, that is, the Balme Library.

2.5. COMPUTER LABORATORY

The Department operates a computer laboratory. This houses the Department's newly acquired computers and other information technology equipment. These comprise five IBM personal computers, one with a CD-ROM drive and three matrix printers. This is in response to the new technological developments in the use of computers for information storage and retrieval.

The laboratory serves as a training centre for the students. The students learn the use of computers and information technology as a vital tool for information storage and information retrieval. This enables the students to become computer literate and be able to use these modern tools to manage libraries and information centres more effectively and efficiently when they are on the job.

In addition to the Department's own computer laboratory, the Department also houses another Computer Laboratory established by the Committee of University Librarians and their Deputies in Ghana. This joint project has become necessary because it is evident today that computer technologies have become an integral part of libraries and information centres. These technologies are used for automating processes and procedures, in storing numeric, textual and graphic information, and electronic mail and messaging. They are also used for work enhancement applications, such as word processing and databases searches.

Thus to take advantage of these technologies in their various libraries to increase productivity and efficiency as well as provide improved user services, the laboratory is to serve as a training centre. The centre is to train the library staff of the member universities in information technology. This has become very important in almost all aspects of library work.

The reason for setting up the Laboratory at the Department of Library and Archival Studies is to strengthen and empower the Department in the crucial area of information

technology. This is to help equip the department since it is the sole institution in the country that trains staff for the university libraries. The laboratory currently houses ten computers and accessories.

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3.1 METHODS USED IN COLLECTING THE DATA

For any meaningful conclusions to be drawn, and realistic suggestions made in research, it is very important for the researcher to employ adequate research methods to obtain the required data. The data upon which the findings of this study have been made were gathered using the following research tools: questionnaires, interviews and records on file. Of all the research tools employed in the study, the questionnaire was the most commonly used to gather information on the information-seeking behaviour and information use by the graduate students of the Department of Library and Archival Studies (DLAS). This enabled the researcher to obtain adequate information about the respondents from the user perspective.

The library assistant of the Department's library was interviewed to obtain information on the holdings of the Department Library. During the interview, particular note was taken of the library stock, equipment, services provided and how books and non-book materials were acquired by the library. Through the interview with the library assistant the researcher also had an insight into the problems facing the library and how the library assistant was coping with them.

Finally, the annual reports and handbook of the University of Ghana, academic prospectus, borrowers' register and records on file of the Department were carefully read to gather information on the historical development, objectives, research functions and structures of the Department. The borrowers' register was used to find out who used the library and the material they used most.

3.1.1 QUESTIONNAIRE

The questionnaire was the major research tool used to obtain data on the information-seeking-behaviour and information use of the graduate students of the Department of Library and Archival Studies. Thus, most of the data for the study were collected in July 1998 by means of a questionnaire that was administered to 20 out of 21 students enrolled in the M. A. programme. This is because the researcher himself is one of the 21 graduate students. Since the number of graduates was small, no sampling was done. The survey questionnaire was hand delivered to each of the 20 graduate students. Out of the 20 questionnaires given out 18 (90%) were retrieved after 3 weeks.

The questionnaire upon which this study is based is included in the appendix at the end of this work. As can be seen from the specimen questionnaire, the questionnaire was divided into six sections numbered A to F as follows

- A - Background Information
- B - Use of Libraries
- C - Information-Seeking Behaviour
- D - Use of Information Sources
- E - Information Services
- F - Difficulties Encountered

Section A that deals with background information was designed to elicit information on sex and the programme being pursued. These questions were to enable the researchers to find out if any of these factors had any influence on the information-seeking behavior of these students.

Section B contained questions that would help to provide information about the use of libraries by the graduates in DLAS. On the use of libraries, the graduate students were asked to identify the libraries they use. The respondents were also given the chance to specify any other libraries they used outside the ones listed on the questionnaire.

Another question was to identify the kind of library instruction the students had received. Respondents were given as many as five different types of library instruction to choose from. This was to enable the researcher to note any impact on the information use of those who had and those who had not received instruction in library use. Others were to check, as appropriate, reasons for visiting the library. Again respondents were given the option to state any other reasons apart from those listed in the questionnaire. In addition to other questions, Section C contained a list of three well-known ways of getting information. The respondents were asked to indicate the ways that they use to get information. They were given the activities that cause them to seek information. Respondents were also given the opportunity to specify any other activities that cause them to seek information as well as other means of obtaining information

Similarly, Section D contained a list of well-known information sources among other questions. Respondents were asked to check off all information sources through which they obtain information when the need arises. An open-ended question was used to enable the respondents indicate other sources they used which were not listed. Respondents were also asked to indicate why they used the various sources identified, and how they got to know about the existence of the information sources identified. They were also asked to indicate from a number of listed items, the ones they found as the most useful sources during their studies at DLAS

Section E contained a number of questions about information services available in the libraries which the graduate students of DLAS use. They were asked to identify the various reprographic services available in the libraries they use, and also to indicate why they use such reprographic services. Above all, the respondents were also asked to state whether the libraries they use provide adequate services to meet their information needs. If not, the respondents were provided with an open-ended question to enable them suggest the type of services they would like to have provided and to give their reasons for their answers.

Section F of the questionnaire contained questions designed to elicit from the respondents the difficulties they faced in their attempt to satisfy their information needs. The reason for this question was to enable the researcher carefully examine and analyse the difficulties of the graduate students so as to suggest solutions to help overcome these difficulties in the future. The last question in the questionnaire asked respondents to make general comments on any issue raised. This was to give respondents the opportunity to express their independent views and comments on the various issues raised in the questionnaire about their information seeking behaviour and information use.

3.1.2 INTERVIEWS

The library assistant in charge of the Department's library granted the researcher an interview. The interview focused mainly on the holding of the library such as the stock, facilities, services provided as well as sources of acquisition of both book and non book material. Through the interview the researcher also obtained from the library assistant information about the problem facing the library and how she was coping with these problems. The interview also made it possible for the researcher to get a better understanding of certain pertinent issues from two different perspectives.

Firstly from the graduate students point of view and secondly from the point of view of the library assistant who is responsible for satisfying the information needs of the students.

3.1.3 RECORDS ON FILE

The annual reports and the handbook of the University of Ghana, the academic prospectus of DLAS, and records on file of the Department were critically read and examined. This enabled the researcher to obtain information on the historical development of the Department, its research activities, course structure as well as information about graduate students who borrowed books from the Department's library.

3.2 RESULTS OF THE STUDY

Responses were extracted from the completed and returned questionnaires. Descriptive statistics was used to organize and summarize data collected. Numerical data were tabulated and discussed. Non-numerical data were discussed. The results can be grouped into six main areas. These are as follows.

3.2.1 BACKGROUND INFORMATION ON RESPONDENTS

As already indicated there were 18 graduate student-respondents. Of this number, 9 (50%) were females and 9 (50%) were males.

Again out of this number according to the breakdown by disciplinary area, 8 (44.4%) enrolled for the Master of Arts in Archival Studies Programme while 10 (55.5%) enrolled for the Master of Arts in Library Studies.

Also 5 (27.7%) of the total number of respondents had worked in the libraries of some of the universities and other related libraries in Ghana. Out of this five, 2 (40%)



worked in the Balme Library of the University of Ghana, 1 (20%) worked in the library of the University of Cape Coast and another 1 (20%) worked in the library of the University of Science and Technology. The last one (20%) had worked in the library of Trinity College, Legon. The remaining 13 (72.2%) had worked in non-library related jobs; or at least had completed national service. All the respondents 18 (100%) had a minimum educational level of a Bachelor's degree.

3. 2. 2 LIBRARY USE BY GRADUATE STUDENTS

Table 1 below shows that the percentages of those who used each of the four libraries listed and any other libraries they used. Most of the graduate students used more than one library. With regard to library use by the graduate students of DLAS, 18 (100%) of graduate students use the DLAS Library, while 14 (77.7%) of the respondents use the Balme Library. Another 4 (22.2%) indicate using the Hall Library. However 12 (66.6%) indicated using other libraries outside those listed in the questionnaire. It seems apparent from Table 1 that the single most heavily used library by the graduate students is the Department's Library. In addition to DLAS and Balme Library, Volta River Authority Library, University of Cape Coast Library and University of Science and Technology Library were also used by some of the respondents.

TABLE 1 USE OF VARIOUS LIBRARIES

NAME OF LIBRARY	FREQUENCY	PERCENTAGE
Balme library	14	77.7
DLAS Library	18	100
Hall Library	4	22.2
Others	12	66.6

Most of the respondents use the DLAS Library because the library is located in the Department. This enables the respondents to get materials they want more readily, especially during practical sessions. Others used libraries outside the university environment to gather information for research purposes.

3. 2. 3 INSTRUCTIONS RECEIVED IN LIBRARY USE BY GRADUATE STUDENTS

Table 2 below shows the percentage and frequency of respondents who received some or no instruction at all in the use of libraries. Respondents agreed that they had received instructions in the use of libraries. Most of the respondents had received library instructions organised by university libraries where they had their first degrees. In addition, as can be seen from Table 2, 10 (55.5%) received formal instructions from the lecturers of DLAS, while 5 (27.7%) of the respondents received library instructions organised by the staff of Balme Library. The remaining 3 (16.6%) received informal instruction from colleagues.



TABLE 2 INSTRUCTIONS RECEIVED IN LIBRARY USE

TYPE OF INSTRUCTION	FREQUENCY	PERCENTAGE
Formal instructions from lecturers of DLAS	10	55.5
Organised and detailed instruction by the Balme Library Staff	5	27.7
Informal instruction by colleagues	3	16.6

3. 2. 4 REASON FOR VISITING LIBRARY

The respondents used the various libraries for more than one reason. This can be seen from Table 3 below;

TABLE 3 REASON FOR VISITING LIBRARIES

REASONS	FREQUENCY	PERCENTAGE
Use journals	13	72.2
Use reference books	18	100
Browse through journals and books	3	16.6
Borrow books	15	83.3
Copy documents	9	50.0
Find specific information	6	33.3
Make literature searches	7	38.3
Make reference enquiry	13	72.2
Others	10	55.5

From table 3, 18 (100%) of the respondents visited libraries to use reference materials while 15 (83.3%) did so, to borrow books. Also 13 (72.2%) visited the library to use journals and to make reference enquiry. 9 (50%) visited the libraries to copy documents, 7 (38.8%) visited the libraries to make literature searches while 6 (33.3%)

did so to find specific information. However, 3 (16.6%) visited the libraries to browse through journals and books. In addition to this, 10 (55.5%) visited the libraries for practicals in subjects such as reference and bibliography, classification and cataloguing and to read newspapers.

3. 2.5 IMPORTANCE OF LIBRARY FACILITY TO GRADUATE STUDENTS

Table 4 below shows that the library is of great importance to the graduate students. More than half of the respondents 12 (66.6%) regard the library facility as extremely important while 5 (27.7%) regard the library facility as very important. The remaining 1 (5.7%) regards the library facility to be of moderate importance. This is due to the fact that, the respondents are graduate students who are expected to undertake extensive research. This extensive research can only be done through the use of the library facility to supplement whatever the lecturers provide

TABLE 4: IMPORTANCE OF LIBRARY FACILITY TO GRADUATE STUDENTS

DEGREE OF IMPORTANCE	FREQUENCY	PERCENTAGE
Extremely important	12	66.6
Very important	5	27.7
Moderately important	1	5.7

3. 2. 6 INFORMATION NEEDS

Information is needed by people in all spheres of life. People therefore seek information for various reasons. The researcher in an attempt to find out the respondents' need for information posed questions to elicit information on the activities that motivate the respondents to look for such information from the library. All the 18 (100%) respondents stated that they look for information in order to study for the course and pass their examination. Also they look for information to write class assignments and terms essays and above all for research especially writing their dissertations. This is not surprising since the respondents are graduate students whose greatest ambition is to obtain a second degree. They would therefore seek information which would help them achieve their academic goals. Also, 10 (55.5%) of the respondents sought information for job advertisement while 15 (83.3%) sought information for entertainment and leisure. Though the respondents are graduate students who are on course to pass their examinations for award of a degree, they also seek information for other reasons.

Some looked for job advertisement by reading through the newspapers because one main reason for pursuing the master's programme to most of the respondents is to get a better paid job. They therefore look for advertisement for new jobs. This is in anticipation that by the time they would have completed the course they would be called for an interview.



In spite of the intensive nature of the programme some of the respondents also seek information for leisure and entertainment such as reading the dailies, novels, listening to news and watching the television.

3. 2. 7 METHODS USED TO LOCATE INFORMATION

Information seeking is very essential to satisfy information needs once such needs are identified. Different individuals therefore adopt different means to obtain relevant information in order to satisfy such needs. The ways respondents use to get information are presented in Table 5 below:

TABLE 5 METHODS USED TO LOCATE INFORMATION

METHODS	FREQUENCY	PERCENTAGE
Catalogue	18	100
Use journal indexes	9	50
Follow up reference note and footnotes	13	72.2
Consult librarian for information	11	61.1
Conduct computer-based information services on CD-ROM	8	44.4
Consult review articles	Nil	Nil

A question asking respondents to tick as many as applicable to them, the ways they use to locate information revealed a number of ways.

From Table 5, 18 (100%) of the respondents indicated the use of catalogue, followed by 9 (50%) who use journal indexes. 13 (72.2%) made use of follow-up reference and footnotes and 11 (61.1%) consult the librarian. However, 8 (44.4%) conducted computer-based information searches on CD-ROM and none of the respondents consulted review articles.

Respondents who indicated the use of the catalogue to retrieve information also stated that the catalogue is readily available and can be used at anytime. It helps to direct them to the relevant sources and shelves in the library.

Those who used the CD-ROM indicated that it gives every bibliographic detail of the materials needed. Most often abstracts as well as a few full text of materials are available at Balme Library and can instantly be printed out at a minimum fee. This reduces the frustrating search through the shelves for a particular book or journal.

3. 2. 8 USE OF INFORMATION SOURCES

For any meaningful information to be provided, certain relevant information sources must be consulted. It is only through such sources that individual information seekers can obtain information that is ideal for a meaningful decision-making leading to increase in productivity.

For the researcher to elicit data on the information sources used for needed information, the respondents were provided with a list of sources to choose from. These included books, journals, magazines and newspapers, annual reports, dissertation/theses, handbooks, encyclopedia, contact with colleagues, newsletters and personal notes. The respondents ranked the information sources used in the following order of frequencies and percentages as shown in Table 6 below.



TABLE 6 INFORMATION SOURCES USED

SOURCES USED	FREQUENCY	PERCENTAGE
Books	18	100.0
Journals	15	83.3
Annual Reports	13	72.2
Dissertation/Theses	18	100.0
Encyclopedia	8	44.4
Magazines and Newspapers	9	50.0
Personal Notes	18	100.0
Others	5	27.7

Table 6 suggests that books, dissertations and theses, and personal notes were the most frequently used sources, by 18 (100%) to obtain information. Journals 15 (83.3%) and encyclopedia 8 (44.4%) were very much used by the graduate students. Annual reports 13 (72.2%) were equally used. Magazines and newspapers 9 (50%) were used by half of the graduate students as a source of information. Notes, both lecture notes and personal notes made by the graduate students were heavily used because they were easy to carry, reliable and better organised for easy retrieval of information. The graduate students also used books and journals because they are easy to obtain simple to use and can be borrowed for use. Discussion with colleagues is informal and takes place anytime but especially in the evenings. This is normally done after the graduate students have finished their own activities during the day. This is most common when they have class assignments to present and when it is getting close to semester examinations. Most of the graduate students indicated that these informal discussions provide them with needed and adequate information to face their assignments and examinations with enough confidence.

Personal notes that the graduate students used as sources of information include notes made during lectures, as well as discussions and also notes from books and journals read. Formal discussions of marked assignments, class tests and tutorials with lecturers also served as important sources of information. These enabled the students to have a better understanding of topics in preparation for the examinations.

In order to find out how students gain knowledge of the existence of the information sources they used, they were provided with a list of suggestions. They were to tick as many as applicable to them. These suggestions were,

- casual conversation,
- browsing,
- bibliography course taken at DLAS,
- reference and footnotes to books and periodicals read,
- recommended list by lecturers,
- literature searching on CD-ROM, and
- any others not listed.

From the above list, 18 (100%) of the respondents indicated that they got to know of the information sources from the recommended lists provided by lecturers. 14 (77.72%) of the respondents got to know from reference and footnotes of books and periodical articles read. About half 9 (50%) got to know through journal indexes. Also 7 (3.8%) got to know of the sources through literature searching on the CD-ROM while 10 (55.5%) got to know of the sources through the bibliography courses taken at the Department (DLAS). Also 3 (16.6%) got to know through conversation. However, none of the respondents indicated using review articles and current awareness services.

In a response to the question as to where they obtained the information sources when they need them, 18 (100%) of the respondents stated that they obtained them from the Department's library and the Balme Library. 6 (33.3%) obtained them from archives and record centers while 2 (11.1%) indicated obtaining them from colleagues.

As regards the information packages they would prefer irrespective of the type of information they needed, all the respondents, 18 (100%) would prefer the full length original document but not descriptive review of the original document or critical review of the original document. The full-length original document according to respondents would enable them make their own review and thus, arrive at their own independent conclusions. Also 17 (94.4%) of the respondents would prefer a critical review of the original document because it would help them compare others' views with their own independent conclusions. This according to respondents would enable them make better judgments in relation to whatever sources they used.

In an attempt to elicit information about the most useful source of information during the duration of their studies at DLAS, respondents were to choose from a list of sources those that were useful. The entire respondents 18 (100%) indicated lecture notes as well as personal note as the most useful sources. 16 (88.8%) also indicated books and journals as equally useful while 11 (61%) indicated informal discussions with colleagues as being important.

Reasons given for their uses are that lecture notes and personal notes were always handy, reliable and better organised. They are the most convenient way of easy retrieval especially during the time of examinations. Books and journals on the other hand contain established facts that are available for use anytime. Informal discussions

with colleagues provided answers to likely examination questions. The discussion also helped in making many pertinent issues about the various courses clearer.

3. 2. 9 LIBRARY FACILITIES USED

In response to a question as to the reprographic services that are available in the libraries they use, 18 (100%) indicated photocopying of documents. None of the respondents use microforms. However, all the respondents regarded reprographic services as an essential part of the library facility. While 13 (72.2%) used photocopying services occasionally, 17 (94.4%) used photocopying services often and 2 (11.1%) rarely used this service. None of the respondents indicated using this service always or never used it at all. As to why they use the reprographic services indicated above, the responses showed that the respondents used the photocopying facilities because it enabled them to obtain photocopies of the original document.

In this era of book famine in Ghana, the facility enables the students to copy relevant portions of books and other relevant materials they needed. This is not only in Ghana but also from Denmark through the inter-lending facility between Ghana and Danish International Development Agency (DANIDA). Thus the graduate students were able to make references to the copies whenever the need arose without going back to the original document which might not be available. The respondents did not use the microfilm facility because they require readers and technical assistance. Moreover the reader in the Balme Library has broken down for sometime.

3. 2.10 DIFFICULTIES ENCOUNTERED

To obtain data on the difficulties the respondents encountered in getting relevant information when the need arose, the researcher asked whether respondents had problems obtaining information. In response 5 (27.7%) of the respondents indicated they had no problems while the remaining 13 (72.2%) stated they had problems. The

five respondents who had no problems or difficulties getting information had worked in some of the university and college libraries. This explains why they were able to find out information with little or no difficulty. Their background practical experience therefore helped them greatly in information search.

The remaining 13 respondents who indicated they had problems getting information stated that most often the materials identified could not be located on the shelves in the library. In addition, 8 (44.4%) respondents noted that following footnotes and references, using bibliographies, abstracts and other locating tools seriously frustrated them as ways to get information: This is because full-length texts of materials listed are scarcely available locally.

To conclude the questionnaire, respondents were asked to express their opinions on any issues raised in the questionnaire. Most of the respondents made no comments, but a few did. Some of the comments were that, copies of the recommended books and journals are very few as compared to the total student population in the Department. There is therefore always a struggle for the few books available. Also the arrangements of material in the Department's library, especially the non-availability of any type of catalogue, makes information seeking quite difficult. The library assistant's help had to be sought any time the respondents needed a book, journal, an article, dissertation or thesis. They also indicated lack of photocopying services in the Department's library to enable the students to readily copy out relevant pages of documents for their personal use. Some of the respondents also complained about the operating hours of the library (8.30 am-4.30pm). They were not happy with the closure of the library between 12.30pm and 2.00pm when the library assistant is on break. They contended that since the morning 8.00 am to 12.00 noon is devoted to lectures, those students who would want to sit in the library soon after, to refer to



books, write assignments or borrow books at that time had to wait till the library

assistant returned from break. This was very frustrating.

Some of the respondents also indicated that the operating time is inadequate. They therefore suggested that the library be opened again in the evenings from 7.00pm to 9.00pm when they are relatively free to use the Department's library. This would enable them to use the library for research, to write assignments and also study their notes. This has become necessary because there is too much pressure on the Balme library which is the only library that operates in the evening. Others also suggested that the cataloguing and classification course should be more practically oriented than theoretical as it is now.

3. 2. 11 INTERVIEWS

The researcher had an interview with the library assistant in charge of the department's library. The interview enabled the researcher to gain information about the stock, equipment and services provided by the library. Also, the interview helped the researcher to have access to records of the library like the borrowers' register. This is to enable the researcher find out the types of materials that were borrowed; and what information requests were made by the graduate students of the Department (DLAS)

A question as to the stock of the department's library revealed that the library has a sizable volume of materials both books and journals. These are constantly replenished with books from the University library - Balme Library. She again made the researcher aware that the library also receives gifts of books and journals from various organisations, including UNESCO, British Council and the Ghana Book Trust to augment the stock of the library from time to time.

Although the department's library has a nucleus collection of professional literature like basic texts on both subjects of library and archival studies, the library assistant again informed the researcher that materials are not adequate enough to meet students' demands. Most of the journals were not available. Students have to be directed to individual lecturers to have access to some of the journals to obtain information they needed.

However, she indicated that lecturers most often make available photocopies of materials relevant to the information need of the students especially where they are not available in the library. These photocopies of articles she puts on file for students to borrow and read.

In response to the question why there are no reference tools like catalogue to assist in information retrieval, the library assistant lamented this unfortunate situation. She explained that initially they had a card catalogue in the library that was discarded when the library stock was being computerised on CD/ISIS. This started and progressed under the technical expertise of the late Dr. Narthey. However, the sudden death of Dr. Narthey who was the technical man on the project led to its demise. To reduce the impact of the absence of catalogue in the library, she has adopted a number of measures. All materials relating to a particular subject are gathered in one section of the library. To ease access to materials in the library, coded signs are used on various subjects. For this problem to be solved once and for all, access points of materials in the library are to be down loaded from bibliofile to a micro computer.

3.2.12 RECORDS ON FILE

Different records such as the University of Ghana annual reports and handbooks, the borrowers' register and files of the department were used for different purposes

during the research. But it is the borrowers' register of the Department's library that would be discussed in this case. The borrowers' register is divided into columns with headings like date borrowed, name, title of book or article borrowed, date returned and the signature of the borrower. It contains names of all the students who ever borrowed books, journals and any other materials from the department's library. The department's register, upon close observation, showed that the graduate students mostly borrowed books, journals and articles recommended by the lecturers.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 SUMMARY

The objective of the study was to identify the information-seeking behaviour and information use by the graduate students of the Department of Library and Archival Studies (DLAS). It was also to make recommendations for overcoming any shortcomings in the information provision for the graduate students. This chapter is a summary of the findings of the research, conclusions drawn and recommendations made based on the findings.

The work was divided into four chapters. Chapter one is the introductory chapter. This chapter outlined the research proposal. It covered such areas as the background to the study, a review of the relevant literature, methodology used and limitations of the study. Chapter two traced the historical development of the Department of Library and Archival Studies in information provision. Chapter three is a detailed analysis of data from the information gathered from the questionnaire and the interview with the library assistant and examination of the records on files of the Department.

From the data gathered, the graduate students provided a rich source of information not only in questionnaire responses but also in the many comments and suggestions they made. The interview with the library assistant and a critical review of the records on file of the Department also provided adequate information about the information-seeking behaviour and information use by the graduate students

4.2 CONCLUSION

The analysis of the data gathered revealed that the information-seeking behaviour and information use by the graduate students of DLAS was greatly determined by the

graduates' curricula needs. The curricula information needs resulted from study tasks given the graduate students by lecturers in various subject areas they teach. The study tasks include class assignments, end-of-term essays, mini-projects, and practicals. In addition to these assigned tasks was the need to obtain information in order to prepare, write, and pass class tests and end-of-semester examinations. They also seek and use information to write their dissertation that is a necessary requirement for the award of the d.ree.

In order to satisfy these information needs, the graduate students had to use various libraries. All the respondents generally seek information in their immediate environment beginning with the Department library and sometimes the libraries of their lecturers. They also used the Balme Library and other libraries outside the university environment looking for relevant information. The libraries they used outside the university environment were the British Council Library, Volta River Authority Library, University of Cape Coast Library and University of Science and Technology Library. They were mostly used for research purposes to gather materials for their dissertation. Once in the library, the graduate students browse through books and journals looking for relevant information to conclude their assigned tasks. All the graduate students 18 (100%) regarded the library facility as very important to their studies at DLAS.

To obtain relevant information for their assigned tasks and studies, the graduate students used various sources. The materials they used most are books and lecture notes. Others equally used extensively are journals, dissertations and theses. Encyclopedias are also used at times.



Books and journals were used by the graduate students to obtain information to solve immediate tasks as well as to obtain information in preparation towards semester examinations and also write project works. Dissertation and thesis were used as a guide as well as sources of information to write their own thesis. Formal discussion of marked assignments, class tests and tutorials with lecturers also served as important source of information. Informal discussions with colleagues especially in the evenings were equally regarded as an important source of information. These discussions helped to give a better understanding of issues raised by students. They also helped to equip the students adequately for the final examination. Lecture notes, notes gathered from tutorials and discussions were mainly used during the examination period because they were handy, reliable, and organised in the most convenient manner for easy retrieval. Regardless of the graduate students' apparent strong sentiments in favour of lecture notes, informal discussions with colleagues and tutorials with lecturers, formal publications like books and journals are considered their primary source of information.

To search for information, the graduate students used different methods to locate the materials in the various libraries they used. Majority of the respondents 18 (100%) used the catalogue and 9 (50%) used periodical indexes as locating tools to obtain relevant sources. At times, some identified and locate sources by asking the library staff for assistance. This was most often used in the Department library where there is no catalogue. Accidental discovery of information is another method used by the graduate students to locate information. This method according to the students brings great joy and relief for providing unexpected information to complete assigned tasks. The graduate students also made use of references and footnotes because they lead to further sources of needed information. However, less than half 8 (44.4%) of the

students used CD-ROM searches as locating tool. This shows that the use of this new technology has not caught on with most of the graduate students. Armed with reading lists provided by lecturers as a starting point, the graduate students found it easier and more convenient to search for materials themselves. In addition, because the graduate students had acquired user skills, they did not have many problems in their bid to obtain information. The only major problem the graduate students had was that they were not at times able to locate the materials on the shelves in the libraries they used. Journals were cited by the graduate students as the items most frequently not available. This is because there are gaps in the collection. These missing issues make information search and use very frustrating.

The absence of materials on the shelves made information seeking and use very difficult. Much of the time of the graduate student was therefore wasted on looking for information that was not readily available and this did not encourage information search and use.

However having located the sources identified as being appropriate for their needs, the graduate student retrieved relevant information from those sources. This they did by accessing the sources by means of indexes and content pages. Apparently once the students had found the materials they were confident to use them effectively in writing class assignments, term essays and projects works.

4.3 RECOMMENDATIONS

Considering the findings of the research study, I would like to make these recommendations. The graduates' information-seeking behaviour and information use

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is greatly determined by the curricula information needs and assigned tasks of lecturers. In other words lecturers have an influence on the information seeking behaviour and information use of the graduate students. The lecturers should therefore continue to maintain their influence on academic work and challenges facing graduate students by giving class assignments, mini-projects, class tests and examinations and the undertaking of research. These performance indicators are believed to be useful for information use of the graduate students at DLAS.

Computers have become major technological development and tools in information search and information use. The small number of graduate students that use this new information gathering tool indicates that their use is not popular, though it also a very important source of information. Students must be encouraged through regular assignments to make use of internet access to holdings of other libraries and electronic access like CD-ROM databases and to a wide variety of print materials to enhance their information search and information use.

Though attendance at seminars is an important source of information, none of the graduate students indicated using this means of obtaining information. The Department of Library and Archival Studies must encourage the organisation of seminars at which graduate students are invited to present papers. These presentations would greatly encourage the graduate students to undertake research thus increasing their information seeking behaviour and information use.

Reading lists provided by lecturers made much impact in terms of enhanced success in finding information by the graduate students. Reading lists provided by lecturers

must therefore be updated regularly to enable students have access to current information.

Since the graduate students have limited time at their disposal for both course work and research they are expected to have better access to materials and to find them on the shelves.

The present lack of recent publications on library and archival studies in the libraries the students use hinders effective search and use of information by the graduate students. There is therefore the need for the provision of current specialized books and journals on librarianship, archival studies and information science, which form the core of their curricula. The presence of these books in the library would go a long way to increase information search and use by the students. To enhance their information use the students must be encouraged to buy their own books relevant to their curricula needs.

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INFORMATION-SEEKING BEHAVIOUR AND INFORMATION
USE BY GRADUATE STUDENTS OF THE DEPARTMENT
OF LIBRARY AND ARCHIVAL STUDIES (DLAS),
UNIVERSITY OF GHANA, LEGON

STUDY QUESTIONNAIRE

This questionnaire is prepared to seek for information on the information seeking behaviour and information use by graduate students of DLAS. Please kindly assist by completing this questionnaire.

Thanks for your co-operation.

A. BACKGROUND INFORMATION

1. Sex : Male Female
2. Programme: M.A. Library Studies
 M.A. Archival Studies

B. USE OF LIBRARIES

3. Please have you ever received any instruction in the use of libraries?
 Yes No
4. If Yes, what type of instruction have you received in the use of libraries?

- Formal instruction from library school
- Organised and detailed instruction by the Balme Library
- Informal instruction by colleagues
- No instruction at all



5. Which of the following libraries do you frequently use?

- Balme Library
- DLAS Library
- Hall Library

Others(please pecify)

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6. For what purpose do you use the library?

- Use journals
- Use reference books
- Browse through journals and monographs
- Copy documents
- Borrow books
- Find specific information
- Make literature searches
- Make reference enquiry

Other (please specify).

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7. Of what importance to you and your study is the library facility?

Extremely important

Very important

Moderately important

Somewhat important

C. INFORMATION NEEDS

8. Which activities cause you to look for information? Tick as many as applicable to you.

Study for the course/pass examination

Write class assignments and term essays

Research for example writing thesis, dissertation and project works

Entertainment and leisure

Looking for job advertisement

Others (please specify)

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- 9 Please, tick as many as applicable the ways listed below which you use to obtain information.

Catalogue.

Use journals

Follow up reference and footnotes.

Consult librarian for information

Conduct computer-based information searches such as CD-Rom

Consult review articles

Other(please specify)

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D. USE OF INFORMATION SOURCES

10. When looking for needed information which of the following sources do you refer to?

(Tick as many as are applicable to you)

Books

Journals

Magazines and Newspapers

Annual Reports

Dissertation, theses

Encyclopedia

contact with colleagues

Current awareness newsletters, bulletins

Other(please specify)

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11. Briefly indicate why you use each of the information sources identified in question 9 above.

Easy to use

Readily available

Recommended by lecturers

Recommended by colleagues

Recommended by librarian

Other(please specify)

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12. How do you get to know of the existence of the information sources identified in question 10 above? (Tick as many as applicable to you)

Casual conversation

Through browsing

- From review articles
- Literature searching on CD-Rom
- Searching print indexing and abstracting journals
- From bibliography
- From recommended reading list by lecturers

Others(please specify)

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13. Where do you normally obtain the information sources whenever you need them?

- The Department Library
- Balme Library
- Archives and Record Centres
- From your personal library
- Colleagues

Others(please specify)

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14. Which of the following packages would you prefer irrespective of the type of information you need?

- Summary of the original document

- Full-length, original document
- Descriptive review of the original document
- Critical review of the original document

15. Briefly explain why you would prefer the information package chosen in question 14 above.

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16. During your studies at DLAS which of the items listed below do you find most useful as a source of information?

- Lecture notes
- Textbooks
- Informal discussion with colleagues
- Reading list provided by lecturers

Others(please specify)

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16. During your studies at UPLoS which of the items listed below do you find most useful as a source of information?

- Lecture notes
- Textbooks
- Informal discussion with colleagues
- Reading list provided by lecturers

Others (please specify)

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LIBRARY FACILITIES USED

17. Which of the following reprographic services are available in the libraries you use?

- Photocopying of documents
- Microfilm/fiche reproduction

Others (please specify)

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18. Briefly indicate why you use the reprographic services listed in question.17 above.



19. Do you think that reprographic services are essential part of the library facility?
 Yes No
20. How often do you make use of Photostat services available in the libraries you use?
 Always Often Occasionally Never
21. Would you say that the libraries you use provide adequate services to meet your information needs?
 Yes No
22. If you answer to question 21 above is NO could you please state what services you would like to have provided and give your reasons?

D. DIFFICULTIES ENCOUNTERED

23. Do you sometimes have problems obtaining information you need?
 Yes NO
24. If Yes, tick some problems you faced from the list below?
- Difficulty in identifying source of information
 - Material identified but cannot be located in the library or elsewhere
 - Librarian not co-operative
 - Lack of time to conduct CD-Rom search

Search process is too complex

Not sure where to look for

Too much is published

Any other reason (please, specify)

25 Please make any comments you have on the issues raised in the questionnaire²¹

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