

ACCESSIBILITY AND USE OF LIBRARY RESOURCES IN BALME LIBRARY,
UNIVERSITY OF GHANA

BY



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DECLARATION

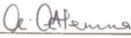
I, Bridget Ejang Angono, hereby declare that this dissertation is my original work, with the exception of quotations and ideas borrowed from other authors which are duly cited under references. I fully accept responsibility of any mistakes in this study. This study was carried out under the supervision of Professor A. A. Alemna, whose true signature appears here-under in confirmation of my declaration.



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Date 16/09/10.....

Date 19/9/10.....

This work is first of all dedicated to the Almighty God for His abundant grace on me and then to my parents: Mr. L. A. Angono and Mama Susana Amboh Angono (of blessed memory).

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The advent of information technology has led to information explosion and as such libraries are shifting from collection to access. Providing access to information has thus become the principal goal of libraries. Patrons enjoy using resources that are accessible and this is made possible by providing an enabling environment. This study attempts to evaluate 'accessibility and use of library resources in Balme Library, University of Ghana, Legon and to profile some suggestions to improve accessibility and use. Using the survey method, the researcher administered questionnaires to Level 400 students of the Department of Information Studies and the staff of Balme Library to elicit information from them.

The findings indicated that the information literacy skills provided in Balme Library was not adequate enough to enable users make effective use of the resources. The study revealed that formats of documents such as audiovisual materials were not adequate. Furthermore, the study revealed that accessibility was hindered by misshelving; miscataloguing; invisible call numbers; low bandwidth; inadequate information literacy skills; and inadequate workstations/computers. However, it was found that most of the users made use of the Online Public Access Catalogue hence justifying the huge sum of money spent on automation. It was also discovered that the existing enabling environment in the library was not conducive enough.

To resolve the findings, several recommendations were advanced to improve accessibility and use of the resources in the Balme Library. Some of these recommendations are as follows: provision of adequate literacy skills; more workstations/computers; better staff

University of Ghana <http://ugspace.ug.edu.gh>

strength through training, internet connectivity on campus to enable 'anytime and anywhere' access to Balme Library Online Public Access Catalogue(OPAC).



INTRODUCTION

1.0 BACKGROUND OF THE STUDY

Libraries are the store house of humanistic, scientific and technological knowledge. They preserve the records of civilization and of mankind's achievements and discoveries. Alemla (2000) states that libraries century ago had served as repositories for information and knowledge, and further adds that they have provided the vital underpinnings for socio-economic, political and cultural development in every civilization. Oyewusi and Oyeboade (2009) further state that as the growth of research in all fields of human endeavour is becoming increasingly detailed and sophisticated, faculty members and students have realised that libraries have great roles to play in the provision of information necessary for their day to day research. Besides, libraries act as a medium of getting the latest scientific and technological information either in print or in electronic format.

Libraries all over the world had come into being as manual information service systems. With the advent of information technology that has led to the birth of information explosion, manual library systems are no longer adequate for the storage, access and retrieval of such massive volumes of information. Ajala (2001) opined that bulkiness, growth rate of information and difficulties in coping with updating of this information, render manual library systems inadequate. The development of information technology has made it possible to automate library operations. Today, libraries no longer boast of only print materials but can also boast of non print materials such as electronic resources. Hence, library users now expect their library systems to provide means of accessing both print and electronic resources and to provide unrestricted access to all information.

Automation provides a smooth integration between system gateways, remote and local databases through the public catalogue module. Automation also allows access by remote users to a library's resources, either by telephone or via an internet connection. It improves delivery of information hence enhances accessibility of information since

technology reduces time in requesting and receiving documents. Information available electronically can be delivered immediately online; full-text is available for downloading or printing by users. It also enhances access as custodians can use technology to organize and index materials for rapid retrieval (Amekuedee, 2002). In addition, library automation helps in managing diverse library resources and provides better and wider access to resources (Rowley, 1988).

Amekuedee (2002) also pointed out that libraries were shifting from collection to access. Providing access to information has become the principal goal and activities in libraries. With the aid of technology, producers of information are making it more available electronically and directly to consumers in a more cost-effective manner. This is facilitated by networks where a consumer plugs into and gains direct access to information in a variety of formats. Also, through information technology, accessible resources are no longer defined as only those residing within the library's four walls. Through networking, the contents of the resources of another library can be revealed and accessed through interlibrary loan scheme and the use of the Online Public Access Catalogue (OPAC). Halsey (2006) contends that besides maintaining a collection within library buildings, libraries often feature telecommunications links that provide users with access to information at remote sites.

Although, libraries in developing countries suffer from inadequate provision of resources, they are yet indispensable in an academic environment. Academic libraries support the main functions of their parent institutions which are teaching, learning and research, with the aim of promoting knowledge and understanding (Akroful, 1999). According to Boakye (1998), university libraries like those of the universities of Ghana play a very significant role in supporting the university's academic work. In the absence of the library, the university will not be successful, because the libraries provide services that help in teaching, research and learning. Therefore, a library acts as a pillar behind all academic programmes run in a university and thus could be termed as the heart of the university.

The Balme Library which is a university library is no exception to this assertion. Under words adequate library resources with adequate accessibility will support the intellectual and technical development of students and will equally lead to effective teaching. Hence, a library should no longer be seen as a neutral adjunct to the instructional programme, but rather as the hub of an enquiry process which should be initiated in teaching.

The more accessible resources are, the more likely they are to be used. Patrons enjoy accessibility through the skills of the librarian or the library staff. Hence, the intellectual access to available library resources is the preoccupation of the library staff who is the protector of the library's intellectual and physical property. This will influence use since readers tend to use library resources that require the least effort to access.

The library's role is to provide material in a manner that will allow individuals to freely access information. In the Balme Library, besides the manual catalogue, print resources are made accessible via the Online Public Access Catalogue (OPAC) and the collection is arranged on the shelves using the Library of Congress Classification scheme. They also make available resources accessible by creating a friendly environment centred on the ethical behaviour that harnesses patrons. The circulation record is used to charge and discharge books. This promotes the loaning scheme, hence aids accessibility of library materials. Lastly, the library staff assists patrons to achieve their desired needs in the library by providing them with bibliothecal and subject knowledge. Accessibility is also facilitated via the computer laboratory where patrons access electronic resources though with a fee.

1.1.1 The University of Ghana

The University of Ghana, previously known as the University of Gold Coast was founded in 1948 on the recommendations of the Aquith and Elliot Commission on Higher Education in Commonwealth countries. This university was established in association with the University of London, for the sole purpose of providing for and promoting university education, learning and research. The first principal of the college was David Mowbray Balme after whom the Balme Library was named.

The university is made up of Colleges, Faculties, Institutes, Schools and Centres of research and learning. Each of these has a library whose resource building largely depends on the Balme Library which is the main library of the university. The University has a Chancellor as head, the Vice Chancellor as executive head, a Governing Council and an Academic Board to advise council on academic matters. The University is administered through various boards and committees, which are standing committees of the Academic Board. The Academic Board, chaired by the Vice-Chancellor, receives reports of the boards and committees and approves their decisions.

The Library Board, which is the policy-making body for the library, comprises the following:

The Pro -Vice-Chancellor or his representative (chairman)

- One member appointed by each faculty board
- Two members elected by the Finance Committee.
- One member appointed by the Students' Representative Council (SRC)
- One member appointed by the Graduate Students' Association (GRASAG)
- The University Librarian
- Registrar
- Director of Finance
- College Librarians

1.1.2 THE BALME LIBRARY

According to Alemna (2000), in age, size, and rank, Balme library is the country's premier university library. This library was opened in 1948 and was named after the first principal of the university, a British expatriate by name David Mowbray Balme. The pioneer Librarian was Miss. Ethel Fegan. This library started operating in its temporary site on the Achimota campus with a stock of 60,000 volumes.

In 1959, the library was formally opened when it was moved to its permanent site on Legon campus. By this time, the stock had risen to 124,857 (Pitcher 1970, cited Amekuedee, 2002). While constructing this library, it was envisaged that it was going to

house a collection of 250,000 volumes, accommodate 350 readers (Kedem, 1990; cited Amekuedee, 2002).

In the late 1960s, computer services were introduced in the university. The computers that existed during this period were basically used to produce payroll and later they were used to prepare students records. This was called the data processing age of computers. Later, in 1987, the university administrator supplied a WANG PC to the Balme library. This PC was installed in the library in February where it started rendering services to readers. Since 1994, the library has acquired more computers as a result of concerted efforts from the World Bank, International Federation of Library Association (IFLA) and Danish Development Association to name but a few.

The Balme library has grown in leaps and bounds from 1948 till present day. As at 2009, the collection has risen to 387,648 volumes from 60,000 volumes as of 1948. The library now subscribes to many journals, and has a computer laboratory with 20 computers, a scanner and a printer where students can access internet resources, although with a fee. In 2008, an OPAC system was introduced into the library and computer terminals are provided in some sections of the library where library's resources can now be accessed from UGCAT (online catalogue) using the website <http://www.Library.ug.edu.gh> from any computer connected to the internet. This means that the library has both print and electronic resources. Of significance is the fact that the library offers services such as user education, computer literacy classes, photocopying and computer laboratory/ online research library and binding of books. Looking at these services, one would see that they are geared towards making library resources available to users.

1.1.3 Objectives of the Balme Library

University libraries exist to further the mission of their universities. The main objective of every academic library is to support teaching and research programmes of the institution concerned (Asiedu, 1998).

The objectives of the Balme Library can be summarized as follows:

- To acquire, organize and disseminate all forms or kinds of materials needed by students, lecturers and researchers in the pursuit of their courses and to provide adequate material for research to be carried out successfully.
- To instruct students on the effective use of the library and its resources.
- Cooperate with and assist faculty members in their academic programmes.
- To provide the physical facilities and equipment to make possible the most effective use of library resources.

1.1.4 DEPARTMENTS AND SECTIONS OF THE BALME LIBRARY

The Balme library is made up of various departments and sections. These departments are as follows: The Administrative Department; the Cataloguing Department; the Acquisition Department; the Periodicals Department; the Reader Service Department; the Electronic Support Unit; and the Technical Service Department. These departments in union with the Librarians' office carry out specific functions that go a long way to bring forth access and use of library resources. In addition to the above departments, the Balme Library has special sections, or collections (Asiedu, 1998). They are: the Braille Library, Students Reference Library, the Africana Library, Development Information Centre, the Computer Laboratory and Arabic Library. The library also provides photocopy services that enable users to copy pages of library materials.

1.1.5 DESCRIPTION OF STOCK

The Balme library stock's is made up of reference collections, loan collections and special collection. The reference collection is made up of reference books such as theses, biographical sources, reference materials on science and librarianship, reference materials on social science and humanities, concordances, indexes, abstracts, bibliographies, directories, encyclopedias, dictionaries, and almanacs. Some of these reference sources

are the source type and the access directional type. These materials are in the reference hall. Other resources that are kept in the reference hall include past questions of all examinations taken in the university; it also keeps a list of all bound periodicals in all subject areas and these are arranged alphabetically.

The library also has resources on microform (microfilm and microfiche). Microfilm materials, composed of local newspapers and academic theses on Ghana and other academic theses on institutions of higher learning in the commonwealth and the United States of America.

The loan collection is collection that can be borrowed out of the library by library patrons. The stock consists of books on all subject areas taught in the University of Ghana.

The reserve collection is collection that library users are not supposed to borrow from. But they are allowed to deposit their identification cards, collect the book and use in the reserve section and return the book to staff before collecting the identification card. Rare books and very important books that have very limited copies are usually kept in this section.

There is also the special collection of the library which consists of the following sections. The Africana library, the Student Reference Section, the World Bank Library, the Arabic library, the Braille library, the United Nations library, the Students' Reference library, CD-Rom service, and email and internet services.

The library has a database of theses and subscribes to online databases like Agora, Emerald, JSTOR, EBSCOHOST to name just a few.

The library stock is organized according to the Library of Congress Classification Scheme and maintains a Union catalogues of some departmental libraries.

A library may have adequate, current materials and may not register 100% in functionality due to challenges to accessibility such as mishelving, miscataloguing, poor labeling and poor staff attitudes. Also, when a library is automated, it cannot register a hundred percent of use because of either lack of searching skills on the part of the users, inefficiency of library staff in the use of electronic resources, inadequacy of hardware and

software (lack of an enabling environment). It is in this connection that the researcher wishes to evaluate the accessibility and use of library resources in the Balme Library.

1.1.6 The Library Users

The primary patrons of the Balme Library include faculty members, students, researchers and administrative staff of the University of Ghana. The users can be grouped into three categories namely; those who have the right to read and borrow from the collection and these include both Junior and Senior Members of the university; those who can use the library for reference only and they comprise teaching assistants, national service persons, University staff (who have been recommended by their Head of Department to use the library), and alumni of the University temporarily residing on the campus; and others with permission to read and or borrow at the discretion of the University Librarian, acting on behalf of the Library Board.

1.2 Statement of the problem

An interview with some Level Four Hundred (400) students of the Department of Information Studies in the University revealed that accessibility to library resources is not all that easy due to the fact that the user education/information literacy provided to students and new library users at the Balme Library is not adequate enough. As a result, they were not able to access and retrieve necessary materials that will help them in their academic and research work. Besides, the Balme Library ought to be a well-equipped library having resources both in print and electronic formats that would satisfy the user's needs, but they are unable to meet this challenge since some level 400 students complained that they sometimes go to the library to look for particular titles or works of particular authors but they do not find them. In addition, they sometimes identify material that is useful for their study from the card catalogue or Online Public Access Catalogue (OPAC), unfortunately they are unable to locate them on the shelves.

They also intimated that some of them were not satisfied with the facilities provided; the workstations were always in high demand and some of them are usually frustrated when

they are unable to access certain databases. It is therefore the researcher's wish to examine the challenges to accessibility of the resources. Furthermore, some of the students interviewed stated that the library environment was not conducive enough and the services provided did not encourage effective use of the resources. Looking at the above assumed problems, the researcher found it necessary to evaluate accessibility and use of library resources in Balme Library, University of Ghana, Legon.

1.3 Purpose of the study

The purpose of the study was to evaluate the accessibility and use of library resources in the Balme Library, University of Ghana, Legon.

1.4 Objectives of study

The objectives of the study are as follows:

1. To ascertain the availability and adequacy of library resources.
2. To determine the extent to which library resources are made accessible to users in the Balme Library.
3. To identify the factors that influence effective use of library resources in the Balme Library.
4. To find out the adequacy of information literacy provision to users in the Balme Library.
5. To find out the constraints of accessibility in the Balme Library.
6. Make recommendations for improvements to accessibility of resources based on the findings of the study.

1.5 Research questions

To address the objectives above, the study tried to provide answers to the questions below.

1. How available and adequate are the library resources?
2. To what extent are library resources made accessible to patrons in the Balme Library?

3. What are the factors that influence effective use of resources in the Balme Library?
4. How adequate is the information literacy provided to users in the Balme Library?
5. What are the constraints of accessibility in the Balme Library?
6. How can access to resources in the Balme Library be improved?

1.6 Significance of the study

Many studies have been carried out on various aspects of the Balme Library, but none has been done so far on the subject of this research. This research would therefore be seen as a trail blazer.

The study will be significant to the information professional by creating awareness of the need for adequate information literacy skills and accessibility as factors that lead to effective use of library resources.

In addition, the staff of the Balme Library will be enlightened on the need to make library resources more accessible since accessibility influences effective use of the library.

It is also hoped that the administration of the Balme Library will vigorously pursue the findings and recommendations and use them as future strengthening measures in the library work.

This study is expected to contribute to academic knowledge. It should serve as literature for scholarly reference and will be a stepping stone for further research in accessibility and use of library resources and other related areas surrounding library resources.

1.7 Scope and Limitation

The study was carried out at the Balme Library, University of Ghana, Legon.

Due to time, human and financial constraints, the researcher limited the study only to the users and staff of this library that is; level four hundred (400) students of the Information Studies Department and the Professional and Para-professional staff of the Balme Library.

1.8 Organisation of the study

The researcher has presented the study in five chapters as follows:

Chapter one: This chapter covered the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and limitation and organization of the study.

Chapter two: It reviewed related literature to the study and presented the conceptual framework on which the study is based.

Chapter three: This chapter described the methodology used for study.

Chapter four : It consists of the findings, analysis and discussion of the findings.

Chapter five: This is made up of the summary of the findings, conclusion and recommendations.

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2.0 THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter reveals the literature of related study and discusses the conceptual framework on which the work is based. It is divided into two sections: section one handles the conceptual models and section two reviews related literature to the study.

2.1 Conceptual Framework

A concept could simply be considered as a shorthand representation of a variety of facts. It is meant to simplify thinking by subsuming a number of events under one general heading (Powell and Connaway 2004).

The use of technology and the internet has changed publishing models and the information landscape. If libraries have to achieve their objective which is to support students, researchers, academic faculty in their research and education by making the best print and electronic resources available, they have to redefine their roles and make efforts to keep abreast with developing technology. Hence, services provided and skills possessed by professionals in libraries should reflect that trend.

The emergence of new technologies has shifted traditional library services to "electronic access to a myriad of databases, proliferation of internet sites, and patron expectations of speedy service" (Burke, 2003). Library users now have more information access options available, including access to full text volumes which can be searched on individual desktops (Covi & Cragin, 2004). Considering the emerging situation, professionals are coming up with conceptual frameworks that take care of both print and electronic resources. The conceptual model of print/electronic resources access for academic libraries developed by Anunobi and Okoye, (2008) was used for this study. The model consists of two access environments: the in-house, local, or independent environment, and the universal, global or integrated access environment. This model depicts a challenging situation for academic librarians who are expected to create universal access to both print and electronic resources.

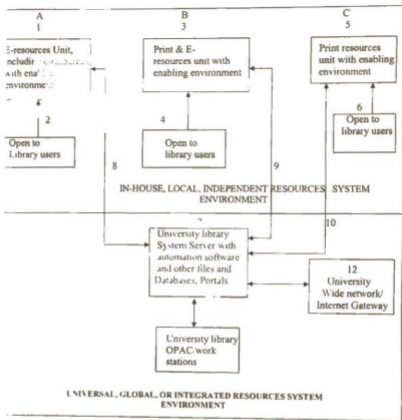


Figure 1: Print/E-Resources Access Model for Academic Library

The conceptual framework has three alternatives for the in-house environment. Figure 1 illustrates these three alternatives. The first (A) is the electronic resource Unit with the enabling environment (software, hardware, and trained staff), which is open to academic library users (2); A combined print and electronic resources Unit (B) with enabling environment (3) ; also open to library users (4); Print resources unit (C) with enabling environment (5) open to academic library users (6).

The three alternatives are practiced in many university libraries today and are also practiced in Balme Library. The in-house access environment expected of traditional library services falls short of the universal access that is required of academic libraries of international standing. The in-house, independent resource environment is the hub of an electronic consortium. This in-house resource environment works in a feedback mechanism with the electronic resources, print and electronic resources, or print resources unit, all of which revolve around the library server (7). The University library server with automation software and other files and databases, and portals (7) provides resources for the independent access environment and also receives resources from it.

The server (7) with high capacity hardware, software, and telecommunication components, gets feedback from the electronic resources unit (8), print and electronic resource unit (9), or the print resource units (10). Each of the units can access the server, which also can be accessed universally through the library Online Public Access Catalogue (OPAC) (11), available on the internet (12). The integrated access environment allows academic libraries operating any of the options in the independent environment to be part of universal access with or without the involvement of their parent institutions.

For academic libraries to maintain a prominent position in their institutions, they must move from limited or local access to universal access. For academic libraries in developing countries to achieve this, requires expandability, flexibility and compatibility (Tebbetts 1991). This requires standard hardware, sufficient capacity, networking capabilities, flexible software and standards such as MARC for information storage and



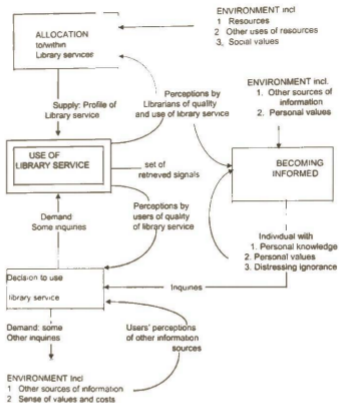
retrieval, and local expertise. Most academic libraries in developing countries will fall short of these requirements because of lack of funds, lack of expertise and constant power failures and low bandwidth.

This model is apt for the study because it suggests the enabling environments needed in order to have access to both print and electronic resources which is one of the researchers focus in the study.

2.3 The Demand theory by Buckland (1999)

The second part of the study shall explore the demand theory propounded by Buckland (1999). The theory explains the responsive behaviour of the librarian and that of the user. Assuming a patron came to look for a book in the library. Assuming that the library, in fact own the desired title and that the user has correctly identified its place on the shelf, the probability of a copy being available when wanted depends on the interaction of three variables: the pattern of demand, the number of copies owned, and the length of time copies are available when being used.

If the Librarian knows that the availability of a particular title is low, the availability can be increased by adding extra copies and/or reducing loan periods. Such changes constitute adaptive responses (feedback) by the Librarian to improve an unsatisfactory standard of service. If the user does not find the book, then the user can respond in either of the two ways: by coming back later, in which case the demand remains; or by taking other steps which will have the effect of reducing the demand on the document. One can switch to another library, buy a personal copy, use a friend's copy, or simply give up. This freedom of choice by the user constitutes a second, independent feedback mechanism. The second set of option results in lowering of demand, thereby, increased availability. See figure 2 below



The Demand theory incorporated in the three connected systems determining the provision and use of library services. Adopted from Buckland (1999)

Figure 2 The Demand Theory By Buckland (1999)

The separate interaction by two systems (the cognitive system and the economic systems) is the role played by the demand decision. These two systems in addition to the economic system clearly bring out issues in 'use' of library services.

- o In the cognitive system, using the library services generates the set of retrieval signals that lead to the user becoming informed and acquiring new knowledge.
- o In the political and managerial system, use of the library provides principal justification for allocating resources to the library and also generates the perception of use which constitutes a feedback loop.
- o In the economic system, the experience of using the library provides part of the bases for the user's future decision to use the library.

Each of these systems is dominated by the external environment which determines the resources for provision of library services, the values and preferences of users, most of the communication to and hence the knowledge of individuals, and alternate sources of information. The relationship between these three systems is seen in Figure 2.

2.4 Literature review

The purpose of reviewing earlier works by researchers is to determine what their study can make in terms of adding new knowledge to the already existing knowledge on the area of study. Literature review helps researchers limit their scope of the inquiry and convey the importance of studying a topic to readers. The review for this study is made under the following sub-themes:

- a) The role of libraries in universities.
- b) Availability of library resources in libraries
- c) Accessibility of library resources and challenges to accessibility.
- d) Use of library resources and factors that promote or hinder effective use.
- e) Information literacy

2.4.1 The role of libraries in universities.

The relationship that exist between libraries and cultural progress has been so interdependent that it is needless to argue whether man's cultural advancement merely produce libraries as by-products. The emergence of libraries therefore was a direct response to the accumulated body of recorded experience that has exceeded the retentive capacity of the human memory (Alemna, 2000). It is thus a social instrument which develops the human mind. It also serves as a place where books and user (readers) interact together for the transmission of civilization and the cultivation of human beings (Adelabu, 1973).

The university library caters for the whole academic community, serving the faculty, administrators and students. Aina (2004) defines academic libraries as libraries attached to post-secondary institutions and can be categorized into two. These are, university libraries and libraries that are attached to non- university institutions. Also, the American Library Association (1986) defines a university library as a library established, supported and administered by a university to meet the information needs of students and faculty and to support its instructional, research and service programmes. Furthermore, Tang (2001), also sees a university library as "the heart of the university"," treasure of knowledge", and "the fountain of knowledge".

To emphasize the role of university libraries, Ellis (1990) cited in Tang (2001) stated that academic libraries have educational functions in the following areas:

1. Assist in the education of students in their respective areas of specialization.
2. Broadening the scope of students' knowledge.
3. Increasing the ability of patrons to use the library.
4. Engaging in the ideological and political education of students and faculty.

Buckland (1992) cited in Mi and Nesta (2006) identified three types of libraries: print library, automated library, and electronic library. It is the place of libraries no matter the type to provide the informational, educational and recreational needs of its patrons.

The role of an academic library cannot be underestimated. It enables the individual to develop its full potentials and widen the range of its perception, interests and skills. Stressing the role the library plays in a learning environment, Travaline (1997) maintains that today's library is like a big play ground waiting to be explored and the librarian the best playmate, one who makes the playground worthwhile. This study will verify how the librarian or library staff performs their role as the best playmate in the library in making resources accessible to users thereby providing an opportunity for effective use of library resources.

Today, academic libraries are faced with managing hybrid resources (print and electronic) and the library staff and user have the challenge of learning the skills that are needed to make these materials accessible and thus putting the available resources into proper use. From the look of things, libraries in Ghana especially the Balme Library, has incorporated information technology by automating its services. They no longer have to contend with the problems of manual routines in providing traditional information services although presently they are using the two systems simultaneously. However, inaccessibility of both print and electronic resources in academic libraries hampers the fulfillments of a well established library which is to provide effective teaching, learning and research. Therefore, a university library with a good collection of appropriate materials and easy access to resources is essential for an effective use of the resources.

Oyewusi and Oyeboade (2009) asserted that the primary purpose of university libraries is to support teaching, learning and research in ways consistent with, and supportive of the institution's mission and goals. This is achieved by providing material assistance and an enabling environment. He added that library resources should be sufficient in quality, dept, diversity, and currency to support the institutions' curriculum, and should also cater for the recreational and informational needs of lecturers, students and researchers. In addition, a university library should enable the students adopt a self education approach to studies and an opportunity to do independent work. The functional aspect of the library places it as the heart of the university and it is directly related to the success of the aims and objectives of the university.

Kwapong (1970), during a symposium organized by the Ghana Library Association, at Greenhill in 1970 on the theme "Libraries as a force in education", stressed on the role of academic libraries as he pointed out that "the university library can be considered as the heart if not aorta of any university and its academic health, intellectual vitality and effectiveness, closely depends on the state of health and excellence of its library which is indeed its very lifeblood". To buttress this point, one can compare the image of a car without a driver to a university without a library.

Furthermore, Thompson (1979) opined that the role of university libraries is to provide an absolutely fundamental service which affects the whole of the university and without which it would cease to function as a center for teaching and research. He further states that the prime function of a university library was to provide facilities for study and research for the members of its own institution. However, a university library also has a duty to its local community. To buttress the role of academic libraries, American Library Association (1986), asserted that university libraries offers to its clientele collection of broad scope and depth, specialized and in-depth assistance in the use of its resources. It also makes available to the clientele the resources and collections of other libraries through various cooperative programme. It is thus important for library services to be focused towards making resources accessible so as to encourage the use of these library resources.

Campbell (2006) observed that "numerous creative and useful services have evolved within academic libraries in the digital age: providing quality learning spaces; creating metadata; offering virtual reference services; teaching information literacy; choosing resources and managing resources licenses; collecting and digitizing archival materials; and maintaining archival repositories". Library users on the other hand are opting for more "qualitative" sources of information. To buttress this point, Lombardi (2000) observes that users will prefer more computer content, more computer indices, digitized finding aids, digitized repositories of articles, online access to newspapers, etc. Hence, to remain relevant in the digital age, academic libraries are repositioning library resources, operations, services and skills.

The university system is not static. The syllabi and schemes of work change when the education board deems it necessary and new faculties come into being as the university expands. Therefore, the concept of availability is very important as far as academic libraries are concerned. This is because the library stock has to keep adding to meet the current demands of the users. Therefore, defining availability in terms of immediacy is a useful indicator of library services. This is a situation in which all requests are immediately satisfied. Hence, the information needs of users of the Balme Library should be satisfied whenever sought.

The library is the heart of any organization. Therefore any organization wishing to grow has to depend on the resources in the library. In most instances, the degree of the advancement usually goes proportionately with the potential the library can respond. In Badu's (1991) study of the University of Ghana Graduate students, it was revealed that students had very little knowledge of the University's library resources and services that were available to them therefore a more vigorous library user education programme to be integrated into the university curriculum was advocated. The importance of the Balme Library is to respond to the information needs of the students and staff of the institution. In this case, the production and dissemination of knowledge must operate from a base backed by current and adequate library resources which is also made known to users through awareness service and these resources should also be made accessible.

2.4.2 Availability of library resources in libraries

Webster's Third New International Dictionary (1993) describes availability as what is accessible or may be obtained or be at disposal for utilization. If material is not acquired it cannot be made available and material is only accessible if it is available. This means that what is present is the physical form that is capable of being utilized. Therefore, the immediate availability is a useful measure of library performance. Available resources make it possible for research to take place in any organization or institution. Ekpo (2001) observed that one could not have a functional library except such a library boast of the following:

1. A rich collection in various formats and relevant to the needs and interests of the larger users.
2. The collection is systematically selected and wholesome.
3. The resources are properly organised for easy retrieval using any acceptable classification scheme.
4. The collection is accessible to the target users and official opening hours are convenient to the users.
5. There are accommodation, space and facilities, trained and dedicated personnel to maintain collection and to supervise their usage.

Oyewusi, and Oyeboade (2009) stated that university library collections include not only traditional print-on-paper media like books, journals, newspapers, and maps but also audio-visual materials like records, audiocassettes, video cassettes, projectors, art reproductions, maps, photographs, microfiches, CD-ROMs, computer software, online databases, internet, electronic books and electronic journal and other media.

Watson (2005), states that libraries that have not expanded their collection development strategies to include all information carriers are unlikely to satisfy all the information needs of their users. To buttress this point, Broderick (1965) opined that librarians who failed to use all medias were narrowing the world they offered to their users. Hence, non-print materials should form part of the information arsenal of today's library. In trying to state what library resources are, Fayose (1995) states that "the extent to which children and young people of today will be creative, informed and knowledgeable will be shaped by the boundaries of the contents of the library resources available within their schools" This statement invariably sums up the value of library resources.

According to Whitmire (2002) academic library resources are considered a good measure of an institution excellent and quality. The resources of any library are what create an image for the library. Therefore, the issue of availability of library resources is a very important issue. Hence, library professionals as educators should find and create the literature that is pedagogically sound, and relevant to the educational purposes of its

patrons. To buttress this point, Popoola (2008) intimates that the information resources and services available in institutional information systems must be capable of supporting research activities among the students and faculty members.

Availability and accessibility are variables in information seeking and use. Aguolu and Aguolu (2002) see availability as the means that ensures the presence of library resources in libraries for immediate use. They attribute lack of availability of resources to the steady proliferation of universities in Nigeria. Dike (1992) conducted a research on the scarcity of books in Nigeria and the threat to academic excellence. From his findings, he was able to establish that non-availability of library resources has led to the low utilization of library services. Marama and Ogunrombi (1996) confirm that there is high unavailability of library resources in the libraries in Nigeria especially Library and Information Science (LIS) collections. Okiy (2000) conducted a research on availability of library resources and recorded an unavailability rate of 7.5%. Ajayi and Akinniyi (2004) in his research found frustration among information seekers due to the non-availability of sources.

Furthermore, Oyediran-Tidings (2004) studied information needs of library users at the Yaba College of Technology, Lagos and observed low use of library by students, which was "attributed to the expressed unavailability of desired information resources. From this observation it can be deduced that seeking user input for the acquisition process and policy is very imperative.

The term availability simply refers to the probability that a copy of a given book is available when sought for. The central focus in librarianship therefore is to make books physically available when sought. Hence, the "main rule of library stock control is that both the information resources and the acquisition policy should be related to the level of demand for the item. This ought to be so since choices are usually made based on the anticipated need (Buckland, 1989).

Since acquisition of library resources involves all procedure employed to bring to the library all needed print and non-print resources that could satisfy the needs of users, collection development policy in any library should be reviewed from time to time because people and things change over time. Equouven (2002) states that "each librarian should have standing guidelines or policies which help in the collection development so that in changing of staff, the policy will not be distorted". This will ensure consistency in acquisition policy.

Furthermore, availability requires workable performance measures to back it up. The importance of a librarian is reflected in her efforts devoted to the design and creation of bibliographies, catalogues, classification scheme, and other devices that help establish the existence of individual documents and their relevance to specific enquiries. The librarian also cooperates with the teacher to select material that is related to classroom units or gives book talks. Hence, the role of librarians is special and hence they need special training. Fleming (1990) opined that libraries should be designed to serve actual needs as well as anticipated needs of the users. Therefore, for effective service, the library staff should be effectively trained technically and professionally.

Where resources are available, access to the resources also becomes a factor of availability because when something is not physically present, nothing can be accessed. Therefore, a library is known if the resources are accessible and demands made for its resources and services. However, there are periods when demands are made for resources in the library but these resources are usually not available. Some of the reasons for unavailability of resources may include: waiting for recalled book to be returned and lack of multiple copies of needed books, violation of loan policies by some patrons, reshelving and misshelving issues especially where library staff is few.

2.4.5 Accessibility of library resources and challenges to accessibility

Buckland (1999) observed that "the term accessibility was used by different people in relation to bits and pieces of the whole as in "subject access, "open access," and "restricted access", and " knowledge access system". However, each refers to one or more aspects of providing means of access to information, of enabling users to accede either to a source of information or in a fuller sense, to knowledge, and to understanding. The provision of library services is concerned with access to knowledge. Again, Buckland (1999) defined "access" as a means to enable the enquirer to learn from and become informed by a source pertinent to an enquiry, to accede to the evidence that will yield the knowledge desired. He added that it may not always be possible to provide access: no pertinent source may exist for some inquiries; with some obscure inquiries, the source may exist but understanding it might be beyond any body's expertise, as with fragments of lost languages. On the other hand, a suitable, intelligent and credible source may exist and the problem of access reduces to bring a source and the enquirer together. He therefore identified six types of barriers that must be overcome to enable access to be achieved. These are discussed as follows:

- a) Identification: A suitable source has to be identified. This means finding a pertinent document about the topic of enquiry. This is usually a two way process: deciding where to look (channel-selection) as well as identifying a specific book, record, or other source.
- b) Availability: the enquirer needs to be able to inspect the source or a copy of it. This physical aspect of document delivery is a matter of logistics and technology. If a source that has been identified cannot be made physically available in an acceptable fashion, then another will have to be identified and made available.
- c) Price to the User: Price is used here to denote what the would-be user must expend to use the service. If the price is not accepted by the user then price becomes a barrier to access.
- d) Cost to the Provider: Cost is used in this context to denote what has to be expended by the providers of the service.

- e) Cognitive access: the enquirer must have sufficient expertise to understand the identified source.
- f) Acceptability: this term is used in this context to denote two related issues: (i) enquirer may be reluctant to accept a particular source, as credible regarding it as having inadequate "cognitive authority" and (ii) the enquirer may be unwilling to accept the evidence of the source because it is unwelcome in what it signifies and conflicts with other beliefs, a matter of (cognitive dissonance"

Each one of these dimensions constitutes a type of barrier to access; each one must be satisfied if access is to be effected. Also, poor retrieval devices contribute to the inability of users to have access to the vital information they are searching for. In some academic libraries retrieval devices are either non-functional or not understandable to users. These retrieval tools may include: abstracts, catalogues, indexes, classification scheme and search terms etc. Also, Koranteng (2005) cited the following as ways of retrieving resources in the library. These ways are as follows:

- a) Use of indexing and abstracting services
- b) Browsing through the bookshelves
- c) Use of electronic databases
- d) Use of card catalogue, and
- e) Use of Online Public Access Catalogue (OPAC)

Osman (1987) carried out a study on how users locate and retrieve materials and indicated that many users made use of the library cataloguing for information retrieval.

Aguolu and Aguolu (2002) stated that accessibility is the means by which users can identify and use library resources. Learning materials might be available, that is, the library has acquired them, but inaccessible due to poor cataloguing, poor arrangement of resources on shelves, poor labeling of book resources, and in the case of electronic resources, inaccessibility can be caused by electricity outages, low bandwidth and lack of

information literacy skills (Tebboth, 1991). Also, electronic resources can be inaccessible due to inadequate computers, need for 'password', language of the document, lack of searching skills, lack of computer literacy skills, difficulty searching and navigating within a library website; cost of printing and copying at the library, shortage of knowledgeable librarians, lack of customer orientation, and electricity outages. The user may encounter five possible types of inaccessibility as follows: conceptual, linguistic, critical, bibliographic, and physical inaccessibility (Ugah, 2008). Watson (2005) also identified some challenges that hinder access to audio-visual materials. Therefore, for library resources to be effectively utilized, they must be made available at the disposal of the users without delay. When these resources are easily accessible in the library immediate use by customers will be enhanced. In providing access to electronic collections and services, librarians are required to collaborate with a wider range of people than in the past. These include academic faculty, computer specialists, graphic designers and archivists (Covi & Cragin, 2004).

Accessibility just like availability has a close relationship with the use of library resources. A library's poor reputation is attributed to lack of accessibility of resources. Kuhlthau (1991) argues that the action of information seeking depends on the needs, the perceived accessibility, sources, and information seeking habits. Iyoro (2004) in his study identified accessibility as one of the pre-requisites of information use. He observed after carrying out a research on the impact of serial publication on the educational performance and reported that serials played a very significant role in the acquisition of knowledge. This was because serial collection was easily and conveniently accessible. It would therefore not be an overstatement to say that the availability and accessibility of serials in a library increases the use of that library irrespective of the type of library.

The provision of library services is concerned with access to knowledge. Nnadozie and Nnadozie (2008) cautioned that, availability of information resources and services does not automatically translate into information accessibility and use. The researcher's study will validate this assertion. Aguolu and Aguolu (2002) assert that resources may be

available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. One may identify citations in indexes, but may not have access to the sources containing the relevant articles. These observations have been validated by empirical studies such as Slater (1963), Allen (1968), and Rosenberg (1967). Therefore, the physical presence of the material in the library is a very important aspect of accessibility and the ultimate use of the library.

However, with the advent of technology, physical presence is no longer a serious determinant of availability of resources. Besides, users can get remote access to resources of other libraries through networking. With the continuing increase in publications both in print and electronic format, no library is able to meet the potential library resources for its users (Pilling, 2000). Resource sharing is therefore recommended since it maximizes the availability of resources and minimizes expenses (Majid et al. 1999). It is achieved through the formation of a consortium. Through a consortium, the cost of resources are reduced, there is improvement in resource sharing and a network information environment is developed Hirshon. (1998) cited in Amegashie, (2007).

2.4.4 Use of library resources and factors that promote or hinder effective use.

Library use refers to the degree to which patrons make use of available resources in the library to meet their different information needs. This depends on the choice of the patron. 'Use' is important as it guides the collection development of the library. The 'use' of a library is known from the request of its resources. Suffice to say that if patrons do not demand resources in a library, it means that the library does not have what they want. In this situation the library will record very low patronage. High availability of resources encourages its use. Effective use of these resources depends on accessibility. The more accessible information resources are, the more likely they are to be used. Readers turn to use information resources that require the least effort to access (Agoulu and Agoulu, 2002). Buckland (1975) analysed frustrations felt by users who failed to find the information sources they wanted in the library. He outlines four relationships between the user and availability of resources which are:

1. The greater the popularity, the lower the immediate availability.
2. The longer the loan period, the lower the immediate availability and the shorter the loan period, the higher the immediate availability.
3. The greater the popularity, the shorter the loan period has to be and the less the popularity, the longer the loan period can be.
4. Increasing the numbers of copies available, like shortening the length of loan periods, increases the immediate availability.

Effective use of library resources can be hampered if patrons lack knowledge in the use of the library. It can also be handicapped if a patron is not satisfied with the output he is getting from the library staff. In addition, the resources provided may not satisfy the needs of the patron. This is because they can be out-dated; inadequate, mutilated and accessing the electronic resources may not be cost-effective.

However, no matter the nature of resources, patrons do not visit the library for the same purpose. Baker (1997) concluded that students mainly use libraries to accomplish course assignments or self-intellectual development. Hardesty (1995) suggested that student's role in using library resources is determined by the value the classroom instructor attaches to library research. Therefore, faculty members have to develop a positive attitude towards library use and design assignments for students that necessitate the use of library resources (Wrice, 1996 as cited in Adikata and Anwar 2005). In addition, Sellen and Jrouch (1984) suggested that successful use of the sophisticated library resources by students for research or course material enrichment required the appropriate skills to be able to utilize these resources effectively. In trying to identify students information use skills, Coombs and Houghton (1995), found that most students perception of their own ability to use a range of information tools was high and promising. In this research work, the researcher will confirm or refute this finding.

Furthermore, McNally and Kuhlthau (1994) stated that the role of the librarian involves more than providing answers to individual questions. They argued that academic librarians must teach students how to analyse information problems and structure their

searchers so as to find their own answers. Al-Qallaf (2009) studied the perceptions of 80 faculty members at Kuwait University regarding the information literacy skills of undergraduate students and found out that information literacy skills increased in the upper classes. The need of information literacy is imperative for effective library use (Mosley, 1998). Baker (1997) also felt that the librarians must be at the forefront in teaching students how to find information.

Use of any library can be judged by the availability of required materials, staff strength and the extent of its use by its clientele. Therefore the goal of use study is to understand, influence and discover, and eliminate obstacles that may hinder users from achieving their search goals or information needs. For a library to be properly utilized, the librarian will need to raise awareness and expectations of the library users (Buckland, 1999). He added that the librarian needs to release the full potential of library stock and services since the main purpose of every library is service to its users. Therefore, it is imperative for the librarian to listen to clients as this will go a long way to increase customer satisfaction while giving them greater confidence in the library and more motivation to use the library.

Ologbonshaiye (1994) supported the point that library staff attitude to work is a determined factor to library use as he stressed that "efficiency of productivity cannot be guaranteed except the right attitude to work has been encouraged amongst library staff" therefore, where staff develop aggressive attitude towards users, they would be scared and fail to visit the library. Staff and user relationship is therefore very prerogative in determining library use. It is expected that library staff should be very friendly and courteous to users. Hence, libraries should move towards the role of counseling, focused on advising users in locating and effectively utilizing library resources.

Itambi, (2006) intimated that, circulation procedures could also hamper use. Therefore circulation procedures should be made simple but followed up strictly. Record of circulation brings out the level of utilization or rate of activity in a library. From these

records areas of heavy use will be noticed and this will suggest the desirability of higher duplication rates for most items.

Furthermore, the reading culture of the populace contributes to their level of library use. Ezekwe (1991) postulated that "students are yet to cultivate the required reading culture". To sum it all poor reading culture leads to low utilization of library resources. It is possible to redress the poor reading habits of youths by avoiding foreign acquisition which has no local flavour. Literature that depicts our local setting, characteristics, norms and values will increase library use.

In a study by Sulemani and Katsepor (2007) on the information seeking behaviour of a Health Science faculty, he concluded that access to the internet by faculty has had an impact on their information seeking behaviour. He added that the Health Science faculty prefers the use of electronic databases and full-text journal to the traditional print indexes and abstracts and hard copy publications. Some reasons that accounts for the high usage were the freely available access, the ease of use, and its currency. Waldman (2003) reported a high usage of the library's Online Public Access catalogue (OPAC) by students. Falk (2000) reported the rapid growth and use of electronic books in schools and universities. According to Asheroft and Watts (2004) the use of electronic books has a lot of advantages some of which include; easier access, speed of publication, space-saving and lower costs.

On the other hand, Majid and Tan (2002) in his study on the usage of information resources by computer engineering students of Nanyang Technology University Singapore reveal that the use of electronic databases, electronic journals and other electronic information sources was surprisingly low. This result was distressing as these students were affiliated to a school of computer engineering and were thus expected to be more comfortable with computers and to show a high level of database use and

information retrieval skills. The worry here is, were these electronic resources appropriate for their information needs? Perhaps they had preference on other resources such as print collection, lecture notes or they relied on friends for information. Callinan, (2005) buttress Magid's and Tan's view as he noted that after conducting a research on first and final year students in the University College of Dublin on their information seeking behaviour of undergraduate students of Biology, it was revealed that students were not using the library's electronic databases, because of lack of awareness. Also, Ray and Day (1998) found that limited time and lack of effective information retrieval skills are the main barriers to using electronic resources. Conversely, faster access to information was noted as the main advantage of electronic sources. Besides, Bar-Ilan et al. (2003) found that speed accessibility and search ability were seen as the main advantages while the main disadvantages were lack of access, lack of coverage and low readability. They added that age also plays an important role in usage; the younger the faculty members and students the more they use electronic resources.

2.4.5 Information literacy

Adika (2003) suggested that it was necessary to include information literacy in library service. He added that the impact of the perceived usefulness of electronic resources and convenience of access upon use of electronic resources is considered to be important.

Connie (1976) suggested that students must be given a thorough orientation on the effective methods of using library resources if they were to develop fully their capacity to pursue research independently. Again, we see the emphasis placed on the orientation of users for effective use of library resources. Ajala (1997) also identified other problems that confront students in the course of using the library. Some of these are as follows: identifying relevant resources, locating the whereabouts of the relevant materials, and accessing the materials. Also, Wood (1969) clearly expressed that "the ability to know what you want to find out and what you have already known will help to determine the extent of your search" Therefore for successive searches to be achieved, users have to have a clear picture of their information need.

Students often need the expertise of a librarian to apply search techniques and find the information they need. They need help in navigating through the many layers of electronic resources, and in evaluating and selecting appropriate sources for their research (MacWhinnie, 2003). Shill and Tonner (2004) study on library usage patterns found out that an integrated facility design to provide research and study space, teach students information literacy skills, expose students to recorded knowledge in both print and electronic formats, and make "information expert" readily accessible in one place. Ajala (1997) conducted a research on ' Use of the University of Ibadan Library resources by graduate students ' and found out that user's search pattern for library materials indicated that they rely mostly on staff assistance, followed by the use of library catalogue, shelf-lists, friends and personal intuition in that order. Korobili,et al. (2006) conducted a research on the topic "Factors that influence the use of library resources by faculty members and found out that the use of electronic resources is positively influenced by the respondents' perceived usefulness of resources, convenience of access to the sources and their academic productivity. Looking at the above, it is clear that there are certain factors that influence use of library resources and there are equally others that negate the effective use of library resources.

2.5 SUMMARY OF THE REVIEW

From the above literature reviewed, it can be established that there is a correlation between availability, accessibility of resources and utilization of resources. Hence, there is the need to improve accessibility in libraries. The review also revealed that resources can be adequately available but inaccessible.

Through the review, the researcher was able to discern that users have different problems with accessibility of library resources and that there are certain factors that influence use of library resources and there are others that equally negate the effective use of library resources the most important being inaccessibility. The review also brought out that the

attitude of library staff affects utilization and an enabling environment was imperative for effective library use.

Also, the review revealed that availability of library resources and its utilization affects the teaching and learning process in the universities and that availability of library resources in a library gives accreditation to the parent university.

To crown it all, accessibility and effective use of library resources depend on an enabling environment. An enabling environment as suggested by the conceptual framework will include the availability of software and hardware, databases, portals, wide network, internet gateway, workstations, trained personnel and relevant collection.

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CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The purpose of this section is to present the research design, research method adopted, the population and its sample, the sampling method used, instrument for collecting data, and method of analyzing data. According to Busha and Harter (1986) a research is undertaken to solve problems of significance or to increase theoretical knowledge. To them, the primary objective of research is to develop a general and systematic set of theories from which hypothesis could be generated and tested.

3.2 The Research Design

A research design is a complete scheme or programme for collecting data in order to answer the research questions. Aina (2002) opines that a research design is the plan of study since it provides the overall framework for data collection. He further mentions two crucial processes of research design. These are research strategy and data collection. There are a number of research strategies used in social sciences. These include: case study, survey research and historical research.

3.3 Research method adopted

The survey method was used in collecting data for this dissertation. Leedy (2001) maintains that "the survey has the advantage of wider application as it allows data to be collected on a large population within a short space of time". He uses the image of a camera to explain what a survey research is as he states "a survey research captures a fleeting moment in time, much as a camera takes a single frame photograph of an ongoing activity. By drawing conclusions from one transitory collection of data, we may extrapolate about the state of affairs over a longer period". He adds that a survey method is quite simple in design: the researcher poses a series of questions to willing participants;

summarises their responses with percentages, frequency counts and then draws inferences about a particular population from the response of the sample.

In survey research, subjects can also be tested with fewer expenses and fast to obtain the relevant data needed for the study. To buttress the above statement, Spata, (2003), also says that a survey method gathers information about people's feelings, opinions, beliefs, attitudes and behaviours through self-report questionnaires. The survey method enables the researcher to generalize the sample to a population so that inferences can be made about some characteristics, attitudes or behaviour of the population.

The surveyed method is preferred because of its statistical importance to libraries. Busha and Harter (1980) confirm that quantitative survey method is more relevant to libraries because of their 'uniqueness in enhancing decision making in libraries'. A user survey is just what the name implies, a survey of users and its purpose is to enable those responsible for the planning and delivery of information services and products to have quantifiable data about services.

3.4 Population

A survey is carried out using a population. Afolabi (1999) stated that, "A population is a group of subjects possessing common characteristics that is the target of the investigation". Busha and Harter (1980) opined that the concept of population is fundamental to survey research. The population of this study therefore was Level 400 students of the Information Studies Department who were four hundred and sixty-one (461) in number, and one hundred and nine staff of Balme Library: thirty-two (32) professionals and para-professionals, and seventy-seven (77) non- professionals of the Balme Library, University of Ghana, Legon as at 17 May,2010. The population distribution of the study is shown in table 3.1 below.

Table 5.1: Population distribution of the study

Level 400 students	461
Staff of Balme Library	109
Total	570

5.1 Selection of subjects for the study

Since the population of the users of the Balme Library is too large for the study, and given the time constraint, cost and other human resources for the dissertation, the researcher selected a sufficient number of elements from the population so that by studying the samples and understanding the properties and characteristics of the sample subjects, the researcher would be able to generalize the properties to the population elements. All conclusions drawn about the sample being studied are generalized to the population. Fink (1995) is of the view that a sample is the subset of a population that is chosen to represent the population. In other words, samples are population microcosms. According to Busha and Harter (1986), a good sample resembles its parent population; it is also large enough to allow generalizations within measurable limits of accuracy, to the subject group from which it was selected. To them, the more homogeneous the population is with regards to pertinent variables, the smaller the sample size. In this connection, the sample population for this study was 12% of 461 of the Level 400 students of the Information Studies Department of the University of Ghana. Twelve percent (12%) of 461 is 56 elements. From the staff of Balme Library, the researcher selected professionals and para-professionals who were thirty-two (32) in number as at 17 May, 2010.

Reasons for selecting these two groups as sample is that as students of Information Studies Department, there is the tendency that they visit the library very often since information retrieval is part of their course work and as such, they will be able to provide

relevant information on the area of the study. Another reason for selecting them was that they had been taught the tools to access library resources. Also, the subject group had stayed in the University for some years and must have used the library. Furthermore, the subject group is homogenous with regards to pertinent variables like offering the same course. The researcher's choice of professionals and para-professionals was that they have the firsthand information on the area of study. The sample size for the study was 88. The breakdown of the sample size for the study is as seen in table 3.2 below.

Table 3. 2: Distribution of Sample Size: the Balme Library.

Level 400 students	56
Professionals	16
Para-professionals	16
Total	88

3.6 Sampling technique

- ✓ The purposive or judgmental sampling technique was used to select the sample for the study from the staff of the library. The advantage of using purposive sampling is that the researcher can use his or her skill and prior knowledge to choose respondents judged to be competent to give in-depth information on the research topic (Bailey, 1994). To justify the purposive sampling, Sekaran (1984) states that "instead of obtaining information from those who are conveniently available, it might sometimes become necessary to obtain information from specific targets that is, specific people who are able to provide the desired information either because they are the only ones who can give the needed information or because they conform to some criteria set by the researcher". Purposive sampling is thus defined as the sampling with a purpose in mind. The selection simply involves picking elements on the bases of known characteristics. It is important in using purposive sampling to justify the choice of particular sample selection procedure. To be able to do this a researcher needs to have adequate knowledge of the population he is

dealing with. This was achieved as the researcher visited Balme Library before the start of this project.

Furthermore, the convenient sampling technique was used to select the representatives of the sample from the Level 400 students. In this case, the researcher met the students during a scheduled lecture period and fifty-six (56) of them were given copies of questionnaire to complete. The choice of convenient sampling was to ensure that the questionnaire was completed by the right persons.

3.7 Data collection instruments

Before the research was carried out, verbal and written consultation was sought from the Librarian of Balme Library. In preparing the grounds to administer the questionnaire, the researcher went to Balme Library and familiarized herself with the staff. The researcher spent about three hours walking from one section of the library to the other trying to know the staff.

The researcher used primary and secondary data for the study. Afolabi (1999) suggests that more than one instrument can be used for the collection of data but for the purpose of this study, only one instrument was used and this was the questionnaire. The researcher personally administered the questionnaires which were completed by the respondents.

3.7.1 The questionnaire method

According to research method literature, the questionnaire is by far the most common method of data collection for research in the Social Sciences (Aina, 2004). Its use is appropriate when one cannot interview all the respondents, sometimes due to inadequate resources. To collect data for this work, questions were framed and written down for respondents to provide answers. The questions were constructed in six sections; section A asked questions on demographic data, section B contained questions on information literacy, section C had questions on availability and adequacy of library resources,

availability of library resources, section E dealt with questions on challenges to accessibility of resources and section F covered questions on the use of resources.

Also in designing the questionnaire, two types of questions were asked: open-ended and closed-ended questions. In practice, questionnaires are very likely to include questions on facts and opinions (Alreck and Seattle 1985). These types of questions especially the open-ended questions allowed respondents to elaborate on their own responses. This also gave the respondents the opportunity to express their perceptions, attitudes and opinion on the accessibility and use of library resources in the Balme Library. These questionnaires were administered through personal presentation to respondents.

3.8 Return of the administered questionnaires

Two sets of questionnaire were administered to two sets of respondents. The first set of questionnaires (Appendix A) was administered to the staff of Balme Library, specifically to the Professionals and Para-professionals. Thirty-two (32) copies of questionnaire were administered to the staff and out of the thirty-two (32) copies of questionnaire were administered to staff; thirty-two (32) were recovered representing 100%.

The second set of questionnaires (Appendix B) was administered to Level 400 students of the Information Studies Department, University of Ghana. Fifty-six copies of questionnaires (56) were administered to the level 400 students and out of the fifty-six (56) copies of questionnaire; fifty (50) representing 89.3% were recovered.

3.9 Analysis and presentation of data

The method to analyze the data was born in mind as the questionnaires were constructed. As such, the data collected from the questionnaires was analysed using the Statistical Packages for Social Sciences (SPSS). Prior to the analysis, the responses were coded. A value was given for each response and consistency was maintained throughout the coding by maintaining the values for each response. The SPSS was used because with it, variables can easily be defined, data can be easily entered, and output can be easily

generated. Tables, pie charts, bar charts and descriptive statistics such as frequencies, percentages, were used to present the results of the analysis.

3.10 Limitation of the survey

It is difficult to carry out a research in Social Sciences without encountering some problems. A number of problems were encountered during the course of the research. Some of these problems include limited time frame to complete and submit report. Also, the library staff delayed so much in returning the completed questionnaires. However, after registering a number of frustrations to lure the staff to complete the questionnaire, all the administered questionnaires were returned. The researcher had to actually plead with the level 400 students to complete the questionnaire during their last scheduled lecture especially as their examination was already at hand by the time the researcher was administering the questionnaires.

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4.0 DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This chapter analyses the data and presents the findings and discussions from the questionnaire with reference to the set objectives of the study. The questionnaire was organized into six sections: Demographic data; information literacy; availability and adequacy of resources; accessibility of library resources; challenges to accessibility; and use of resources.

4.2 Response Rate

Thirty-two (32) copies of questionnaire were administered to the staff (professionals and para-professionals) of Balme Library and thirty- two (32) copies of questionnaires were returned duly completed representing a response rate of 100%. Professionals in Library Science, refers to holders of Master of Arts (M.A), Master of Philosophy (M.Phil), Doctor of Philosophy (PhD) while para-professionals refer to holders of Diploma, and First degree. Non-professionals are holders of basic certificates. Also, a total of fifty-six questionnaires were administered to users (Level 400 students of the Information Studies Department) and fifty were returned completed representing 89.3 %. In discussing response rate in survey, Babbie (1992) pointed out that the overall response rate is one's guide to the representation of the sample respondent. Babbie is of the opinion that a response rate of at least 50% is adequate for analysis and reporting. He further stated that a response rate of at least 60% is good while that of 70% is very good. This study obtained a response rate of 93.2%. According to Babbie's assertion, this is excellent.

The data collection from the survey was analysed based on the responses of the library staff and library users. Figures and frequency tables were used in representing the findings.

4.3.1 Demographic data

The demographic characteristics of the respondents that would help to better appreciate their responses are gender, age and qualification.

4.3.1.1 Distribution of staff respondents by gender and age

The respondents were made up of 19(59.4%) males and 13(40.6%) females distributed in four age groups represented in table 4.1

Table 4.1. Distribution of staff respondents by age group

Age range	Frequency	Percentage %
26-30	3	9.4
31-35	7	21.9
36-40	5	15.6
40 and above	17	53.1
Total	32	100.0

Source: Field Survey, 2010

Fifty-three percent of the staff respondents were forty (40) years and above while 3(9.4%) fell between 26 and 30 years of age. From the responses, it is assumed that the

respondents are matured enough to make logical decisions and give accurate responses on accessibility and use of library resources.

4.3.1.2 Distribution of staff respondents by educational level

The educational level of staff plays a very big role in service delivery. Quality service enhances accessibility to library resources. This is achieved only when the library staff possess the required skills and knowledge. Fleming (1990) opined that libraries should be designed to serve actual needs as well as anticipated needs of the users. Hence, for effective service, the library staff should be effectively trained technically and professionally.

Table 4.2 Staff respondents by educational level

Educational level	Frequency	Percentage %
Diploma	6	18.8
First Degree	10	31.3
MA	7	21.9
M. Phil.	9	28.1
Total	32	100.0

Source: Field Survey, 2010

Table 4.2 shows the representation of the various educational levels of professional and para-professional staff of the Balme Library. There are 16(50%) professionals and 16(50%) para-professionals in Balme Library out of a total staff of one hundred and nine (109). Though the percentage of professional and para-professional staff is less than half of the total staff, it is strong enough to lead the rest of the staff in effective work.

4.3.1.3 Perception of educational level of staff on service provided

This section sought to know the perception of the educational level of staff on their service in the Balme Library.

Table 4.3 Respondents perception of educational level on service provided.

Perception of educational level to service	Frequency	Percentage %
Yes	30	93.8
No	2	6.3
Total	32	100.0

Source: Field Survey, 2010

The statistics in table 4.3 indicates that 30(93.8%) of respondents attested to the fact that their level was impacting on their service in Balme Library while only 2 (6.3%) indicated that their level of education was not impacting on their services. It can be inferred that the few who indicated that their level of education was not impacting on their services needed further training. One can easily conclude that their educational level was not enough to enable them understand and know what was happening in the organization where they served, especially when they had to answer questions relating to accessibility and use.

Generally, looking at the responses, there is a clear indication that the professional and non-professional staff of the Balme Library was skillful. Data from the questionnaire indicated that there are thirty two (32) professionals and para-professionals out of a total staff population of one hundred and nine staff (109) representing 29.4% while non-professionals are seventy-seven (77) representing 70.6%. From the above analysis, one can see very clearly that majority of workers in Balme Library are non-professionals. This can actually affect accessibility and use of the library since quality of service delivery will not be very effective.

4.3.2 Information literacy skills

This section presents the responses to a series of questions designed to determine the adequacy of information literacy skills provided in the Balme Library.

4.3.2.1 Provision of information literacy skills to users

Information literacy is a skill needed in the new technologies for managing information. It has been defined as a set of abilities requiring “individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (American Library Association, 2000). Therefore, an information literate person is expected to access efficiently and effectively, evaluate information critically and competently, use information accurately and creatively, recognize the importance of information in a democratic society. From the above, it can be seen that information literacy aims at making individuals lifelong learners and therefore users of information to solve problems for decision making and for resolving uncertainties. Therefore, adequate information literacy skills are a necessity for both library staff and users.

The technological age has changed the traditional way of searching for information. The current trend demands information literacy skills to be able to find and use library resources effectively. This section sought to find out if staff respondents provided information literacy skills to users and the type provided if any.

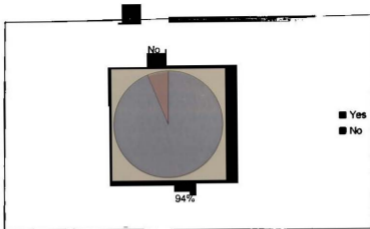


Figure 4.1 Provision of information literacy skills by Balme library staff to users.

From the statistics in Figure 4.1 it can be seen that 30(93.8%) of staff respondents indicated that they provided information literacy to users in Balme Library while 2(6.2%) indicated that they did not provide it. The responses above showed that information literacy was provided by the staff to the users. This conforms with McNally and Kuhlthau (1994) who argued that academic librarians must teach students how to analyze problems and structure their searches so as to find the appropriate answers. The study also conforms with Baker (1997) who also felt that librarians must be at the forefront in teaching students how to find information. The study also ties with Shill and Tonner (2004) who found that an integrated facility was designed to teach students information literacy skills to access both print and electronic resources.

The respondents were asked to tick the various types of information literacy offered to users and the result was as follows: 26(81.3%) respondents indicated that bibliographic instruction was provided while 6(18.8%) respondents said it was not provided. Also, 16(50.0%) indicated that tool literacy was provided while 16(50%) of staff respondents provided no answer. With regards to resource literacy, 19(59.4%) of staff respondents revealed that it was provided to users while 13(40.7%) of staff respondents provided no

response. In addition, 23(71.9%) of staff respondents indicated that research literacy was provided while 9(28.2%) of staff respondents did not respond. Also, 5(15.6%) of staff respondents revealed that publishing literacy was provided while 27(84.4%) provided no response. (see table 4.4 below). From the analysis above the information literacy skill that was adequately provided was bibliographic instruction, followed by research literacy and the least was publishing literacy. One can therefore deduce that the information literacy provided in Balme library was not adequate.

Table 4.4 Types of information literacy offered to users

Types	Yes	No	No response	Percentage %
Bibliographic instruction	26(81.3%)	6(18.8%)	0(00.0%)	100%
Tool literacy	16(50%)	9(28.1%)	7(21.9%)	100%
Resource literacy	19(59.4%)	7(21.9%)	6(18.8%)	100%
Research literacy	23(71.9%)	3(9.4%)	6(18.8%)	100%
Publishing literacy	5(15.61%)	13(40.6%)	14(43.8%)	100%

Source: Field Survey, 2010

4.3.2.2 Rating information literacy skills of users by Balme Library staff

Figure 4.2 showed 22(68.8) of staff respondents rated the information literacy level of users as being average, 6(18.8) of staff respondents rated it as being high, 3(9.4) of staff respondents rated it as being extremely low and 1(3.1) of staff respondents rated it as being extremely high. As a follow up from analysis of types of information literacy provided, and results of analysis under judgment of literacy skills of users by BALME library staff, it can be said that the literacy skills of users was average because adequate information literacy skills were not provided. This study confirms Fullerton (1999) cited in Adikata and Answar's (2006) study on faculty attitudes and pedagogical practices

related to information literacy at two Canadian Universities. In that study, 68 percent of 233 respondents considered information literacy skills of their fourth year students as satisfactory.

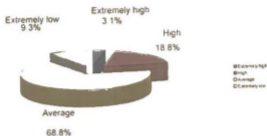


Figure 4.2 Rating information literacy skills of users by Balme Library staff

4.3.3 Availability and adequacy of library resources in Balme library

This aspect sought to determine the availability and adequacy of resources in the Balme Library.

4.3.3.1 How staff informs users of new stock

The result on how staff respondents informed users of new arrivals showed that 14(43.7) respondents informed users of new arrivals of stock by displaying a list, 6(18.7) respondents said through e-mail, 2(6.3%) through reference service and 10(31.3%) did not provide any response. From the analysis, it is clear that new arrivals were made known to users by displaying a list. However, the fact that many respondents did not provide responses to this question is a clear indication that most of them did not know how users were informed about new arrivals. When users are not informed of new

arrivals, this can affect the availability of resources hence causing unavailability which will in turn affect accessibility and use.

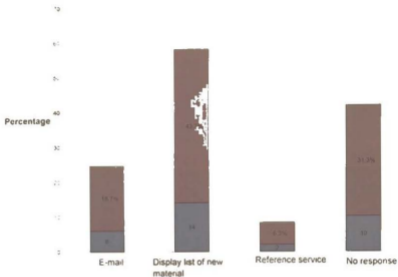


Figure 4.3 How staff informs users of new stock

4.3.3.2 Library resources available in Balme Library

According to Whitmire (2000) academic library resources are considered a good measure of an institution's excellence and quality. The resources of any library are what create an image for the library. Therefore, the issue of availability of library resources is a very important issue.

Table 4.5 Available library resources in Balme Library

Available resources	Yes	No	Percentage (%)
Textbooks	32	-	100
Periodicals	32	-	100
Reference Sources	31	1	96.9
Audio-visual materials	16	16	50
Database	31	1	96.9
Online Journals	31	1	96.9

Source: *Field Survey, 2010*

From the analysis of data, 32(100%) respondents indicated that textbooks, periodicals, and reference sources respectively were available in Balme Library. Also, 31(96.9%) respondents indicated that databases and online journals were available and 1(3.1%) provided no response. For audio-visual materials 13 (40.6%) indicated that they were available while 19(59.4%) indicated that there were not available. From the result of the analysis, there is a clear indication that audio-visual materials were either not available or there were inadequate. Hence, availability of resources was inadequate since the library did not have a rich collection in various formats. This finding differs from Ekpo's (2001) assertion of availability of resources since there is inadequacy in resources in various formats. The results however, confirm Watson's (2005), statement that libraries that have not expanded their collection development strategies to include all information carriers are unlikely to satisfy all the information needs of their users. The study further ties in with Broderick's (1965) opinion that librarians who failed to use all media were narrowing the world they offered to their users.

4.3.3.3 Users access to resources

The respondents were asked if they had access to resources any time they wanted from Balme Library. As shown in Figure 4.4 below, the study showed that 21(65.6%) respondents indicated that users had access to resources sometimes, while 6(18.8%) said

readers had access to resources all the time and 3(15.6%) respondents indicated that readers had access to resources most of the time. From the analysis, we can see that users did not have access to resources all the time. This is contrary to Billings's, (1996) view that the goal of libraries was not to own large collection but was rather to provide "anytime, anywhere" access to resources.

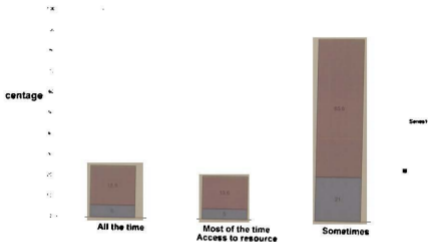


Figure 4.4 Rating of access to resources

4.3.3.4 Satisfaction of information needs of users

This part sought to know how staff respondents rated the satisfaction users derived from using Balme Library resources.

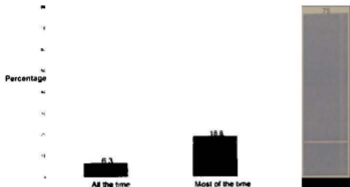


Figure 4.5 Rating satisfactions of information needs of users by Balme Library staff

When asked to evaluate the extent to which resources in Balme library satisfied users needs, 24(75.0%) staff respondents indicated that the resources sometimes satisfied their information needs. 6(18.8%) respondents said most of the time and 2(6.3%) respondents said they satisfied their needs all the time. This result suggests that resources did not satisfy the needs of the users all the time. One can attribute the fact that resources did not satisfy the user's needs all the time due to expressed unavailability of desired information resources. The finding ties in with Oyediran-Tidings's (2004) study of the information needs of students at Yaba College of Technology, Lagos. In his research findings, he attributed low use of the library to unavailability of desired resources.

4.3.3.5 Selection of information resources by faculty members

The purpose of this section was to find out if respondents knew those who contributed in selecting resources for the library.

Table 4.6 Selection of information resources by faculty members.

Students	Frequency	Percentage%
Yes	30	93.8
No	2	6.3
Total	32	100.0

Source: Field Survey, 2010

Table 4.6 revealed that 30(93.8%) of staff respondents indicated that faculty members took part in the selection process of resources while 2(6.3%) of staff respondents said faculty members did not take part in the selection of resources to be acquired. Therefore, the study revealed that faculty members made an input in the selection of resources to be acquired in Balme Library. The participation of faculty members in resource selection ought to ensure the availability of adequate resources that satisfy the information needs of users all the time but findings from this study revealed the contrary. The researcher can thus infer that faculty members did not put in maximum input in the selection and acquisition of resources.

4.3.3.6 Selection of resources to be acquired by students

The staff respondents were asked to indicate if students took part in the selection of resources. As shown in table 4.7 below, 9(28.1%) of staff respondents agreed that students took part in the selection of resources and 23(71.9%) of staff respondents indicated that students did not take part in the selection of resources. From the result, there was every indication that the students did not take part in resources selection in the Balme Library.

Table 4.7 Selection of resources to be acquired by students

Students	Frequency	Percentage%
Yes	9	28.1
No	23	71.9
Total	32	100.0

Source: Field Survey, 2010

4.3.3.7 Methods of acquisition of resources

This part was to discover how resources were acquired in the Balme Library. Analysis on method of acquisition of resources in Balme Library revealed in a ranking order that resources were acquired through direct purchase 32(100%), gifts and donation 31(97%) through exchange 20(62.5%) and through interlibrary loans 13(40.6%). The analysis showed that direct purchase and gifts and donation were the chief methods through which resources were acquired.

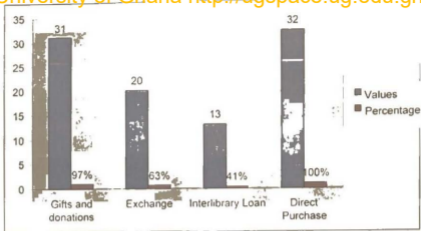


Figure 4.6 Methods of acquisition of resource

4.3.3.8 Library stock

When asked to rate Balme Library's stock, staff respondents provided responses in a ranking order as follows; adequately stocked 23(71.9%); very adequately stocked 5(15.6%); moderately stocked 4(12.5%). From the analysis, it was evident that Balme Library stock was not very adequate. According to Oyewusi and Oyeboade (2009), library resources are a collection of text and bibliographic information sources, it also includes information technology such as those that support browsing, authoring and communication like computer and the internet. Hence, for a library to be considered to be adequately stocked it should fulfill the above standard. In addition, when asked if Balme library shared resources with other libraries, the response was positive. The staff respondents were aware that resource sharing was practiced in Balme library as all of them endorsed it representing a response rate of 100%. Also, asked for the types of materials the Balme Library shared with other libraries, staff respondents mentioned the

following in a ranking order: interlibrary lending 8(2.9%), online journals 9(3.3%), textbooks, journals, databases, Online Public Access Catalogue (OPAC) respectively 4(12.5%), and training of personnel from other libraries 3(9.4%) and online information services 2(6.3%). Through resource sharing, resources were made available in a cost effective way. Effective resource sharing scheme is seen as an important service which must be made operational if the university library is to exert itself in the academic community.

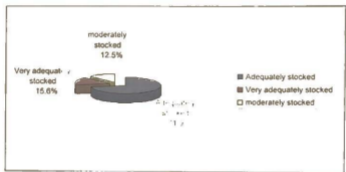


Figure 4.7 Rating of Balme Library stock by Balme Library staff

4.3.4 Accessibility of library resources

Accessibility is crucial if library resources have to be effectively used. This section therefore sought to find out accessibility of library resources in Balme Library.



Table 4.8 Accessibility of Resources

Accessibility	Yes	No	Total
Staff assistance	31(96.9%)	01(3.1%)	32
Card catalogue	31(96.9%)	01(3.1%)	32
OPAC	32(100.0%)		32
Photocopying	16(50.0%)	16(50.0%)	32
Information literacy	21(65.6%)	11(34.4%)	32
Internet	31(96.9%)	01(3.1%)	32
Floor guides	31(96.9%)	01(3.1%)	32

Source: Field Survey, 2010

Results on how resources in Balme library were made accessible to users were revealed as follows: 32(100%) of staff respondents mentioned that resources were accessed by users (students) through Online Public Access Catalogue (OPAC); 31(96.9%) of staff respondents indicated that resources were accessed through staff assistance, card catalogue, the internet, and floor guides respectively. 21(65.6%) of staff respondents indicated that they accessed resources through information literacy, and 16(50.0%) of staff respondents said resources were accessed through photocopying. (See table 4.8.) The findings showed that resources were made accessible to users through Online Public Access Catalogue (OPAC), card catalogue, staff assistance, the internet floor guides and information literacy and photocopying (in a descending order). These methods used to access resources in the library are productive.

4.3.4.1 Method of accessibility and reasons for choice

The study presented six access tools from which users had to indicate reasons for selecting any of the access tools. The result indicated that the most effective access tool

was the Online Public Access Catalogue (OPAC) with 25(78.1%) responses. The reason for selecting the OPAC was that it was very accessible; the next that was very accessible was the internet with 14(43.8%) respondents. Also, 19(59.4%) respondents chose browsing, 17(51.1%) respondents chose the card catalogue and 16(50.0%) respondents chose the internet and the reasons they advanced were that these tools were accessible. From this result, one can deduce that resources were made accessible in the Balme Library by using the named access tools. This study confirms Osman's (1987) study on how users locate and retrieve material which indicated that users made use of the library catalogue for information retrieval. This study also supports Koranteng (2005) who cited the following as ways of identifying resources in the library. These ways are as follows: Use of indexing and abstracting services; browsing through the bookshelves; use of electronic databases; use of card catalogue; and through the use of the Online Public Access Catalogue (OPAC).

The study also ties in with Waldman (2003) who reported a high usage of the library's OPAC by students. However, the study differ from that of Ajala (1997) whose study on "Use of the University of Ibadan Library resources by Graduate Students" that found that user's search pattern for library materials indicated that they rely mostly on staff assistance; followed by the use of library catalogue; shelve -lists; friends; and personal intuition in that order

Table 4.9 Method of accessibility and reasons for choice

Method	Very accessible	Accessible	Moderately accessible	Not accessible
OPAC	25(78.1%)	6(18.8%)	1(3.1%)	-
Card catalogue	10(31.3%)	17(51.1%)	5(15.6%)	-
Internet	14(43.8%)	16(50%)	2(6.3%)	-
Browsing	10(31.3%)	19(59.4%)	3(9.4%)	-
Staff assistance	3(9.4%)	15(46.9%)	5(15.6%)	9(28.1%)
Floor guides	13(40.6%)	15(46.9%)	3(9.4%)	1(3.1%)

Source: Field Survey, 2010

4.3.4.2 Access to resources using the various access tools

When asked how long it took users to access the various access tools, most of the respondents indicated that it took them negligible delay to access resources in the Balme Library using the various access tools. The analysis were as follows. 30(93.8%) respondents indicated that it took them negligible delay to access resources using the OPAC. The rest of the results were arranged in a ranking order as follows: 27(84.4%) respondents said negligible delay to access resources using the internet; 23(71.9%) respondents spent negligible delay to access using floor guides; 22(68.8) respondents negligible delay to access using the card catalogue; and 18(56.3%) respondents spent negligible delay to access using staff assistance. Hence, the findings indicated that a majority of the respondents experienced negligible delay to access resources in the Balme Library using the Online Public Access Catalogue and the internet.

Table 4.10 Access tools and time used to access

Access tool	Negligible delay	Up to 2 hours	2-4 hours	More than a day
OPAC	30(93.8%)	1(3.1%)	1(3.1%)	
Card catalogue	22(68.8%)	9(28.1%)	1(3.1%)	
Internet	27(84.4%)	3(9.4%)	2(6.2%)	
Browsing	15(46.9%)	14(43.8%)	3(9.3%)	
Staff assistance	18(56.3%)	12(37.5%)	2(6.2%)	
Floor guides	23(71.9%)	8(25.0%)	1(3.1%)	

Source: Field Survey, 2010

4.3.5 Challenges faced in providing accessibility

This is a representation of the responses from respondents on the challenges to accessibility of library resources.

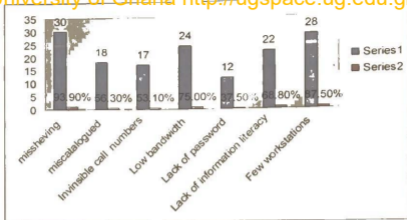


Figure 4.8 Challenges to accessibility

In spite of the fact that results showed that resources in the Balme Library were made accessible to users, respondents indicated some challenges to accessibility. The challenges to print resources were as follows: 30(93.8%) of staff respondents indicated that some documents were misshelved, 18(56.3%) of staff respondents indicated that some documents were miscatalogued and 17(53.1%) of staff respondents said call numbers were not visible enough. For the electronic resources, the analysis showed that 24(75.0%) users faced the challenge of low bandwidth when accessing electronic resources. The study also showed that 22(68.8%) of staff respondents indicated that lack of adequate information literacy skills hindered accessibility of print and electronic resources while 28(87.5%) of staff respondents said that few workstations/computers were also a challenge to accessing print and electronic resources. The other variables like electricity outages, lack of 'passwords' and too many 'passwords to remember' had a lot of 'no response' which the researcher interpreted as constituting no challenge. This finding confirms Aguolu and Aguolu's (2002) assertion that "physical" learning materials may be available yet inaccessible due to poor cataloguing, poor arrangement of resources on the shelves and poor labeling.

4.3.6 Improving accessibility.

When asked to suggest ways that could improve accessibility, staff respondents made the following suggestions as presented in a ranking order. These were 14(43.8%) respondents for increase in the number of workstations/computers, 7(21.9%) respondents suggested more staff training, 6(18.7%) suggested more information literacy skills and 5(15.6%) respondents asked for regular shelving.

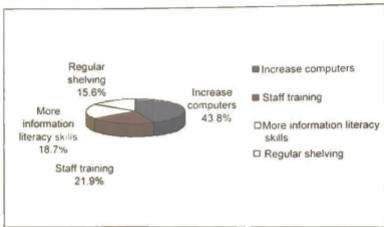


Figure 4.9 Ways of improving accessibility.

4.3.7 Factors that influence the use of resources

When asked to select factors that influence the use of resources, the result showed that 32(100.0%) of staff respondents indicated availability of resources, ease of use, user awareness, staff attitude, trained staff, adequate workstations/computers, and the internet respectively. The rest were represented in a descending order as follows: lending service 23(71.9%); proximity to library 22(68.7%); 17(53.1%) lighting condition; and 16(50.0%) reading space. This result suggests that the variables used as factors that influence the use

of resources are indicative. This study agrees with Skiff and Toroni (2004) who found that an integrated facility designed to provide research and study space, teach students information literacy skills, expose students to recorded knowledge in both print and electronic formats, and make "information expert" readily accessible in one place.

The findings are similar to Korobili, et al. (2006) who conducted a research on the topic "Factors that influence the use of library resources by faculty members and found out that the use of e-resources is positively influenced by convenience of access to the sources. The result of this study is also in conformity with a study of the information seeking of professionals who found out that accessibility and ease of use were the key to the frequency of use, even to the possible sacrifice of quality (Leckie et al., 1996). The study also agrees with Burton and Chadwick's (2000) survey conducted in 2000 at Iowa State University that reported that among 543 university students, 63 percent of respondents ranked most highly those resources that were easy to use. This is a clear indication that ease of use is crucial in frequency of use.

Table 4.11: Factors that influence the use of resources

Factors that influence use of resources	Frequency (Yes)	Frequency (No)	Percentage (%)
Availability of resources	32 (100%)	-	100.0
Ease of use of resources	32 (100%)	-	100.0
User awareness of resources	32 (100%)	-	100.0
Staff attitude	32 (100%)	-	100.0
Lending services	23 (71.9%)	9 (28.1%)	100.0
Adequate computers	32 (100%)	-	100.0
Loan period	20 (62.5%)	12 (37.5%)	100.0
Trained staff	32 (100%)	-	100.0
Reading space	16 (50%)	16 (50%)	100.0
Lighting condition	17 (53.1%)	15 (46.9%)	100.0
Proximity to library	22 (68.7%)	10 (31.3%)	100.0
Internet	32(100.0%)	-	100.0

Source: Field Survey 2010

4.3.7.1 Borrowing rate of resources by students in the Balme Library

The analysis of borrowing rate of students in the Balme Library by the staff indicated that 19(59.4%) respondents indicated that it was high, 8(25.0%) said it was extremely high, and 5(15.6%) pointed that it was average. No respondent indicated that the borrowing rate was low. A high borrowing rate suggests good use of the library resources.

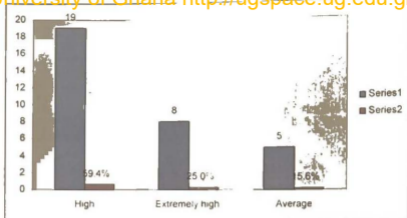


Figure 4.10 Borrowing rate of resources of students in the Balme Library

4.3.7.2 Enhancing effective use of Balme Library resources

When asked to suggest ways of enhancing effective use, staff respondents made suggestions as presented in a ranking order. These were, 12(37.5%) of staff respondents said intensifying of information literary skills, 8(25.0%) said the staff strength should be increased through training, and 6 (18.8%) of staff respondents suggested provision of more bandwidth, and 3 (9.4%) of staff respondents suggested the expansion of the computer laboratory and 3 (9.4%) of staff respondents suggested the acquisition of current materials.

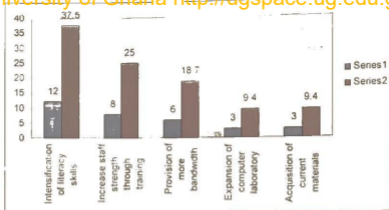


Figure 4.11 Suggestions that can enhance effective use of resources

4.4 Analysis, Findings and Discussion of User Responses

Level 400 hundred students of the Department of Information Studies were the other respondents of this study. Fifty-six of them were administered questionnaires and fifty returned them duly completed making a percentage of 89.3%.

4.4.1 Demographic data

Demographic information on the respondents revealed that 27(54.0%) respondents were male while 23(46.0%) respondents were females. This result tallies with that of the staff respondents where we had more male respondents than females.

Table 4.4.1 Demographic data

Gender	Frequency	Percentage %
Male	27	54.0
Female	23	46.0
Total	50	100.0

Source: Field Survey, 2010

4.4.1.1 The age range of patrons

Results from student respondents in Table 4.4.2 indicated that their age group ranges from 20-25 years that is 68.0%, 26-30 that is 6(12.0%), 31-35 that is 6(12.0%), and 36-40 that is 4(8.0%)(see table 4.4.2). The finding therefore reveals that most of the users are youth. This result suggests that the users will need greater access to resources since youth of this age have an information drive and love using computers.

Table 4.4.2 The age range of patrons

Age range	Frequency	Percentage %
20-25	34	68.0
26-30	6	12.0
31-35	6	12.0
36-40	4	8.0
Total	50	100.0

Source: Field Survey, 2010

4.4.2 Information literacy

The current trend of locating and using information in the library demands that both the library staff and students should have information literacy skills

4.4.2.1 Provision of information literacy skills to patrons

The student respondents were asked if they were provided with adequate literacy skills. Figure 4.4.1 below revealed that 30(60.0%) of student respondents indicated that they were provided information literacy skills while 20(40.0%) of student respondents said that they were not provided. This result again tallies with the findings obtained from staff respondents where more respondents indicated that information literacy was provided to users. However, the fact that some respondents from both sets revealed that no information literacy was provided gave the researcher the grounds to conclude that information literacy though provided, was not adequate enough to enable any time access and use of resources.

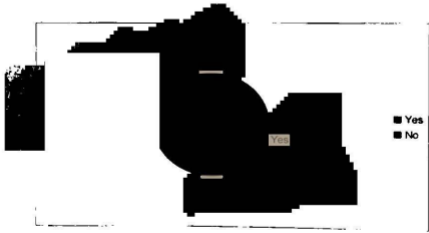


Figure 4.4.1 Provision of information literacy skills to patron

The student respondents were also asked to indicate the various types of information literacy offered and the result was as follows: The result indicates that 28(56.0%) of student respondents said that they were taught bibliographic literacy, 24(48.0%) of student respondents reported that they were taught research literacy, 18(36.0%) of student respondents indicated resource literacy, 15(30.0%) of student respondents also said they were provided with publishing literacy. From the results, it was seen that the information literacy skill mostly taught was bibliographic instruction, followed by research literacy, resource literacy, tool literacy and publishing literacy. This result ties with the findings obtained from staff respondents. This result suggests that all the different literacy skills did not receive the same attention hence the literacy skills provided are not very adequate.(see table 4.4.3 below)

Table 4.4.3 Types of information literacy offered to users

Types	Yes	No	No response	Percentage %
Bibliographic instruction	28(56.0%)	16(32.0%)	6(12.0%)	100%
Tool literacy	15(30%)	23(46.0%)	12(24.0%)	100%
Resource literacy	18(36.0%)	18(36.0%)	14(28.0%)	100%
Research literacy	24(48.0%)	15(30.0%)	11(22.0%)	100%
Publishing literacy	9(18.0%)	28(56.0%)	13(26.0%)	100%

Source: Field Survey, 2010

4.4.2.3 Rating of students information literacy level

When the student respondents were asked to judge their information literacy level, 23(46.0%) respondents reported that their information literacy level was average. Also, 17(34.0%) indicated it was high, 7(14.0%) said it was low and 3(6.0%) revealed that their information literacy level was extremely high. The respondents judged their literacy level based on the ease with which they located and used library resources. Again, this finding was the same as the finding of staff respondents which also revealed that the information literacy level of users was average.

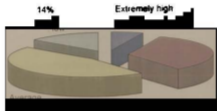


Figure 4.4.2 Rating of student's information literacy level

4.4.2.3 Acquisition of information literacy

When asked if respondents had ever received instructions on information literacy, 36(72.0%) students agreed while 14(28.0%) students indicated that they had never received it. (see table 4.4.4) Also, students were asked to indicate where they received their information literacy and 13(26.0%) students indicated to have obtained it from Balme Library, 10(20.0%) students indicated that they obtained it from the Information Studies Department during lectures, 7(14.0%) students got it from the internet, 5(10.0%) students got it from their former institutions, 3(6.0%) students got it from friends and 12(24.0%) students provided no response indicating that they were either not aware that

Table 4.4.4 Acquisition of information literacy

Information literacy	Frequency	Percentage %
Yes	36	72.0
No	14	28.0
Total	50	100

Source: Field Survey, 2010

Table 4.4.5. Where information literacy was obtained.

Place	Frequency	Percentage
Balme Library	13	26.0
Lectures	10	20.0
Internet	7	14.0
Former institution	5	10.0
Friends	3	6.0
No response	12	24.0

Source: Field Survey, 2010

This section sought to find the availability and adequacy of library resources in Balme Library. The adequacy of resources in a library is what creates an image for that library.

4.4.3.1 Sources of knowledge of available library resources in the library

The student respondents were to indicate how they got informed about library resources. As seen in figure 4.4.3 above, 22(44.0%) students engaged in personal search of the library resources. 11(22.0%) students were informed through reference service, 8(16.0%) students were informed through lecturers, and 5(10.0%) students obtained it through library use instruction and 4(8.0%) students got informed through friends. This result differs from a study carried out by OCLC (2005) in Australia, Canada, India, Singapore the United Kingdom(U.K) and the United States where 61% respondents identified friends as the top choice in identifying information resources while less than 15% of respondents indicated that they discovered information resources from librarians and teachers. Friends may not be able to inform others on available library resources in Ghana and in most African countries because only a few among them may have the information necessary.

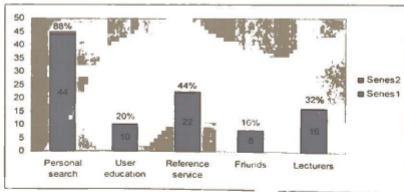


Figure 4.4.3 Sources of knowledge of available library resources in the library

From the analysis of data, 50(100%) of the student respondents indicated that textbooks, periodicals, databases, reference sources are the resources available in Balme Library. 35(70.0%) of the student respondents indicated online journals, being available in Balme Library. Also, only 15(30%) respondents indicated that audio-visual materials were available in Balme Library. Again, this result like the result from the staff respondents indicated that the resources listed in the questionnaire were all available in the Balme Library. However, the findings from the two sets of respondents also revealed that, most of the respondents did not choose audio-visual materials. It could therefore be concluded that if audio-visual materials were available in the Balme Library, they were either inadequate or users as well as most library staff were not aware of their existence in the library.

Table 4.4.6 Resources in Balme Library

Available resources	Yes	No	Percentage (%)
Textbooks	50	-	100
Periodicals	50	-	100
Reference Sources	50	-	100
Audio-visual materials	15	35	30
Database	50	-	100
Online Journals	35	15	70

4.4.3.3 'Any time' access to resources

From Figure 4.4.4, the respondents were asked if they had access to resources any time they wanted from Balme Library. As shown in Figure 4.5 above, the study showed that

24(48.0%) student respondent indicated that they had access to resources **sometimes**, 5(10.0%) students while 19(38.0%) students had **access to resources most of the time**, 5(10.0%) students had access to resources rarely, and 2(4.0%) respondents indicated that they had access to **the resources all the time**. Results from the two sets of respondents for this study indicate that users do not have access to resources all the time and as such, the finding negates that of Billings, (1996) who advanced that the goal of libraries was not to own large collection but was rather to provide "anytime, anywhere" access to resources.

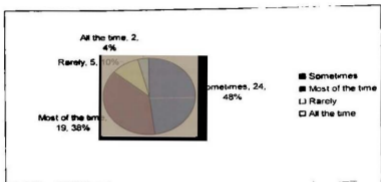


Figure 4.4.4 'Any time' access to resources

4.4.3.4 Needs satisfaction

When asked to evaluate the extent to which resources in Balme library satisfied users needs, 25(50.0%) of student respondents indicated that the resources satisfied their information needs sometimes, 20(40.0%) students said most of the time, 3(6.0%) students said rarely, and 2(4.0%) students said they satisfied their needs all the time. Results from the two sets of respondents confirmed each other in that both revealed that resources did not satisfy users' needs all the time. One can attribute lack of satisfaction to expressed unavailability of desired information resources. Hence, the finding ties in with Oyediran-

Tidings's (2004) study of the information needs of students at Yaba College of Technology, Lagos. In his research findings, he attributed low use of the library to unavailability of desired resources.

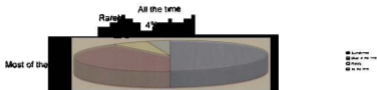


Figure 4.4.5 Rating satisfactions from Balme Library resources by patrons

4.4.3.5 User participation in resource selection of resources

This section sought to find those who take part in selecting resources. When resources are selected by both the users and the librarian and again when most of the resources are acquired through direct purchase, the resources are usually adequate.

Table 4.4.7 Users participation in resource selection

Resource selection	Frequency	Percentage %
Yes	10	20.0
No	40	80.0
Total	50	100.0

Source: Field Survey, 2010

The students were asked to indicate if they took part in the selection of resources. As shown in table 4.4.7 above, 10(20.0%) student respondents agreed that they took part in the selection of resources and 40(80.0%) students indicated that they did not take part in the selection of resources. From this result, there is every indication that most of the students did not take part in resource selection in the Balme Library. This finding ties in with the finding of the staff respondents.

4.4.3.6 Library stock

When asked to rate Balme Library's stock, student respondents provided responses as presented in a ranking order as follows; adequately stocked 28(56.0%), very adequately stocked 0(00.0%), moderately stocked 18(36.0%), and 4(8.0%) students indicated that it was inadequately stock. This result confirmed the finding from staff respondents in that both findings revealed that Balme Library was not very adequately stocked. According to Oyewusi and Oyeboade (2009), library resources were a collection of text and bibliographic information sources; it also included information technology such as those that supported browsing, authoring and communication like computer and the internet. Hence, for a library to be considered to be very adequately stocked, it should fulfill the above standard. However, findings from both sets of respondents were at variance with each other in that 5(15.6%) staff respondents indicated that resources in Balme Library were very adequate, 4(8.0%) user respondents indicated the contrary that is that the resources were inadequate.



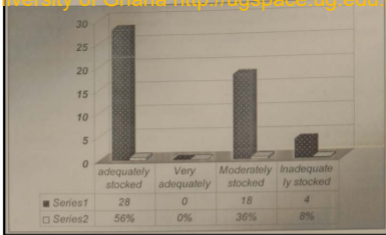


Figure 4.4.6 Rating of Balme Library's stock

4.4.4 Accessibility of library resources.

A library can have adequate resources but if these resources are not accessible to users the library will record low patronage. This section sought to find out how accessible Balme library resources were to users.

Results on how resources in Balme library were made accessible were as follows: 50(100%) student respondents indicated that resources were made accessible through Online Public Access Catalogue(OPAC), and the card catalogue respectively. 48(96.0%) student respondents indicated that resources were made accessible through the internet, 35(70.0%) students said they obtained it through staff assistance, 27(54.0%) student respondents indicated they obtained it through information literacy, 26(52.0%) students obtained it through photocopying, and 20(40.0%) students through floor guides, (See table 4.6). The findings showed that resources were made accessible to users in a ranking order through Online Public Access Catalogue (OPAC), card catalogue, the internet, staff

assistance, photocopying and floor guides and information literacy. This result is similar to the findings of the staff respondents. This result revealed that the respondents were fully aware of the methods through which materials could be made accessible in a library. All these methods ease accessibility to library resources.

Table 4.4.8 Accessibility of library resources

Accessibility	Yes	No	Total
Staff assistance	35(70%)	15(30%)	50
Card catalogue	50(100.0%)		50
OPAC	50(100.0%)		50
Photocopying	26(52.0%)	24(48%)	50
Information literacy	27(54.0%)	23(46%)	50
Internet	48(96.0%)	02(4.0%)	50
Floor guides	20(40.0%)	30(60%)	50

Source: Field Survey, 2010

4.4.4.1 Method of accessibility and reasons for choice

The study presented six access tools from which respondents had to select access tools and indicate reasons for selecting any of them. The result indicated that the most favoured access tool was the Online Public Access Catalogue (OPAC) with 21(42.0%) student respondents who reported that it was very accessible and 21(42.0%) student respondents said it was accessible. The next was the internet where 17(34.0%) student respondents said it was very accessible while 22(44.0%) student respondents indicated that it was accessible. The least accessible tool as revealed by the results was the card catalogue where only 8(16.0%) student respondents indicated that it was very accessible

and 14(42.0%) student respondents indicated that it was accessible. This result confirmed the result from the staff respondents.

Table 4.4.9 Method of accessibility and reasons for choice

Method	Very accessible	Accessible	Moderately accessible	Not accessible
OPAC	21(42.0%)	21(42.0%)	5(10.0%)	3(6.0%)
Card catalogue	8(16.0%)	17(34.0%)	14(28.0%)	6(12.0%)
Internet	17(34.0%)	22(44.0%)	5(10.0%)	6(12.0%)
Browsing	8(16.0%)	23(46.6%)	13(26.0%)	6(12.0%)
Staff assistance	3(6.0%)	22(44.0%)	15(30.0%)	10(20.0%)
Floor guides	3(6.0%)	19(38.0%)	16(32.0%)	12(24.0%)

Source: Field Survey, 2010

4.4.4.2 Access tool and time used to access resources

Table 4.4.10 showed that 34(68.0%) student respondents reported that they spent negligible time to access resources using the Online Public Access Catalogue (OPAC), 31(62.0%) student respondents said they spent negligible time to access resources through the internet. However, the result also revealed that fewer student respondents 14(28) spent negligible time to access materials using the card catalogue and more than half the total number of student respondents 21 (42.0%) indicated that they spent up to 2 hours to access resources using the card catalogue. This result gave the researcher the impression that the card catalogue was not very accessible. From this result, one could conclude that the OPAC was the most accessible retrieval tool.

Table 4.7.10 Access tool and time used to access resources

Access tool	Negligible delay	Up to 2 hours	2-4 hours	More than a day
OPAC	34(68.0%)	15(30.0%)	1(02.0%)	0(00.0%)
Card catalogue	14(28.0%)	21(42.0%)	9(18.0%)	6(12.0%)
Internet	31(62.0%)	10(20.0%)	6(12.0%)	3(06.0%)
Browsing	19(38.0%)	15(30.0%)	9(18.0%)	7(14.0%)
Staff assistance	21(42.0%)	19(38.0%)	6(12.0%)	4(08.0%)
Floor guides	17(34.0%)	18(36.0%)	10(20.0%)	5(10.0%)

Source: Field Survey, 2010

4.4.5 Challenges to accessibility

This section sought to discover factors that hindered access to resources in the library.

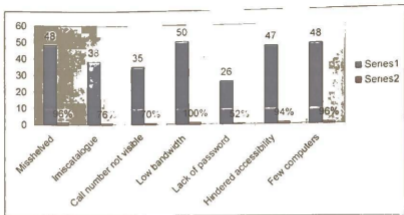


Figure 4.4.7 Challenges to accessibility

In spite of the fact that the analysis showed that resources in the Balme Library were made accessible to users, student respondents yet indicated some challenges to accessibility. The challenges to print resources were as follows: 48(96.0%) students indicated that some documents were misshelved, 38(76.0%) students indicated that some documents were miscatalogued and 35(70.0%) students said the call numbers were not visible enough. For the electronic resources, analysis showed that 50(100.0%) users faced the challenge of low bandwidth when accessing electronic resources. The study also showed that 26(52.0%) students indicated lack of 'password' 47(94.0%) students reported that lack of information literacy skills hindered accessibility of print and electronic resources while 48(96.0%) student respondents said that few workstations/computers were also a challenge to accessing print and electronic resources. The other variables like electricity outages, lack of 'passwords' and too many 'passwords

to remember) had insignificant responses. Hence, the result indicated the existence of challenges to accessibility of both the print and electronic resources.

4.4.6 Ways of improving accessibility.

When asked to suggest ways that could improve accessibility, student respondents made the following suggestions as presented in a ranking order. These were 16 (32.0%) respondents suggested increase in the number of workstations/computers, 13(26.0%) respondents suggested more information literacy skills, 9(18.0%) respondents suggested staff training, and 5 (10.0%) respondents suggested more bandwidth.

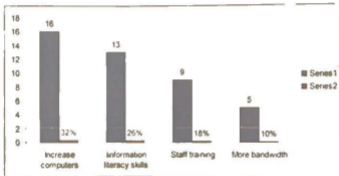


Figure 4.4.8 Ways of improving accessibility.

4.4.7 Factors that influence the use of resources

When asked to select factors that influence the use of resources, the result showed 50(100.0%) of student respondents indicated availability of resources, ease of use, trained staff, adequate workstations computers and internet 40(80.0%) students indicated staff attitude. 38(76.0%) students said proximity to library, 30(60.0%) said lighting condition, 27(54.0%) indicated reading space. 26(52.0%) students said lending services and

25(50.0%) students ticked user awareness and loan period respectively. In general, like the result of the staff respondents indicated that all the factors highlighted in the questionnaire increased the use of library resources.

Table 4.4.11 Factors that influence the use of resources

Factors that influence use of resources	Frequency (Yes)	Frequency (No)	Percentage (%)
Availability of resources	50(100.0%)	-	100.0
Ease of use of resources	50 (100.0%)	-	100.0
User awareness of resources	25 (50.0%)	25(50.0%)	100.0
Staff attitude	40 (80.0%)	10 (20.0%)	100.0
Lending services	26(52.0%)	24 (48.0%)	100.0
Adequate computers	50 (100.0%)	-	100.0
Loan period	25 (50.0%)	25(50.0%)	100.0
Trained staff	50(100.0%)	-	100.0
Reading space	27 (54.0%)	23 (46.0%)	100.0
Lighting condition	30 (60.0%)	20(40.0%)	100.0
Proximity to library	38(76.0%)	12 (24.0%)	100.0
Internet	50(100.0%)	-	100.0

Source: Field Survey, 2010

4.4.7.1 Financing effective use

When asked to suggest ways of enhancing effective use, students respondents made suggestions as presented in a ranking order. These were, 20(40.0%) student respondents suggested the need for more information literacy skills/user education, 11(22.0%) respondents suggested increase in staff strength through training, 7(14.0%) student respondent opted for a friendlier staff, 6(12.0%) student respondents suggested provision of more bandwidth, and 6(12.0%) student respondents suggested expansion of the computer laboratory. The result from the two sets of respondents suggested more information literacy/ user education, increase in staff strength, increase in bandwidth, and expansion of the computer laboratory as other factors that could improve the use of library resources.

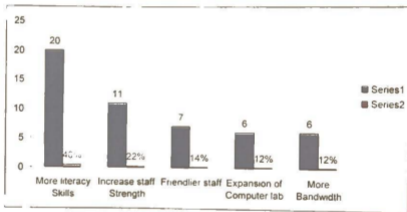


Figure 4.4.9 Ways of enhancing effective use

4.5 Conclusion

It can thus be concluded from the analysis and findings above that the response rate for the study was excellent. This gave the results of the study some credibility. The finding

from both sets of respondents revealed that the information literacy skills of users were not very adequate. Also, the results of the study indicated audio-visual materials were not very adequate. The result indicated that access to the available resources was hampered by wrong shelving practices, miscataloguing, invisible call numbers, low bandwidth, inadequate information literacy skills and workstations/computers and that it was very easy to access resources using the Online Public Access Catalogue(OPAC). Both sets of respondents made some suggestions on improving accessibility. These were increase in computers and the provision of adequate literacy skills. In addition, both sets of respondents also indicated factors that could cause effective use of the library. These were as follows: availability of resources; ease of use; adequate computers; and trained staff and internet connectivity. Lastly, both sets of respondents suggested improvement of information literacy skill as a method of enhancing effective use of library resources.

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5.0 Summary of Findings, Conclusion and Recommendations

5.1 Introduction

Accessibility is a viable asset if the resources in a library have to be effectively utilized. This can be achieved if an enabling environment is created to facilitate access to library resources. An enabling environment will include the availability and adequacy of resources, proper cataloguing, proper shelving, trained staff, proper labeling, adequate bandwidth, and adequate software and hardware.

The purpose of this study was to evaluate the accessibility and use of library resources in the Balme Library, University of Ghana. Two sets of questionnaires were designed and administered to library users and the staff of Balme Library. The researcher administered thirty-two (32) copies of questionnaires to the professional and paraprofessional staff in the Balme Library and thirty-two (32) copies were returned. Also, fifty-six copies of questionnaires were administered to level 400 students of the Department of Information Studies and fifty (50) copies were received duly completed. Below is the summary of findings, conclusion and recommendations.

5.2 Summary of Findings and Conclusion

The summary of findings was made under the headings as reflected in the objectives of the study. These were as follows: adequacy of information literacy in the Balme Library; availability and adequacy of library resources; accessibility of resources; challenges to accessibility; factors that influence use of library resources; and suggestions to improve accessibility in Balme Library.

5.2.1 Adequacy of information literacy

From the analysis the information literacy skill that is adequately provided is bibliographic instruction, followed by research literacy and the least information literacy skill provided is publishing literacy. The findings from the staff revealed that students' level of information literacy is average. This finding was the same as that recorded from students' responses. One can therefore deduce that the information literacy provided in Balme library is not adequate.

5.2.2 Availability and adequacy of library resource

Results on methods of acquisition of resources in Balme Library revealed that resources were mostly acquired through direct purchase, gifts and donations. These resources were complemented through resource sharing. Findings also showed that faculty members took part in the selection of resources for the library while students did not. The results from the students' respondents like that from the staff respondents indicated that the resources listed in the questionnaire were all available in the Balme Library. However, the findings from the two sets of respondents also revealed that, most of the respondents did not choose audio-visual materials. It can therefore be concluded that the audio-visual materials available in the Balme Library, were either inadequate or most of the users and staff were not aware of their existence in the library. In addition, the findings from both sets of respondents indicated that a very low percentage of respondents had their needs satisfied all the time. One can attribute the fact that resources did not satisfy the user's needs all the time to express unavailability of desired information resources. Hence, the finding ties in with Oyediran-Tidings's (2004) study of the information needs of students at Yaba College of Technology, Lagos where low use of the library was attributed to unavailability of desired resources. It can thus be concluded that resources in the Balme Library were available but inadequate because the faculty did not put in their best in the selection and acquisition process and the fact that students on their own part did not make an input in acquisition though it was their right to do so.



The findings showed that resources were made accessible to users in a ranking order through Online Public Access Catalogue (OPAC); card catalogue; the internet; staff assistance; photocopying and floor guides; and information literacy. This result is similar with the findings of the staff respondents. This result reveals that the respondents were fully aware of the methods through which material could be made accessible in a library. All these methods ease accessibility to library resources. The result indicated that the most favoured access tool was the Online Public Access Catalogue (OPAC) while the least favoured access tool was the card catalogue. This result confirms the result from the staff respondents. The result also showed that respondents spent negligible time to access resources using the Online Public Access Catalogue (OPAC), and the internet. However, the result also revealed that respondents spent up to two hours to access materials using the card catalogue. From this result, one can conclude that the OPAC is the most accessible access tool, while the card catalogue is the least amongst all access tools.

5.2.4 Problems of accessibility in the Balme I library

The study revealed some challenges to access and use of both print and electronic resources which were as follows: misshelving, miscataloguing and poor visibility of call numbers. For the electronic resources, the results showed that respondents faced the challenge of low bandwidth. The findings also indicated that respondents faced a challenge of inadequate information literacy skills and workstations/computers. These challenges hindered accessibility of print and electronic resources. The other variables like electricity outages, lack of 'passwords' and too many 'passwords to remember' had insignificant responses which could not be interpreted as challenges. Hence, results indicated the existence of challenges to accessibility of both the print and electronic resources. This finding ties in with Nnadozie and Nnadozie's (2008) who cautioned that, availability of information resources and services does not automatically translate into information accessibility and use.

5.2.5 Factors that influence effective use of resources in the library

The entire respondents rated highly availability of resources; ease of use; user awareness; staff attitude; lending service; adequate workstations/computers; loan period; trained staff; reading space; lighting condition; proximity to library; internet connectivity; and staff attitude to work.

5.2.6. Suggestions to enhance effective use

The two sets of respondents revealed that in order to guarantee effective use of resources, the following enabling environment should be intensified in Balme Library. These are as follows: the need for more information literacy skills; increase in staff strength through training; provision of more bandwidth; expansion of the computer laboratory, and more friendly staff attitudes. It can therefore be concluded that the Balme Library needs to improve on the existing enabling environment in order to get the library used effectively.

5.3 Recommendations

In the light of the above findings and conclusions, the following recommendations are made:

- a) Considering information literacy as a set of abilities requiring “individuals to recognize when information is needed and have the ability to locate and, evaluate information critically, access information efficiently and effectively”, it is imperative that it should be intensified to both the users and the staff since it eases accessibility of resources. Therefore, the management of Balme Library should design well structured courses in information literacy which should be integrated into the university’s curriculum. The course outline should be developed through collaboration between the Librarians and Faculties with the Librarian being at the forefront. This suggestion ties with the views of Mosley (1998) and Baker (1997). The former authority stated that the need of information literacy was imperative for effective library use while the latter asserted that the librarians must be at the forefront in teaching students how to find information.

- b) To improve availability of resources, the management should purchase various types of audio-visual materials and inform the students about their existence so that users can borrow and watch since these resources increase understandability. A room should also be created where users can watch educative audio-visual materials in groups or as a class. Also, an enabling environment like the provision of the appropriate hardware, software and trained staff should be provided to ease the accessibility of these resources.
- c) Adequacy of resources could be improved by involving students in the selection and acquisition of resources. Therefore, users should be made aware that they have the right to make an input in resource selection and they should be told how to channel resource demand lists to the appropriate quarters.
- d) Resources should also be made accessible to users all the time. This demands for internet connectivity in all parts of the campus so that users can access Balme Library resources at anytime and anywhere on campus. Also, all departmental libraries should be networked to the Online Public Access Catalogue. This will increase access to resources hence justifying the huge amount of money spent on automation.
- e) Management needs to boost up the staff strength by providing opportunities for further training especially to non professional workers who constitute 70% of the total staff of Balme Library. When the library staff is well trained, they will be able to provide the necessary enabling environment for easy accessibility and use of library resources. This suggestion is in conformity with Fleming's (1990) statement that library staff should be well trained so that they will be able to perform their duties in the library well. This suggestion is also similar to Xin's (2006) statement that "training and recruitment forms the critical enabler that turns a blue print of library service into reality".
- f) Finally, to ease accessibility and use of resources, more workstations/computers should be provided and the computer laboratory should be expanded.

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QUESTIONNAIRES ON ACCESSIBILITY AND USE OF LIBRARY RESOURCES IN THE BALME LIBRARY, UNIVERSITY OF GHANA

QUESTIONNAIRES FOR THE STAFF OF BALME LIBRARY (PROFESSIONALS AND PARA-PROFESSIONALS) UNIVERSITY OF GHANA

This questionnaire is for the purpose of my research work at the University of Ghana. I will be very grateful if you could complete it for my use. You are assured of confidentiality and anonymity of your responses.

Kindly provide answers or tick where applicable.

A. Demographic data

1. Gender: Male () Female ()

2. What is the age range of staff?

(a) 20 - 25

(b) 26 - 30

(c) 30 - 35

(d) 36 - 40

(e) 40 and above

3. What is your highest level of education? (a) Diploma (b) first Degree (c) MA (d) M Phil (e) PhD

4. Is your level of education impacting on your service in the library? Yes [] No []

If 'No' do you need further training? Yes [] No []

B. Information Literacy

5. Do you provide adequate information literacy skills to users? Yes [] No []

If Yes, what are the various types offered?

Facilities	Yes	No
Bibliographic instruction		
Tool literacy		
Resource literacy		
Research literacy		
Publishing literacy		

6. Have you ever delivered instructions on information literacy to library users?

Yes [] No []

7. How will you judge the information literacy level of users? (a) extremely high

(b) high (c) average (d) extremely low

C. Availability and adequacy of resources

8. How do you inform users of new arrivals into the library?

(a) By e-mail box (b) Display list of new arrivals (c) Reference service

(d) Others (please specify).....

9. Which of the following library resources are available at Balme Library (tick as many as applicable?)

(a) Textbooks (b) Periodicals (c) Reference sources

(d) Audio-visual materials (e) databases (f) online journals

Watson, E.F. (2005). "Access to Audiovisual and Multimedia Materials: What are the challenges for developing countries?" in IFLA (2005) World Library and Information Congress: 71th IFLA General Conference and Council. August 14th- 18th 2005, Oslo,Norway

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Xin, L. (2006). "Libraries as incubating space for innovations: practices, trends and skill sets". Library Management, Vol.27 NO. 6/7 pp.370-378

18. Select the methods users employ to obtain needed resources and give reasons for your choice(s).

Method	Very accessible	accessible	Moderately accessible	Not easily accessible
Online Public Access Catalogue (OPAC)				
Card catalogue				
Internet				
Browsing				
technical expert assistance				
floor guides/shelves directions				

19. How long does it take students to access material using the various access tools?

Access tool	Negligible delay	Up to 2 hours	2-4 hours	More than a day
Online Public Access Catalogue (OPAC)				
Card catalogue				
Internet				

Staff assistance				
floor guides/ shelves directions				
Browsing				

E. Challenges to accessibility

19. What are some of the challenges faced in providing accessibility? (tick as many as applicable)

Challenges	Print resources	Electronic resources
Call numbers not visible enough		
Some documents are miscatalogued		
Some documents are misshelved		
Low bandwidth		
Electricity outages		
Lack of 'passwords'		
Too many 'passwords' to remember		
Lack of information literacy skills		
Few workstations(computers)		

20. Suggests ways of improving accessibility?.....

F) Use of resources

21. What are the factors that influence the use of resources?

(Tick as many as applicable)

(a) availability of resources (b) ease of use of resources (c) users awareness of resources (d) staff attitude to work (e) lending service (f) internet connectivity (g) adequate computers/workstations (h) loan period (i) train staff (j) reading space (k) lighting condition (l) proximity to library

22. How can you judge the borrowing rate in the Balme library?

(a) extremely high (b) high (c) averagely (d) low (e) extremely low

23. If borrowing rate is low, what can be attributed to this?

(a) users do not like to borrow books (b) users are not aware of available resources (c) users lack knowledge of the use of library (d) overdue rate is very high (f) Others (please specify)

24. What suggestions can you make to enhance effective use?.....

Thank you.

QUESTIONNAIRES ON ACCESSIBILITY AND USE OF LIBRARY RESOURCES IN THE BALME LIBRARY, UNIVERSITY OF GHANA

QUESTIONNAIRES FOR THE USERS OF BALME LIBRARY (LEVEL 400 STUDENTS OF THE INFORMATION STUDIES DEPARTMENT) UNIVERSITY OF GHANA

This questionnaire is for the purpose of my research work at the University of Ghana. I will be very grateful if you could complete it for my use. You are assured of confidentiality and anonymity of your responses.

Kindly provide answers or tick where applicable.

A. Demographic data

1. Gender. Male () Female ()
2. What is the age range of patron?
 - (a) 20 – 25
 - (b) 26 – 30
 - (c) 30 – 35
 - (d) 36 – 40

B. Information Literacy

3. Are you provided with adequate information literacy skills? Yes [] No []

If 'yes' what are the various types offered?

Literacy skill	Yes	No
Bibliographic instruction		
Tool literacy		
Resource literacy		
Research literacy		
Publishing literacy		

4. How will you judge your information literacy level?

- a) extremely high b) high c) average d) extremely low

5. Have you ever received instructions on information literacy? Yes [] No []

6. Where did you acquire your information literacy skills?

- (a) from Balme Library staff (b) from my former institution (c) from friends (d) from the internet (e) others (please specify)

C. Availability and adequacy of resources

7. How do you get informed about library resources?

- (a) personal search (b) display list of new arrivals (c) reference service (d) friends (e) lecturers

8. Which of the following library resources are available at Balme Library

(Tick as many as applicable?)

- (a) textbooks (b) periodicals (c) reference sources (d) audio-visual materials
(e) databases (f) online journals

9. Do you have access to these resources any time you need them?

- (b) all the time (b) most of the time (c) sometimes (d) occasionally (e) rarely

10. Do these resources satisfy your information need(s)?

- (a) all the time (b) most of the time (c) sometimes (d) occasionally (e) rarely

11. Do you take part in the selection of the resources to be acquired?

- Yes [] No []

12. How well stocked do you think the library is?

- (a) very adequately stocked (b) adequately stocked (c) moderately stocked
d) inadequately stocked

D. Accessibility of library resources

13. How are library resources made accessible for your use?

(tick as many as applicable)

(a) technical expert assistance (b) card catalogue (c) Online Public Access

Catalogue (OPAC) (d) photocopying services (e) information literacy

(f) internet facilities (g) floor guides/ shelves directions

14. Select the methods employed to obtain needed resources and tick reasons for your choice(s)

Method	Very accessible	accessible	Moderately accessible	Not easily accessible
Online Public Access Catalogue (OPAC)				
Card catalogue				
Internet				
Browsing				
Staff assistance				
Floor guides/ shelves directions				

15. How long does it take you to access material using the various access tools?

Access tool	Negligible delay	Up to 2 hours	2-4 hours	More than a day
Online Public Access Catalogue (OPAC)				
Card catalogue				
Internet				
Staff assistance				
Floor guides/ shelves directions				
Browsing				

E. Challenges to accessibility

16. What are some of your challenges of accessibility? (tick as many as applicable)

Challenges	Print resources	Electronic resources
Call numbers not visible enough		
Some documents are miscatalogued		
Some documents are misshelved		
Low bandwidth		

Electricity outages	
Lack of 'passwords'	
Too many 'passwords' to remember	
Lack of information literacy skills	
Few workstations(computers)	

17. Suggests ways of improving accessibility.

.....

.....

.....

F. Use of resources

18. What are the factors that influence the use of resources?(tick as many as applicable)

- (a) availability of resources
- (b) ease of use of resources
- (c) users awareness of resources
- (d) staff attitude to work
- (e) lending service
- (f) internet connectivity
- (g) adequate computers/workstations
- (h) loan period
- (i) train staff
- (j) reading space
- (k) lighting condition
- (L) proximity to library

19. What suggestions can you make to enhance effective use?

.....

.....

Thank you.