


LENDING SERVICES IN ACADEMIC LIBRARIES: CHALLENGES AND
PROSPECTS IN THE BALME LIBRARY, UNIVERSITY OF GHANA

by

KINGSFORD B. DEBRAH



THIS DISSERTATION IS SUBMITTED TO THE DEPARTMENT OF
INFORMATION STUDIES UNIVERSITY OF GHANA LEGON, IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF
ARTS IN LIBRARY STUDIES DEGREE.

NOVEMBER, 2010



I hereby declare that except for references to other people's works, for which I have been duly acknowledged, this work is the result of my own research and that it has not been submitted elsewhere for another degree.



MR. KINGSFORD B. DEBRAH
(STUDENT)

DATE: 24/11/2010



PROF. A. A. ALEMNA
(SUPERVISOR)

DATE: 29/11/2010



DEDICATION

This work is dedicated to my wife, Afua L. Debrah, and my late sister Cecelia Amma Asantewaa whose sudden death occurred during the progress of this research work and my entire family, friends for their encouragement and support to this research work.



My profound and paramount appreciation goes to the Almighty God for the inspiration, motivation and guidance granted me to undertake this research.

I also express my earnest thanks to Prof. A. A. Alemna, my supervisor who patiently read through the script and made all the needed corrections and also remarkably guided me to complete this work.

Special thanks to Mr. Yaw Ofori (M.A student 2010), Ps. Joseph Ofori Tenkorang, siblings, friends for their prayer support and contribution to the success of this work.

Finally, I owe a million appreciation to my wife, Fidel and the rest of my family for their spiritual, psychological and financial support to the success of this work.

I say may God bless you all.

Declaration	i
Dedication	ii
Acknowledgements	iii
Table of Contents	iv
Lists of Tables	v
Abstract	vi

Chapter One: Introduction

1.1 Background to the Study	1
1.1.1 Historical background of the Balme library	2
1.1.2 The role of the Balme library	3
1.1.3 Staff and organization structure	5
1.1.4 Sections of the Balme library	6
1.2 Statement of the problem	6
1.3 Purpose of the Study	8
1.4 Objectives of the Study	8
1.4.1 Research Questions	8
1.5 Scope and limitations of the Study	8
1.6 Theoretical framework	9
1.8 Significance of the Study	12
1.9 Organization of Chapters	13
References	14



2.1	Introduction	17
2.2	Roles of libraries in education	17
2.3	Library Cooperation	20
2.3.1	Competition Analysis	22
2.3.2	Vendor Negotiation and Bargaining	23
2.4	Library security, materials theft and mutilation in Academic Libraries	25
2.5	Acquisition of library materials in Academic libraries	28
2.5.1	Universal availability of publications	29
2.5.2	Universal Bibliographic Control	31
2.5.3	The importance of users	33
2.5.4	Debate between librarian and faculty on the selection of library materials	34

References	35
------------	----

Chapter Three: Methodology

3.1	Introduction	41
3.2	Research design	41
3.3	Population of the Study	42
3.4	Sample Size	42
3.5	Sampling Technique	43
3.6	Data collection instruments	44
3.7	Data Analysis and Presentation of Results	45
References	46	

Chapter Four: Data analysis and presentation of findings

4.1	Introduction	47
4.2	Background of the Respondents	47

4.4 Access to information	58
---------------------------------	----

4.5 Staff of the Balme library	58
--------------------------------------	----

References	64
------------------	----

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

Chapter Five: Discussions, recommendations and conclusion

5.1 Introduction	67
------------------------	----

5.2 Discussions of the findings	67
---------------------------------------	----

5.3 Conclusions.....	70
----------------------	----

5.4 Recommendations.....	72
--------------------------	----

References.....	75
-----------------	----

Bibliography.....	76
-------------------	----

Appendix A: Questionnaires for users.....	83
-------------------------------------------	----

Appendix B: Questionnaires for the library staff.....	87
-------------------------------------------------------	----

Table	Title	Page
Table 4.1	Gender distribution of respondents	47
Table 4.2	Age of respondents	48
Table 4.3	Educational/professional background	48
Table 4.4	Ever used the Balme library before?	44
Table 4.5	Service accessed in the Balme library	45
Table 4.6	Ever borrowed from the Balme library?	50
Table 4.7	Ever defaulted before?	51
Table 4.8	Reason for defaulting the borrowed material	51
Table 4.9	Return borrowed books as required	51
Table 4.10	Pay fines on late return of books	52
Table 4.11	Means of renewing borrowed books	52
Table 4.12	Find materials looking for?	54
Table 4.13	Ask library staff for assistance?	54
Table 4.14	Do you consult catalogue in the Balme library?	55
Table 4.15	If yes, what information is expected?	55
Table 4.16	Locate materials after consulting catalogue	56
Table 4.17	Guiding system adequate for locating materials?	56

Table 4.19	Automation of the library	57
Table 4.20	Professional (Librarianship) background of the staff	58
Table 4.21	Professional qualification helped the staff	58
Table 4.22	Status of returned books by users	59
Table 4.23	Qualify to borrow books from the library	60
Table 4.24	Retrieve overdue items from the users	60
Table 4.25	Effectiveness of the retrieval means	61
Table 4.26	Charge for misplaced/lost book/materials	62
Table 4.27	Do users borrow back issues of periodical	62
Tables 4.28	How often do you experience book theft?	63
Table 4.29	How do you obtain feedback from users?	63
Table 4.30	Handling of difficult customers	63
Table 4.31	Automation improving lending services	64

The broad objective of this study was to assess the prospects and challenges of lending services in the Balme library of the University of Ghana (UG) Legon. Lending services cannot be over emphasized especially for a central library like the Balme library. The library plays a critical role in enhancing the teaching, research and learning processes of several users apart from students.

The researcher used questionnaires as a method for collecting data from the staff of the Balme library and post-graduates students offering Information studies. A total of forty two questionnaires were administered to the post-graduates students whilst another set of questionnaires administered to fifty four library staff that were junior staff, senior members and senior staff.

The main findings of the study were that, most students found the lending services rendered by this prestige library as not very satisfactory. Therefore, many users of the Balme library identified other options than using the library. The research also revealed that most of the library materials indicated on the catalogue could not be found on the shelves leading to more frustration on the part of the users. This invariably had affected students' academic work especially in the area of research and learning. Moreover, the researcher found out that automation of the library services had helped the library in several ways like easily identifying overdue items, calculating overdue fines, organization of materials and capturing statistics.

Lastly, the findings showed that users were displeased for the short loan period which normally creates the problem of overdue fines. Normally borrowed books would have not been fully utilized as expected.



The notion that the library is the soul of a University, the sun around which all research, learning and teaching evolves is widely acknowledged (Bello 1998). "Academic and research libraries are central hearts of universities and their survival depends on their ability to satisfy the information needs and demands of users from a wide range of disciplines" (Wamunza, 2003). Academic libraries are not only central to academic life of teaching, learning and research but also to community development. As such they are heart of campus information and the lifeblood of study, research and scholarly communications.

The history of the library in Nigeria is not done without mentioning the first library called "town Library" which according to Oyegade, Nassarawa and Mokogwe (2003) was founded in 1879. Its objectives, which included, the establishment of books and materials to lend to the public for their consumption, are not far fetched from what they were during the early Christian missionary efforts in Nigeria and what obtains at the moment. The Libraries create literacy among the people, give public lectures. Library services improve knowledge and skills for positive productivity as a tool for national development. According to Metzger (1991), Library services which lending services is paramount is needed to enable the individual develop full potentials and widening the horizons of perception, interests and skills. Other needs for library services include; public enlightenment or rights in the society, understanding social values and expected conduct in public life; assisting to adjust to existing social, political, spiritual and economic activities of the society, to cultivate and maintain reading culture and promotion of good literatures.

categories: technical services, comprising those processes directed at acquiring, organising, indexing and storing the stock; and reader services comprising those processes directed at actively exploiting the stock in satisfying the information needs of the library users. A major component of reader services is lending services. Although many of the libraries in antiquity were open to the literate public, this was almost certainly for reference only. Some university libraries may have lent books to members of their faculties, the notion of lending or circulating libraries did not become popular until the 18th century (New Encyclopaedia Britannica, 1998). Today some academic libraries are unwilling to offer lending services even though it is a core to the dissemination function of the library more importantly in the emerging distance education programme.

1.1.1 HISTORICAL BACKGROUND OF THE BALME LIBRARY

The Balme library is the oldest of the university libraries in Ghana and the main library of the University. The University began as an affiliate college of the University of London based at the Achimota School Campus until 1961 when it gained full University status. Whilst on Campus the University College enjoyed some of the facilities there including the school's library. The then librarian Miss Ethel Fagan transferred three thousand books in August 1959; the library was moved from its temporary quarters at Achimota into the new building at Legon. On January 23, 1960 in the presence of Mr. David Mowbray Balme, the first Principal of the college the library of the university college of Ghana was formally opened by his Excellency the governor-general, the Earl of Listowel who unveiled the catalogue hall of the library name after Mr. Balme.

With its current stock of about 387,648 (2009) and annual growth of about 40,000 volumes, the library users serves the needs of about 11000 users, made up of members of the university Council, lectures and staff, graduate and research students, undergraduate students, associate

1.1.2 THE BALME LIBRARY

The main objective of every academic library is to support the teaching and research programmes of the institution concerned. According to the United Nations Education Scientific and Cultural Organization (UNESCO) the role of higher education and of African Universities is to seek and discover truth which centuries has defied the genius of man, to disseminate its findings to all, so that mankind generally and the African in particular may shed the shackles of ignorance and want the world may be a better place to live in (Heintzer, 1963).

The Commission on University Education in Ghana (1961) outlined the role of the University as follows:

- To provide opportunities for education all branches of human knowledge which are of value in modern Ghana for the maxim number of Ghanaians who are capable of benefiting from;
- To equip students with an understanding of the contemporary world and within the framework of African civilization, their histories, institutions and ideas;
- To undertake research in all fields with which the teaching staff is concerned but with emphasis where possible on problems historical, social, economic, scientific, technical, linguistics, which arise out of the people of Ghana and other African countries
- To enable students to acquire methods of critical and independent thought, while at the same time recognizing their responsibility to use education for the benefit of the people of Ghana, of Africa and of the world,
- To provide opportunities for higher education and research for students from other parts of the world particularly of African descent. To develop close relationship with

In respect of the aforementioned role of the University, it is imperative therefore for the university through its library system, to acquire, organise, conserve and disseminate knowledge. To be able to achieve this objective, it must possess the essential knowledge and ideas of the past as they have been set in books, journals, and other media in which knowledge is recorded.

The Balme library is involved in this onerous activity by providing staff, equipment and facilities, mainly in the forms of library catalogues, indexes, bibliographies, encyclopaedias, dictionaries, books, periodicals, and reports, modern technological and other equipment as well as appropriate facilities and services.

To achieve these objectives, the library has to:

- Ensuring a high degree of relevance of its collection to the needs of the university community.
- Ensuring the maximum use is made of the resources and facilities it provides
- Giving qualitative reference and informative service to its clientele
- Joining its staff with their teaching colleagues in making the use of its resources an integral part of the educational process (Amissah-Arthur, 1987).

The library supports academic and research work by linking the university community with outside world through the acquisition of learning and research materials through interlibrary loan agreement with other libraries in the country as well as the outside world. With the advent of technological advancements in the information delivering sector world-wide, Email and internet services have also become available in the library. It is in this respect that Kwapong (1970) said that, "The University library may aptly be considered the heart, if not

closely depend on the state of wealth and excellence of its library which is indeed its very

lifeblood.

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

1.1.3 STAFF AND ORGANIZATION STRUCTURE

The Balme library is a model of library organization and administration for the University libraries in Ghana. Like other departments and institutions of the university within the senior and junior staff categories. About 80% of the senior staff attained this status through training at the library school or by in-service training programmes whilst the rest attained the status either by other academic qualifications or by promotions. In all there are 109 members of staff made up of eleven (11) senior members, sixteen (16) senior staff and seventy seven (77) junior staff.

There is a Library Board for the governing of the library. The Board is a standing committee of the Academic Board and its membership is made up of representative each of the faculties of Agriculture, Arts, Law, Medical School, Science, Social Studies, Business School, the Finance committee, two (2) student representative and representative of the Hall libraries . The University Librarian with the Deputy Librarian as the secretary and the vice-chancellor as the chairman. It is the duty of Library Board to supervise and direct the policy of the library and such matters as may be delegated to it subject to the direction of the Academic Board.

The administrative head of the Balme library is the University Librarian. Below him is a Deputy Librarian. Below the deputy are four (4) Sub-Librarians who head the Reader Services, Collection Development, Cataloguing and Technical Unit. Below them are the Senior Assistants Librarians and Junior Assistant Librarians who head the various sections of the library. There is also a Systems Analyst who oversees the successful implementation and

up of library assistants, bindery assistants, administrative assistants, clerks and

messengers/cleaners

A library needs a system of classification so that its materials could be organized properly to ensure ease of retrieval. The library is classified according to the Library of Congress Classification Scheme (LC) and it maintains a Union Catalogue of its departmental libraries. The latter includes the Faculty of Law library and the libraries of faculty of college of Agriculture, and the Departments of Physics, Chemistry, Zoology, Botany, Biochemistry, Nutrition, and Food Science.

1.1.4 SECTIONS OF THE BALME LIBRARY

For the purpose of attaining its objectives, the library has been basically been divided into six main departments and units namely the Administration, Cataloguing, Acquisitions/Orders, Reader Service, Periodicals/serials and Technical Services Unit. Then again with the introduction of electronic services and computerization programme of the library, a new unit, the Electronic Support Unit has been incorporated. The lending service is an integral part of the larger Reader Service.

1.2 Statement of the problem

The stock of books held by Academic libraries including the Balme library is continually changing over time as old, obsolete and little used books are removed from circulation and new books are added. It is invariably the case that the library does not have sufficient funds available to purchase all the books they would like and so they are faced with the problem of deciding how best to divide the available funds between, on the one hand the purchase of new titles and on the other hand buying additional copies of existing titles. As Onohwakpor (2006) observes: "Students population increases annually with the development of new



introduction of new courses and the expansion of existing ones had been hampered by insufficient funding.

Apart from financial limitations, additional factors which have acted to worsen the problem of academic libraries including the Balme Library is the rising popularity of the 'student centred' approach to learning in which students spend less time in formal lectures and instead are encouraged to learn through tutorial work, seminars, private studies and in recent times, distance education programmes (Warwick, 1992). Unfortunately, and despite the increases in student numbers, there are continuing constraints acting on the funds set aside for library services (Baker, 1992).

Academic libraries generally attempt to expand their holdings on an ongoing basis. However, during the 1990s acquisition of expensive printed materials began slowing at most academic libraries (including the Balme library) as more funds were devoted to the acquisition of new computers, telecommunications equipment for access to the Internet, and online databases.

In a university library many users may seek the same books at the same time. The difficulty of providing multiple copies has vexed most university librarians, who must balance slender resource against sometimes voracious demand. To handle the problem, many libraries have set up a short-loan collection from which books may be borrowed.

Lending services are also confronted with the problem of abuse of library materials, copyright, censorship etc. Abgunde (1988) also found that "withholding of books beyond the date dues" is another type of abuse of library materials that could lead to loss of library books. Okotore (1990) researching on abuse of library materials found that inadequacy of books and short loan period accounted for these abuses.

The concern of this study is to address these problems associated with lending services in academic libraries with specific reference to the Balme Library, University of Ghana.

The purpose of the study is to examine the challenges and prospects in the lending services of the Balme Library of the University of Ghana in order to make recommendations for improving lending services in academic libraries.

1.4 Objectives of the study

The specific objectives of the study are as follows:

- To evaluate the relevance of library collection in meeting the educational and research needs of students, lecturers and other users of the university library.
- To examine the process and procedures involved in borrowing materials from the Balme Library.
- To determine the level of satisfaction derived from the service.
- To evaluate the level of effectiveness in retrieving overdue materials
- To investigate the level of abuse of library materials in the Balme Library
- To find out the effectiveness of security measures in curbing the rate of theft.

1.5 Research Questions

To fulfil the purpose of the study, answers were sought for the following research questions:

- The relevance of lending service in Academic Libraries such as the Balme Library?
- How effective is the process and procedure in borrowing materials from the Balme Library?

- What is the policy on loan which invariably determines the return rate of borrowed materials?
- What is the state of returned borrowed books?
- What are the existing measures to curtail book theft and other security issues?

1.6 Scope and limitations of the study

There are many Academic Libraries in Ghana. It would be very good if all of them were studied. However, due to time constraints the study will be limited to the Balme Library of the University of Ghana. There are many services rendered by libraries of academic institutions including reference, cataloguing, Serial Control, photocopying, lending, ICT Services and many more. However, this study would be limited to the lending services carried out in the Balme Library of the University of Ghana, Legon.

1.7 Theoretical framework

The analysis of library data has been examined by (Burrell and Cane, 1982) who proposed a stochastic model based on processes for the borrowing of books from a library collection. They indicate how their model may be used to investigate possible consequences of various types of changes in library management policy, including purchases of multiple copies and the relegation of stock, their model being based on the notion of generally random demand patterns for books. Burrell and Cane (1982) used their model to investigate various problems of interest to librarians. They considered the question of whether the use of a book declines with age. They point out that this is not easy to show using the model since it assumes that the borrowing pattern of a book is a random process and independent of other books, whereas in real life books are in competition with each other to a certain extent. However, they

thirty years on average and their models may be used to estimate the proportion of books falling into this category. Bunnell (1988) has also worked on stochastic models for library loans and on modified versions to account for the ageing of the stock.

An alternative approach to the Loan Period Duplication (LPD) policy problem was adopted by (Warwick, 1986). The approach suggested was to try and measure the benefit that users derive from the books in their possession, and to model the behaviour of users in the library system as they seek to maximize the utility they derive from the books.

In order to assess the utility that users derive from the library copies of a text, Warwick and John et. Al. (2001) suggested a simple model developed to demonstrate the economic benefit when books are borrowed rather than bought. The model dealt with recommended reading only, and suggested a simple categorization of books based on the timespan of relevance of the book. The model was used to investigate optimal loan periods for books within each category. The results suggested that for recommended reading the bulk of single copy texts should have a one week loan period and that a special long loan collection should exist for multiple copy core text books a notion that is at variance with most academic library policy of placing such books in short-loan collections.

This approach meant that if changes to the system such as altering the loan period or buying additional copies of texts result in changes in user behaviour, these can be directly modelled and hence predicted. In this way, the implicit assumption made in previous models that user behaviour will not change no matter how the library system is changed is removed. There is no longer a need to rely on past circulation statistics in order to predict future book use. Indeed, past circulation statistics cannot measure unsatisfied demand which is particularly crucial for titles in need of duplication.

These models gave the total utility that users would derive from additional library copies of

used to identify which books were worthy of duplication. It was also possible to compare the purchase of additional copies of existing titles against the purchase of copies of new recommended titles.

Similarly, Circulation analysis by simulation was undertaken by Shaw (1976), which focused on the library-user interface by relating two measures of user satisfaction, book availability and the delay associated with recalls to the loan policy of the library. The results demonstrated how the model could be used to evaluate alternative loan policies in terms of their impact on user satisfaction. The most comprehensive simulation work in this area is probably that of Buckland (1972), which is often cited as the definitive work on book loan and duplication. Buckland (1975) presented a full description of this work which was carried out at the University of Lancaster. He presented four general findings for consideration:

- For any given loan period, the chance of a reader finding on the shelves a copy of the book he seeks varies inversely with the popularity. The greater the popularity, the lower the satisfaction level defined as the probability of a sought book being on the shelf.
- For any given popularity, the length of the loan period and the satisfaction level are inversely related.
- For any given satisfaction level, the popularity and the length of the loan period are also necessarily inversely related.
- Increasing the number of copies available, like shortening the length of loan periods, increases satisfaction levels.

To this extent it is an alternative strategy. Their simulation model was able to estimate the proportion of books at differing levels of demand, and to estimate the effect on user

copies and the number of reservations. Their research resulted in a variable loan and duplication policy being implemented at the University of Lancaster library, the outcome being a dramatic increase in the satisfaction level measured some six months later. The increase did, however level out in the following months. The results suggested a shortening of the loan period as demand increased until such a time as another copy was indicated. This in turn led to two critical considerations, summarized by Almony (1978) as:

Are loan periods already so short that borrower convenience is being hurt? Is duplication so high that the inevitable loss of different titles is hurting? These two considerations indicate that there is a need to consider factors over and above the purely routine issue, return and reservation statistics.

1.8 Significance of the study

It has been observed that nothing has been done or very little exist on lending services in Academic Libraries in Ghana. This motivated the researcher to conduct the study. The study therefore will contribute to the concept of lending services in Academic Libraries. If the outcome of this research is adopted by management, it will be of great importance capable of influencing the policy of the Balme Library with respect to Lending Services.

As the study is an academic exercise, it is expected to add to the creation of new knowledge and serve as an addition to other research.

The study was structured into five (5) chapters:

Chapter one will consist of background information, statement of the problem, the purpose statement, objectives and research questions, scope and limitation of the study, significance of the study, Theoretical Framework and a brief outline of chapters.

Chapter two will consist of the review of related literature.

Chapter three will consist of the research methodology made of the research design, instrumentation and data analysis and presentation of results.

Chapter four will consist of data analysis and presentation of findings

Chapter five will consist of discussions, conclusions and recommendations.

Abengude, J. A. (1988). "Security needs of a typical Nigerian Academic Library" Nigeria Library and Information Science Review Vol. 6 No. 2, p. 61-65

Almony, R. A. (1978). The concept of systematic duplication, a survey of the literature: Collection Management Vol. 2, No. 2, p. 153-165

Amissah-Arthur, M. (1987). Management Information for library Decision Managing: The case for the development of an automated circulation control system for the Balme Library, University of Ghana M. Lib Thesis, University of Wales, p. 31.

Baker, D. (1992). Resource allocation in university libraries. Journal of Documentation, 48, p 1

Bello, M. A. (1998). "Library security, material theft and mutilation in technological University Libraries in Nigeria": Abubakar Tafawa Balewa University. Library Management, Vol. 19, No. 6, p. 32-34

Burrell, Q. L. (1988) A simple empirical method for predicting library circulations. Journal of Documentation, 44, (4), p.302-314

Burrell, Q. L. and Cane, V. R. (1982) The analysis of library data. J. R. Statist. Soc. Series 145, (4), p.439-471

Buckland, M. K. (1972) An operational research study of a variable loan and d up location policy at the University of Lancaster. Library Quarterly. Vol. 42, p. 97-106

Buckland, M. K. (1975) Book availability and the library user. Pergamon press: London

Commission on University Of Education. Report of the commission in University Education. December, 1960 - January, 1961 Accra: Ministry of Information p. 62-63.

Heintze, I. (1963). The organization of the small public library, UNESCO manuals for

John, S., Margaret, H. and Anne, M. (2001). The economic value of book borrowing from public libraries: An optimization model. Journal of Documentation, Vol. 58, No. 6, p. 662-682.

Knox, A. W. and Miller, B. A. (1981). Predicting the number of public computer terminals needed for an on-line catalogue: a queuing theory approach. Library Research, Vol. 2 Issue 1, p 95-100.

Kwapong, A. A. (1970). "Libraries in the university Education in Ghana". Ghana Library Journal, Vol. 41, p.13

Metzger, A. (1991) "The Role of the Library in the Development of Literacy in Sierra Leone, Africa." Journal of Library, Archives and Information Science. Vol. 1 (1)

The New Encyclopaedia Britannica (1998): Chicago 15 ed. Vol. 22 p. 961

Okotore, K (1990) "Abuse of library materials: A Survey of Oyo State College of Education Library Ibesa" African Journal of Academic Librarianship. Vol. 8, p 42-52

Onohwakpor, J. E. (2006) Theft and mutilation of library materials in Delta State University Library, Abraka, Delta State University p.32-38.

Shaw, C. M. (1971) Duplicate provision for undergraduates. Journal of Librarianship 3, (3), p.190-205

Shaw, W.M. (1976) Library user interface: a simulation of the circulation subsystem. Inf. Proc. Man. 12, (1), p.77-91.

Wamunza-Nkhoma, A. (2003) "Re-thinking changing roles of Academic and Research Libraries in Tanzania Reflections, prospects and challenges". University of Dar es Salaam

Warwick, J. P. (1992) "A review of some modelling approaches to the loan and duplication of academic texts" *Journal of Librarianship and Information Science*, Vol. 24, no. 4, p. 197

Warwick, J. P. (1986) Duplication of texts in academic libraries: a behavioral model for Library management. *Journal of Librarianship*, 19, (1), p. 41-52

Warwick, J. P. (1986). A rational expectations approach to duplication policy. *OMEGA*, Vol. 14, No. 4, p. 325-331
Warwick, J. P. (1986). A rational expectations approach to duplication policy. *OMEGA*, Vol. 14, No. 4, p. 325-331

Warwick, J. P. and Taylor, P. B. (1981). "Optimal loan periods for undergraduate recommended reading". *OMEGA*, Vol. 8, No. 16, p. 671-679



2.1 Introduction

This section will attempt to review some of the relevant literature on the concept of lending services in academic libraries. Newman (2006) has suggested that there are six types of literature reviews. They are Context, Historical, Self- study, theoretical, methodological and integrative literature reviews. Newman considers integrative review as the most popular hence that will be adopted for this study. The outline of the literature to be reviewed would be organised under the main themes as follows:

- Role of academic libraries in education
- Library cooperation
- Library security, materials theft and mutilation in Academic Libraries
- Acquisition of library materials in academic libraries

2.2 Role of academic of libraries in education

'Education' and 'library' are two inseparable - indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other. One cannot be separated from the other, and the existence of one is impossibility without the other. None of them is an end in itself; rather both of them together are a means to an ultimate end. One dies as soon as the other perishes. One survives as long as the other exists. This inter-relation, this co-existence, this dependence of one upon the other have been coming down from the birth of human civilization to the posterity through a process of evolution in accord with varied needs,

According to Islam (2004), a library is an instrument of self education, a means of knowledge and factual information, a centre of intellectual recreation, and a beacon of enlightenment that provides accumulated preserved knowledge of civilization which consequently enriches one's mental vision, and dignifies his habit behaviour, character, taste, attitude, conduct, and outlook on life.

Education is an 'aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of behaviour positive value in the society in which he lives. Education is the process by which people acquire knowledge skills, habits, values or attitudes. Through it, people develop an appreciation of their cultural heritage and live more satisfying lives (world book encyclopaedia, 2003). Education is thus the result of acquired knowledge and the accumulation of observations and experiences, while a library is both the fountain and source, and the protector and storehouse of that knowledge and experience. Education cannot exist alone in the absence of library, and library has no meaning if it cannot impart education. Education is an eye-opener to a human being ;it gives him perfect, adequate knowledge, creates civic and rational sense, withdraws him from the subjection of low habits, selfish passions, and ignoble pursuits, and thus educes him from abysmal darkness to limpid and perspicuous enlightenment, while the library is an instrument of self-education, a means of knowledge and factual information, a centre of intellectual recreation, and a beacon of enlightenment that provide accumulated preserved knowledge of civilization which consequently enrich ones mental vision, and dignify his habit, behaviour, character, taste, attitude, conduct, and outlook in life. A library makes available all the records of knowledge of the past and 'present, whereas a man acquires that conserved knowledge to choose as between good and bad, the right or wrong, which distinguish him from the other animals who

repository for the intellectual, moral, and spiritual advancement and elevation of the people of a community. It is an indispensable element of the absolute well-being of the citizens and that of the nation at large. People acquire education through certain institutions, schools, agencies, welfare bodies, museums, and organizations, and library is the most outstanding of such institution. A school, a club, an enterprise of a society can never alone impart education; each of them is dependent upon a library – a centre of wholesome education and the quencher of thirst for concrete, fathomless, ultimate knowledge (Melissa, 2005).

A library does not mean merely a collection of books. It is a learned institution equipped with treasures of knowledge maintained, organized, and managed by trained personnel to educate the children, men and women continuously and assist in their self-improvement through an effective and prompt dissemination of information embodied in the resources. A research scholar can never successfully conduct his investigations and researches without the help of a library and a librarian (Molz, 1994).

A librarian, as an “information officer” or a “scientific officer” possesses, of necessity, definite subject background and knows best the subject area to be covered by an investigator in his narrow field of the problem in hand that he wants to attack! He is a best teacher to guide him with all existing up-to-date possible sources including various articles in research journals, periodicals, etc., as well as the rare information available in rare books, microfilms, microfiche, manuscripts, and the like. He/she can guide also in most effectively and comprehensively with the bibliographies, indexes, abstracts, data-books and such innumerable reference sources and bibliographical apparatus which the investigator might, otherwise, are unaware of. Librarians need to keep abreast of organizational and political change and develop skills in critical appraisal, in information retrieval and in teaching end-

significant role in the achievement of modern scientific discoveries. The importance of an up-to-date library in the projection of research studies can thus be very scarcely over emphasized (Palmer, 1996). The library enables the individual to obtain spiritual, inspirational, and recreational activity through reading, and therefore the opportunity of interacting with the society's wealth and accumulated knowledge (Omojuwa 1993). The library can be seen as an extension of education.

Academic libraries comprise of school libraries, college libraries, and University libraries whose prime objective is to meet the academic needs of the particular institution for which it is created to serve. The purpose of a university library adheres extensive and particular emphasis to research projects apart from the curricular needs of the institution. . A library has been the chief conservator of knowledge achieved by men in their intellectual pursuits that helps in generating new ideas and discoveries, while 'education' is an art of making available to each generation the organized knowledge of the past.

A library is not, however, merely a conservator of the past events, experiences, and knowledge. 'The preservation of the physical object called the "book"', for example, may not be important in itself. What is important is for the library to transmit to the incoming generations the ideas which the book contains. Through the instructional staff of the academic institutions the knowledge and ideas conserved by a library are revitalized and put to use in the education of youth who are to be leaders in society and workers in the field of research, and through the methods of research the students are given an opportunity for independent works, and then the libraries and laboratories become inescapable and vital aids in an endeavour which is directed toward the expansion of man's fund of knowledge. While the library makes this direct contribution to the advancement of knowledge, it serves as the principal training

and the like. Thus the libraries have an essential and close bearing upon the advancement of education and learning at all levels for all the times to come.

2.3 Library Cooperation

Interlibrary lending has been the most usual way of cooperating and sharing resources but requires a bibliographical tools and services, communication channels, and organizational framework.

In a competitive knowledge market, libraries are market players who must work cooperatively with other institutions. (Maurice, 1994). Also, Hayes (2003) observes that "cooperation is a part of the ethos of the (librarian) profession." An information society inevitably brings about more uncertainty, so libraries working cooperatively as important players in an information market should have a better understanding of their dynamic relationships with competitors, co-operators, and users. How to establish and maintain such relationships must be examined by library administrations and managers.

Hayes (2003) looks at it as a guarantee to library networks. He tries to answer the practical questions that every library faces when joining a cooperative venture. By using this theoretical analysis, (Cohen and Vijverberg, 1980) further explore the four base subjects embedded in the integration of library networks. These include "the development of a systematic way to study individual coalitions, the calculations of the costs of a network, the calculations of the gross benefits for the whole network, the distribution of the net benefits among the member of the network," among which the first and the last receive most discussion. This empirical study concludes that libraries choose to join networks if "it pays for them to do so." A network is stable when "members of the coalitions in the division have more to distribute among themselves than they would in any other division" and "any

Additionally, Hayes (2003) uses cooperative to explain decision-making behaviours using cooperative acquisitions and cooperation in automation as examples. More specifically, the possible application areas could be resources sharing, cooperative acquisitions, cooperative automation, shared cataloguing, shared storage, and preservation and access. Hayes provides libraries with a powerful tool to use when dealing with cooperative issues.

Bridges (2004) proposes a non-cooperative two-person model in which the librarian and patron are "adversaries." Librarians are advised to use the Observation-Oriented-Decision-Action (OODA) loop to learn as much as possible about users and their needs and behaviour.

2.3.1 Competition Analysis

Whether information should be seen as a social good or as an economic commodity is still under debate (Detlefsen 1984), and the existence of an information market is well-recognized. Libraries face competition from other providers such as bookstores, TV, and, more significantly, the Internet. In this rapidly changing market, each player must decide how to direct its efforts in developing and marketing its products or services, and the best plan for one to follow is dependent on the plans adopted by the others. A market player should choose the most suitable size and the right strategy so as to stay competitive. In this context, adopting a non-cooperative game approach might help libraries evaluate the situation. A library might need to focus on a specific sub-market and keep up to retain greater market power and survive.

Libraries are one player while a composite of other information providers are the other in a two-player game. In order to understand such a game, it is easier to focus on particular aspects of information provision, such as free content. Competing agents for libraries in that

This category would also include bookstores. The level of differentiation would depend on whether or not "payment" is required for content provision. The game can be sorted into libraries that require "membership" to provide content outside the library (online). Similarly, bookstores require consumers to purchase in order to acquire content remotely. Certain websites may require subscription for detailed content.

2.3.2 Vendor Negotiation and Bargaining

The information technology services market provides libraries with new opportunities and challenges. Simmonds and Andaleeb (2001) have observed that many librarians today, in fact, do not know exactly the needs of the users of their libraries because of the changes introduced by new technologies. Even those who seem to know the information needs of their users have not taken the trouble to find out the difficulties the users face in using the new technologies to search for information. It follows then that understanding the needs of our library patrons in order to deliver effective information services is an obvious statement that it is almost embarrassing to make it Wilson (1995). Library administrators and librarians will find themselves in the position of negotiator and bargainers dealing with buying a service or resource from vendors. Fatima, Wooldridge, and Jennings (2003) observe that, "negotiation is a means for agents to communicate and compromise to reach mutually beneficial agreements." How to negotiate with vendors to achieve a win-win situation is an important question. A two-person non-cooperative game could be the right approach, especially in settings where vendor credibility is uncertain, which is normal in a booming market.

The two players in such a game are library consortia and vendors of library materials. Consortia can act as cartels (groups of individuals colluding to act as a unit) in their strategic moves against vendors. By doing so, consortium members gain greater negotiating power

upon decision if doing so benefits them, especially if such deviations can be accomplished without other members being aware. Hence, most cartels eventually break down. There is also the issue of member libraries negotiating separate contracts with vendors. Since this is a repeated game, however, penalties may be high enough to discourage this type of behaviour.

Hayes (2003) states that, while "libraries have a long history of cooperation, currently "there is an expansion of that tradition into a variety of contexts and purposes and into formalized structures." A two-person or one-person cooperative game could provide insight into establishing and maintaining robust. The essential feature of such games is the players' ability to enter into legally binding contracts with one another. More specifically, the outcome of the game is a contract if the players agree or a breakdown if they do not. Libraries who belong to the same coalition or consortium will agree to an outcome giving each library at least a payoff at some point that could not be jointly improved upon.

As we get more specific, we can also apply such theory to the idea of libraries competing/cooperating with each other's acquisitions and collections. The ultimate goal of a library is assumed to be maximizing the number of users, whether measured as number of patrons or as the number of people using the resources. Another measure could be the maximization of collections. The two measures would require slightly different strategies. The number of library users may be maximized by increasing the size of collections or through inter-library loan (Bridges, 2004).

Traditionally, interlibrary loan has been a service offered by libraries to their users in two forms. Borrowing and lending. Interlibrary loan borrowing encompasses one institution or library borrowing materials on behalf of their patrons from another library. Interlibrary loan lending involves the opposite by which one library or institution lends materials from its

borrow or obtain copies of library materials not found in a local collection on behalf of that library's clientele, and to lend or provide copies of library materials requested by other libraries. This conveys the underlying principle that no library has it all regardless of size and types and that it is only through cooperative resource sharing as borrowers and lenders that interlibrary loan works.

2.4 Library security, materials theft and mutilation in Academic Libraries

The concept of security is regarded as "machinery set in motion to guide or curtail the sudden disappearance of valuable materials from its original position to an unknown destination". Therefore, library security is a strategically designed system to protect library collections (books and non-books) against unauthorized removals. This involves safety of users and books against fire outbreak, insects, flood and protection of the premises against intruders (Ajegbomogun, 2004).

The security of library collections is of growing concern to all types of libraries and librarians. The magnitude of the problem is a matter of conjecture in a developing country such as Ghana.

According to Karen and Beth (1998), there was objection to the concept of open access as far back as the eighteenth century on the grounds of security, the principal reasons being theft, misplacement of library materials, combined with increased wear and tear.

The trend in the security threat to intellectual property in the modern world is horrifying.

Huntsberry described how Stephen Blamberg outwitted all of the security systems in 400 libraries and made away with 19 tons of rare books (Huntsberry, 1991). In his survey of high schools, Ajegbomogun (2004) found that 392 (44.55) per cent of the sample reported having stolen, mutilated or marked library materials in the library. This indicated that the top most

collection.

The library, through its service, has responded positively to the information needs of society.

The library houses books and other forms of records. This helps to meet the broad and

varying needs of society. In the past, library collections were extremely guarded and

preserved against theft and destruction. Unfortunately, however, attempts to maintain these

are undermined by some who, by their selfishness, constantly destroy steal or mutilate such

materials. This anti-social behaviour spans all categories of library users. Their main target is

usually reference books and journals of different disciplines. Bello (1997) in his findings

revealed that the most vulnerable library materials lost through mutilation were reference

books. According to him this may be due to strict control of the materials.

Other conclusions concerning this study indicate that:

- Users resort to delinquent behaviour because demand over-strips the supply of library materials. These results in competition for library items, which invariably tempts users to steal, mutilate or engage in illegal borrowing with the borrowers' tickets of other users.
- Pressure to succeed is a prominent sociological factor that influences users, especially students, to steal or mutilate library materials.
- Financial constraints affecting most students as a result of the economic situation experienced in Nigeria since the mid- 1980s, motivate them to engage in antisocial activities.
- Library crime is morally wrong, but the perpetrators feel it is justified because it is directed to the library, and not to an individual. This thinking is rather unpleasant and unfortunate (Okotore, 1991).

is spent on binding mutilated materials and this is money that could have been used to acquire new resources. For library staff time is wasted locating, photocopying and replacing destroyed materials. Users also suffer because they are denied timely access to needed resources. The internet is important source of information, the problem is that some cannot find relevant materials because they lack search skills and information literacy (Luambano, 2004).

Mutilation of library materials also has a psychological impact on library users. It is frustrating, demoralizing, discouraging, disappointing and makes users angry because they are denied access to critical information. It is in this context that library materials should be adequately protected for, if not, undue exposure of such will be impertinent. Ogunleye (1998) concluded that library theft was mostly caused by security lapses.

Librarians across the world are increasingly concerned with safety and integrity of valuable intellectual materials aiming at increasing the quality of their academic libraries. It is revealed that mutilation is increasing and becomes a serious threat in the surveyed academic libraries and the reasons given for this state of affairs included, among others, weak security measures, financial constraints and high cost of learning materials selfishness and scarcity of library materials (Nawe, 1998). To prevent this, Huoulgate and Channey (1992) suggest that: "Library and information managers must face up to the contemporary reality of criminal activity and the potential for crime must be addressed at the earliest possible stage and designed out".

Significantly, theft and mutilation could also be linked to users who tend to live an affluent life and thereby emulate or influence criminal associate friends. Similarly, Omoniyi (2001) buttressed this by saying that society competes for almost everything, be it academic qualification or social influence, while everybody tries to outshine the other to get whatever

(1992), quoting Nwanefor (1974), detected other methods of stealing which involved

borrowing one book legally and using its date due slip to remove other desired books from the library. The library must make sure that accession numbers are stamped on the date due

slip. In order to reduce these incidents, libraries need to overhaul their security system. Bello (1997) suggested that there should be re-direction, re-focus of every staff and that well-educated porters should be employed to mount the library entries. Users must also be vigilant or be a watchdog on other users and desist from the syndrome of nonchalant attitude towards public property. For this purpose, therefore, a deliberate and purposeful step must be taken to eradicate theft, stealing and destruction in the library.

2.5 Acquisition of library materials in Academic Libraries

The role of acquisition and collection development is not only to plan a stock acquisition programme but to make it relevant to immediate and future needs of the users. Kemp (1990) lamentably noted that insufficient attention has been given by private organizations, governments or bilateral and international development agencies to the proposal of making document provision a priority in poor countries. Raising the awareness of the importance of reading in particular is very important if they are to assign adequate resources to this vital area of activity.

Line (1990) observed that the battle for availability of publications which has just begun in some countries will hardly be over in this age of information explosion. The concepts of universal availability of publications and universal bibliographic control are attributed to the International Federation of Library Associations and Institutions which were part of the core programme. By comparison with the less developed parts of the world, the developed countries like Britain have a near perfect situation.

catalogues and the lack of enforcement of the legal deposit legislation. In its literal sense, the aim of the universal availability of publications is very difficult to achieve as students and researchers fail to obtain books, journals or research reports within the time necessary.

Read (1990) re-echoed the fact that many developing countries are under-supplied with textbooks and other reading materials. In order to buttress this assertion, he cited the situation in Zaire, Madagascar and China. He believed the advent of aid-funded text book projects has ameliorated the situation in developing countries. He took a very positive stand based on studies which showed significant increase in availability.

2.5.1 Universal bibliographic control.

Kwei (1988) gave a more specific treatment to universal bibliographic control when he cited the situation in a developing country like Ghana where a lot of constraints are encountered in the attempt to provide excellent bibliographic services. Among problems identified are the lack of money, shortage of professional librarians, and union catalogues, government and public apathy to bibliographical work, lack of transportation facilities and the developing stage of publishing, printing and the book trade. All is not lost. In order to improve the situation, the bibliographic agency could form part of the national bibliography. Ghanaians must be current and should not be left behind in the forward march to take information to those who need it.

Otiye (1989) clearly supported the value of currency of information if bibliographic data is to be fully effective. Any national bibliography which is in arrears cannot hope to meet this challenge. Among problems identified in Ghana are the current state of publishing, enforcement of the legal deposit legislation and the production of the Ghana National



workers, publishers, printers and above all, decision-makers.

Iriner (1990) argued that "sound information environment must be created. It is clear that good bibliographic instruction will be advantageous to library users who will be encouraged to see libraries firstly as related to their needs and secondly turn to librarians for advice which will ultimately enrich the library profession. It is against such a background that the librarian in an academic institution should acquire materials for the ultimate development of his collection.

Mahoney (1990), recognizing the importance of availability of information as an essential basis for development stressed the importance of providing national bibliographies especially in developing countries. She argues that up-to-date issues of a national bibliography provide among other things, model records, a selection tool and cultural state of the nation to the country concerned and the world at large. In reality however, coverage of a nation's print is impossibility in almost all developing countries.

Wilson (1993) warned that people need current information. In other words, maintaining currency is an occupational requirement of librarians and, by extension, all other information professionals. The national bibliography of a developing country should therefore be current in order to be an essential bibliographic tool.

2.5.2 Debate between librarian and faculty on the selection of library materials

Born (1993) rightly observed that "a closer co-operation has developed between departments as librarians assess and evaluate library collections to ensure the current and future needs of students and scholars are met".

from one university to the other. The librarians at the University of Alexandria have no say in what is acquired for the different faculty libraries and it seems as if the academic staff on the other hand is not very enthusiastic about the selection of books for the central library.

Selection of periodicals is done after discussions in faculty meetings. He asserted, after interviewing many university librarians that it is the joint responsibility of librarians and faculty to select materials for the library.

Martula-Millson (1985) commenting on this acrimonious debate studied circulation patterns in the college setting. It is concluded that for history books, faculty and librarians are equally effective as selectors. This conclusion should however not be generalized because it was based on a specific topic.

Sellen (1985) was a bit diplomatic in her presentation of the debate. She clearly examined the works, first of writers who found that librarians selected a greater number of titles that were used and secondly, those who noted that faculty selected more titles that were eventually used. Others noted that there was really no significant difference in the books selected either by faculty or librarians that were eventually used. She ended up not taking sides in the debate.

Vidor and Futas (1988) extended the investigation when they based their studies on the effectiveness of circulation of library materials. They ended up taking a neutral stand. In their conclusion, they noted that they could not state with any reasonable degree of precision that librarians are appreciably more effective or efficient than their counterparts in the building of a sound library collection in the university.

Hannafor (1990) opined that a good deal of research needs to be done on the debate between the librarian and faculty with regards to book selection. It is fashionable, the author

librarians to be better selectors, he ended up being suspicious of his preconceived notion. He argues that to claim that the former are better selectors will be based more on emotion rather than on evidence.

Strauch (1990) argued that only one side is right in the debate as to why librarians or faculty are better selectors. Librarian selection versus faculty selection, the researcher believes, is an old debate which must come to an end. Librarians must be responsible for selection simply because it is they who are responsible, or better still, accountable for what is acquired. In his estimation, the right side is that of the librarian.

2.5.3 The importance of users

Brindley (1988) identified the needs of users as the primary basis on which to provide or acquire documents and render services. The selection of document, she stresses, must be related to the current needs of users. In other words, the libraries need as a starting point to relate acquisition policies to the importance of meeting current user needs.

Spiller (1991) observed that the principle of books and, by extension, document provision is invariably concerned with service to a particular set of people or users. The needs of the various users must provide the basis for acquisition. The librarian is thus faced with the daunting task of identifying the needs of the different sets of users

Ifidon (1994), in discussing the role of acquisition in the African University Library, clearly outlined the importance of the different categories of users. Materials must therefore be provided to meet the academic needs of undergraduate and post-graduate students and lecturers if the university library is to fulfil its dynamic mission.

from purchasing an adequate numbers of books are basically due to economic problems and the allocation to libraries was drastically reduced in some universities while some are not given any. Agboola (2001) sees the economy as a brain behind this problem that has made personal ownership of essential textbooks a luxury that even some university professors cannot afford. This shows that development in the educational set-up is unattainable because both government and the stakeholders were reluctantly moving the driving wheel.

2.5.4 Cost of library materials

Obiagwu (1990) asserted that West African libraries are facing unending currency problems and the attendant gross inadequacy of learning materials. He noted that the unavailability of foreign exchange for the acquisition of library materials in Nigeria is not a recent phenomenon. The situation is more critical now than ever as a result of the inadequacy of book votes for the purchase of locally available materials.

Ola-Roberts (1989) reviewed the effects of the devaluation of currency in West Africa and noted that the considerable drop in the value of the Sierra Leonean currency (Leone) during the period reviewed. This economic problem which underlies library acquisitions in Sierra Leone prevails in other countries in West Africa though at varying degrees of intensity. Massive depreciation of local currency, coupled with the increasing cost of periodicals and the dwindling revenues in the book fund, leave the university library in a helpless and hopeless state as far as purchases are concerned.

Nwafor (1990) used the Nigerian experience to illustrate the devastating effects of the economies of third world Countries on their educational systems and university libraries. University education is being rendered meaningless as a result of irrelevant text books and

they used to get. People rely on books in the library which are not replenished simply because the university has no money. This is unrealistic when one considers the cost of books and the value of the local currency.

Obiagwu (1990) highlighted the repercussions of the structural adjustment programme on library acquisitions in West Africa. Although most of the illustrations were made from the Nigerian experience, it is far from surprising that the pinch is felt all over West Africa. Inflationary pressures, the reduced book vote and the astronomically devalued local currency all conspire to frustrate the aims of the academic library. This is because the parent institution is under-funded by the appropriate authority. Secondly, the stipulated percentage of the recurrent annual budget an academic library is entitled not adhered to. In summary, academic libraries have always suffered cut-backs in book votes.

It is evident from the review that there is a book and information famine in developing countries and that the battle for better availability of library materials will continue for a considerable period. University libraries do not have sufficient funds to purchase library materials. Edoka (1992) agrees and states that financial impediment is a bottleneck to library collection. In theory, a national bibliography provides coverage of a nation's publications but in practice the bibliography is a poor reflection of its definition.

Agboola, A.T. (2001), "Fenestration of stock security in Nigerian university library", Lagos

Libraries, Vol. 22 No. 1 and 2, p. 45-50

Ajebomogun, F.O. (2004) "Users' assessment of library security: a Nigerian university case study" Library Management Volume 25 · Number 8/9 p · 386-390

Akinfolarin, W.A. (1992) "Towards improved security measures in Nigerian university libraries", African Journal of Library and Archival and Information Science, Vol. 2 No. 1, p. 37-56.

Alemna, A. A. (1992) "Library security, book theft and mutilation a study of University libraries in Ghana" Library and Archival Security, Vol. 11, No. 2, p. 23-35.

Avafia, K.E. (1985) "University libraries: the African scene". In M. Wise (Ed). Aspects of librarianship: a collection of writings. London: Mansell Publishing Limited. p. 1-30.

Baro, E. E. (2010) A survey of digital library education in library schools in Africa, OCLC Systems & Services: International digital library perspectives, Vol. 26, No. 3, p. 214-223

Bello, M. A. (1997) "Library security, material theft and mutilation in technological university libraries in Nigeria", Library Bulletin, Vol. 2 No. 1 and 2, p. 84-93.

Born, K. (1993). "The role of the serials vendor in the collection assessment and evaluation process". Journal of Library Administration. Vol. 19, No. 2, p.125-138.

Boucher, Virginia. (1997) Interlibrary loan Practices Handbook, 2nd ed. Chicago: American Library Association p.19

Bridges, K. (2004). Boyd Cycle Theory in the context of non-cooperative games:

Brindley, L. (1998). "Summing up". In S. Corral(ed). Collection development: options for effective management. London: Taylor Graham, p.41-51.

Cohen, J. & Vijverberg, W. (1980). Applying game theory to library networks. Journal of the American Society for Information Science, Vol. 31, No. 5, p. 369-374.

Detlefsen, E. (1984). User costs: information as a social good vs. information as a commodity. Government Publications Review 11, p.385-394.

Edoka, E. (1992). "Library funding: exploiting the potential of alternative sources", Nigerian Library and Information Science Review, Vol. 10 No. 1 and 2, p. 26-28.

Fatima, S., Wooldridge, M., & Jennings, N. (2004). An agenda-based framework for multi-issue negotiation. Artificial Intelligence 152, p.1-45.

Hausaforf, E. (1990). "Tilting at windmills: selection in college libraries". Collection Management: 12(1-2), p.31-35.

Houlgate, J and Chaney, M (1992). Planning and management of a crime prevention strategy. London: Ashgate p. 64.

Hayes, R. (2003). Cooperative game theoretical models for decision-making in contexts of library cooperation, Library Trends, Vol.51, No.3, p. 441- 461

Huntsberry, J. S. (1991). "The legacy theft: the hunt for Stephen Blamberg", Art Documentation, Vol.10, No. 4, p. 181-3.

Ifidon, B. I. (1994). "The book scarcity in Nigeria: causes and solutions". African Journal of Library, Archive and Information science. Vol. 4, No. 1, p.55-62.

creating a positive information environment". The Reference Librarian. Vol. 3, No.1, p. 15-30

Islam, S. K. M. (2004). "The Role of Libraries and Education" Information Society Today Vol. 1, No. 1.

Kareu, E. B. and Beth, L. P. (1998) "Collections Security: A Preservation Perspective" Journal of Librarian Administration. Vol. 25, No. 1. p. 67-89

Kemp, I. (1990). "Can document provision be a priority in poor countries?" In D.J. Membrey (Ed). Nothing to read: crisis of document provision in the Third World. Birmingham International and Comparative Librarianship of the Library Association. p. 19-25.

Kwei, C. (1988). "Bibliographic control: the international concept and the national effort". Ghana Library Journal. 6(1). p. 31-39.

Line, M.B. (1990). "Universal availability of publications in less developed countries". In D.J. Membrey (Ed). Nothing to read: crisis of document provision in the Third World. Birmingham International and Comparative Librarianship of the Library Association. p. 35-43

Luambano, I (2004), Internet use by students of the University of Dar es Salaam, M.A Dissertation (unpublished), Dar es sallam: University of Dar es sallam, p 47.

Mahoney, M. (1990). "The developing country national bibliography essential: essential bibliographic tool or anachronism?" In D.J. Membrey (Ed). Nothing to read: crisis of document provision in the Third World. Birmingham International and Comparative Librarianship of the Library Association. p. 77-81.

Martula-Millson, C. (1985). "The effectiveness of book selection agents in a small academic library". College and Research Libraries. 46(1), pp. 294-310

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

Metissa C. N. (2005). Marketing: A New Way of Doing Business in Academic Libraries, in Delmus Williams, Janine Golden (ed.) (Advances in Library Administration and Organization, Volume 22, Emerald Group Publishing Limited, pp. 275-295

Molz, R. K. (1994). The public library inquiry as public policy research.

Libraries & Culture: Vol. 29, No. 1, p. 61

Nawe, J. (1998). The impact of dwindling budget on Library Services in Tanzania. Library Review, Vol.37 No.2 p. 132

Newman L. W. (2006). Social Research Methods, Quantitative and Qualitative Approaches: New York, Pearson Education Inc. p. 112

Nwafor, B. (1990). "Funding third world university libraries". In D.J. Membrey (Ed). Nothing to read: crisis of document provision in the Third World. Birmingham International and Comparative Librarianship of the Library Association. p. 13-18.

Nwamefor, R. (1974). "The security problems of University libraries in Nigeria", Library Association Record, Vol. 76, No. 12, p. 244-245.

Obiagwu, M. C. (1990). "Foreign exchange and library collection in Nigeria". Information Development. 3(3). p. 154-160.

Ogunleye, G.O. (1998). "Data information and computer security in Nigerian Libraries", African Journal of Library Archival and Information Science, Vol. 8, No. 1, p. 47-51.

Okotore, K. (1991). "Misuse of library materials at the Oyo State College of Education Library", Nigerian Library and Information Science Review, Vol. 9, No. 1, p. 16.

Omoniyi, J. O. (1993) "Directions in Adult Literacy Programming in Nigeria: Literacy and Reading in Nigeria," Reading Association of Nigeria, (7) p. 207-214

Omoniyi, J. O. (2001) "The security of computer and other electronic installations in University libraries", Library Management, Vol. 22, No. 6-7, p. 272 -277

Otiike, J. N. (1989). "Bibliographic control in Kenya", Information Development. Vol. 5, No. 1, p. 23-28.

Oyegade, Emmanuel, Nassarawa, A. and Mokogwu, W. (2003) "Forty years of Public Library Service to Nigeria: Past Present and Future: Forty years of Library Services." In Nigeria. Edited by Olanlokun, S. O. Nigerian Library Association. Lagos. p. 1-5

Palmer, J. (1996). Skills for the millennium - The Librarian of the 21st Century: Librarian Career Development. Vol. 4, No. 1, p. 13-17.

Read, A. (1990). Nigeria Book Sector Study: Summary Report, Book Development Council, London, pp. 4-9

Sellen, M. (1985) "Book selection in the college library: faculty perspective" Collection building, Vol. 5, No. 2, p.29-36

Simmonds, P. L. and Andaleeb, S. S. (2001). Usage of academic Libraries: The role of service quality, resources and user characteristics". Library Trends, Vol. 49, No. 4, p. 626-634

Spiller, D. (1990). Book selection: principles and practice. London: Library Association Publishing p. 74-81

Strauch, K. (1990). "Librarian versus faculty selection: the good meets the bad and the ugly" Collection Management. Vol. 12, No. 1-2, p.37-41.

Wilson, P. (1997). "The value of currency". Library Trends, Vol. 41, No.4, p.62-69.

Wilson, T. D. (1995). Information-seeking behaviour: Designing information systems to meet our client's needs: a paper delivered at ACURIL: Association of Caribbean Universities, Research and Institutional Libraries. 25th conference, San Juan, Puerto R p.44-52

The world book encyclopaedia (2003): Chicago p.86.

3.1 Introduction

In this section methods and procedures that were used in the collection and analysis of data relevant to the study would be discussed. Leede (1993) made a point that a research methodology is dictated by the nature of data and the problem of the study. If the data is verbal then the methodology is qualitative but if the data is numerical then the methodology is quantitative. These include the research design, population and sample research instruments, the mode of data collection and finally and problems encountered at fieldwork.

3.2 Research design

According to Aina (2004) research design provides a general framework for the collection of appropriate data. Research design provides the glue that holds the research project together. It decides the fate of the study and its outcome. If the design is defective the whole outcome and report will be faulty and undependable. The purpose of research design is to provide answers to the research questions and to control variance (Raj, 2000). The design discussed the selection of the case study, selection of subjects, sampling and its technique, instrumentation and method of data analysis tool used.

The study was conducted using the case study approach to evaluate the range of lending services provided by the Balme Library and as a user study to determine how the university community access and patronise the service. According to Aina (2004) it is important for libraries meet the information needs of their users now and in the near future.

Considering the fact that the study is concerned with information dissemination and information behaviour patterns of academics, it was considered expedient to employ research

survey method was used, comprising self administered questions made up of both open-ended and closed ended questions which were design and distributed to both the post-graduate students of the Department of Information Studies and staff at the Balme Library.

3.3 Population of study

According to Kumekpor (2002) population is defined as the total number of all units of the phenomenon to be investigated that exists in the area of investigation. The population of the study was made up of postgraduate students of the Department of Information Studies and staff of the Balme Library. In the UG Annual Report (2009), the population size for the post-graduate students was forty two (42) and the population of staff for the Balme library was one hundred and nine (109).

3.4 Sample size

The number of sample unit or units of analysis constituting a sample is known as sample size, according to Kumekpor (2002). This study made use of all the forty-two (42) postgraduate students from the Department of Information Studies. In addition, fifty four (54) staff of the Balme Library including the seven Heads of Department of the library representing fifty percent (50%) of the entire staff was chosen for the study. This gives us a total sample size of ninety six (96). Fraenkel and Wallen (1993) suggest that though a researcher ideally wishes to generalize from the target population, this is not always available and so an accessible population which the researcher can realistically generalize from is used. On the issue of when a sample size is too small or too large, they again suggest that the sample size should be as large as the researcher can obtain with a reasonable expenditure of time and energy.

entire users of the Balme Library which comprise undergraduate students, graduate students, research fellows, the alumni, distance education students, lecturers and staff of the University community considering constraints in terms of time and resources. On the issue of the postgraduate students from the Department of Information Studies, it is believed that they are homogenous since they are offering courses related to the information industry that may have insight in the lending services as a core component in the dissemination function of a library.

3.5 Sampling techniques

Sampling technique refers to the method employed to choose a sample from a population. According to Twumasi (2001) there are two types of sampling techniques used in various researches. These are probability and non probability sampling techniques. In probability sampling technique, all the members of the population have equal chance of being selected whereas in the non probability sampling techniques the members of the population do not have equal chance of being selected. For the purpose of this study both probability and non probability sampling techniques was used. Non probability sampling specifically the purposive or judgemental sampling technique was used to select all the forty-two students and the seven heads of Department from the Balme Library. The advantage of using purposive sampling is that the researcher can use his skill to select the correspondent (Bailey, 1994). The justification of this is that instead of obtaining information from those who are conveniently available the right persons can be selected by the researcher.

The simple random sampling technique was used to select the remaining forty-five members of staff from the Balme library. The names of all the staff were written on pieces of paper and shuffled several times in a bowl. To avoid any incidence of bias someone was asked by the researcher to pick randomly. The one picked was replaced, reshuffled again and the next one

the study.

3.6 Data collection instrument

According to Aina (2002), data collection instruments are items that are used to collect data in all types of research. Their function is mainly to enable a researcher collect reliable data which will be analysed. He further pointed out that the common data collection instrument is questionnaire, interview, observation and documentary sources. The main instrument that the researcher will use is questionnaire. Questionnaires were administered to postgraduate students and the fifty-nine members of staff selected from the Balme library. The questions were both open ended and close ended. The open ended questions were to enable the respondents express opinions in detail where necessary.

According to research method literature, questionnaire is by far the most common method of data collection (Aina, 2002). One advantage of questionnaire is that of its anonymity is guaranteed hence respondents will be willing to give the true situation of affairs. Also, it is cheaper to administer questionnaires in terms of cost and time.

Questions were framed and written for correspondents to provide answers. The questionnaire was administered to all post graduate students from Department of Information Studies and 50% selected members of staff of the Balme library. The disadvantage of the questionnaires is that personal contact with the respondent would be absent making it impossible for the researcher to explain relevant issues when it is needed. Sometimes low respond rate associated with questionnaire can lower the confidence in the result. Two different sets of questionnaire were administered to the respondents of the research.



The Statistical Package for the Social Sciences (SPSS) software was used in analyzing the data that was collected. This is because the SPSS is designed especially for the analysis of social science data. In particular social scientists value the program's capacity to handle with ease the recurring needs of data analysis. For example, SPSS enables the researcher to recode variables; to deal with missing values; to sample, weight, and select cases; and compute new variable and effect permanent or temporary transformations.

The responses were coded before they were analysed. A value was given for each response and consistency was maintained throughout the coding by maintaining the values for each response. Descriptive statistics such as frequencies and percentages were used to present the results of the analysis. Tables were used to present the results of the analysis. Analysis and critical evaluation of the data collected helped immensely to draw the overall picture of challenges facing the lending library in the Balme Library and the prospects ahead.

Aina, L. O. (2004). Library and Information science for Africa. – Ibadan: Third World Information service Limited, p 142

Aina, L. O. (2002) Research in information sciences: An African perspective. Ibadan; Stirling – Horden Publishers (Nigeria) Ltd. P 23, 65-69

Fraenkel, Jack R and Wallen, Norman E (1993). How to design and evaluate research education: Boston: Mcgraw-Hill p. 32-36

Kumekpor, T. K. B. (2002). Research methods and techniques of Social Research: Accra, Sonlife Press and Services. p. 99-102

Leedy, P. D. (1993). Practical Research, Planning and Design, 5th ed., New York: Macmillan. p. 196-198

Raj. H. (2000). Theory and practice in social research, Kamla Nagar, Delhi: Surjeet Publication, p. 63

Twumasi, P.A. (2001). Social Research in Rural Communities: Accra, Ghana Universities Press. P.34-39

4.1 Introduction

This chapter looked at the analysis of the data and the presentation of the results of the study. The results have been presented in tables showing frequencies and percentages given by the subjects (post-graduate students and library staff of the Balme library) of the research. The first part of the analysis treats the responses from the postgraduate students of the Information Studies representing the user community and the response of the staff of the Balme library.

4.2 Background of the respondents

Table 4.1: Gender Distribution of respondents

Gender Distribution	Post-graduate students	Staff of the Balme library
Male	26(65.0%)	25(69.4%)
Female	14(35.0%)	11(30.6%)
Total	40(100.0%)	36(100.0%)

From the responses of the subjects in Table 4.1 above, 26 (65.0%) were males whilst 14 (35.7%) were females. The study revealed differences in gender distribution. There were more males than females in the post-graduate programme. This may be as a result of the reflection of the students admitted into the programme.

Table 4.2: Age of respondents

Age of respondents	Post-graduate students	Staff of the Balme library
20-30 years	20 (50.0%)	3 (8.3%)
31-40 years	9 (22.5%)	18 (50.0%)
41-50 years	11 (27.5%)	8 (22.2%)
51-60 years	-	7 (19.4%)
Total	40 (100.0)	36 (100.0%)

Although age composition of the students was not the major issue of the research, the researcher considered it very imperative to get an idea of the distribution of the students according to the age. It could be observed from Table 4.2 above that, almost a half of the students (50.0%) were between the ages between 20 and 30. Again, 22.5% were between the ages of 31-40 and 11 (27.5%) represented ages between 41 and 50 years.

Table 4.3: Educational-professional background

Educational/professional background of respondents	Post-graduate students	Staff of the Balme library
Certificate	-	13 (36.1%)
Diploma	2 (5.0%)	7 (19.4%)
Degree	24 (6.0%)	10 (27.8%)
MA/MPhil	14 (35.0%)	6 (16.7%)
Total	40 (100.0%)	36 (100.0%)

From Table 4.3 above, It was revealed that 24 (27.6%) of the post-graduates students held Degree presently as their educational/professional qualification whilst 14 (35.0%) held MA/MPhil as their educational qualification. . Similarly, for the category of library staff 6 (16.7%) and 10 (27.8%) were respectively represented for M.A / MPhil and Degree. Here it was clear that, one's academic qualification of the library staff was necessarily a

staff. Those with the highest qualification were in the category of senior members whilst

those with the least qualification fell within the range of the junior staff.

4.3 Library users (post-graduates)

Table 4.4: Respondents use of the Balme Library

Used the Balme library before	Frequency	Percent
Yes	36	90.0
No	4	10.0
Total	40	100.0

The majority (90.0%) indicated in the Table 4.4 above that indeed the Balme library has been used before whilst very few (10.0%) showed that they had not used the library in any way. It is quite clear here that despite the perception about the services rendered by the Balme library most students yet patronize the services. On the other hand, the few 4 (10.0%) respondents who said they had not used the Balme library before justified their action by giving reasons. Three out of the four post-graduate students gave reasons as inability to find materials from shelves whilst the other respondent indicated that he had the materials on his own.

Table 4.5: Service accessed in the Balme library

Service accessed in the Balme library	Frequency	Percent
Reference / enquiry services	14	35.0
Use the internet for academic work	4	10.0
Read my own materials	3	7.5
Others	19	47.5

Moreover those who indicated their use for the library were for several purposes which primarily satisfied their academic work. From the above, the service accessed by most post – graduate students 19 (47.5%) included reference/enquiry service, lending of materials, lending services, the use of the internet, email services and research work. On the other hand some respondents 14 (35%) indicated the reference/enquiry service as what they normally access. Only few 4 (10%) used the Balme library for internet services though it is regarded as one of the fastest network on campus. From the findings of the research it was clear that the library was primarily accessed for academic work. This is illustrated in the Table 4.5 above.

Table 4.6: Ever borrowed from the Balme library?

Ever borrowed from the Balme library?	Frequency	Percent
Yes	28	70.0
No	12	30.0
Total	40	100.0

As an objective of the research, subjects were again asked to state whether they had ever borrowed from the Balme library.

The study revealed from the Table 4.6 above that the majority 28 (70%) of the post-graduate students had ever borrowed from the library before but few respondents 12 (30%) indicated that they had in no instance borrowed from the library. It was indeed a true revelation of the majority indicating that they had borrowed. Most often, there would be the need for the book to be borrowed for further studies when the time to read in the library is limited.

The researcher asked a follow up question whether the respondents had defaulted in returning a borrowed material.

Table 4.7: Ever defaulted before?

Ever defaulted before?	Frequency	Percent
Yes	17	42.5
No	24	57.5
Total	40	100.0

From the Table 4.7 above, only (42.5%) had defaulted in returning the borrowed book when the time was due. However some respondents (57.5%) indicated that they had always returned the borrowed materials when they were due, thereby avoiding any fine from the staff of the library.

Table 4.8: Reason for defaulting borrowed material

Reason for defaulting the borrowed material	Frequency	Percent
Duration time too short	10	25.0
I need to use the books	7	17.5

The post-graduate students gave reasons as to why the borrowed materials were not returned at the due time. Some reasons were that the duration for returning the borrowed books was too short 10 (25%). About 7 (17.5%) of the respondents indicated that sometimes the books need to be used for some period. Currently, the duration period for a borrowed book was just two weeks.

Table 4.9: Return borrowed books as required

Return borrowed books as required	Frequency	Percent
Precisely on time	14	35.0
Sometimes	20	50.0
Never	1	2.5
Others	2	5.0
No response	3	7.5
Total	40	100.0

As part of the research, the researcher wanted to ascertain whether students returned borrowed books as required by the library. This is shown from Table 4.9 above. It can be observed that about a half (50.0%) of the students indicated that they sometimes returned borrowed books as required. On the other hand, 35% of the responses indicated that borrowed books were returned precisely on time. Other respondents indicated that they had never borrowed books from the Balme library.

Table 4.10: Pay fines on late return of books

Pay fines on late return of books	Frequency	Percent
Yes	10	25.0
No	15	37.5
No response	15	37.5
Total	40	100.0

Few post-graduate students (25%) indicated that indeed they pay their fines when charged for. However 15 (37.5%) showed that they do not pay fines on late return of materials. The respondents who refused to pay the fines 15 (37.5%), gave some reasons. The majority 9 (22.5%) of them indicated that the period for returning the materials were too short whilst 4 (10%) of those who refused to pay the fines said the amount was too much. Only 1(2.5%) of the respondents indicated that he/she was out of campus therefore may not be on campus when the time is due for the book to be returned.

The researcher enquired from the students about other means they wish to renew borrowed books in the Balme library. About a half of the 14 (35%) indicated that they wished that books may be renewed through a friend and by phone but 6 (15%) indicated that they had wished that email and SMS messages were used to renew borrowed books. It must be noted that all these (phone, email, friend, SMS message) were suggested because of convenience,

Means of renewing borrowed books	Post-graduate students	Staff of the Balme library
Email	6(15.0%)	-
By phone	14(35.0%)	-
SMS message	6(15.0%)	-
By friend	14(35.0%)	32(88.9%)
Courier services	-	1(2.8%)
No response	-	3(8.3%)

where a patron does not need to come to the premise of the library to renew a borrowed book.

In addition, the library staffs were similarly asked how users could usually renew books if they were not presently available. From the above Table 4.11, the library staff agreed that they could employ the use of their friends as a means of renewing borrowed books. Only one stated the use of courier service as a means of renewing books borrowed by the users .

4.4 ACCESS TO INFORMATION

The researcher wanted to find out from respondents how easy is access to information, constraints faced in accessing lending services and satisfaction level of the lending services.

Table 4.12: Find materials looking for?

Find materials looking for?	Frequency	Percent
Sometimes	25	62.5
Usually	15	37.5
Total	40	100.0

The research revealed in Table 4.12 how materials are accessed easily. It was clear that most

respondents were in need of any materials they may or may not find the material on the shelf.

This observation by the post-graduate students was not encouraging since it may deter patrons of the library to look for better alternatives. Less than a half 15 (37.5%) indicated that they usually found the materials they were looking for on the shelves of the library.

Table 4.13: Ask library staff for assistance?

Ask library staff for assistance?	Frequency	Percent
Yes	26	65.0
No	11	27.5
No response	3	7.5
Total	40	100.0

From the Table 4.13, most of the post-graduate students 26 (65%) indicated that indeed the library staff were normally called upon to assist in looking for the materials within the library but 11 (27.5%) of the respondents indicated that the staff of the library were not consulted during the search for the material. Three of the respondents did not respond to the question. Moreover, the students gave reasons for not requesting for the assistance of the library staff. Out of the eleven students 8 (20.0%) gave the reason that the material can be searched for by myself, while three (7.5%) of the students gave other reasons such as staff not readily available, consult the catalogue and sometimes not friendly.

Table 4.14: Do you consult catalogue in the Balme library?

Consult catalogue in the Balme library?	Frequency	Percent
Yes	29	72.5
No	11	27.5
Total	40	100.0

From Table 4.14 the majority (72.5%) of the responses stated that they normally consulted the catalogue in the Balme library before looking/searching for materials. Contrarily, 11 (27.5%) stated that they never consulted the catalogue in the Balme library when searching for materials.

Table 4.15: If yes, what information is expected?

To find a book/item I am looking for	Frequency	Percent
To find a book/item I am looking for	29	72.5
To find books by a particular author	11	27.5
To find a particular subject of interest	3	7.5
Others	2	5.0

From the Table 4.15 above, most students who used the catalogue expected some kind of information. Thirteen respondents (32.5%) said that by using the catalogue they expected to find a book/item whilst eleven respondents (27.5%) revealed that they expected the catalogue to give information on the books by a particular author. Other respondents indicated that they expected the catalogue to produce the following information: books by a particular author and find particular subject of interest.

On the other hand, the eleven (11) respondents who indicated that they do not use the catalogue gave reasons as: the difficulty in using the catalogue and searching for the materials.

Table 4.16: Locate materials after consulting catalogue

Locate materials after consulting catalogue	Frequency	Percent
Usually	9	22.5
Sometimes	30	75.0
Never	1	2.5
Total	40	100.0

The majority (75%) indicated that they sometimes locate materials after consulting the catalogue. Other post-graduate students (22.5%) also said that they usually located the materials after the catalogue was used. From here there is still an indication that most cannot always identify the materials even when the catalogue directs the patrons to.

Table 4.17: Guiding system adequate for locating materials?

Guiding system adequate for locating materials?	Frequency	Percent
Yes	10	25.0
No	30	75.0
Total	40	100.0

It could be observed from Table 4.17 that 30 (75.0%) of the students specified that the use of the catalogue as a guiding system was not an adequate point for accessing materials within the Balme library due to the difficulty that it comes with. A few respondents numbering 10 (25.0%) pointed out that indeed the use of the catalogue as an access point is relevant and adequate when finding a book in the library.

Table 4.18: Satisfaction level of lending services

Satisfaction level of lending services	Frequency	Percent
Less than satisfied	15	37.5
Satisfied	24	60.0
Very satisfied	1	2.5
Total	40	100.0

As an objective of the research, the post-graduate students were asked about the level of satisfaction derived from the service. Respondents were asked to rate the satisfaction level of lending services from the Balme library. The ratings included less than satisfied, satisfied, very satisfied and excellent. In response to the extent of satisfaction, 24 (60%), 15 (37.5%) and 1 (2.5%) ranked services as satisfied, less than satisfied and very satisfied respectively. This gives an indication that at least more than half of the respondents were satisfied with the services rendered by the Balme library. The Table 4.18 illustrates the satisfaction level.

Table 4.19: Automation of the library

Automation of the library	Frequency	Percent
Helpful	21	52.5
Very helpful	14	35.0
I don't know	5	12.5
Total	40	100.0

Furthermore, students were asked whether automation of the library has helped in efficient running of the lending service in the Balme library. About a half, 21 (52.5%) of the responses were of the view that incorporation of automation in the library has been helpful. Only a few of the responses representing 5 (12.5%) indicated that they do not know the relevance of automation in the library.

Table 4.20: Professional (Librarianship) background of the staff

Professional (Librarianship) background of staff	Frequency	Percent
Certificate	3	8.3
Diploma	7	19.4
Degree	11	30.6
MA/MPhil	15	41.7
Total	36	100.0

From the Table 4.20 almost a half 15 (41.7%) of the staff members stated MA/MPhil as their professional (Librarianship) background. A few of the respondents 3 (8.3%) indicated Certificate in Librarianship as their professional background. Similarly, 11 (30.6%) of the staff again stated Degree as their professional (Librarianship) background.

It could be inferred from the data that most of the staff of the Balme library started work within the library with the fore knowledge in librarianship and this assisted them to give an appreciable service to the patrons of the library.

Table 4.21: Professional qualification helped the staff

Professional qualification helped the staff	Frequency	Percent
Helpful	9	25.0
Very helpful	18	50.0
Excellent	9	25.0
Total	36	100.0

Furthermore, the library staffs from Table 4.21 were asked whether their professional qualification had helped in the performance of the duties which included lending services. Exactly a half, 18 (50.0%) of the responses of the library staff were of the view that their professional qualification has been very helpful. Only a few of the responses representing 9

Table 4.16: Locate materials after consulting catalogue

Locate materials after consulting catalogue	Frequency	Percent
Usually	9	22.5
Sometimes	30	75.0
Never	1	2.5
Total	40	100.0

The majority (75%) indicated that they sometimes locate materials after consulting the catalogue. Other post-graduate students (22.5%) also said that they usually located the materials after the catalogue was used. From here there is still an indication that most cannot always identify the materials even when the catalogue directs the patrons to.

Table 4.17: Guiding system adequate for locating materials?

Guiding system adequate for locating materials?	Frequency	Percent
Yes	10	25.0
No	30	75.0
Total	40	100.0

It could be observed from Table 4.17 that 30 (75.0%) of the students specified that the use of the catalogue as a guiding system was not an adequate point for accessing materials within the Balme library due to the difficulty that it comes with. A few respondents numbering 10 (25.0%) pointed out that indeed the use of the catalogue as an access point is relevant and adequate when finding a book in the library.

Almost all the library staff (98.0%) stated that the number of books borrowed to the PHD students is six (6), M.A students is six (6), students of MPHIL is six (6), undergraduates students is four (4), lecturers were allowed twelve (12) books, researchers is six (6).

On the other hand, the researcher wanted to know the loan period for the various categories of users. It was revealed by the staff of the central library that the loan period for the books allowed to the users were PHD is two (2) weeks, M.A students is two (2) weeks, MPHIL is two (2) weeks, undergraduates is two (2) weeks, lecturers is three (3) months, researchers is two (2) weeks. However, the books allowed to the users of the Balme library were subject to renewal.

Another objective of the research was to evaluate the level of effectiveness in retrieving overdue materials; therefore the staffs of the Balme library were asked some questions.

Table 4.24: Retrieve overdue items from the users

Retrieve overdue items from the users	Frequency	Percent
By giving due date	10	27.8
Other	26	72.2
Total	36	100.0

From the Table 4.24, the majority, (26), representing (72.2%) of the responses, indicated that to retrieve overdue items from users, the library usually takes the action of firstly either calling the user by phone or reminding them by emailing. But if these options failed, then the library had the right of withholding the entire results of the student until the book is either retrieved or returned or paid for. On the hand, (27.8%) of the staff members indicated that overdue materials were retrieved by giving due date to the users. Moreover the users sometimes lose their borrowing rights until the material is retrieved.

Effectiveness of the retrieval means	Giving due dates	Granting amnesty	Unexpected searches	Others (Withholding results of users)
Very effective	17 (47.2%)	-	20 (55.6%)	6 (16.7%)
Effective	10 (27.8%)	4 (11.1%)	12 (33.3%)	-
Quite effective	7 (19.4%)	7 (19.5%)	21 (22.1%)	30 (83.3%)
Not effective	2 (5.6%)	28 (69.4%)	4 (11.1%)	-
Total	36 (100%)	36 (100%)	36 (100%)	36 (100%)

Respondents (library staff) were asked to rate the extent of effectiveness of the retrieval means very effective, effective, quite effective and not effective. In response to the extent, 17 (47.2%), 20 (55.6%) and 6 (16.7%) ranked giving due dates to borrowers, performing unexpected searches in the system and withholding results of users as very effective.

Other respondents ranked these resources: giving due dates to borrowers, granting amnesty to defaulters and performing unexpected searches in the system as effective representing individual responses as 10 (27.8%), 4 (11.1%) and 12 (33.3%) respectively. For not being effective at all, respondents ranked these retrieval tools as 2 (5.6%) for giving due dates to borrowers, 28 (69.4%) for granting amnesty to defaulters and 4 (11.1%) for performing unexpected searches in the system.

The researcher enquired from the staff whether users were charged for lost/misplaced book. The entire staff members who responded 36 (100%) indicated that indeed users were charged for any lost or mishandling of the book. This serves as a deterrent to other users and also to replace the lost material which is sometimes difficult to replace.

Table 4.26: Charge for misplaced/lost book/materials

Charge for misplaced/lost book/materials	Frequency	Percent
Actual cost of the book	3	8.3
Twice the cost	31	86.1
Thrice the cost	1	2.8
Others	1	2.8
Total	36	100.0

The researcher wanted to further find out the cost/amount paid by users who misplaced the book. From the Table 4.26 above, the majority of 31 (86.1%) of the staff revealed that the users usually pay twice the cost of the book/material which has been misplaced/ lost. One of the staff members indicated that the user loses his borrowing rights and also pay twice the cost of the material. The same amount bought for the book cannot be charged for because there might be an increase later on or the book must be ordered from the publisher which also comes with cost.

Table 4.27: Do users borrow back issues of periodical

Do users borrow back issues of periodical?	Frequency	Percent
Yes	13	36.1
No	23	63.9
Total	36	100.0

According to the responses of the staff 23 (63.9%) of the Balme library issues of periodicals are not to be borrowed to the users of the library. However, the issues of periodicals are only reserved and can be read within the premise of the library. A few 13 (36.1%) of the staff indicated that the periodicals could be borrowed to the patrons of the library.

The researcher found out from the staff 36 (100%) when the survey was conducted that the Balme library operated the interlibrary loan with satellite libraries on the University of Ghana

confirmed by the entire staff 36 (100%) that responded to the questionnaire.

The researcher wanted to investigate the level of abuse of the library materials by the patrons. The staff members gave their observation.

Tables 4.28: How often do you experience book theft?

How often do you experience book theft	Frequency	Percent
Occasional	32	88.9
Rarely	4	11.1
Total	36	100.0

According to the respondents (staff members), occasionally books/materials within the Balme library were stolen by the users of the library. This was revealed by the majority of the staff members (88.9%). Contrarily, 4 (11.1%) stated that the Balme library rarely experienced book theft by the users of the library. However, some pages of the books were sometimes torn by the users. It was also found that users destroyed some part of the books.

Table 4.29: How do you obtain feedback from users?

How do you obtain feedback from users?	Frequency	Percent
Surveys	6	16.7
Suggestion	9	25.0
Verbal complaints	21	58.3
Total	36	100.0

The staff members of the library 21 (58.3%) indicated that normally they obtained feedback from the users by employing verbal complaints 21 (58.3%). Although some disagreed with verbal complaints, a few 9 (25.0%) of the staff members indicated the use of suggestion to obtain feedback from the users. Finally, 6 (16.7%) stated surveys as a means of obtaining feedback. It must be noted that feedback was highly necessary for rendering a good lending

the Balme library. This is illustrated in the Table 4.29 above.

Table 4.30: Handling defaulters

Handling defaulters of the library	Frequency	Percent
Withdrawing borrowing rights	32	88.9
Banning them from using the library	4	11.1
Total	36	100.0

The most appropriate way of handling difficult users according to the majority (88.9%) of the library staff was only to withdraw borrowing rights of the users. On the other hand, another option according to some few staff members (11.1%) was to adopt the option of banning the users from using the library.

Table 4.31: Improvement of services as a result of Automation

Automation to improve leading services	Very significant	Significant	Fairly significant	Insignificant	Total
Communication	24 (66.7%)	12 (33.3%)	-	-	36 (100.0%)
Capturing statistics	30 (83.3%)	4 (11.1%)	2 (5.6%)	-	36 (100.0%)
Efficiency of services	20 (55.6%)	13 (36.1%)	3 (8.3%)	-	36 (100.0%)
Tracing overdue items	35 (97.2%)	1 (2.8%)	-	-	36 (100.0%)
Organization of materials	32 (88.9%)	-	4 (11.1%)	-	36 (100.0%)
Ease of accessing materials	36 (100.0%)	-	-	-	36 (100.0%)
Calculating overdue fines	31 (86.1%)	4 (11.1%)	1 (2.8%)	-	36 (100.0%)



services, the library staff 24 (66.7%) - very significant and 12 (33.3%) for communication.

Main in response to automation improving lending services extent, 20 (55.6%), 13(36.1%) and 3 (8.3%) ranked this as very significant, significant and fairly significant for efficiency of services.

Other staff of the library also ranked these lending services: organization of materials, ease of accessing materials and calculating overdue fines as very significant representing individual responses as 32 (88.9%), 36 (100.0%) and 31(86.1%) respectively. Moreover, the majority of the library staff 31(86.1%) rated very significant nature of automation in calculating overdue fines.

None of the respondents indicated that automation was insignificant to the lending services in the Balme library which include communication, capturing statistics, efficiency of services, tracing overdue items, organization of materials, ease of accessing materials and calculating overdue fines. This clearly shows how automation of the lending services had greatly been influenced positively by technology.

The new information and communication technologies (ICTs) are not only enhancing the potential range of publications that libraries could provide for their users but also the speed with which request can be met.

The enormous potential for international cooperation in the exchange and utilisation of information that today's technology offers, and tomorrow's technology promises, presents a unique opportunity to library and information professionals. The growing demand for bibliographic exchange, multicultural internet resources, research unhampered by geographic or linguistic limitations, and cross-cultural networking, both in the sense of online technology and offline partnership is a challenge to libraries which should be welcomed and which must be addressed (Hiraldo, 2003)

Hirald, R. A. (2003) Foreword. In: Massis, B.E., editor. Models of cooperation in the US, Latin America and Caribbean libraries: the first IFLA SEFLIN international summit on library cooperation in the Americas. Munich:K.G Saur p. 10-11

Mensah, E. A. (1990-2000) Scholarly publishing at the school of Engineering, KNUST):
Implication for the University library's development p. 44

5.1 Introduction

This is the final chapter and presents the discussion of the findings, conclusions and recommendations for further research.

5.2 Discussion of findings

Quite a lot of issues emerged from the analysis of the questionnaires administered to both staff of the Balme library and Graduate students. The discussions of the findings of this study were based on the main objectives of the study which were to evaluate the relevance of library collection, to examine the process and procedures involved in borrowing materials, to determine the level of satisfaction derived from the service, evaluate the level of effectiveness in retrieving overdue materials, to investigate the level of abuse of the library materials and level of effectiveness of security measures.

a. Library collection

This study explores the quality of service by the Balme library meeting the educational and research needs of students, lecturers and other users of the library. In recent times emphasis in information provision has shifted from merely acquisition of material to that of the relevance of the material to the user community. Thus, the success of a library is highly dependent on the academic library's value. Data from the study revealed that, less than a half (37.5%) of the post-graduate students indicated that they usually found the materials they were looking for on the shelves of the library. This indeed is not a good remark by the users of the library. The concern here is expressed about the availability of the materials and the difficulty in locating them on the shelves. This is affirmed by Kissiedu (1994) in Katsekpor

libraries of which the Balme library is not an exception have dwindled in the past three decades due to some difficulties faced by the libraries. Buttressing the above view, Badu (1997) also observed that the economic environment of the country (high inflations) have further affected the University library collections. This creates the problem of re-stocking the library with much more current materials which will meet the needs of the users of the Balme library. To solve the library collections challenge, Katsepor (2000) suggested that because it was impossible for any library (large/comprehensive) to satisfy all user needs, there was the need for the libraries to organize schemes for inter-library lending.

b. Effectiveness in retrieving overdue materials

The research revealed that there were overdue users which included students, lecturers and researchers. The majority of the library staff (72.2%) showed that to retrieve overdue items from users, the library usually takes the action of firstly either calling the user by phone or reminding them by emailing. But if these options failed, then the library had the right of withholding the entire results of the student until the book is either retrieved or returned or paid for. A similar research conducted by Ayim-Boateng (1998) revealed that lecturers (64.3%) were most guilty of over dues followed by the library staff (21.4%) and finally students (14.3%). The issue becomes quite difficult when the problem comes from the lecturers, who were to know better unlike the students whereby withholding the entire results will effectively work.

c. Level of satisfaction by users

Concerning the satisfaction of the level of lending services, only 1 (2.5%) of the user respondents was very satisfied with the lending services provided by the Balme library. This

library could do better in its provision of services. According to Fiankor (1998), most graduate were dissatisfied especially when materials cannot be located on the shelves for them to have access to them. Apparently once the students had found the materials, they were confident to use them effectively in writing their dissertations and assignments

d. The level of abuse of the library materials

The staff of the library complained about some abuses of the materials which included theft, mutilation, misshelving, vandalism, unauthorized borrowing and mishandling of the books by the users. The library staff (88.9%) revealed from the study that occasionally books were stolen by the users of the library. Similarly, the findings of Ayim-Boateng (1998) showed that (70%) of the departments in the Balme library reported the incidence of theft of library materials. This called for the management to put in place measures to curb the problem. In his recommendation, he suggested that patrons caught vandalizing library materials should be made to replace them. If the abuser is an external user, his membership should be withdrawn. There was also the need to appeal to the conscience of the patrons and finally there should be the need for periodic patrol of stack and reading rooms. Again, the staff of the Balme library in the research of Ayim-Boateng (1998) clearly indicated that the abuse of materials in the library greatly affects the services rendered by the library and that notices, circulars and newsletters could be used to address the problem. However, there was no reported case of loss of equipment such as computers or UPS in the Balme library.

Obiagwu (1992), researching on library abuse in academic institutions found out that students abuse library materials more than any other group with respect to theft, mutilation and hiding of materials but faculty indulged more in the retention of over dues.

The issue of security affects the entire library community, from the largest institution to the smallest public library. According to Eyer and Kus (1994) in Odjeawo (2003) the heart of any organizational programme is safety and accidents prevention. A significant number of books were lost either through theft or illegal borrowing. Security measures of the Balme library can be effective when users and staff of the library are aware of the written policies. This has not been the case in this research. Similar research by Odjeawo (2003) revealed a significant number of both the staff and users (77.0%) being ignorant of the security policies of the Balme library.

5.3 Conclusions

The primary objectives of this survey were to find out the challenges and prospects faced by the Balme library in the area of lending services provided to the users. Analysis from the data collected suggested that lending services in the Balme library leaves a lot to be desired. As the central library of the University of Ghana, Legon and the largest library in the country, the library's role of assisting researchers, lecturers, students and other external users in their academic pursuit is indeed critical.

From the findings of the study and the objectives of the study, the following conclusions were drawn:

First of all, the users of the Balme library could not easily find materials on the shelves even though they were indicated on the catalogue/ any other access points. This situation discouraged the patrons of the library, thereby looking for other better alternatives. Sometimes users regard the Balme library as a waste of time. This indeed was not a good comment especially as the library is highly rated to have more collections.

Secondly, as indicated by Lorenzen (2002) in Odjeawo (2003), academic libraries are not

towards reducing the alarming rate of abuse of library materials. This research indicated several abuses by the users of the library which included mutilation, theft, over dues, misshelving and vandalism. The result of these actions by the users is disturbing especially when lending services is mentioned. Most post-graduate students' therefore waste time looking for materials that are not readily available and could not borrow them. The patrons could no longer have access to the materials needed which would automatically affect academic work.

With regard to library collections, users of the Balme library felt it was better for the library of this nature to have more current materials instead of very old books. The Balme library should expand their collections to meet the very needs of its patrons. The absence of current materials makes information seeking quite difficult.

According to the findings of the research over dues has become a major problem to the library. The inability of users returning borrowed books on time could be that the loan period for the books to be returned was inadequate. Out of the thirty six library staff respondents 30 (83.3%) stated withholding results of the students as the last resort. This option was always very effective by the help of automation. All overdue from the students must be enforced to the letter to enable the library to re-stock its collections periodically.

The research revealed that, about (42.5%) of the post-graduates students had ever defaulted. The reasons given suggested that the lending period for was not long enough since they would have been using the books after the two-week period. Furthermore, by bringing the books, it may or may not be renewed which may affect their academic work. One can conclude that the rate of defaulters would highly reduce if the lending period is considered again.

Many respondents never recognized the need to inform the library staff about their problem.

research revealed the knowledge of locating materials as appreciable and therefore if only the materials are placed in the right shelves they could locate them. They were only consulted when the need arises.

Lastly, majority of the staff of the Balme library attested to the significance of automation in library work. Today, it is increasingly difficult to find libraries which do not have information technology in some shape or form. As per the findings of the research, automation of some aspects of the Balme library service which includes lending have yielded positive results and has added value to the service provided by the library (Clayton and Batt,1992). Automation has significantly improved on communication, capturing statistics, efficiency of services, tracing overdue items, organization of materials, ease of accessing materials and calculating overdue fines which would have been very difficult by the use of manual system.

Libraries and archives have been created to ensure the long-term accessibility of recorded information. That is what they do now, and that is what they will do in the future. This means they acquire, catalogue or process, organize, offer for use and preserve publicly available material irrespective of the form in which it is packaged in such a way that, when it is needed, it can be located and used. This is the unique function of the library, and no other institution carries out this long-term, systematic work. Nothing about these changes in the digital world. But digital technology changes the balance of power among the core functions (Smith, 2000)

One of the major problems that the librarian has to resolve today is how to navigate in a hybrid space of documents, both in printed and digital formats. The motivation behind the concept of the hybrid library is a need to cope with diversity. Diversity is a major problem as libraries struggle to come to grips with the digital information world. The most important question to answer is what new order of knowledge will emerge, and how libraries can

It is hoped that this study would be of great significance to academic libraries particularly to the management of the Balme library to take the necessary steps to address the challenges that the new Information technology brings and the prospects embedded in it.

5.4 Recommendations

The importance of lending services in the Balme library cannot be over emphasized. Library staffs need to acquire new knowledge to adjust to the culture and changes of the users to possibly serve them better. Based on the findings of the study, the researcher recommends the following.

Library collection can only be improved if there are proper records (evaluation) of the library at any point in time. The library should embark on periodic stock taking and shelving arrangement. It is only through this exercise that knowledge of actual loss rate and misshelving can be noticed. Without this measure the library will continue to face dissatisfaction on the part of its users. As Bello (1998) puts it "A regular stock-taking exercise is one of the principal ways of determining the extent of loss library materials. It also reveals the systematic pattern of loss, but without explanation".

Libraries should strive to improve themselves through training and continuing education programmes particularly in Information Literacy. For example education on the impact of mutilation on intellectual excellence and quality of library services. Also proper instruction and orientation should be provided to library users and temporary staff.

In addition to print resources it is recommended that, academic libraries should invest in electronic resources so as to cope with the increasing number of users. Academic libraries should encourage their users to use electronic resources and should publicize awareness of its

To ensure that users are partially satisfied if not fully, the library can adopt the use of photocopying very important but limited in quantity titles to increase the access of such materials to the users. This will solve the problem of limited access especially when there are inadequate funds available for the library.

Information on book theft, missing books or borrowed books should readily be brought to the attention of the librarian in charge of circulation or any other person appointed for that purpose. This will avoid time wasting on the part of the users searching for materials that are on the catalogue yet not on the shelves.

Disciplinary measures for defaulters, difficult users, book theft, and document mutilation should clearly be stated through the use of the notice boards, newsletters and other possible medium. This will inform all users (lecturers, researchers, students) of the consequences of their actions. Moreover the consequences should be enforced by the management of Balme library irrespective of the status of the user.

The Balme library should expand its collections, considering the inadequacy of the library to meet the needs of users. Moreover, it could also update old collections. The central library could entreat departments to purchase most of the materials to ease the pressure on the Balme library.

The Balme library also could employ the inter-library lending since it may currently not have the needed funds to purchase new collections. New arrivals could also be published on notice boards to inform users.

With regards to the processes involved in borrowing materials from the Balme library, the system must be made quite simple especially by the introduction of automation. Borrowers

replaceable due to lack of adequate funds.

On the issue of curbing the incidence of book theft, it is advisable for the management to install Closed Circuit Television (CCT) in the very near future to monitor potential culprits.

The researcher observed also that users sometimes pick materials without the notice of the security personnel; they should therefore be proactive in their search.

It is also recommended that the most valuable library resources should be digitized to prevent them from being mutilated. Digitized material plays a big role in improving the quality, accountability, high performance and effective communication

The length of borrowing per user, especially post-graduates (M.A/Phil) students should be increased from two weeks to three weeks to enable students to avoid delays in returning books. This will enable students to fully utilize the materials before return period is due.

Above all user satisfaction is the main objective of a good library. It cannot be achieved without adopting the modern tools and techniques rendered available by modern technologies available in the field of information and telecommunication which have created Digital and Virtual Libraries which have great advantages over the traditional libraries.

Ayim-Boateng, J. (1998). Abuse of library materials in academic libraries: a case study of the Balme library, University of Ghana, Legon: Unpublished M.A Dissertation presented to the Department of Information Studies, University of Ghana, Legon, p.42, 66, and 68

Badu, E. E. (1997). "Strategic planning in an uncertain environment: a case of Ghana's University libraries. Information Development, Vol.13, No. 4.p.172-178

Bello, M. A. (1998) "Library security, materials theft and mutilation in technological university libraries in Nigeria", Library Management, Vol. 19 No. 6 p. 381

Byars, L. L. and Rue, L.W. (1994) Human resource management, Illinois: Irwin p.498

Clayton, M. AND Batt, C. (1992). Managing library automation. Ashgate Publishing Company: Aldershot, p. 2

Fiankor, D. K. (1998). Information seeking behavior and information use by graduate students of the department of library and archival studies, University of Ghana, Legon: Unpublished M.A Dissertation presented to the Department of Information Studies, University of Ghana, Legon. p. 47

Katsekpor, S. A. (2008). Students' perceptions of service quality at the Balme library: Unpublished M.A Dissertation presented to the Department of Information Studies, University of Ghana, Legon, p.9

Kissiedu, C.O. (1994) "The realities of academic librarianship in Ghana with particular reference to the University of Ghana" Seminar paper presented on 23 March – April 11

Lorenzen, M. (2002). "Security issues in Ohio Public Libraries" Eric Document

Odjeawo, D. T. (2003) Security in academic libraries: a case study of Balme Library,
University of Ghana p.59

Obiagwu, M. C. "Library abuse in academic institutions: A comparative Study" International
Information and Library Review Vol.24, p. 291-305

Smith, A (2000) Digital Preservation Research and Developments: Proceedings of the
International Conference "Managing Digital Future of Libraries" (Moscow, Russia, 17-19
April 2000). - Russian Digital Libraries Journal. Vol. 3, No. 3

Abengude, J. A. (1988). "Security needs of a typical Nigerian Academic Library" Nigeria Library and Information Science Review Vol. 6 No. 2, p. 62-66

Aghoola, A.T. (2001). "Fenestration of stock security in Nigerian university library", Lagos Librarian, Vol. 22 No. 1 and 2, pp. 45-50

Aina, L. O. (2004) Library and Information science for Africa. Ibadan: Third World Information service Limited. P.349

Aina, L. O. (2002) Research in information sciences: An African perspective. Ibadan; Stirling – Horden Publishers (Nigeria) Ltd. P 23, 65-69

Ajebomogun, F.O. (2004) "Users' assessment of library security: a Nigerian university case study" Library Management Volume 25 · Number 8/9 p · 386-390

Akinfolaria, W.A. (1992) "Towards improved security measures in Nigerian university libraries". African Journal of Library and Archival and Information Science. Vol. 2 No. 1, p. 37-56.

Alemna, A. A. (1992) "Library security, book theft and mutilation a study of University libraries in Ghana" Library and Archival Security: Vol. 11, No. 2, p. 23-35.

Almony, R. A. (1978). The concept of systematic duplication, a survey of the literature: Collection Management Vol. 2, No. 2, p. 153-165

Amissah-Arthur, M. (1987). Management Information for library Decision Managing: The case for the development of an automated circulation control system for the Balme Library. University of Ghana M. Lib Thesis, University of Wales, p. 31.

Amedekey, F.Y. (1963). "Part II: Organisation and structure". University Librarian reports.

Avafia, K.E. (1985) "University libraries: the African scene". In M. Wise (Ed). Aspects of librarianship: a collection of writings. London: Mansell Publishing Limited. p. 1-30.

Ayer, T. P. (1917). Duplication of titles for required undergraduate reading. Library Journal, Vol.42, p. 356-358

Ayim-Boateng, J. (1998). Abuse of library materials in academic libraries: a case study of the Balme library, University of Ghana, Legon: Unpublished M.A Dissertation presented to the Department of Information Studies, University of Ghana, Legon. P.43-44

Badu, E. E. (1997). "Strategic planning in an uncertain environment: A case of Ghana's University libraries. Information Development, Vol.13, No. 4. P.36

Baker, D. (1992). Resource allocation in university libraries. Journal of Documentation, 48, p.1

Baro, E. E. (2010). A survey of digital library education in library schools in Africa, OCLC Systems & Services: International digital library perspectives Vol.26, No. 3, p. 214-223

Bello, M. A. (1997) "Library security, material theft and mutilation in technological university libraries in Nigeria". Library Bulletin, Vol. 2 No. 1 and 2, pp. 84-93

Bello, M. A. (1998) "Library security, material theft and mutilation in technological University Libraries in Nigeria": Abubakar Tafawa Balewa University, Library Management, Vol. 19, No. 6 p.32-34

Born, K. (1993). "The role of the serials vendor in the collection assessment and evaluation

Braine, M.S. (1993). "The causes and prevention of theft and mutilation in high school library media centres". School Library Media Quarterly. Vol. 21, No. 4, p. 221-226.

Bridges, K. (2004). Boyd Cycle Theory in the context of non-cooperative games: Implications for libraries. Library Philosophy and Practice. Vol.6 No. 2 p.54-59

Brindley, L. (1998). "Summing up". In S. Corral(Ed). Collection development: options for effective management. London: Taylor Graham. P.141-151.

Burrell, Q. L. (1988). "A simple empirical method for predicting library circulations"
Journal of Documentation. Vol.44, No. 4, p.302-314

Burrell, Q. L. and Cane, V. R. (1982). The analysis of library data. J. R. Statist. Soc. Series A, Vol.145, No. 4, p. 439-471

Byars, L. L. and Rue, L.W. (1994) Human resource management, Illinois: Irwin p.498

Clayton, M. AND Batt, C. (1992). Managing library automation, Ashgate Publishing Company: Aldershot, p. 2

Cohen, J. & Vijverberg, W. (1980). Applying game theory to library networks. Journal of the American Society for Information Science. Vol. 31, No. 5, p. 369-374.

Commission on University Of Education. Report of the commission in University Education, December, 1960 – January 1961 Accra: Ministry of Information p.62-63

Edoka, E. (1992), "Library funding: exploiting the potential of alternative sources", Nigerian Library and Information Science Review. Vol. 10 No. 1 and 2, p. 26-28.

Encyclopaedia of Library and Information Science. Vol.10 New York: Marcel Dekker 1973, p.10

Fargo, Lucile F. (1947), The library in the school, Chicago, ALA. p. 35

Fatima, S., Wooldridge, M., & Jennings, N. (2004). An agenda-based framework for multi-issue negotiation. Artificial Intelligence 152, 1-45.

Flankor, D. K. (1998). Information seeking behaviour and information use by graduate students of the department of library and archival studies, University of Ghana, Legon: Unpublished M.A Dissertation presented to the Department of Information Studies, University of Ghana, Legon. P.66-68

Fraenkel, J. R. and Wallen, N. E. (1993). How to design and evaluate research education: Boston: McGraw-Hill p. 32-36

Gardiner, J. (1954). Administering Library Service in the elementary school, Chicago, ALA, p. 6

Hannaford, E. (1990). "Tilting at windmills: selection in college libraries". Collection Management. 12(1-2), p.31-35

Heintze, I. (1983). The organization of the small public library. UNESCO manuals for libraries, 13. Paris, UNESCO, p. 9-10.

Hiraldo, R. A. (2003) Foreword. In: Massis, B.E., editor. Models of cooperation in the US, Latin American and Caribbean libraries: the first IFLA/SEFLIN international summit on library cooperation in the Americas. Munich: K.G Saur.p 10-11

Houlgate, J and Chaney, M (1992), Planning and management of a crime prevention strategy, London: Ashgate p. 64.

Huntsberry, J. S. (1991), "The legacy theft: the hunt for Stephen Blamberg", Art Documentation, Vol.10, No. 4, p. 181-3.

Ifidon, B. I. (1994), "The book scarcity in Nigeria: causes and solutions". African Journal of Library, Archive and Information science. Vol. 4, No. 1, p.55-62.

Intner, S. S. (1990). "The public and bibliographic instruction: missed opportunities in creating a positive information environment". The Reference librarian. Vol. 3, No. 1, p. 15-30

Islam, S. K. M. (2004) "The Role of Libraries and Education" Information society Today Vol. 1, No. 1.

John, S., Margaret, H. and Anne, M. (2001). The economic value of book borrowing from public libraries: An optimisation model. Journal of Documentation; Vol. 58, No. 6, p. 662-682.

Katsekpor, S. A. (2008). Students' perceptions of service quality at the Balme library;

Keap, I. (1990). "Can document provision be a priority in post-colonial?" In P. J. Membrey (ed). Nothing to read: crisis of document provision in the Third World. Birmingham International and Comparative Librarianship of the Library Association. p. 19-25.

Kissiedu, C.O. (1994) "The realities of academic librarianship in Ghana with particular reference to the University of Ghana" Seminar paper presented on 23 March – April 11

Knox, A. W. and Miller, B. A. (1981). Predicting the number of public computer terminals needed for an on-line catalogue: a queuing theory approach, Library Research, Vol. 2 Issue 1, p 95-100.

Kumekpor, T. K. B. (2002). Research methods and techniques of Social Research: Accra, Sonlife Press and Services. p.28, 100

Kwei, C. (1988). "Bibliographic control: the international concept and the national effort". Ghana Library Journal. 6(1), p. 31-39.

Kwapong, A. A. (1970). "Libraries in the university Education in Ghana". Ghana Library Journal, Vol. 41 p.13

Landau, Thomas, ed. Encyclopaedia of librarianship. 3rd rev. ed London, Bowes & Bowes, '66. p. 398-402.

Leedy, P. D. (1993). Practical Research. Planning and Design. 5th ed., New York: Macmillan.p.196-198

Leirnkubler, F. F. (1968) "Mathematical models for library systems analysis". Drexel Library Quarterly, Vol. 4, p. 185-196



D.J. Membrey (Ed). Nothing to read: crisis of document provision in the Third World. Birmingham International and Comparative Librarianship of the Library Association. p. 35-43

Littman, J. and Lynn S. C. (2004). "A Circulation Analysis of Print Books and e-Books in an Academic Research Library." Library Resources & Technical Services Vol. 48, No. 4 p. 256-262.

Lorenzen, M. (2002). "Security issues in Ohio Public Libraries" Eric Document Reproduction Service. Number ED 41907, p.14-17

Luambo, I (2004), Internet use by students of the University of Dar es Salaam, M.A Dissertation (unpublished), Dar es Sallam: University of Dar es Sallam, p 47.

Luke, J. M. (1991), "The mutilation of periodicals in a midsize University library", The Serial Librarian, Vol. 20, No. 4, p. 95-110.

Mahoney, M. (1990). "The developing country national bibliography essential: essential bibliographic tool or anachronism?" In D.J. Membrey (Ed). Nothing to read: crisis of document provision in the Third World. Birmingham International and Comparative Librarianship of the Library Association. p. 77-81.

Main, L. (1987). "Computer simulation and library management". Journal of Information Science, Vol 13, p. 285-296

Martula-Millson, C. (1985). "The effectiveness of book selection agents in a small academic library". College and Research Libraries. 46(1), pp. 294-310.

Maurice B. L. (1994). The Pursuit of Competitive Advantage in Libraries Leads ... Where? New Library World, No. 95 (6) p. 4-6

Mensah, E. A. (1990-2000) Scholarly publishing at the school of Engineering, KNUST):

Implication for the University library's development p. 44

Metzger, A. (1991) "The Role of the Library in the Development of Literacy in Sierra Leone,

Africa." Journal of Library, Archives and Information Science. Vol. 1 No. 1

Molz, R. K. (1994). The public library inquiry as public policy research.

Libraries & Culture: Vol. 29, No. 1, p. 61

Morse, P.M. (1979) "A queuing theory, Bayesian model for the circulation of books in a library". Operations Research, Vol. 27, p. 693-716

Morse, P. M. and Chen, C. C. (1972). "Using circulation desk data to obtain unbiased estimates of book use". Library Quarterly, Vol. 45, No. 2, p. 179- 194

Molz, K. (1964/5). Public library: the people's university. American Scholar. 34:95-102 Wint

Molz, R. K. (1994). The public library inquiry as public policy research.

Libraries & Culture: Vol. 29, No. 1, p 61

Marison, W. J. (1957). The public library. London, George G. Harrap, p. 101.

Nawe, J. (1998). The impact of dwindling budget on Library Services in Tanzania. Library Review, Vol.37 No.2 p. 132.

The New Encyclopaedia Britannica (1998): Chicago 15 ed. Vol. 22 p. 961

Newman L. W. (2006). Social Research Methods, Quantitative and Qualitative Approaches:

Nwafor, B. (1990). "Funding third world university libraries". In D.J. Membrey (Ed). Nothing to read, crisis of document provision in the Third World. Birmingham, International and Comparative Librarianship of the Library Association. pp. 13-18

Nwamefor, R. (1974), "The security problems of University libraries in Nigeria". Library Association Record, Vol. 76, No. 12, p. 244-245.

Obiagwu, M. C. (1990). "Foreign exchange and library collection in Nigeria". Information Development. 3(3). pp. 154-160.

Odjeawo D. T. (2003) Security in academic libraries: a case study of Balme Library, University of Ghana p.59

Ogunleye, G.O. (1998), "Data information and computer security in Nigerian Libraries", African Journal of Library Archival and Information Science, Vol. 8, No. 1, p. 47-51

Okotore, K. (1991) "Misuse of library materials at the Oyo State College of Education Library", Nigerian Library and Information Science Review, Vol. 9, No. 1, p. 16.

Ola-Roberts, N. (1989). User and borrowing patterns at Fourah Bay College: 1970/71-1984/85. Freetown: Fourah Bay College.

Omojuwa, R.A. (1993) "Directions in Adult Literacy Programming in Nigeria, Literacy and Reading in Nigeria," Reading Association of Nigeria, (7) p. 207-214

Omoniyi, J. O. (2001) "The security of computer and other electronic installations in

Oni, J.A. (1984) "Book theft in Libraries: problems and solutions" Lagos Librarian 11 (1&2), p. 97-99.

Onohwakpor, J. E. (2006). Theft and mutilation of library materials in Delta State University Library. Abraka, Delta State University p.32-38.

Otike, J. N. (1989). "Bibliographic control in Kenya", Information Development. Vol. 5, No. 1, p. 23-28.

Oyegade, Emmanuel, Nassarawa, A. and Mokogwu, W. (2003) "Forty years of Public Library Service to Nigeria: Past Present and Future. Forty years of Library Services." In Nigeria. Edited by Olanlokun, S. O. Nigerian Library Association. Lagos. p. 1-5

Palmer, J. (1996). Skills for the millennium - The Librarian of the 21st Century: Librarian Career Development, Vol. 4, No: 1, p. 13-17.

Raj, H. (2000). Theory and practice in social research. Kamla Nagar, Delhi: Surject Publication, p. 63

Read, A. (1990). Nigeria Book Sector Study: Summary Report, Book Development Council, London, p. 4-9.

Savage, F. A. (1957), "Buy, borrow or steal", Library World, Vol. 79, p 74-52.

Sellen, M. (1985) "Book selection in the college library: faculty perspective" Collection Building, Vol. 5, No. 2, p.29-36

Shaw, C. M. (1971) Duplicate provision for undergraduates. Journal of Librarianship, 3, (3), p.190-205

Shaw, W.M. (1976) Library user interface: a simulation of the circulation subsystem. Inf. Proc. Man., 12, (1), p.77-91

Simmonds, P. L. and Andaleeb, S. S. (2001). Usage of academic Libraries: The role of service quality, resources 634

Spilke, D. (1990). "Core collection: principles and practice". London: Library Association Publishing p. 74-81

Strauch, K. (1990). "Librarian versus faculty selection: the good meets the bad and the ugly". Collection Management. Vol. 12, No. 1-2, p.37-41.

Thompson, J. (1977). A History of the Principles of Librarianship, Clive Bingley, London, p. 78

Trueswell, R. W. (1966) "Determining the optimal number of volumes for a library's Core collection". Libri. Vol. 16, 49-60

Twumasi, P.A. (2001). Social Research in Rural Communities: Accra, Ghana Universities Press. P.34-39

University of Ghana. (1959/60). Annual Report by the vice chancellor, London: University of Ghana office.

Vidor, D.L. & Futas, E. (1988). "Effective collection developers: librarians or faculty?" Library Resources and Technical Services. 32(1), pp.127-136.

Wamunza-Nkhoma, A. (2003) "Re-thinking changing roles of Academic and Research Libraries in Tanzania: Reflections, prospects and challenges". University of Dares Salaam Library Journal, Vol. 5, No. 2 p.54-57

Warwick, J. P. (1992) "A review of some modelling approaches to the loan and duplication of academic texts". Journal of librarianship and information science. vol. 24 no.4 p. 187

Warwick, J. P. (1986). A rational expectations approach to duplication policy. OMEGA, Vol. 14, No. 4, p. 325-331

Warwick, J. P. (1986). Duplication of texts in academic libraries. a behavioural model for

Warwick, J. P. and Taylor, P. B. (1981). "Optimal loan periods for undergraduate

recommended reading". COLLEGE, Vol. 6, No. 18, p. 671-679

Wilson, P. (1993). "The value of currency". Library Trends, Vol. 41, No.4, p.632-643.

Wilson, T.D. (1995). Information-seeking behaviour: Designing information systems to meet our client's needs: a paper delivered at ACURIL: Association of Caribbean Universities, Research and Institutional Libraries. 25th conference. San Juan, Puerto Rico. p.44-52

William, G. (1968). Library cost models: owning versus borrowing serial publications, National Science Foundation, Office of Science Information Services and user characteristics". Library trends, Vol. 49, No. 4, p. 626

The world book encyclopaedia 2003: Chicago vol. 6 p.86

Questionnaire for Users of the Balme Library

This questionnaire is intended to solicit your views on *Lending Services in academic libraries. Challenges and Prospects of the Balme Library* as a partial requirement for award of Master of Arts in Library Studies at the University of Ghana, Legon. You are considered very important in giving your best and it will be appreciated if you could indicate the appropriate alternative.

Assure you that the information supplied shall be treated with utmost confidentiality.

Instruction: Please tick (✓) or provide answers in the spaces provided to the questions.

A. DEMOGRAPHIC DATA

- Gender (1) [M] (2) [F]
- Age [a] 20-30 [b] 31-40 [c] 41-50 [d] 51-60 [e] 60+
- What is your educational-professional background [a] Certificate [b] Diploma
[c] Degree [d] MA/Phil [e] other

B. Library Users

- Have you ever used the Balme Library before? [a] Yes [b] No

If No please why?

- [a] Materials are not relevant to my course
- [b] Materials are not update
- [c] Can't find materials from shelves
- [d] I have my own materials
- [e] Any other reasons

Tick as many as applicable

[a] Reference/Enquiry Services

[b] lending service

[c] Use the internet for academic work

[b] email services

[d] Research work

[e] Read my own materials

6. Have you ever borrowed books from the Balme Library before? [a] Yes [b] No

7. Have you ever defaulted in returning borrowed item? [a] yes [b] No

8. If yes what could be your reasons?

[a] I could not get time to return [b] Duration time too short [c] I need to use the book(s) [d] I am non resident

9. Do you return your borrowed materials as required?

[a] precisely on time

[b] sometimes

[c] Never

[d] Other (specify).....

10. Do you pay fines on your late returns? a. [Yes] b. [No]

.....

11. If No why?

(e) I am not on Campus

12. What other means do you wish to "rent" your borrowed items?

[a] By email [d] by phone [d] sms message [d] By friend

[e] others

C ACCESS TO INFORMATION

13. Do you find materials you are looking for? [a] Never [b] Sometimes [c] Usually [d] Always

14. Do you ask library Staff when you are looking for material? B. Yes b. No

15. If No what could be your reason?

[a] Staff not friendly

[b] Staff not helpful

[c] I am not sure of staff competence

[d] I can do it myself

[e] I consult the catalogue

[f] other (please specify)

16. Do you consult the catalogue when you visit the Library? [a] Yes [b] No

17. If yes what information do you expect to get?

[a] To find a book/item I am looking for

[b] To find books by a particular author

[c] To find a particular subject of interest

[d] other please state

If No what could be your reasons?.....

[a] usually [b] sometimes [c] never [d] always

19. Do you find guiding systems easy to find a book? [a] yes [d] no

20. What are some of the constraints you face in accessing lending service?

.....

.....

21. How will you rate the satisfaction level of the lending services from the Balme library?

[a]unaccepted [b] less than satisfied [c] satisfied [d] very satisfied [e] excellent

22. In your estimation what do you think the automation of the library has helped in efficient running of the

Lending Service in the Balme library? [a] less than helpful [b] helpful [c]

very helpful [d] I don't know

Thank You

Questionnaire for staff of the Balme Library

This questionnaire is intended to solicit your views on *Lending Services in Academic Libraries: Challenges and Prospects of the Balme library* as a partial requirement for award of Master of Arts in Library Studies at the University of Ghana, Legon. You are considered very important in giving your best and it will be appreciated if you could indicate the appropriate alternative.

I assure you that the information supplied shall be treated with utmost confidentiality.

A. DEMOGRAPHIC DATA

1. Gender (1) [M] (2) [F]
2. Age [a] 20-30 [b] 31-40 [c] 41-50 [d] 51-60 [e] 60+
3. What is your educational background [a] Certificate [b] Diploma
[c] Degree [d] MA/Phil [e] other
4. What is your professional (Librarianship) background [a] Certificate [b] Diploma
[c] Degree [d] MA/Phil [e] PhD
5. How has your professional qualification helped in your work as a library staff? a. Less than helpful
b. Helpful c. Very helpful d. Excellent
6. In your estimation what is the status of returned items? a. Bad b. Very Bad c. Normal d. Good
7. Apart from physical appearance what other means do you allow students users to renew books? a.
through friends' b. through SMS Messages c. By the telephone d. Courier Services
8. How does one qualify to borrow books from the library? a. Being a regular student b. Being a staff
c. Being a lecturer d. A member of the alumni e. Researchers f. Relative of Staff

9. What are the borrowing rights of the following users of the library

	No. of books allowed	Loan period
PHD		
M.A		
M'Phil		
Undergraduates		
Lecturers		
Researchers		
Staff Relatives		
others		

10. How do you retrieve overdue items from students/users? a. By the given due date b. Granting of amnesty c. Unexpected searches d. other.... Please specify

11. How effective is the above retrieval means?

	Very effective	Effective	Quite Effective	Not Effective
Given Due Date				
Amnesty				
Unexpected Searches				
Others				

12. Do you charge for lost/misplaced books? a. Yes b. No

13. If yes how much do you charge? a. The actual cost of the book b. Twice the cost of the book c. thrice the cost of the book d. Any other

14. Do you allow Users to borrow back issues of periodicals? a. Yes b. No

15. Do you operate interlibrary loan with satellite libraries on campus? a. Yes b. No

17. Do you experience book theft from borrowers? a. Yes b. No

18. If yes how often? a. Regularly b. Occasionally c. Rarely

19. What means do you obtain feedback from users of the lending services? a. Surveys b. suggestion scheme c. Verbal/Writing Complaints

20. How do you handle difficult customers? a. Reporting them to School authority b. Withdrawing borrowing rights c. banning them from using the library

21. How has the automation system helped improved lending services in terms of:

	Very significant	Significant	Fairly significant	Insignificant
Communication				
Capturing Statistics				
Efficiency of service				
Tracing overdue items				
Organization of materials				
Ease of accessing materials				
Calculating Overdue fines				

Thank You

